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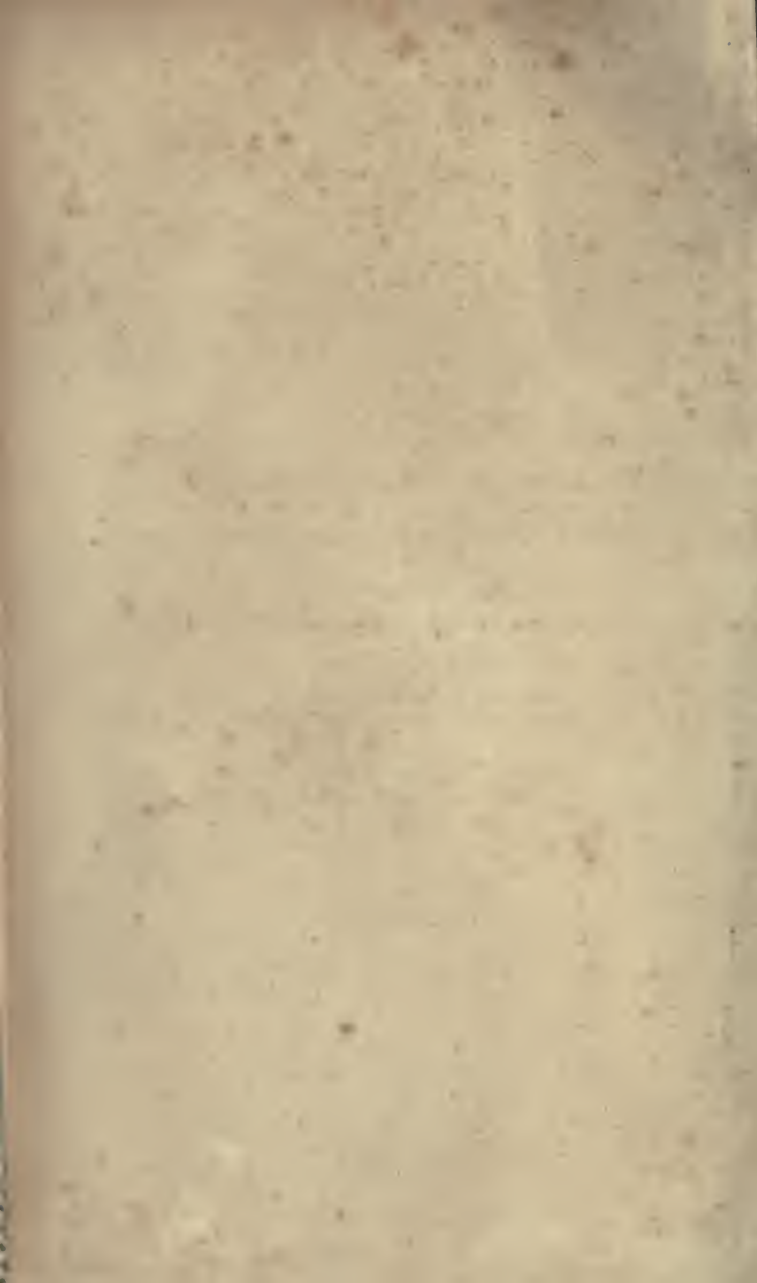
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Hand-Books of the English Language.

THE following statement, *if carefully read*, will enable the Reader to see at once the merits and peculiarities of the Hand-Books.

The English language consists of some *eighty thousand* words, drawn from five principal sources, viz.: from the Anglo-Saxon, Celtic, Gothic, French, and Latin and Greek, or Classic languages. *Twenty-three thousand* of these words are from the Anglo-Saxon. The whole twenty-three thousand words may be traced back to *one thousand root-words*. The twenty-two thousand have been formed by adding one or more root-words, or parts of them, together. There are now of these twenty-three thousand Anglo-Saxon words, only some six or seven thousand in good use. The remaining fifty-seven thousand words of the language, may also be traced back to a few thousand root-words in the languages from which they have been borrowed.

Every child should be early taught the whole six or seven thousand choice Anglo-Saxon words, because they are those continually used in the various occupations of life. Few scholars can use more than six thousand of the words drawn from Celtic, Gothic, French, and Classic sources. But there is no reason why every pupil in our public schools should not be able also to use them. Indeed, the three Hand-Books are so arranged that the six thousand choice Anglo-Saxon words, and the six thousand choice words from other sources, may be acquired easily in one year.

But to teach the English language successfully, the teacher should have clearly before his own mind, *its origin, growth, elements*, or sources of formation, *grammatical structure, general history, and literature*. The following synopsis throws light upon the English language.

I. *Its origin*. In 450 after Christ, the Angles and Saxons introduced into Great Britain the Anglo-Saxon language, which is the mother tongue of the present English.

II. *Its growth*. The root-words of the Anglo-Saxon, which are few, have grown into twenty-three thousand by the use of some eighteen prefixes, and twenty-five suffixes. Six or seven thousand only of these are now in good use. Again, some fifty-seven thousand words have been introduced into it from several sources but chiefly from the Celtic, Gothic, French, and Classic tongues. It embraces, in all, some eighty thousand words.

III. *Its periods of growth*. About 450 B. C., the Anglo-Saxon words were introduced into Britain; prior to 600, many Celtic words; before the end of the ninth century, many Gothic words; and at 1066, French words were intermixed; and since the revival of letters, in the fifteenth century, a large number of Greek and Latin words have been incorporated with it.

IV. *Its grammatical laws and history*. The Anglo-Saxon or root element, not only modified the words from the other languages, but gave them *its own laws*. Hence the grammar of the English language should be built on the Anglo-Saxon basis, and not on the basis of the Celtic, Gothic, French, or Latin and Greek.

V. *Its literature*. English Literature does not date back more than some six centuries. Nay, all that is really valuable has been produced during the last three hundred years.

Recapitulation.—The English language has some 80,000 words; 23,000 of these are of Anglo-Saxon origin; the other 57,000 are chiefly from the Celtic, Gothic, French and Classic; only 6000 of the Anglo-Saxon are words in good use: some 6000 of the others are used chiefly by scholars; the root-element of the language is Anglo-Saxon; the other elements are engrafted on it and modified by it.

With these statements and explanations, you will be able to see the merit of the following books of the American Series:

THE THREE HAND-BOOKS.

THE HAND-BOOK OF ANGLO-SAXON WORDS gives 1000 Anglo-Saxon root-words, with their primary and secondary meaning, and teaches the use of them.

THE HAND-BOOK OF ANGLO-SAXON DERIVATIVE WORDS. It explains the meaning of the prefixes, suffixes, and terminations which change the 1000 root-words into derivatives. It gives some 7000 of the choicest 23,000 words of Anglo-Saxon origin, with their meanings and use.

THE HAND BOOK OF THE ENGRAFTED WORDS OF THE ENGLISH LANGUAGE gives 7000 of the best words from the Celtic, Gothic, French and Classic tongues, with their meanings and use.

Every thing valuable in the Thesaurus, Latham, MacElligot, Lynn, and the Scholar's Companion, will be found in these books, and arranged according to the growth of language and the laws of mind. The plan is simple and natural.

HOW SHALL THESE BOOKS BE USED IN SCHOOL?

Any teacher can use them. There are few books in use as simple and as easily taught. But to anticipate every difficulty which may occur, we insert the following extracts from reports received from teachers who are using them.

Mr. Isaiah Peckham, late Principal of one of the Public Schools of Newark, and just appointed to take charge of the Industrial School, Newark, N. J., reports thus;

HAND-BOOKS OF THE ENGLISH LANGUAGE—Continued.

The Hand-Book of Anglo-Saxon Root-Words, and the Hand-Book of Anglo-Saxon Derivative-Words are both in use in the Lock Street Public School, and producing most valuable results.

The Hand-Book of Root-Words was placed in the hands of a class of small lads, who had just begun to read with some facility, but who had never committed any lessons to memory. I pursued the following method in using it.

FIRST: I gave the class a general account of the English language, as set forth in the Circular of the Literary Association. Then told them the design of this book, viz.: to teach them the meaning and use of *one thousand Anglo-Saxon Root-Words of our language*.

SECOND: I then gave them the first three Instructions of Part I., directing them to read them many times over, very carefully, at their seats, attending to the orthography of each word, and committing to memory the *italicized parts*.

THIRD: When the time for recitation came, the class was permitted to read the lesson, so that every thought should be clearly and naturally brought out. Next, the words in the lesson were given them to spell, until I was sure that the orthography of all the words had been mastered. Lastly, the class was called upon to recite the *italicized portions* and answer such questions as to render it apparent that they fully comprehended the lesson.

FOURTH: The whole of Part I. was studied in this manner. The lesson of every third or fourth day being a review of the previous lessons.

The Studies of Part II., I required the class to read and prepare in the same way, previous to the recitation.

At the recitation, the class read and defined each root-word and answered the questions, that follow in the book, which are given to illustrate it.

I must say, that I have never seen boys more interested in any intellectual pursuit. The enthusiasm actually became contagious, boys begging to be admitted into the class, in addition to their other studies.

HAND-BOOK OF ANGLO-SAXON DERIVATIVES.

This book was given to a class of boys more advanced. They had previously paid considerable attention to orthography and etymology, and had acquired a relish for tracing words back to their origin, so that they were accustomed frequently to ask me the derivation of new words with which they met. They were therefore prepared, in some measure, to value a work which placed before them the whole of the choice Anglo-Saxon words of our language.

This class was required to *read* and *spell* the words of each lesson in the same manner as I have described in speaking of the Root-Words; and also to *recite* the italicized parts of the Instructions. In *Part II.*, however, several new features are introduced in the mode of teaching. In reading, the pupil is required to throw the word and its definition into the form of a declarative sentence; thus, "Home, the place where one lives," is read, "Home is the place where one lives." At the close of each study, many remarks were made, and questions asked designed to lead the pupils to patient thought and constant reflection. The study, for instance, which embraces the names of Saxon dwellings: *Hut, hovel, cot, cottage, hall, castle*, is rich in suggestions as to the condition and modes of life of that people. In using this book, I also esteem it an excellent plan to require the pupils to prepare a composition each day on the subject of that day's lesson, and embracing all the words which it contains, or as many of them as possible. Thus, on the subject of

KINDS OF HOUSES

The pupil may make use of all the Anglo-Saxon names in some such way as in the following original composition:

"I am sure the ancient people of England could not have lived as comfortably and pleasantly as we do now. Their houses must have been mostly small and poor, because they had so many more names for rude houses than they had for large ones. I find by my Hand-Book of Orthography that they had small *huts, hovels, cots, and cottages*. The last name sounds quite prettily, because some *cottages* are now so very nice; but then, a *cottage* was 'a small house for poor people to live in.' The *hall* was 'a manor-house, a house for courts of justice to meet in;' but I am afraid there was a great deal of injustice done there. The *castles* of the rich were 'fortified dwelling houses;' so I think there must have been much fighting and bloodshed in those times. I have to-day learned the names of all the different kinds of dwellings then used, and I wish hereafter, by reading and study, to find out as much as possible respecting the people who lived in them."

To make it still more interesting and profitable, I frequently vary the mode of recitation. Sometimes, I require the pupils to bring their slates and write down each word of the lesson as I pronounce it. Sometimes I require them to spell orally, by letter or syllable; thus, when I pronounce a word, the first pupil may name the first *letter* or *syllable* of it, the next the *second* and so on, till it is completed. Sometimes I require a pupil to stand up and spell orally, while the rest of the class are permitted successively to give him the most difficult words of the lesson. If he fails to spell one, he must take his seat, and the pupil who gave it to him, spells it and takes his place. Sometimes the pupil is permitted to spell phonetically. Many other methods may be employed.

The class is deeply interested in this book; nor is it possible to say too much in its favor as a School Book. It not only unfolds in a natural manner the Anglo-Saxon part of our language, but makes our boys *thinkers*,

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"The terms which occur most frequently in discourse, or which recall the most vivid conceptions, are Anglo-Saxon."—*Edin. Rev.*
"Great, verily, was the glory of the English tongue before the Norman conquest."—*Camden.*

By a Literary Association.

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INTRODUCTION.

THE LITERARY ASSOCIATION

TO THE

READER OF THE HAND-BOOK OF ANGLO-SAXON DERIVATIVES.

THE Literary Association, anticipating the inquiries which this work must awaken, introduce themselves at once to the reader. The following statement, it is hoped, will meet all such inquiries.

The Association was called into existence by the increased interest that has marked the history of education in our country for the last ten years. This interest was canvassed, and its literary results subjected to a rigid examination. Text-books, and especially the *principles* on which they are constructed, were carefully investigated.

At the close of this investigation, which was carried on for years by an individual member devoted to the work of education, the Association was formed, and, though profoundly impressed by the activity of the American mind in this department of letters, could not avoid the conviction that school-books had not been prepared with sufficient reference to the laws of the human mind.

With this impression, the Association proceeded to review the field of labor. They proceeded anew to interrogate the human mind, and ascertain its general laws. They freely discussed such questions as these: "Does the mind grow? Is its growth the unfolding of native energies? How does it grow? By what laws? By what methods? For instance, *How does the human mind acquire language?*"

In answering the last question, it was ascertained that the mind first acquires the names of things, or *nouns*; next, the names of qualities, or *adjectives*; and then, the names of actions, or *verbs*; and that this seems to be a law of the human mind.

The Hand-Book of Anglo-Saxon Derivatives grew out of the discovery of this and other

laws of the human mind, which were verified by the review of the Association. In executing it, the English language was subjected to a careful analysis, and its *organic* and *historic* structure laid open in their separate elements.

The English language was ascertained to be a composite one, and, like the Great American Nation, *Unum e Pluribus*. The relations of its elements were determined. The Anglo-Saxon was found to be the *stock*: the Celtic, Gothic, (embracing the German, Swedish, Danish, and Norwegian,) French, Latin, and Greek elements, to be only *engraftures*. In this order, it was resolved to present them in the study of English words.

The next care of the Association was to verify the principles of the growth of words as seen in their composition and derivation. *Composition*, they considered a *form of growth*, which takes place by the union of whole words; *derivation*, a *form of growth* that takes place by the addition of parts of words, which are known as terminations, suffixes, and prefixes. (See p. 40.)

The terminations were determined and classified under the heads of number, gender, case, comparison, person, and tense. There are only *sixteen* of Anglo-Saxon origin. (See p. 42.)

The suffixes were also ascertained and arranged. They are *twenty-eight* in number. (See p. 47.) Their meaning and use are exhibited from pp. 49 to 57.

The prefixes were next examined, and their nature and number settled. They are *twenty-three* in number. Their meaning and use are set forth from pp. 59 to 64.

The terminations, suffixes, and prefixes, thus determined, are presented at one view on page 64. They form the whole materials of the growth of Anglo-Saxon words.

All these things are brought together in the FIRST PART of the Hand-Book, under the head of Instructions. They are things to be known.

But how shall these Instructions be studied? It was thought best, after due deliberation, to approve the plan adopted in the preparation of the work, and propose three ways, any one of which, may be adopted, according to the circumstances and wants of the child.

The instructions contained in the first part may be read over carefully, the child paying strict attention to the words in *italics*. They are the *answers* to the questions at the end of the instructions, or *models* according to which his instances are to be given.

There is another way in which they may be studied, and that is *oral analysis*. The child is to read them over thoughtfully, and be ready, when called up to recite them, to state in his own language what he knows about them.

There is yet another way, and one which is earnestly recommended to advanced pupils, and that is *written analysis*. The child should be taught to resolve each instruction into its parts, and then write these as his analysis of it. This he should do, attending carefully to the NAME, ORIGIN, and DEFINITION of the subject of the instruction, pointing out the THING itself, and showing the correctness of his knowledge by giving an instance. Thus:

ORTHOËPY AND ORTHOGRAPHY.

The words of our language may be spoken or written. *They appear as audible or visible things*. Orthoëpy makes them audible; orthography makes them visible.

Orthoëpy is derived from two Greek words, and means *correct speaking*. If I speak the word, *book*, for instance, it is an exercise in orthoëpy.

Orthography is derived from two Greek words, and means *correct writing*. If I write the word, *man*, for instance, it is an exercise in orthography.

The Association then proceeded to examine the application of the materials of the first part of the Hand-Book in the formation of the second part, which should consist of STUDIES instead of Instructions.

The law of mind, according to which the child acquires, first, *nouns*, next *adjectives*, and then *verbs*, was made the basis of the classification of words, and the words of Anglo-Saxon

origin arranged accordingly in these three groups. In carrying out this classification in its details, *radical nouns* are presented, and, in connection with them, their terminations, suffixes, and prefixes. In this way, the child is led forth from home, and passes over all the objects that lie between it and heaven, gathering up their names. Next *adjectives* are taken up, and then *verbs*. They are presented and studied in the same way as the noun.

In addition to this, it was thought best to add instances, giving the *use* of words. This is explained in the plan of study. Attention is constantly directed to it in the first word of every *Study*, which should serve as a model for all the other words, radical and derivative.

The *Third Part* of the Hand-Book of Anglo-Saxon Derivatives will, it is presumed, prove acceptable to teachers and children. Anglo-Saxon words are not only presented in their original forms, but also referred to the parts of the human body as the great instrument of speech. To increase the value of this part, or rather enable the mere English scholar to pronounce and understand the original Anglo-Saxon words, an appendix is added, containing instructions on the letters of the Anglo-Saxons and their pronunciation, and an account of the terminations, suffixes, and prefixes of their language, so far as they have a place in the English.

There are one or two points which recur here, and to which we would direct attention. The Hand-Book of Derivatives may appear to many to contain too much *repetition*. Repetition, it should be remembered, if judicious, is a virtue. The Hand-Book of Derivatives adds greatly to the Hand-Book of Root-Words in the number and interest of its new words; and where it repeats in order to show the derivatives, it is, we think, a desirable repetition.

The definitions require a passing remark. They are based on the principle that we must *see* or *feel* the things for which words stand, in order to know them. They are accordingly partly *descriptive*, and partly *suggestive*. Such definitions alone are adapted to children. Logical or scientific definitions belong to other places. Propriety, even in teaching, is a virtue. But, if any are not satisfied, let them remember the old saying: "Definitions belong to the gods."

An extract from Dr. Wisdom's address on the Anglo-Saxon part of the English language, is introduced at the beginning of the volume, which should be carefully read, as giving a clear, agreeable, and condensed view of it.

In conclusion, we are happy to say from experience, that a child capable of reading the Hand-Book of Anglo-Saxon Derivatives, may, in three quarters, study this book, and be in possession of some *five thousand* of the choicest Anglo-Saxon words, and their meanings.

He will then be ready for the Hand-Book of the Gothic, Celtic, French, and Classic elements of the English language, which should be immediately taken up. Their study has much to interest the young mind. The child will like to learn how these *grafts* have been inserted into the old Anglo-Saxon *stock*, and trace the *historic* growth of his language.



DR. WISDOM

ON THE

SAXON PART OF OUR LANGUAGE.

THE Address of Dr. Wisdom on English Grammar was soon followed by one of equal interest on the Saxon part of our language. Professor Cadmus, in a late communication to the Association, has kindly furnished an outline of it. Dr. Wisdom, he says, was induced to prepare and deliver the Address by two facts, observed in his investigations in English Grammar: FIRST, that the *structure* and *idiom* of our language are Anglo-Saxon; SECOND, that its *few inflections* are derived from the same source. These facts led him to enforce the importance of paying greater attention to this part of our native tongue.

DR. WISDOM ON THE SAXON PART OF OUR LANGUAGE.

Gentlemen, said Dr. Wisdom, it is a proud thing to have the English language for our native speech. Its structure is simple and massive, and its basis strong in all the elements of enduring power. Its history, to which I lately directed your attention, has taught you these things.

Recall its outlines, gentlemen. From the present, look back on the past. The English language now reigns over a vast territory—The *United States*, *British Isles*, *Canada*, *Guiana*, *Jamaica*, *Guernsey*, *Jersey*, *Gibraltar*, *Liberia*,

Cape of Good Hope, Malta, India, and Australia. Once, it was known only on the isle of *Thanet*. Its home was *Hanover* and *Westphalia*, on the Continent. Its wanderings were by the stormy Baltic, Caucasus, and distant Indus.

It covers this territory, gentlemen, as a mixed language. It is found on the Continent, and in those wanderings, as the Saxon tongue, a branch of the great Teutonic family. As such, it was introduced into England in A.D. 450. Six successive settlements established it on the island. It became a national language in A.D. 836. The Celtic speech, the original language of the British Isles, existed only in a few districts. New changes awaited our mother-tongue. The Dane and Norwegian came in A. D. 827, altered its form, and brought in the Gothic element. The Norman French conquered the Saxons in A. D. 1066, and engrafted the French element upon the native stock. Other changes followed. Latin and Greek words were freely introduced by the learned. Modern English arose in the time of Elizabeth—arose with the Anglo-Saxon element as the basis. To this element of our native speech, allow me to direct your attention.

Gentlemen, said Dr. Wisdom, the love of our mother-tongue should be strong as death. It is the speech of home and the heart, and contains treasures of sacred memory. Who can forget, or neglect it, and not wound the dearest interests of his nature?

The Anglo-Saxon is our mother-tongue. The French portion of our language is associated with wrong and oppression. A few memories of taste relieve this picture of it. The Latin part belongs to arts, sciences and abstractions. The other elements, which enter into its composition, are puny exotics. It is otherwise with the ANGLO-SAXON. It forms the root, life, and beauty of the English language.

Gentlemen, continued the Doctor, I wish you would weigh this matter, and render a just verdict for our mother-tongue. The verdict, which I ask, is a PREFERENCE of the Anglo-Saxon to the Latin and French portions of the English language in the education of our children. The grounds on which I ask this verdict are weighty and just. Practical teachers are the jury.

1. THE EARLY WORDS OF HOME ARE ANGLO-SAXON. It furnishes us with the names of husband and wife, father and mother, son and daughter and child, brother and sister, friends and kindred, and home itself.

2. THE WORDS OF THE HEART ARE ANGLO-SAXON. Such are love, hope, sorrow, fear, tear, smile, blush, laughter, weeping, and sighing.

3. THE WORDS OF EARLY LIFE ARE ANGLO-SAXON. And who can overrate their power? The foundations of the mind are laid amidst the objects for which they stand, and their associations.

4. THE WORDS WHICH STAND FOR SENSIBLE THINGS ARE MAINLY ANGLO-SAXON: such, for instance, as the sun, moon, stars, water, earth, spring, summer, winter, day, night, heat, cold; and nearly all our bodily actions. These are the words adapted to childhood.

5. THE WORDS OF PRACTICAL LIFE ARE ANGLO-SAXON. The farmer, the merchant, the laborer and salesman use this part of our language. The names of their instruments are mainly Anglo-Saxon.

6. THE WORDS THAT MARK SPECIAL VARIETIES OF OBJECTS, QUALITIES, AND ACTIONS, ARE ANGLO-SAXON, and give peculiar weight and point to our language.

7. THE GRAMMAR OF THE ENGLISH LANGUAGE IS ANGLO-SAXON. Its *structure*, *idiom*, and *inflections* are derived from this source.

On these grounds, I rest my claim for a preference of our mother-tongue as the basis of education in the English language. It is admirably adapted to childhood, and capable of producing results, affecting happily the mind, heart, and life of our children.

Dr. Wisdom continued: Counting on a verdict agreeable to these views, allow me now to make some suggestions on the study of orthography.

The *speaking* and *spelling* of our language are widely different. This is apparent to every reflecting mind. Indeed, the difference is so great that it is almost useless to give any rules. What is to be done? Shall we write as we spell? Shall we lop off every letter that does not enter into the pronunciation of the word? By no means. I would not tear away old associations, and efface the early records of the history of English mind, as seen in the form of our words. I would learn the *spoken language* by the EAR, and the *written language* by the EYE. This is a simple remedy for the evil, and the only certain way of acquiring oral and written speech.

I would teach the GROWTH of our language also, said Dr. Wisdom. The common practice is otherwise. Analysis is preferred to synthesis. I would reverse this order. I would begin with the *radical word*, show the process of *derivation* and *composition*, and point out the *exchanges* of one part of speech for another. In this way, the child would be introduced to the formation of his language. Indeed, he would form the language himself; and it would be to him as a living thing, because it would be the expression of his own mind. To make this mode of studying our language complete, I would always *link the words with the things* for which they stand, and reduce them to practice at once, by giving *instances*. I would also arrange them in families, or groups, under the leading topics of thought, and thus link them for ever to the objects to which they relate

Such, gentlemen, is our mother-tongue in outline. We are proud of it. If other languages are like the scimeter of Saladin, bright and keen, the Anglo-

Saxon is like the mace of Richard, a thing of power. It is well used only by one man on this continent.

But, gentlemen, the Anglo-Saxon is not all the English language. The Gothic, Celtic, French, Latin, and Greek elements are invested with much interest, and must be called up to your attention at no distant day. I am ambitious. I wish to hasten the dawn of a new era in education. The time is at hand when the professor of the English language shall sit side by side with the doctors of Latin and Greek; but he shall do so on the condition of placing the old Anglo-Saxon above the classics, and making Alfred and Caedmon and Bede more honorable than Virgil and Homer. Gentlemen, our old mother-tongue has endured two captivities: one under the Norman-French, the other under the Latin and Greek. From the former, it was delivered under the reign of a king: from the latter, it is about to return under a president.

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Received of the Treasurer of the State of New York
the sum of \$1000.00
for the year ending 1870

Witness my hand and seal this 1st day of January 1870

John W. Foster

Secretary of the State

FIRST PART.

THE MATERIALS OF ANGLO-SAXON DERIVATIVES.

THE

THE NATIONAL BUREAU OF STANDARDS

A HAND-BOOK
OF
ANGLO-SAXON DERIVATIVES.

INSTRUCTION I.

WORDS.

WORDS are the materials of speech, and are used to make known our thoughts and feelings. As such, their meaning and use are easily understood.

Words are signs of things. When I speak, or write, for instance, the word *lily*, you think at once of the thing for which it stands. That flower is recalled, and seen again.

The English language, which is our native speech, contains about EIGHTY THOUSAND WORDS.

What are words? Give an instance.

INSTRUCTION II.

SPOKEN WORDS.

Spoken words arise from the use of the organ of speech. Man is not content to think and feel silently. He wishes to think aloud, and does so in spoken words.

A spoken word is a sound used as a sign of a thing. If I speak the word, *house*, for instance, you hear a spoken word.

It is a *sound*, and is used in speech as the sign of the place where one lives, or a cover for some object, or animal.

This is the common meaning of a spoken word. There is another and a higher one. The spoken word is *audible thought*, and may be looked upon as the *offspring* of the soul.

What is a spoken word? Give an instance. What other meaning has it?

INSTRUCTION III.

WRITTEN WORDS.

Man is not content to think and feel aloud. Spoken words pass away. He wishes to keep them, and does so in written words.

A *written word* is one or more letters used as the sign of a spoken word. If I write the word, *home*, for instance, you think first of the spoken word, *home*, and then of the place where one lives.

There is another meaning of the written word. It is *visible thought*.

What is a written word? Give an instance. What other meaning has it?

INSTRUCTION IV.

WORDS AND SPEECH.

Words, as we have said, are the materials of speech. They are also its beginning. The child, at first, knows nothing of the alphabet, or the sounds of its letters. As he plays on the hearth-stone, or listens to household conversation, he is picking up whole words.

Speech begins in words. Simple sounds and the letters by which they are written, are learned afterwards.

How does speech begin?

INSTRUCTION V.

LANGUAGE.

Language is a familiar thing, and is known in the daily intercourse of life. The child uses it to tell his wants and hopes: the sage uses it to declare his opinions.

The word, *language*, comes to us from the Latin through the French. It comes from the name of the *tongue* in the Latin language, because this organ is chiefly used in forming it. *It is now the name of that system of sounds, or marks, by which we make known our thoughts.* If I speak or write my thoughts about a rose or a book, the exercise is one in language.

The study of language is one of great interest. As far as we are able to judge, language, in the first instance, came from God. There was only one language in Eden. There are now about three thousand varieties of it upon the earth. Some of these are only spoken: others are both spoken and written. Some of the languages are written in *pictures*, others in *symbols*, and others still in *letters*. Among these, we find our own,—the English language.

What is language? What is the origin of the word? What is said of the study of language?

INSTRUCTION VI.

THE ENGLISH LANGUAGE.

The English language is the native speech of Englishmen and Americans. It is spoken by them, and their descendants in almost every part of the earth.

The name, *English*, by which it is known, is derived from the word, **ANGLE**, the name of one of the Saxon tribes that settled in England, then called Britannia, about 450, A. D. At that time, the English language was known as the **SAXON**. Since then, great changes have passed upon it. It is now a *mixed language*. The *eighty thousand* words that compose it, have been gathered from a great many languages, among which, the *Gothic, Celtic, French, Latin* and *Greek* are the chief.

The English language, as thus formed, is like our own nation, and is spreading fast over the earth. It is spoken in all quarters of the world,—in England, Scotland, and Ireland; Malta, Gibraltar, Guernsey, and Jersey; Cape of Good Hope, India, Australia, New-Zealand, Jamaica, Canada, and the United States.

What is said of the English language? The word, English? Is it a mixed language? Where is it spoken?

INSTRUCTION VII.

THE ORIGIN OF THE ENGLISH LANGUAGE.

The English language is not the native speech of England. It came from that part of Germany, now known as Hanover. The Angles and Saxons introduced it as the *Saxon* language into Britain, now called England, about A. D. 450. Since that time, it has undergone many changes. It has received words from the French, Gothic, Spanish, Italian, Latin, Greek and Hebrew languages. The Anglo-Saxon part is the basis, and may be regarded as the *mother-tongue* of the present English.

The Gothic words are very much like the Anglo-Saxon.

They are Danish, Swedish, Dutch, and German. Such are the words, *boor, sloop, schooner, waltz.*

The French words are quite numerous. They were introduced chiefly at the Norman conquest, A. D. 1066. Such are the words, *dépôt, bouquet.*

Words of Spanish origin are limited in number. From this source, we have *caste, platina, mosquito.*

Words of Italian origin belong chiefly to music and painting. Such are *piano-forte, stanza, sketch, solo, falsetto.*

The words derived from the Latin and Greek are quite numerous. They belong chiefly to the arts and sciences, and abstract qualities of things.

The Hebrew supplies us with a few words. Such are *ass, jubilee, Pharisee, Essene, Talmud,* and some others.

The different living languages, now on the earth, have supplied us with a variety of words. These have been introduced by commerce and travel. We may mention here the Celtic, Russian, Polish, Bohemian, Georgian, Persian, Arabic, Chinese, African, and native American languages.

What is the origin of the English language? Name the languages from which it has borrowed words.

INSTRUCTION VIII.

THE ANGLO-SAXON PART OF THE ENGLISH LANGUAGE.

The Anglo-Saxon is truly our mother tongue. The words, borrowed or introduced from the various living and dead languages, have been merely engrafted upon it, and partake of its form and nature.

The Anglo-Saxon portion of our language includes about TWENTY-THREE THOUSAND words. Most of these are in common use.

1. *They are the early words of home.* Such are the names of father, mother, brother, sister, son, daughter, child, home.

2. *They are the names of our first feelings.* Such are the words love, hope, sorrow, fear, smile, blush, laugh, sigh, groan.

3. *The words of practical life are chiefly Anglo-Saxon.* They occur on the farm, in the shop, counting-house, and market. The tales of love and sorrow in every family are told in Anglo-Saxon words.

4. *The names of sensible objects,* such as first awaken the mind and are always with us, are Anglo-Saxon. Such are the names of the sun, moon, stars; earth, fire, water; spring, summer, winter; day and night; light, heat, and cold; land and sea; and many others.

What is said about Anglo-Saxon words?

INSTRUCTION IX.

ANGLO-SAXON.

“Anglo-Saxon, that is Angle, Engle, or *English Saxon*, is the language of the Platt, Low, Flat, or north of Germany, brought into this country, that is England, by the Jutes, the Angles and Saxons, and modified and written in England.”

The Jutes arrived in three small ships at Ebbs-fleet, on the Isle of Thanet, in A. D. 449, and afterwards got possession of Kent, the Isle of Wight, and part of Hampshire.

The Saxons, under Ella, founded the kingdom of the South Saxons, now Sussex, A. D. 491. Another colony, under Cerdic, laid the foundation of the kingdom of the West Saxons, A. D. 494. A third colony came over in A. D. 527, and formed the kingdom of the East Saxons, from which we have the name, Essex,

The Angles, from Anglea, in the South-east of Sleswick in Denmark, came over at four well marked periods, A. D. 527, 547, 559, and 586, and founded *four* kingdoms.

From this outline of the Jutes, Saxons, and Angles as they settled in what is now called England, we learn that the Angles were more in number than the Saxons, and gave their name to the land of their adoption,—England, the land of the Angles. We also learn that the Saxons and Angles were united in fortune, and that shortly after their settlement, they were called *Anglo-Saxons*, and their language Anglo-Saxon, to distinguish it from the same language on the continent, which was called Old Saxon.

What is the meaning of Anglo-Saxon? Give the settlement of the Jutes? Saxons? Angles?

INSTRUCTION X.

THE KNOWLEDGE OF WORDS.

As the child at first thinks little about the parts of things, so he thinks little about the parts of words. He knows not that they have parts, but picks up whole words as they drop from the lips of those who talk to him.

His knowledge of words begins with *whole words*. From a whole word, he proceeds to a knowledge of its *parts*, or *new* words formed from it.

As an instance, we take the word, *father*. The child learns to divide it into two parts, *fa* and *ther*; and these again into the letters *f*, *a*—*t*, *h*, *e*, *r*.

He learns also to join other words or parts of words to it and form new ones. In this way, he forms the words, *fathers*, *fatherlike*, *fatherhood*, *unfatherly*.

What is said of the knowledge of words?

INSTRUCTION XI.

SOUNDS AND LETTERS.

All the words which we use are spoken with *forty* sounds and written with *twenty-six* letters.

Some of these sounds are made by opening the mouth and forcing out the air from the lungs. Such sounds are called vowels. *A vowel is voice, or open sound; as, a, o.*

Some of the sounds are double. These are called diphthongs. *A diphthong is the union of two vowel sounds; as, oi in boil.*

Some of the sounds are made by articulating or joining parts of the organ of speech. These are called consonants. *A consonant is an articulate or jointed sound.* It is formed by joining parts of the mouth together, as the lips in sounding *p*, or the tongue and teeth in sounding *t*.

What is a vowel? A diphthong? A consonant? Give instances.

INSTRUCTION XII.

A TABLE OF SOUNDS AND LETTERS.

The sounds and letters which we use in speaking and writing, may now be brought together in one view. They should be studied carefully.

I. VOWEL SOUNDS. There are TWELVE vowel sounds.

- | | |
|--|-------------------------|
| 1. <i>a</i> as in father. | 5. <i>e</i> as in mete. |
| 2. <i>a</i> as in fat. | 6. <i>e</i> as in met. |
| 3. <i>a</i> as in fate. | 7. <i>i</i> as in pin. |
| 4. <i>a</i> or <i>aw</i> as in water, law. | 8. <i>o</i> as in note. |

- | | |
|---------------------------|--------------------------|
| 9. <i>o</i> as in not. | 11. <i>u</i> as in tube. |
| 10. <i>oo</i> as in fool. | 12. <i>u</i> as in tub. |

II. DIPHTHONGS. There are FOUR diphthongs.

- | | |
|---------------------------|-------------------------|
| 1. <i>ou</i> as in house. | 3. <i>ew</i> as in new. |
| 2. <i>oi</i> as in boil. | 4. <i>i</i> as in bite. |

III. CONSONANTS. There are TWENTY-FOUR consonants.

- | | |
|-------------------------|----------------------------|
| 1. <i>w</i> as in woe. | 13. <i>th</i> as in thin. |
| 2. <i>y</i> as in ye. | 14. <i>th</i> as in thine. |
| 3. <i>l</i> as in low. | 15. <i>g</i> as in gun. |
| 4. <i>m</i> as in man. | 16. <i>k</i> as in kin. |
| 5. <i>n</i> as in not. | 17. <i>s</i> as in sin. |
| 6. <i>r</i> as in ran. | 18. <i>sh</i> as in shine. |
| 7. <i>p</i> as in pan. | 19. <i>z</i> as in zeal. |
| 8. <i>b</i> as in bin. | 20. <i>zh</i> as in azure. |
| 9. <i>v</i> as in van. | 21. <i>ch</i> as in chin. |
| 10. <i>f</i> as in fan. | 22. <i>j</i> as in jest. |
| 11. <i>t</i> as in tin. | 23. <i>ng</i> as in sing. |
| 12. <i>d</i> as in din. | 24. <i>h</i> as in he. |

If we look over the forty sounds of our language, as presented in this view of them, we will see that the twelve vowel sounds are represented by five letters, three of the diphthongs by two letters each, and one of them by one letter. The twenty-four sounds known as consonants are represented by eighteen letters. This is done by making *z* stand for two sounds, *th* for two, and *sh*, *ch* and *ng* for separate sounds. The letters *c*, *x* and *q* are of little or no use. *C* is sometimes represented by *k*, as in cake, and sometimes by *s*, as in cider: *x* is the same as *ks* or *gs*, and *q* is the same as *kw*.

Repeat the table. How are the sounds represented?

INSTRUCTION XIII.

PERMUTATION OF LETTERS.

The sounds and letters of the English language are not stable. They undergo some changes.

The ear often takes notice of one sound taking the place of another. The sound of *z*, for instance, is heard for *s* in the words *days* and *boxes*.

The letters also undergo some changes. *Foot* becomes *feet*, and *life* becomes *live*. These changes are called *permutation*.

Permutation is the exchange of one letter for another. It takes place between letters of the same or neighboring organs in the same language.

What is permutation? Give an instance.

INSTRUCTION XIV.

SYLLABLES.

Many of the EIGHTY THOUSAND words which compose the English language cannot be sounded at once. Such are words like *father*, *river*, *contentment*. They are broken into parts, called syllables; as, *fa-ther-ly*.

A syllable is a word, or so much of one as can be sounded at once; as, man, riv-er, cheer-ful-ly.

The division of words into syllables requires attention. It may be understood by attending to a few rules.

1. Two vowels are separated, when they do not form a diphthong; as, *li-on*, *cru-el*.

2. A single consonant is joined to the latter of two vowels; as, *fa-tal*, *pa-per*.

3. Two consonants coming between two vowels are commonly separated; as, car-man, bar-ter, con-tents.

4. Three or more consonants coming between two vowels are not separated, if the first vowel is *long*; as, de-throne, a-thwart.

5. Three or more consonants are separated when they cannot be readily sounded together; as, trans-gress, ab-stract.

6. Terminations are commonly separated; as, teach-er, fish-er.

What is a syllable? Repeat the rules for dividing words into syllables.

INSTRUCTION XV.

QUANTITY.

The voice, in sounding letters, syllables, or words, may be prolonged or shortened. This is called quantity.

Quantity is length of voice, as heard in vowels and syllables. A vowel is long when it is allowed to vanish away; as, Ca-to, fa-ther. It is short when part of its sound is cut off; as in fat, bit, at.

A syllable is long when the voice, in sounding it, is prolonged; as, feet, sit, shut. It is short when the voice is hurried over it; as, bat-ter, in-com-pat-i-ble.

Quantity gives a pleasing variety to conversation and reading. It is *long* or *short*. The long is marked by a dash —, and the short by a curve ˘; as in cōnsūme.

What is quantity? Its signs?

INSTRUCTION XVI.

ACCENT.

The voice, in sounding words of more than one syllable, varies its *force*. It is *stronger* on one syllable than on another.

This is called accent. *Accent is force of voice on one or more syllables of a word.* It is observed on the syllable *ty* in *ty-rant*, and the syllable *sume* in the word *pre-sume*.

Accent is very important. It gives a pleasing variety to the sound of a word, and in many cases, even fixes its meaning. Its sign is *'*. This is called the acute accent. The other accents are of no moment in this place.

Its importance is seen in the change which it produces in some words. Thus:

Aú-gust, the name of a month.

Au-gúst, the quality of a person.

Mín-ute, sixty seconds.

Mi-núte, small.

Dés-ert, a wilderness.

De-sért, what one deserves.

What is accent? Give an instance. What change does it produce in some words?

INSTRUCTION XVII.

ORTHOEPY AND ORTHOGRAPHY.

The words of our language may be either spoken or written. In the one case, they are addressed to the ear: in the other case, to the eye. *They appear as audible or visible things.* To make them audible, is the province of orthoëpy: to make them visible, is the work of orthography.

Orthoëpy is derived from two Greek words, and means *correct speaking*. It teaches us the spoken word; its sounds, syllables, and accents. If I sound the word, *minute*, it is an exercise in orthoëpy.

Orthography is derived from two Greek words, and means *correct writing*. It teaches us the written word; its letters, syllables, and accents. If I spell or write the word, *de-sért*, it is an exercise in orthography.

What is orthoëpy? What is orthography? Give instances.

INSTRUCTION XVIII.

SPELLING.

We cannot write words unless we know the *sounds* that make them, and the *letters* which stand for these sounds. I hear, for instance, the word, *child*. How shall I be able to write it? By learning that it is made up of the sounds, ---; and that these sounds are written by the letters, *ch, i, l, d*. This is spelling.

Spelling is naming the sounds that make a word, or writing the letters that stand for these sounds. Thus, I spell the word, *thin*, by naming the sounds, ---, or writing the letters, *th, i, n*. Writing is the only sure way of learning to spell.

What is spelling? In how many ways can you spell? Which is the better way?

INSTRUCTION XIX.

RULES FOR SPELLING.

Spelling is representing a word by its proper simple sounds or letters. It may be oral or written. I may, for instance, spell the word *man*, by uttering the sounds of *m, a, n*, or by writing the letters in the following order: *man*. The latter is spelling it by writing the letters that represent its simple sounds. It is the only certain way of learning the orthography of English words.

Oral spelling should not, on this account, be neglected. But then it should be oral spelling. The true sound of each letter should be given, not as it appears in the alphabet, but in the word to be spelled. Instead of spelling *chin*,

for instance, *ce*, *aitch*, *i*, *en*, the child should spell it thus: *ch**eh*, *ih*, *en*. Oral spelling, conducted in this way, would have a meaning and a use.

The subject of spelling, as thus stated, has its difficulties. These have arisen from the carelessness of early writers on orthography, and the introduction of many foreign words into our language, with much of their national orthography. These difficulties are most readily overcome by written exercises. The eye soon becomes familiar with the forms of words.

In these exercises, however, we need some directions. These are furnished in the following rules:

1. No rules can be given for spelling root-words. The ear and eye are our guides.

2. Derivative words are subject to rules, which should be faithfully committed to memory.

The rules of spelling only apply to derivative words. They may be arranged under the following heads; the *omission* of letters, the *doubling* of letters, the *changing* of letters, and the *addition* of letters.

THE OMISSION OF LETTERS.

RULE I.

The final *e* of a radical word is commonly rejected, when the suffix begins with a vowel. as *sale*, *salable*.

RULE II.

The final *i* of a radical word is rejected, when the suffix begins with *i*; as, *alkali*, *alkalize*.

RULE III.

The final *y* of a radical word, when preceded by the letter *t*, is commonly rejected before a suffix beginning with *a* or *o*; as, purity, puritan.

RULE IV.

Words ending in *er* or *or*, often reject the *e* or *o* before a suffix commencing with a vowel; as, victor, victrix.

RULE V.

Words ending in *le*, preceded by a consonant, reject these letters before the suffix, *ly*; as, idle, idly.

RULE VI.

Words ending in *ate*, reject these letters before the suffix, *cy*; as, private, privacy.

RULE VII.

Words ending in *ant* or *ent*, reject *t* before the suffixes, *ce* and *cy*; as, dependent, dependence; verdant, verdancy.

THE DOUBLING OF LETTERS.

RULE I.

The final consonant of a word of one syllable, preceded by a single vowel, is doubled before a suffix beginning with a vowel; as, spot, spotted; map, mapping.

RULE II.

The final consonant of any word, accented on the last syllable and preceded by a single vowel, is doubled before a suffix beginning with a vowel; as, occur, occurrence.

THE CHANGING OF LETTERS.

RULE I.

The final *y* of a radical word, preceded by a consonant, is commonly changed into *i*, and sometimes into *e*, before a suffix; as, happiness, beautiful.

RULE II.

Words ending in *f*, or *fe*, commonly change *f* into *v*, before a suffix beginning with a vowel; as, wife, wives; mischief, mischievous.

THE ADDITION OF LETTERS.

RULE I.

Words ending in *ble*, take *i* between *b* and *l*; before the suffixes, *ity* and *ities*; as, able, ability.

Suffixes frequently take a letter or letters to connect them with the root-words. These connecting letters can be learned by careful observation alone.

The rules given above may be of some use in acquiring a correct orthography. And yet, the whole subject can be mastered more agreeably in written exercises, the instructor

pointing out the principles embraced in the preceding rules as they are needed, and showing their application.

What are the rules for spelling under each head? Give instances.

INSTRUCTION XX.

ARTICULATION.

We sound all the letters and words by using the organ of speech. This organ is divided into three parts:

1. The part for breathing; as, the *lungs* and *wind-pipe*.
2. The part for voice; as, the *larynx*, *glottis*, and *epiglottis*.
3. The part for articulation, or jointing; as, the *tongue*, *palate*, *teeth*, and *lips*. In speaking words, these parts come together, and this is called articulation.

Articulation is the joining of parts of the organ of speech to form the sounds which make words. Thus, in sounding *t*, I have to join the tip of my tongue and my upper gums.

Articulation should be a daily exercise. The child should repeat the table of letters and sounds daily.

What are the parts of the organ of speech? What is articulation?

INSTRUCTION XXI.

ENUNCIATION.

If we notice the voice as we sound the letters of the alphabet, we will see that it goes forth in different ways. It swells on *o*, glides on *z*, hisses on *s*, crushes on *ch*, and rings on *n*. This is called enunciation.

Enunciation is the way in which we give out the sounds of letters. It should be *clear*, *strong*, and *distinct*; and form a daily exercise.

What is enunciation? What should it be?

INSTRUCTION XXII.

PRONUNCIATION.

Letters are formed into words, and undergo some changes. A, for instance, has one sound in father, and another in fate. TH is sharp in thin, but flat in thine. To mark these changes, and give the true sounds of letters in words, is the part of pronunciation.

Pronunciation is the giving of the right sounds to letters in words, and accents to syllables. Thus, neither should be pronounced as if written *néé ther*, and not as if written *nayther*, or *neethér*.

What is pronunciation? What two things belong to it?

INSTRUCTION XXIII.

ETYMOLOGY.

It is not enough to be able to speak and write words. We wish to know something of their *origin*, and the changes through which they have passed. Etymology tells us about these things.

Etymology is derived from two Greek words, and means the *true account of a word*. It treats of the descent of words, and their changes of form. As such, it introduces us to knowledge of the first importance. An instance will explain the whole subject. The word, CHILD, is an original one, and means issue, or what is produced. From this word, others are formed; as, *children, childhood, childlike, childish, childishly*. They differ from it in form and meaning. To point

out such differences, and mark their true descent, is the business of etymology.

Another instance: I take the word, *ungodly*. I remove the part, *ly*, which means like, and the part *un*, which means not. There is then left the complete word, *god*, which is an original one, and comes from the Saxon. It means strong. This is etymology, since it gives a true account of the word, *ungodly*, its changes of form, descent, and meaning.

What is etymology? Give an instance.

INSTRUCTION XXIV.

ROOT-WORDS AND DERIVATIVES.

In seeking the origin of words, we find some that are not derived from other words, and some that are. We find
ROOT-WORDS AND DERIVATIVES.

As the root gives rise to the stem and branches, so do certain words give rise to others. *Care*, for instance, is a word of this class; and from it, are derived the words *careful*, *careless*, *carelessly*, and others. It is a root-word.

A root-word is one that gives rise to others. *Man* is such a word, as it is the source from which *manly*, *unmanly*, *man-like*, and others, are derived.

The term, *derivative*, is taken from the Latin, and means *tending from a source*; as, a stream from its fountain. As streams are derived from fountains, so are some words derived from other words. *Thoughtless* is a word of this class, as it is derived from the word, *thought*. It is a derivative word.

A derivative word is one that has its origin in some other word. Ungodly is such a word, as it has its origin in the word, god.

What is a root-word? A derivative one? Give instances.

INSTRUCTION XXV.

THE COMPOSITION OF WORDS.

Words are brought together in speech to express our feelings. We speak of a black berry, a black bird, a red bird. Words are also *joined*, and form new ones. This is the COMPOSITION of words. Fox-hunter, sea-sick, black-bird, and father-land, are formed by composition.

The composition of words is the union of two or more words to form a new one. The word, thus formed, is called a compound one; and the words from which it is formed, are known as simple words.

A simple word is one that is not combined with another. Ship, wreck, watch, maker, tea, cup, are simple words.

A compound word is one that is formed from two or more simple words by combination. Ship-wreck, watch-maker, tea-cup, cock-crowing, are compound words.

What is the composition of words? A simple word? A compound one? Give instances.

INSTRUCTION XXVI.

THE DERIVATION OF WORDS.

A great number of the words of the English language are derived from other words. If we examine the word, *unmindful*, for instance, it will be seen at once that we can

take away the parts, *un*, and *ful*, and there will still remain the word, *mind*. We say, then, that *unmindful* is derived from *mind*, by the addition of *un* and *ful*. This is an exercise in derivation.

Derivation is the drawing or tracing a word from its root. It treats of the descent of words from their sources in other words, and points out the manner in which they arise, as a traveller would point out the course of rivers, and trace them to fountains in the remote table-lands. It directs our attention to two classes of words, root-words and derivatives, as composition directed it to two classes, simple and compound.

What is derivation? Give an instance.

INSTRUCTION XXVII.

THE MANNER OF DERIVATION.

How is one word derived from another? This is a useful question, and should be carefully studied.

Derivation takes place in three ways: by TERMINATIONS, by SUFFIXES, and by PREFIXES.

A termination is a letter or letters added to the end of a word to vary its meaning. The *s* in *fathers*, and the *er* in *wiser*, are terminations. A termination shows the relation of one word to another.

A suffix is a letter or letters placed at the end of a word to form a new one. *Less*, in *childless*, and *hood* in *childhood*, are suffixes.

A prefix is a letter or letters placed before a word to form a new one. *A*, in *abroad*, and *mis*, in *misguide*, are prefixes.

Terminations, suffixes, and prefixes answer the same pur-

poses in a family of words, as Christian names in a family of persons. They mark the individuals.

In how many ways does derivation take place?

INSTRUCTION XXVIII.

TERMINATIONS.

Many words are formed by terminations. The addition of a letter or letters changes the form of the root-word, and alters its meaning.

The Anglo-Saxon terminations are as follows: *s*, *n*, *r*, *st*, *ess*, *ster*, *st*, *th*, and *ed*. These may be considered under the heads of number, case, comparison, gender, person, and tense.

What are the Anglo-Saxon terminations?

INSTRUCTION XXIX.

TERMINATIONS THAT MARK NUMBER.

S, ES, EN, AND A CHANGE OF VOWEL.

The names of single things are changed into the names of two or more things by certain terminations. These are *s*, *es*, and *en*. A change of vowel, in some cases, answers the same purpose; as, man, men.

If the word ends in *f*, the *f* is changed into *v* before *es*; as, loaf, loaves. If it ends in *y*, the *y* is changed into *i*; as, lady, ladies.

EXERCISE.

S. ES. EN. Change of Vowel.	}	More than one.	SPADE, a tool to dig with.
			SPADES, two or more tools to dig with.
			PLOUGH, a tool to turn up the soil.
			PLOUGHS, two or more tools to turn up the soil.
			BOX, a chest or case.
			BOXES, two or more chests.
			DISH, a broad, open vessel.
			DISHES, two or more broad, open vessels.
			OX, a large domestic animal.
			OXEN, two or more large domestic animals.
FOOT, the lower part of the leg.			
FEET, two or more lower parts of the leg.			
MAN, a human being full grown.			
MEN, two or more human beings full grown.			

What terminations mark number? Give instances.

INSTRUCTION XXX.

TERMINATIONS THAT MARK CASE.

's, '.

The names of persons and things become the names of *possessors* by certain terminations. These are 's, '.

The termination, 's consists of two parts, the *s* and the mark ', called apostrophe, which marks the absence of a vowel; as, *Smithes* hat, *Smith's* hat.

The termination, ', is used in the plural, when the word ends in *s*; *trees, trees'*. The *s* after the apostrophe is dropped, because there would be too much of the hissing sound if it was retained.

EXERCISE.

'S. { , { . {	The BOY'S book, or the book that belongs to the boy.
	The MEN'S spades, or the spades owned by the men.
	<i>Possession.</i> The TREES' leaves, or the leaves belonging to the trees.
	The OXEN'S horns, or the horns possessed by the oxen.
	The SHIPS' sails, or the sails belonging to the ships.

What terminations mark the possessor? Give instances.

INSTRUCTION XXXI.

TERMINATIONS THAT MARK SEX.

ESS, AND STER.

The names of some male animals and persons are changed into the names of female animals or persons by certain terminations. These are *ess*, and *ster*. *Ster* is now found only in one word as the sign of gender. It comes from a word which means *woman or female*.

EXERCISE.

ESS. { STER. {	<i>A female.</i> LION, a male animal of the cat tribe.
	LIONESS, a female animal of the cat tribe.
	POET, a male person who writes verse.
	POETESS, a female person who writes verse.
	SPINSTER, a female person who spins.

What terminations mark gender? or sex? Give instances.

INSTRUCTION XXXII.

TERMINATIONS THAT MARK COMPARISON.

ER, EST.

The names of qualities undergo some change. Certain terminations are added that alter their form and meaning.

These are *er*, which means *more*; and *est*, which means *most*. The termination *er*, comes from a word meaning *before* and now marks the *relation* between two things expressed by *more*; and the termination *est*, comes from a word meaning *abundance*, and now marks the relation between many, expressed by *most*.

EXERCISE.

ER.	} <i>More.</i>	WISE, having knowledge.
		WISER, having more knowledge than another
		FAIR, comely.
		FAIRER, more comely than another.
		NARROW, having little breadth.
EST.	} <i>Most.</i>	NARROWER, having less breadth than another.
		SAFE, secure from harm.
		SAFEST, most secure of all from harm.
		STOUT, strong.
		STOUTEST, the strongest of all.
		BROAD, having much width.
		BROADEST, having the most width of all.

What terminations mark comparison, or *more* and *most*? Instances.

INSTRUCTION XXXIII.

TERMINATIONS THAT MARK THE PERSONS OF VERBS.

T, ST, S, TH.

Verbs form a very large class of words. They always declare something. They do so of the *first person*, or speaker; the *second person*, or one spoken to; the *third person*, or one spoken of. To do so, they undergo some change of form by taking the terminations *t*, or *st*, *s*, or *th*.

EXERCISE.

T.	}	AM : I, the speaker, exist.
		ART : thou, the person spoken to, existest.
		WAS : I, the speaker, did exist.
		WAST : thou, the person spoken to, didst exist.
ST.	}	One spoken TO. SHALL : I, the speaker, foretell.
		SHALT : thou, the person spoken to, determinest or promises.
		Second Person. WILL : I, the speaker, purpose or promise.
		WILT : thou, the person spoken to, purposest.
S.	}	LOVE : I, the speaker, delight in something.
		LOVEST : thou, the person spoken to, delightest in something.
		SPEAK : I, the speaker, make sounds with the lips.
		SPEAKEST : thou, the person spoken to, makest sounds.
TH.	}	WALK : I, the speaker, move with my feet.
		WALKS, or WALKETH : he, the person spoken of, moves with his feet.
		One spoken OF. WRITE : I, the speaker, make marks.
		Third Person. WRITES, WRITETH : he, the person spoken of, makes marks.
		RIDE : I, the speaker, move on horseback.
		RIDES, RIDETH : he, the person spoken of, moves on horseback.

What terminations mark the person of verbs? Give instances.

INSTRUCTION XXXIV.

TERMINATIONS THAT MARK THE TENSE OF VERBS.

ED, OR A CHANGE OF VOWEL.

Verbs declare something at different times. Sometimes they declare it *now*; at other times, *before now*. To do so, they undergo some change of form, by taking the termination *ed*, or changing a vowel. *Ed* has the sense of *possessed of*, and sometimes *did*.

EXERCISE.

ED.	{	LIVE, to have life <i>now</i> .
		<i>Possessed</i> LIVED, had life <i>before now</i> .
of, or did.	{	WALK, to move with the feet <i>now</i> .
		WALKED, did move with the feet <i>before now</i> .
Change of Vowel.	{	SPEAK, to utter sounds <i>now</i> with the lips.
		SPOKE, did utter sounds <i>before now</i> .
	{	WRITE, to make marks <i>now</i> .
		WROTE, did make marks <i>before now</i> .

What terminations mark tense? Give instances.

INSTRUCTION XXXV.

SUFFIXES.

A great number of the words of the English language are formed by suffixes.

The word, *suffix*, is derived from two Latin words, and means *that which is fastened upon*. *Like*, in the word *father-like*, is a suffix, and is fastened on to the word *father*.

A suffix is a letter or letters added to the end of a word to form a new one. It changes the form of the root-word, and gives us a new one with a new meaning.

The Anglo-Saxon suffixes are as follows: *kin, lock, ling, ie, en, ish, ness, hood, head, dom, wic, ship, ric, age, ly, like, wise, less, some, ful, ing, ern, ward, n, y, er, and ster*.

What is a suffix? Name the Anglo-Saxon suffixes.

INSTRUCTION XXXVI.

SUFFIXES THAT DENOTE LITTLE OR DEAR.

KIN, LOCK, LING, IE.

The suffixes, *kin, lock, ling*, and *ie*, lessen the meaning of

the words after which they are placed. They mean *small* or *dear*.

EXERCISE.

KIN.	{	LAMB, a young sheep.
		LAMB <i>kin</i> , a small young sheep.
		PIPE, a clay tube with a bowl.
		PIP <i>kin</i> , a small earthen boiler.
		HILL, an elevation of land.
LOCK.	{	<i>Small</i> HIL <i>lock</i> , a small elevation of land.
		<i>or</i> BULL, the male of the ox tribe.
		<i>dear.</i> BULL <i>ock</i> , a small male of the ox tribe.
LING.	{	LORD, a master or ruler.
		LORD <i>ling</i> , a small or little ruler.
IE.	{	LASS, a young country girl.
		LASS <i>ie</i> , a small young country girl.
		LADY, a noble woman.
		LAD <i>ie</i> , a small and dear noble woman.

The suffix, *ie*, is used only in the Lowlands of Scotland, and in some kinds of poetry.

What is the meaning of kin, lock, ie? Give instances.

INSTRUCTION XXXVII.

MORE SUFFIXES THAT DENOTE LITTLE.

EN, AND A CHANGE OF VOWEL.

A change of vowel is a common way of forming derivative words. In a few instances, this change lessens the meaning of the root-word; as, *kit* from *cat*.

EXERCISE.

EN.	{	COCK, a male barn-yard fowl.
		<i>Small.</i> CHICK <i>en</i> , a small or young barn-yard fowl.
		CAT, a four-footed animal of the tiger tribe.
		KITT <i>en</i> , a little or young cat.

Change of Vowel.	}	Small.	KIT, a little or young cat.
			GOAT, a four-footed animal like the sheep.
			KID, a little or young goat.
			TIP, the smallest point of the top.

What is said of the suffix, en, and a change of vowel?

INSTRUCTION XXXVIII.

THE SUFFIX, ISH.

The suffix, *ish*, forms a large class of words. It denotes the *outside quality*, and has now three meanings.

Ish, added to *adjectives*, means *somewhat*, or a small degree of the quality; as, white, *whitish*.

Ish, added to *proper names*, denotes *possession*; as, English, Danish, Swedish.

Ish, added to *common names*, means *partaking of*; as, fool, *foolish*; brute, *brutish*.

EXERCISE.

ISH.	}	Somewhat.	GREEN, a color.
			GREENish, somewhat green.
			DARK, want of light.
		Possession.	DARKish, somewhat dark.
			DANE, an inhabitant of Denmark.
			DANish, belonging to a Dane or Denmark.
			SWEDE, an inhabitant of Sweden.
			SWEDish, belonging to a Swede or Sweden.
			FOOL, one void of sense.
		Partaking of.	FOOLish, partaking of the nature of a fool.
			ROGUE, a dishonest fellow.
			ROGVish, partaking of the nature of a rogue.

What is the meaning of *ish*? Give instances.

INSTRUCTION XXXIX.

THE SUFFIX, NESS.

The suffix, *ness*, forms about THIRTEEN HUNDRED derivative words, and means *quality* or *state* of; as, hopeful, hopefulness.

EXERCISE.

NESS.	Quality.	HARD, firm to the touch.
		HARDNESS, the quality of being firm.
		SMOOTH, even to the touch.
	or	SMOOTHNESS, the quality of being even.
		WICKED, evil in heart or practice.
		WICKEDNESS, the state of being evil.
	State of.	CRUDE, raw or rough.
		CRUDENESS, the state of being raw or rough.
		CAREFUL, full of care.
		CAREFULNESS, the state of being full of care.
		MANLY, like a man.
		MANLINESS, the state of being like a man.
		HEALTHY, a sound state.
HEALTHINESS, the state of being sound.		

What is the meaning of *ness*? Give instances.

INSTRUCTION XL.

THE SUFFIX, HOOD.

The suffix, *hood*, is one of much interest. It is derived from a word which means to *ordain* or *place a thing*. Its common meanings are, *state*, *quality*, and *condition*.

Hood is added to certain names, and means *state*; as, boy, boyhood; man, manhood.

Hood is added to the names of persons in office, and means *condition* or *rank*; as, priest, *priesthood*.

Hood is added to adjectives, and means the qualities which they express; as, hardy, *hardihood*.

EXERCISE

HOOD.	State of.	WOMAN, the female of the human race.
		WOMAN <i>hood</i> , the state of the female of the human race.
		MAN, the male of the human race.
	Condi- tion or	MAN <i>hood</i> , the state of the male of the human race.
		KNIGHT, a man of military rank.
		KNIGHT <i>hood</i> , the condition or rank of a man of military rank.
	rank of.	PRIEST, one who waits on the altar.
		PRIEST <i>hood</i> , the condition or rank of one who waits on the altar.
	Quality of.	LUSTY, stout or strong.
LUSTY <i>hood</i> , the quality of being stout.		
LIKELY, like truth.		
LIKELI <i>hood</i> , the quality of being like the truth.		

INSTRUCTION XLI.

THE SUFFIX, HEAD.

This suffix is derived from a word which means to *heave*, and then that which is *high*. It denotes the *state* or *nature* of a thing.

EXERCISE

HEAD.	State or Nature	GOD, the Supreme Being, Creator.
		GOD <i>head</i> , the nature of the Supreme Being.
	of.	MAIDEN, an unmarried woman.
		MAIDEN <i>head</i> , or <i>hood</i> , the state or nature of an unmarried woman.

What is the meaning of *head*? Give an instance.

I N S T R U C T I O N X L I I .

THE SUFFIXES, DOM, AND WIC.

The suffix, *dom*, means *judgment*, or *rule*. Its common meanings are, *dominion*, *state or quality*, and sometimes *act*.

EXERCISE.

DOM.	Dominion.	DUKE, a nobleman.
		DUKEDOM, the dominions of a duke.
		KING, the supreme ruler of a nation.
	State,	KINGDOM, the dominion of a king.
		FREE, without restraint.
		FREEDOM, the state of being free.
		THRALL, slavery.
	or	THRALDOM, the state of slavery.
		WISE, having knowledge.
	Quality.	WISDOM, the quality of being wise.
MARTYR, one put to death for his cause.		
Act.	MARTYRDOM, the act of putting one to death for his cause.	
	WIC.	BAILLIWICK, the state or territory of a bailiff.

What is the meaning of *dom*? Of *wic*? Give instances.

I N S T R U C T I O N X L I I I .

THE SUFFIX, SHIP.

Ship forms a fine class of derivative words. It comes from a Saxon word, which means *make*, or *shape*. Its common meaning is, *state or office*.

EXERCISE.

SHIP.	State or Office.	FRIEND, one attached to another by love.
		FRIENDSHIP, the state of being attached by love to another.
		SON, a male child.
		SONSHIP, the state of a son.
		WORKMAN, one who labors.
		WORKMANSHIP, the state or character of the work.
		KING, one who rules as the head of a nation.
		KINGSHIP, state of a supreme ruler.

What is the meaning of *ship*? Give instances.

INSTRUCTION XLIV.

THE SUFFIX, RIC.

Ric is used in a few cases. It comes from a Saxon word which means *rich*, or *powerful*. This is still its meaning after names of persons; as, *Frederic*. It commonly means *office*, or rank; also, *dominions*.

EXERCISE.

RIC. { *Office, or* BISHOP, an officer who oversees the Church.
 rank. BISHOPric, the office or dominions of a bishop.

INSTRUCTION XLV.

THE SUFFIXES, LY, LIKE, WISE.

Ly and *like* are forms of the same suffix. They come from a Saxon word which means *form* or *likeness*, and also, *manner*. *Wise* is a Saxon word, and means *manner*.

EXERCISE.

LY.	}	MAN, the male of the human species.
		MANly, like a man.
		FRIEND, one attached to another by love.
		FRIENDly, like a friend.
LIKE.	}	WOMAN, the female of the human species.
		WOMANlike, like a woman.
		Like or manner. COLD, not warm to the touch.
		COLDly, in a manner cold.
WISE.	}	RUDE, rough, not refined.
		RUDEly, in a manner rude, or a rude manner.
		LIKE, equal in some way.
		LIKEwise, in like manner.

What is said of the suffixes *ly* and *like*? Of *wise*? Give instances.

INSTRUCTION XLVI.

THE SUFFIXES, LESS AND SOME.

Less is a common suffix, and comes from a word which means to *loose* or *separate*. It denotes *privation* or *without*.

Some comes from a Saxon word, and means *a little* or *somewhat*.

EXERCISE

LESS.	} Without.	CASH, ready money.
		CASHless, without ready money.
		HEART, the vital part.
		HEARTless, without the vital part.
SOME.	} Somewhat.	BLITHE, cheerful.
		BLITHESOME, somewhat cheerful.
		GLAD, joyous.
		GLADsome, somewhat joyous.

What is the meaning of the suffix *less*? Of *some*? Give instances.

INSTRUCTION XLVII.

THE SUFFIX, FUL.

The suffix, *ful*, is of Saxon origin. It comes from a word which means *complete*, or *abounding in*.

EXERCISE.

FUL.	} Abound- ing in.	HOPE, the expectation of future good.
		HOPEful, abounding in hope.
		CARE, toil or anxiety.
		CAREful, abounding in care.

What is the meaning of *ful*? Give instances?

INSTRUCTION XLVIII.

THE SUFFIX, ING.

Ing is a useful suffix, and forms a large class of words. Its common meaning is *continuing to*; as, laugh, laughing, *continuing to* laugh. It also means the *act*; as, writing, the act of forming letters.

EXERCISE.

ING.	Continuing to,	CLEANSE, to make clean.
		CLEANSING, continuing to make clean, or the act of making clean.
	or	WALK, to move with the feet.
	The Act of.	WALKING, continuing to move with the feet.
		WRITE, to make marks with a pen.
		WRITING, the act of making marks with a pen.

What is said of the suffix *ing*? Give instances.

INSTRUCTION XLIX.

THE SUFFIXES, WARD, ERN.

Ward, as a suffix, is added to nouns, and forms adverbs. It comes from a word which means to *turn to*. Its common meaning is, *towards*, or *in a certain direction*. *Ern* is a Saxon suffix, and has the sense of *place*.

EXERCISE.

WARD.	Towards.	HOME, the place where one lives.
		HOMEWARD, towards home.
		HEAVEN, the place overhead, the sky, the place of God's throne.
		HEAVENWARD, towards heaven.
ERN.	Place.	NORTH, a point in the heavens, where the north star is.
		NORTHERN, the place of the north.
		EAST, the point in the heavens where the sun rises.
		EASTERN, the place of the rising of the sun.

What is said of the suffix *ward*? Of *ern*? Give instances.

INSTRUCTION L.

THE SUFFIX, EN.

This suffix comes from an old Saxon word, and has the sense of *giving* or *bestowing*. In its common usage, it has two meanings. It is added to nouns to form adjectives, and means *made of*. It is added to adjectives to form verbs, and means to *make*.

EXERCISE.

EN.	Made of	OAK, a noble and firm timber tree or a kind of wood.
		OAKEN, made of oak.
		SILK, the thread produced by a worm
		SILKEN, made of silk.
		SOFT, yielding to the touch.
	To make	SOFTEN, to make soft.
		BLACK, a color.
		BLACKEN, to make black.

What is the meaning of the suffix, *en*? Give instances.

INSTRUCTION LI.

THE SUFFIX, Y.

This suffix is of Saxon origin, and has the sense of *addition*. It has now three meanings: *little*, *place where*, and *quality*. Baker, bakery, and might, mighty, are instances.

EXERCISE.

Y.	{	<i>Little.</i>	BABE, a young child.
			BABY, a little young child.
			NURSE, to nourish as a babe. }
			NURSER, one who nourishes. }
	{	<i>Place where.</i>	NURSERY, the place where a child is nursed.
			FISH, to take fish. }
			FISHER, one who takes fish. }
			FISHERY, the place where fish are taken.
	{	<i>Quality of.</i>	MIGHT, power.
			MIGHTY, the quality of power.
CRAFT, cunning			
CRAFTY, the quality of cunning.			

What is said of the suffix, *y*? Give instances.

INSTRUCTION LII.

THE SUFFIX, ER, STER.

Er is a useful suffix, and forms a large number of words that are names of actors. It has the sense of *agent*, or *doer*. *Ster* comes from a Saxon word which means to steer or guide; and has the sense of *one who*.

EXERCISE.

ER.	{		PLOUGH, to turn up the soil with the plough.	
			PLOUGHER, one who turns up the soil with a plough.	
			SLUMBER, to sleep.	
		{	<i>One who.</i>	SLUMBERER, one who sleeps.
				MOW, to cut with a scythe.
				MOWER, one who cuts with a scythe.
STER.	{		TEAM, a yoke of horses or oxen.	
			TEAMSTER, one who guides a team.	

What is the sense of the suffix, *er*? Of *ster*? Give instances.

INSTRUCTION LIII.

THE SUFFIX, TH.

The suffix, *th*, forms a large number of the nouns derived from verbs and adjectives; and has the sense of *possessed of*, or the *quality of*; as, steal, *stealth*, broad, *breadth*.

EXERCISE.

TH	} <i>Possessed of.</i>	HEAL, to make sound.
		HEALTH, possessed of soundness.
	} <i>Quality of.</i>	LONG, drawn out, or extended.
		LENGTH, the quality of being long, or extended.

What is the sense of *th*? Give instances.

INSTRUCTION LIV.

PREFIXES.

Derivative words are formed by prefixes, as well as suffixes and terminations. *Misguide* is an instance.

The word, PREFIX, is derived from two Latin terms, meaning *to fasten on before*. It is the name of the letter or letters which we place before root-words to form derivatives. *Mis*, in the word *misguide*, is a prefix, because it is fastened on before the root-word, *guide*.

The Anglo-Saxon prefixes are as follows: *a*, *be*, *for*, *fore*, *to*, *miss*, *out*, *in*, *of*, *off*, *over*, *under*, *with*, *gain* and, *un*, *in*, *on*, *am* or *em*, *mid*, *up*, *down*, *n*.

What is a prefix? Name those of Anglo-Saxon origin.

INSTRUCTION LV.

THE PREFIX, A.

A, as prefix in the old Saxon, has the sense of *from*, *without*, or *against*. It has a twofold origin. In the one case, it has now the sense of *did*, and adds *force* to the word; as, drift, adrift. In the other case, it comes from a word meaning *on* or *upon*; as, bed, abed. The use of this prefix in such words as *agoing*, *awooing*, is not in good taste.

EXERCISE.

A.	{	<i>Did.</i>	RISE, to raise oneself.
			ARISE, to stand up.
			WAKE, to rouse from sleep.
			AWAKE, to rouse up from sleep.
			BED, a couch to sleep on.
	{	<i>On.</i>	ABED, on or in bed.
			LOFT, an elevation.
			ALOFT, on an elevation, above.

What is said of the prefix, *a*? Give instances.

INSTRUCTION LVI.

THE PREFIX, BE.

The prefix, *be*, comes from a root which means to *press close*. Its common meanings are, *nearness*, *by*, or *on*. It also has the sense of *with*; as, *bequeath*. This suffix seems to be the same as *ge*, and to come from *gan*, to go or bear.

EXERCISE.

BE.	{	<i>By, on.</i>	DECK, to clothe.
			BEDECK, to clothe upon with taste.
			SET, to place.
			BESET, to place on or about.
			COME, to draw nigh.
			BECOME, to come on, or into.
			DROP, to fall in drops.
			BEDROP, to fall on, or over, in drops.

What is said of the suffix, *be*? Give instances.

INSTRUCTION LVII.

THE PREFIXES, FOR, FORE, TO.

For, as a prefix, has two meanings. It is the English *for*, or has the sense of *not*, or *away*. It differs from *fore*, which means *before* or *first*.

To has the sense of *at*, and sometimes, *addition*, or *with*.

EXERCISE.

FOR.	Not, or away.	BEAR, to carry.
		FORBEAR, to stop or cease.
		GIVE, to bestow.
		FORGIVE, to give away, or out of sight.
FORE.	Before.	KNOW, to understand.
		FOREKNOW, to understand before it comes to pass.
TO.	At, or with.	DAY, the time the sun is visible.
		TO-DAY, the present time the sun is visible.
		TOGETHER, in company with.

What is said of the prefix, *for*? *Fore*? *To*? Give instances.

INSTRUCTION LVIII.

THE PREFIX, MIS.

The prefix, *mis*, comes to us from a word, which means to *fail*, or *err*. It has two meanings. The one is, *wrong*; as in *mistake*, to take wrong. The other is, *not*; as in *mislike*, not to like.

EXERCISE.

MIS.	Wrong, or amiss.	SHAPE, to give form to a thing.
		MISSHAPE, to shape wrong, or fail of the right shape.
		CALL, to name.
		MISCALL, to name wrong.
	Not.	TRUST, to confide in.
		MISTRUST, not to confide in.
		BESEEM, to suit or fit.
		MISBESEEM, not to fit.

What is said of the prefix, *mis*? Give instances.

INSTRUCTION LIX.

THE PREFIXES, OUT, IN, OF, OFF.

Out has the sense of *outward* or *without*. *In* has the sense of *inward* or *within*. Its sense, in common usage, is *within*, as opposed to *without*.

Of or *off* are forms of the same prefix, and mean *out of* or *from*.

EXERCISE.

OUT.	Without.	WEIGH, to be heavy.
		OutWEIGH, to be heavy beyond another.
		WATCH, to guard.
		OutWATCH, to guard beyond another.
IN.	Within.	WALL, a defense.
		OutWALL, the wall without.
		BRED, produced.
		InBRED, produced within.
OF,	Out of,	BOARD, the cover of a vessel.
		InBOARD, within board.
or	or	SET, a shoot.
OFF.	From.	OffSET, a shoot from an old plant.
		SHOOT, a sprout.
		OffSHOOT, a shoot from, or out of a plant.

What is said of the prefix, *out*? *In*? *Of* or *off*? Give instances!

INSTRUCTION LX.

THE PREFIXES, OVER, UNDER.

Over comes from a word which means *to pass*, and then *to pass over*. It has the sense of *above* or *beyond*; as, leap, *overleap*; look, *overlook*.

Under is derived from two words, meaning on the lower side, and has the sense of *low*, or *beneath*.

EXERCISE.

OVER.	{	<i>Above</i> LOOK, to view with the eye.
		<i>Over</i> LOOK, to view above, or over.
		PASS, to go by.
		<i>Over</i> PASS, to go over or beyond.
		WRITE, to form letters.
UNDER.	{	<i>Beneath.</i> <i>Under</i> WRITE, to form letters under something else.

What is said of the prefix, *over*? *Under*? Give instances.

INSTRUCTION LXI.

THE PREFIXES, WITH, GAIN, AND.

The prefix, *with*, comes from a word which means to press, and then *join*. Its common sense is *against*; as, hold, *with*hold. It also means *together*.

Gain and *and* come from words which mean *against*.

The *d* in *and* is commonly dropt.

EXERCISE.

WITH.	{	STAND, to be firm.
		<i>With</i> STAND, to stand against.
		DRAW, to take out.
GAIN.	{	<i>Against.</i> <i>With</i> DRAW, to take from, draw against.
		HOLD, to possess or retain.
		<i>With</i> HOLD, to possess against.
AN.	{	<i>Gains</i> SAY, to say against.
		<i>Ans</i> WER, to speak against or back.

What is said of the prefix, *with*? *Gain*? *And*? Give instances.

INSTRUCTION LXII.

THE PREFIXES, UN OR IN, ON.

Un or *in* comes, either from a word which means *without*, or one which has the sense of *wanting*. Its common meanings, are *not*, *without*; as, able, *un*able; bend, *un*bend. *On* has the sense of *not*, or *upon*.

EXERCISE.

UN.	Not,	ABLE, having power.
		UNABLE, not having power.
		BIND, to tie with care.
		UNBIND, to untie or loose.
IN.	Without,	TWIST, to unite by winding.
		UNTWIST, to separate by unwinding.
		BENT, strained or curved.
	or	UNBENT, not strained, or without being curved.
ON.	Upon.	SET, fixed position.
		ONSET, a setting upon.

What is said of the prefix, *un* or *in*? *On*? Give instances.

INSTRUCTION LXIII

THE PREFIXES, EM, AM, MID.

The prefix, *mid*, meant an enclosure. It has now the sense of *middle* or *among*; as, *mid*heaven.

Am or *em* means *about*.

EXERCISE.

MID.	Middle,	MIDDAY, the middle of the day.
		or
EM.	Among.	EMBER, a course or circuit about, as in ember-days.
	About.	

What is said of the prefix, *mid*? *Am* or *em*? Give instances.

INSTRUCTION LIV.

THE PREFIXES, UP, DOWN.

Up and *down*, are easily understood. They are opposed to each other, *up* having the sense of *aloft*; and *down*, the sense of *below*: as, bear, *up*bear, *down*bear.

EXERCISE.

UP.	Aloft.	LIFT, to raise by force.
		UPLIFT, to raise aloft by force.
		BEAR, to carry.
		UPBEAR, to carry aloft.
DOWN.	Below.	CAST, to throw.
		DOWNCAST, thrown below, or down.
		RIGHT, straight.
		DOWNRIGHT, straight down or below.

What is said of the prefix, *up*? *Down*? Give instances.

INSTRUCTION LXV.

THE PREFIX, *N*.

The prefix, *n*, is used in a few cases, and always has the sense of *not*. It gives the opposite meaning to the word to which it is added.

EXERCISE.

N.	Not.	EITHER, one of two.
		NEITHER, not one of the two.
		EVER, always, all time.
		NEVER, not at any time.

What is said of the prefix, *n*? Give instances.

INSTRUCTION LXVI.

A TABLE OF TERMINATIONS, SUFFIXES, AND PREFIXES.

	TERMINATIONS.	SUFFIXES.	PREFIXES.
NOUNS.	—s.	—kin.	A—
	—es.	—lock.	Be—
	—en.	—ling.	For—
	—change of vowel.	—ie.	Fore
	—'s—	—en.	To—
	—'—	—a change of vowel.	Mis—
	—ess.	—ish.	Out—
	—ster.	—ness.	In—
		Of, Off—	

	TERMINATIONS.	SUFFIXES.	PREFIXES.
ADJECTIVES.	—er.	—hood.	Over—
	—est.	—head.	Under—
VERBS.	—t.	—dom.	With—
	—st.	—wic.	Gain—
	—s.	—ship.	And—
	—th.	—ric.	On—
	—ed.	—ly, like, wise.	Un, or in—
	—change of vowel.	—less.	Am, or em—
		—some.	Mid—
		—ful.	Up—
		—ing.	Down—
		—ward, ern.	N—
	—en.		
	—y.		
	—er.		
	—ster.		
	—th.		

This table should be carefully reviewed. The child may fill the blanks with words, and point out the meaning of the terminations, suffixes, and prefixes.

Name the *Terminations?* *Suffixes?* *Prefixes?* Fill the blanks with root-words.

INSTRUCTION LXVII.

THE MEANING OF ROOT-WORDS AND DERIVATIVES.

The child is now ready to understand the meaning of *derivatives*, as well as *root-words*.

Words, as we have learned, are signs of things. They have a meaning, and this must be known, or they are of little use. I take, for instance, the word, *deck*. How shall I use it? Its meaning will be my guide. Deck, I find, means to dress or adorn. I can now use it. The child, for instance, *decks* her head with flowers.

The meaning of a word is what it stands for. It is best learned by *seeing*, or *feeling* the thing for which it stands. In this way alone, we are bold to say, the child is to learn the true meaning of words. To define a word *by words* is useful only so far as it recalls the thing for which the word stands.

Even this is not enough. The child does not know the meaning of words fully until, in addition to seeing or feeling the things for which they stand, he is able to use them. An instance should follow every definition.

In learning the meaning of *derivative words*, two things are to be attended to: the *root-words*; and the *terminations*, *suffixes* and *prefixes* by which the derivatives are formed. Thus, in the word, *unGODly*, we must find out the meaning of *GOD*, *un* and *ly*, before we have the true meaning of *ungodly*.

What is the meaning of words? What is the best way to learn it? What more? What is needed in learning the meaning of derivatives?

INSTRUCTION LXVIII.

THE MATERIALS OF ANGLO-SAXON DERIVATIVES.

THE *materials* of Anglo-Saxon derivatives may now be recalled and placed before the mind, before we enter upon their application. What are those materials?

1. The materials of Anglo-Saxon derivatives consist of *one thousand root-words*. These have already been studied in the Hand-Book of Anglo-Saxon Root-Words, and are in the possession of the child. From these, we are about to form *five thousand derivatives*, by the addition of terminations, suffixes, and prefixes.

2. The materials of Anglo-Saxon derivatives consist of

sixteen terminations. By these, the meaning of nearly every word in our language is *changed*,—only changed; as, father, father's watch.

3. The materials of Anglo-Saxon derivatives consist of *twenty-eight suffixes.* One of these alone forms no less than *thirteen hundred* new words,—the suffix, *ness.* Suffixes form *new* words; as, good, goodness.

4. The materials of Anglo-Saxon derivatives consist of *twenty-three* prefixes. These form a large number of *new* words; as, take, *mistake.*

Such are the materials with which the young student of words is about to form *five thousand* derivatives. He is now to become a word-builder, and out of these materials, make and learn to use the words that form the bulk of his language.

What is said of the materials of Anglo-Saxon derivatives? The root-words as part of these materials? The terminations? The suffixes? The prefixes?

SECOND PART.

STUDIES IN ANGLO-SAXON DERIVATIVES.

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

STUDIES IN ANGLO-SAXON DERIVATIVES.

CHAPTER I.

STUDIES IN ANGLO-SAXON DERIVATIVES.

THE study of words may be made as pleasing as the study of rocks and flowers and birds. They are *objects*, and lie very near the heart.

The Anglo-Saxon *derivatives*, which we are now about to study, are closely connected with our early days. They are signs of objects and thoughts and feelings that make up nearly the whole of childhood.

What can the study of Anglo-Saxon derivatives be made?

FIRST STUDY.

WHAT STUDY IS.

The word, *study*, has come to us from the Latin, through the French, and means to set or fix the mind on any thing. It is known in some degree even to childhood.

Study is fixing the mind on what we wish to know, and using its powers to learn all we can about it.

As such, study, in some form, is part of our daily life. We study the faces of men: we study our pains and hopes. We also study the words that fall upon our ears.

What is study? Give an instance.

SECOND STUDY.

THE STUDY OF DERIVATIVES.

There are about FIVE THOUSAND words in this Handbook. One thousand of these are root-words, and have already been studied. The other four thousand are derivatives, or words formed from the one thousand root-words by the addition of terminations, suffixes, and prefixes. These four thousand words are now to be studied.

Their study may be made plain by an instance. We select, for this end, the word, *unbrotherly*. It may be spoken or written. If it is spoken, we fix the mind upon it through the sense of *hearing*, and learn all we can about it. If it is written, we fix the mind upon it through the sense of *sight*, and learn all we can about it.

1. The word, *unbrotherly*, is a derivative, and is formed from the root-word, *brother*, by the suffix, *ly*, and the prefix, *un*.

2. The root-word, *brother*, means one of a brood, and then the human male, born of the same father and mother.

3. The suffix, *ly*, means, like.

4. The prefix, *un*, means, not.

5. The word, *unbrotherly*, means, not like, or unbecoming the male born of the same father and mother, and may be used thus,—Robert's speech to his sister was unbrotherly.

In addition to these things the child should attend to its

sounds and letters, syllables, accent, quantity, articulation, enunciation, pronunciation, and spelling.

What is study? How do we study a spoken word? A written word? How do we study a derivative word? Give an instance. What else should we attend to? What is the meaning of each of these things?

THIRD STUDY.

THE PLAN FOR THE STUDY OF ANGLO-SAXON DERIVATIVES.

A plan is very useful in every work and undertaking of life. It is our line and rule.

A plan is a form, or model by which we are guided in our work.

The plan for the study of Anglo-Saxon derivatives is a simple one.

1. The words are brought before the mind in *groups*. Thus, under the head of HOME, we have the following words:—*home, homes, homely, homelier, homelily, homeliness, homeward, homebound,* and some others. These form one group, the group of home-words.

2. Each group of words consists of *root-words* and *derivatives*. The root-word is given first, and then the *terminations, suffixes,* and *prefixes,* by which the derivatives are formed from it. Thus,

House, a covering, or building to live in,
 —s, more than one *house*,
 House, to cover, or put up in a house,
 Un—, to put out of a house.

3. Each group of words belongs to some *thing* or object. Thus, the words, *out-house, out-houses, ice-house, wood-house,* and others, belong to the thing or object, OUT-HOUSE. They

gather about it, and are studied with pleasure, and remembered with ease, in connection with the thing for which they stand.

4. Under each thing, or object, we commonly have *three* groups of words: first, the names of *things*; second, the names of *qualities*; and lastly, the names of *actions*. Thus, under the thing, or object, HOME, we have the names of things, as *home, homes, homestead*; then the names of qualities, as *sweet, dear*, and lastly, the names of actions, as *draw, hallow*. This is the order in which the human mind gathers up words, and forms them into sentences.

5. The *meaning* of each *root-word* is given. If we take, for instance, the word, *house*, we give as its first meaning, *a cover*, and as its common meaning, *the place where one lives*.

6. The *derivatives* are arranged after the root-words, a *dash* is drawn under the root-word, and after it, is placed the *suffix*, and before it, the *prefix*; by which the derivative is formed. Thus:

DERIVATIVES.	{	House, a covering; a building to live in,
		—s, more than one house,
		House, to cover, or put in a house,
		Un—, to uncover, or put out of a house.

By this arrangement, the child sees the structure of derivatives.

7. The *use* of each word is to be learned. The teacher, for this end, asks a question, in which he uses the word the child is learning, and thus gives a model to the child. The child turns this question into an answer, and gives the same *use* of the word. Thus:

Teacher.—Is a *barn* a place for grain?

Child.—A *barn* is a place for grain.

Only one instance of the use of words is given in each exercise. It appears under the first word, and is designed mainly to remind the teacher that a similar question should be asked after every word in the exercise, and answered by the child according to the model. In no other way, can the child learn the true meaning of words and become familiar with their use.

What is a plan? What do you know about the plan for the study of Anglo-Saxon derivatives?

FOURTH STUDY.

A MODEL OF THE PLAN OF STUDY.

The child, in early life, imitates what he sees and hears in the household. The child at school does the same. He imitates what he sees or hears there. He learns from *example*, rather than from precept.

This is true of the plan of study. He gets it from his teacher, and if it is a bad one, gets what is to annoy him all his days.

THE MODEL.

We select, for illustration, HOME and its words.

HOME.

The homes of the early Saxons were forests, caves, or huts.

What is said of the early Saxon homes?

Home a cover; the place where one lives.

Is *home* a dear place?

—s, more than one —.

—ly, like —.

—ward, —.

—born, born at —.

The model, it will be seen at once, has the following features:

1. The root-word is given with its first and common meaning. Thus: Home, a cover; the place where one lives.

2. Its *use* is shown in an interrogative sentence. Thus: Is *home* a dear place?

3. The suffixes by which derivatives are formed from the root-word, are given with their meaning. Thus, —s, more than one —.

The *dash* under the root-word, it may be well to say here, marks its *omission*, and the dash after the suffix, or its meaning, the *omission* of the meaning of the root-word. Thus; —born, born at —. These omissions are to be supplied. Thus; homeborn, born at home.

In looking over the model of study, it will be seen that there are *two* things, and in some cases *three*, to be done by the child.

1. He has to answer the question. Thus, Is home dear? Home is dear.

2. He has to supply the omissions of the root-word and its meaning. Thus; —bred, brought up at —: Homebred, brought up at home.

3. In many cases, he has also to give the meanings of the suffixes and prefixes. Thus, —ward —, homeward, towards home. But these, he has learned in the first part of the Hand-Book of Anglo-Saxon Derivatives.

What is the use of a plan? What is given in the model? What is omitted? What has the child to do?

FIFTH STUDY.

THE PREPARING OF A STUDY.

The study for the day is pointed out. It may be FARMING, and its group of words,—the group of names of *things*, names of *qualities*, or names of *actions*.

The child takes his seat, and opens his book. What is to be done? *Anglo-Saxon derivative words are to be studied.*

1. He begins with the name of the *thing*, or *object* under which the words are grouped. It may be *Farming*. He tries to recall it, and place it before his mind. FARMING.

2. He reads and commits to memory what is said about it. It becomes distinct,—a centre of interest.

3. He next fixes his mind on the first word through the sense of *sight*, and studies it, attending to its *letters*, *syllables*, *accent*, *quantity*, *spelling*, *meaning*, and *use*.

4. He proceeds to the second word, which is a derivative one, and supplies the *omission*,—the root-word and its meaning, and then attends to it in the same way as he did to the first.

Thus, he proceeds from word to word till he reaches the end of the study, or exercise. He may do so in two ways. He may study words through the *eye* alone, or he may study them through the *eye* and *touch*. The latter way, we think, is the better, as it unites two senses in the study of words,—the sense of *sight* and the sense of *touch*. The exercise should be *written*.

What is to be done? How are they to be studied? Name the two ways.

SIXTH STUDY.

RECITING THE STUDY.

When the study is prepared in the way which we have pointed out, the child or class is called out to recite it. The printed or written word now becomes a *spoken* one: the study or exercise now takes the form of conversation.

The subject may be HOME. The teacher begins the conversation.

Teacher. HOME. This is the subject of the present recitation. Robert, repeat what is said about the early Saxon homes.

Child. The early Saxon homes were forests, caves or huts.

Teacher. Home.

Child. Home. Heh, o, em, e, (spelling it,) home, a cover; the place where one lives.

Teacher. Is home a dear place?

Child. Home is a dear place.

Teacher. ———s.

Child. Homes. Heh, o, em, e, es, homes, covers; more than one place where one lives.

Teacher. Are American homes dear?

Child. American homes are dear.

Teacher. ———ly, ———

Child. Homely. Heh, o, em, e, *home*, le, e, *le*, homely; like a place where one lives, like home; also coarse.

Teacher. Is the German's bread homely?

Child. The German's bread is homely.

Thus, the recitation proceeds to the close of the study, or exercise. During its progress, the child should be led to pay marked attention to *articulation*, *enunciation*, and *pronunciation*.

Give an account of the mode of recitation.

CHAPTER II.

HOME.

Among the higher classes of the Saxons, the walls of the dwellings were hung with tapestry, ornamented with gold and rich embroidery, the work of skilful ladies. With such hangings, they kept out the cold winds from their wooden apartments, and made home warm and tasteful.

What is said of the Saxon houses?

SEVENTH STUDY.

HOME.

The homes of our Saxon forefathers, before they gained a foot-hold in the island, now called England, were on the shores of the gloomy and stormy Baltic.

Where were the ancient homes of the Saxons?

EXERCISE I.

NAMES OF THINGS.

Home, a cover; the place where one lives.

Is *home* a dear place?

———*s*, more than one ——

———*ly*, like home; coarse.

———*lier*, more ——, or coarser.

———*liest*, most ——, or coarsest.

———*lily*, in a manner like ——

———*liness*, state of being ——

———*ward*, towards ——

———*born*, brought forth at ——

———*bred*, brought up at ——

———*made*, formed at ——

———*built*, shaped at ——

———*spun*, spun or wrought at ——

ANGLO-SAXON DERIVATIVES.

- dwelling*, living at ——
 ———*sick*, grieved for ——
 ———*sickness*, state of grieving for ——
 ———*stead*, the place of ——

EXERCISE II.

NAMES OF QUALITIES.

Sweet, soothing; pleasing to the taste or heart.

Is home a *sweet* place?

———*er, est, ness, ish, ishness* ——

Dear, rare; of great value.

———*er, est, ly, ness* ——

Small, thin; little in any way.

———*er, est, ness, ish* ——

Old, falling off; a long time made.

———*er, est, ness, ish* ——

New, moving; lately made.

———*er, est, ness, ish, ly* ——

EXERCISE III.

NAMES OF ACTIONS.

Be, to be fixed; to exist, or have being.

Should home *be* a happy place?

———*ing, en* ——

Is, exists, or has being now.

Was, existed, or had being before now.

Draw, to pull; to cause to move to, or attract.

———*s, ing* ——

Drew, did ——

Hallow, to make safe or sound; to make holy, or treat as sacred.

———*s, ed, ing* ——

EIGHTH STUDY.

HOUSE.

The wattled hut was the rude dwelling of the early Saxons.

Repeat what is said of the early Saxon house.

EXERCISE I.

NAMES OF THINGS.

House, a covering; a building to live in.

Is a *house* a work of man?

—s, more than —

—less, without a —

—hold, those who live in a —

—holder, one who owns —

—keeper, the mistress of a —

—room, space in a —

—wright, the builder of a —

—dog, a dog that guards a —

Dwelling—, the house in which —

EXERCISE II.

NAMES OF QUALITIES.

Low, laid down; raised only a little above the earth.

Are some houses *low*?

—er, est, ly, ness —

High, lifted up; raised far above us.

—er, est, ness —

Clean, open or free; free from dirt or any thing offensive.

—er, est, ly, ness —

Un—, not free —

—ly —

EXERCISE III.

NAMES OF ACTIONS.

House, to cover or put in a house.

Does the farmer *house* his cattle at night?

———*s, ed, ing* ——

Un———, to put out ——

———*s, ed, ing.* ——

Wattle, to work with twigs; to twist or interweave wattle

———*s, ed, ing* ——

NINTH STUDY.

OUTHUSES.

The early Saxons were without outhouses.

Repeat what is said about outhouses.

EXERCISE I.

NAMES OF THINGS

Out, forth; on the outside.

Is the householder *out*?

Outhouse, a building without the one in which we live.

———*s*, more than one ——

Ice———, a building for ——

———*s*, more than one ——

Wood———, a building to keep ——

Hen———, a building for ——

Summer———, a building in a garden for ——

Town———, a house in which one lives ——

Barn, a place for barley; a house used for grain and cattle.

Shed, a shade or cover; an open place for cattle.

Crib, that which catches; the manger or box from which cattle feed.

Rack, something stretched; a frame from which cattle eat hay.

Stall, a stand; a stand for a horse or an ox.

EXERCISE II.

NAMES OF QUALITIES.

Long, drawn out; having length.

Is the rack *long*?

—*er, est*—

Narrow, close; of little width.

—*er, est, ness, ly*—

Room, space; enough of space.

—*y, iness, ful, ily*—

Wide, spread; the space between the sides.

—*er, est, ness*—

Dry, rubbed; free from moisture.

—*er, est, ness, ly*—

Wet, moist to the touch; holding moisture.

—*er, est, ness*—

T E N T H S T U D Y.

KINDS OF HOUSES.

The rude booth, and the castle or fortified hill, were the kinds of houses known to the early Saxons.

What is said of the kinds of houses?

EXERCISE I.

NAMES OF THINGS.

Hut, a little cover; a poor, mean dwelling-house.

Is a *hut* a dwelling-house?

Hovel, a house or cave; an open shed; also a rude house.

Cot, a defense; a small, rude house.

—*ter, one who*—

Cottage, a cover to live in; a small house in which the poor live.

—*er, one who*—

Hall, a tent; a mansion-house; also, a large house where courts of justice meet.

Castle, a closed place of defense; a fortified dwelling-house.

Church, the Lord's house; a house in which God is worshipped.

EXERCISE II.

NAMES OF QUALITIES.

Open, lifted up, or off; not closed or covered.

Are hovels *open*?

—*ly, ness* —

Small, thin, or little; little in size.

—*er, est* —

Great, thick or large; large in size.

—*er, est, ly, ness* —

Bare, open; exposed to view.

—*ly, ness* —

ELEVENTH STUDY.

GROUPS OF HOUSES.

A town at first was no more than a hut and garden enclosed with stakes: the hamlet was the mansion of a freeholder and its outhouses.

What is said of groups of houses?

EXERCISE I.

NAMES OF THINGS.

Hamlet, a little house; a small number of houses.

Is *hamlet* the name of a small cluster of houses?

Town, a fortified hill; a group of houses larger than a village.

—*ish, like* —

—*house*, a house in —

—*hall*, a building for public business in a —

—*clerk*, an officer who keeps the records of a town.

—*s-man*, one of the same town.

—*talk*, the common talk of —

—*ship*, the district of a —

Borough, a hill or heap; a fortified town: also an incorporated one.

EXERCISE II.

NAMES OF QUALITIES.

Walled, enclosed ———

Were the Saxon towns *walled*?

Mud-walled, having walls ———

Townish, like or pertaining to ———

EXERCISE III.

NAMES OF ACTIONS.

Wall, to enclose with stakes, to defend by walls.

Did the Saxons *wall* their towns?

——s, ed, ing ———

Hedge, to enclose or defend with a hedge.

——s, ed, ing ———

TWELFTH STUDY.

THE PARTS OF A HOUSE.

A house among our early Saxon forefathers had few parts. It was a wattled enclosure. Now, in most cases, it is a fine building, divided into many parts for the comfort and convenience of the family.

Repeat what is said about the parts of a house.

EXERCISE I.

NAMES OF THINGS.

Side, drawn out; the long part of a thing.

Has a house two *sides*?

Out, forth; on the outside.

Outside, the side without.

In, inclosed; on the inside.

Inside, the side within a thing; as a house.

End, the point or limit: the last part of a thing.

Door, an opening; a passage into a house.

—s, way —

Post, set or firm; an upright stick of timber.

Door-post, the upright part of the door-frame.

Sill, that which is laid down; the wood or stone under a door or window

Room, place or space; a part of the space in a house.

—s, y, abounding in —

Kitchen, a cooking-room; a room used to cook in.

—work, maid —

Court, a circuit; an uncovered space before a house.

Hearth, earth; the pavement or stone on which fire is made.

Peak, a point; the top of a thing ending in a point.

—s, ish —

Roof, stretched over; the cover of a house.

—s, less, without a —

Floor, spread out; the bottom part of a house or room.

—s, less —

Gate, a gap or passage; a large door.

—s, less, ing —

Latch, a catch; a bar to fasten a door.

Ashes, remainder of any thing burnt.

Brand, burnt; a burning piece of wood.

Cinder, dust; small coals mixed with ashes.

Ember, in a circuit; small burnt coal.

—s, days, week.

Soot, sudden or falling; a black substance formed by burning.

—y, ish —

EXERCISE II.

NAMES OF QUALITIES.

Roofed, covered with —

Is a house roofed?

Straw-roofed, covered with a —

Peaked, pointed, or ending —

Roomy, abounding in —

Few, little; little in number.

—er, est, ness —

Many, much; a great number.

Ashy, belonging to ashes, or of an ash color.

EXERCISE III.

NAMES OF ACTIONS.

Roof, to put on a roof.

Who *roofs* houses?

—s, ed, ing —

Floor, to lay a floor.

—s, ed, ing —

THIRTEENTH STUDY.

HOUSEHOLD STUFF.

Besides benches and stools, the Saxons had settles, many of which were adorned with the figures of lions, eagles, and dragons, neatly carved.

Repeat what is said of household stuff.

EXERCISE I.

NAMES OF THINGS.

Household, those contained in a house; the persons who live together in a house.

Is a *household* the same as a family?

Stuff, that which fills; household articles.

Household stuff, the things in a house.

Bed, a spread; that on which we sleep.

—*room*, an apartment —

—*stead*, a frame —

—*post*, the upright part —

—*clothes*, the clothes —

Bolster, that which raises up; a cushion for the head.

Pillow, a stuffing; a small cushion for the head.

—s, case —

Sheet, a cloth ; a linen or cotton undercover for a bed.

—s, *ing* —

Wash, a flowing ; a cleansing with water.

—*stand*, the frame or table —

Bowl, a hollow ; a vessel to hold water.

Stool, a seat, a seat without a back.

Settle, a seat ; a long bench with a high back.

Stove, a fixed place ; that in which we make a fire.

Pan, spread out ; a broad hollow vessel.

Cradle, a rocking ; the bed on which small children are rocked.

Crock, a pot ; an earthen vessel.

Dish, something flat ; a broad open vessel from which we eat.

Fork, a parted rod ; that with which we lift our food to the mouth.

—s, *handle* —

Knife, that which nips, a cutting instrument.

—s, *handle, blade* —

Cup, a bending ; a small vessel out of which we drink.

Tongs, shafts ; a tool of two shafts joined at one end.

EXERCISE II

NAME OF QUALITIES.

Rough, rugged ; not polished or even.

Is the stool a *rough* seat ?

—*er, est, ly, ness* —

Smooth, soft ; having an even surface.

—*er, ness, est, ly* —

Heavy, heaved ; having weight.

—*er, est, ly, ness* —

Even, smoothed down ; level or smooth.

—*er, est, ly, ness* —

Light, rising up ; having little weight.

—*er, est, ness, ly* —

Same, like ; like in some way.

—*ness* —

EXERCISE III.

NAMES OF ACTIONS.

Bolster, to support with a bolster.

Does your mother *bolster* you when sick?

——s, ed, ing ——

Pillow, to rest on a pillow.

——s, ed, ing ——

Cradle, to lay or rock in a cradle.

——s, ed, ing ——

CHAPTER III.

HOUSEHOLD.

The household among the old Saxons was governed by good laws. There were wise and kind provisions made for the wife and children.

What is said of the household?

FOURTEENTH STUDY.

HOUSEHOLD.

Household occupation belonged to women alone among the Saxons. Alfred the Great speaks thus of the love of a wife: "She lives now for thee, and thee only; hence she loves nothing else but thee. She has enough of every good in this life, but she has despised it all for thee alone."

What is said of household work? What did Alfred say of the wife?

EXERCISE II.

NAMES OF THINGS.

Household, the persons who live in a house.

Is the *household* large?

Husband, the house band ; a man joined to a woman in marriage.

———*mæn* ; a man who tills ——

Wife, one who weaves ; a woman joined to a man in marriage.

———*s, less* ——.

———*hood*, state of ——

Child, issue ; a son or a daughter.

———*ren, hood, ish, like, ishly, ishness*.

Foster———, the child ——

Father, one who feeds ; the male parent of man.

Mother, the source ; the female parent of man.

———*s, hood, ly, liness, lessness, less* ——

———*hood*, the state of ——

———*in-law*, the mother of a husband or wife.

Step———, a mother by marriage.

Foster———, a nurse ; one who takes the place of ——

Son, light ; the male child.

———*s, less, ship* ——

Foster———, a son not by birth.

Daughter, grace ; the female child.

———*s, less, ly, liness*.

———*in-law*, the wife of a son.

Brother, brood ; a male child having the same parents.

———*s, ly, liness, like*.

———*in-law*, the husband of a daughter.

Twin, two ; one of two young produced at a birth.

———*s*, ——

Foster———, a male child fed by the same nurse.

Half———, brother by one parent.

Sister, set ; a female child having the same parents.

———*s, ly, liness, like, less* ——

———*hood*, state of ——

———*in-law*, the wife of a brother.

Foster———, a female child nursed by the same person.

Half———, a sister by one ——

Bairn, born ; a child.

Kin, kind, or race ; those connected with us by blood or marriage.

Kindred, those of the same family relations.

Kith, acquaintance.

Bride, fit, that is, for marriage ; a woman espoused, or newly married.

———*s, groom, maid* ——

Widow, empty; a woman who has lost her husband by death.

——s, er, hood ——

Wedding, a pledge; a marriage.

Wedlock, a gift in marriage; marriage.

EXERCISE III.

NAMES OF QUALITIES.

Good, strong; kind and comely.

Is a *good* child a happy one?

——ness, the state of ——

——ly, liness ——

Better, more advanced; more kind than another.

Best, most advanced; more kind than all.

Kind, knowing; tender in feelings.

——er, est, ly, liness, ness ——

Busy, closely attending; engaged in some pursuit.

——er, est, ness ——

Glad, lifted up; pleased and joyous.

——er, est, ly, ness, some ——

Glee, music; mirth, or gayety.

some, ful ——

EXERCISE IV.

NAMES OF ACTIONS.

Greet, to cry out; to speak and address one kindly.

Should we *greet* each other kindly?

——s, ed, ing ——

Kiss, to fall; to salute or greet with the lips.

——es, ed, ing ——

Ask, to press upon; to seek by speech.

——s, ed, ing ——

Answer, to speak back; to speak when questioned.

——s, ed, ing ——

Meet, to fall to; to come together.

——s, ing ——

Part, to break; to separate from each other.

—s, ed, ing —

Begin, to go in; to commence any thing.

—s, ing —

Began, did —

Bury, to hide, or cover; to put a body in the earth.

—s, ed, ing —

Swear, to lay to; to bear witness by appealing to God.

—s, ing —

For —, s, ing —

Taunt, to tug; to accuse with cutting words.

—s, ed, ing —

Glide, to go gently; to move lightly along the surface.

—s, ed, ing —

Yawn, to open; to have the mouth open through drowsiness.

—s, ed, ing —

Gape, to tear open; to open the mouth wide.

—s, ed, ing —

Bow, to bend as a bow; to bend the head in greeting.

—s, ed, ing —

Wriggle, to move twistingly; to move with short twists.

—s, ed, ing —

FIFTEENTH STUDY.

SERVANTS.

The slaves who waited at the shrine of the mother of the earth, were drowned in the waters of the secret lake. No one that waited upon her was allowed to go abroad but the priest.

What is said of some slaves of the Saxons?

EXERCISE II.

NAMES OF THINGS.

Cook, boiling; one who makes food ready

Is a *cook* a servant?

Maid, able; a female servant.

Kitchen-maid, the girl in the cooking-room; one who works in the kitchen.

House-maid, the girl for the whole house; one who keeps a house clean.

Washer, one who washes.

Woman, the source of man; the female of man.

Washer-woman, a woman who washes clothes.

Hire, price; wages for work.

—*ling*, a little paid man; one who works for wages.

Plough, that which thrusts; a tool to turn up the ground.

Man, a form, or shape: a male of the human race.

Plough-man, one who guides a plough.

Car, that which runs; a vehicle moved on wheels.

Car-man, one who drives a car.

Team, offspring; yoked horses, or oxen.

—*ster*, one who guides, or drives a team.

Sheep, a well-known useful animal.

Herd, one who keeps, (not used alone.)

Shep-herd, a sheep-keeper; a man who takes care of sheep.

Foot, that which treads; the part of the body on which we stand.

Footman, a servant who waits on foot.

Steward, a place-keeper; a man who manages house affairs.

Henchman, a serving-man; one who serves another.

EXERCISE II.

NAMES OF QUALITIES.

Strong, firm; of great bodily strength.

Should a servant be *strong*?

—*er, est, ly* —

—*handed, having* —

—*minded, having* —

Upright, erect; honest, and just.

—*ly, ness* —

Idle, a ceasing; not actively employed.

—*er, est, ly, ness* —

Quick, alive; action.

—*er, est, ly, ness* —

Chary, straining; careful.

EXERCISE III.

NAMES OF ACTIONS.

Hire, to give a price; to engage in service for wages.

Does your father wish to *hire* a man?

—s, ed, ing —

Watch, to rouse, or stir; to keep guard, or be attentive.

—es, ed, ing —

Drive, to urge; to urge forward in any way.

—s, ing, er —

Drove, did —

Work, to move with force; to labor.

—s, ed, ing, er —

Wash, to flow; to cleanse by water and rubbing.

—es, ed, ing —

SIXTEENTH STUDY.

FOOD.

The flesh of swine was the chief food of the Saxons. The eel was their favorite among the fish. Meat, wine, and ale flowed freely at their feasts.

What is said of the Saxon food?

EXERCISE I.

NAMES OF THINGS.

Food, that which feeds; that which we eat to support life.

Was the *first food* of man fruits?

Bread, a lump of food; a kind of food made from flour.

—less —

Barm, that which works, or ferments; yeast or leaven.

Meat, that which we eat; any kind of food, flesh of animals.

Dough, a tough mass; leavened flour kneaded but not baked.

—nut, a round cake made of —

Loaf, a shaped mass; a mass of dough baked.

Ham, the thigh of a pig salted and smoked.

Milk, that which is got by stroking, the white fluid from female animals.

—*maid*, a woman who ———

—*less, y, ily, iness* ———

—*pail*, an open vessel for ———

Butter, that which is made by striking, the oily substance taken from milk by churning.

—*milk*, milk from which ———

Cheese, curdled; pressed curd of milk.

Crumb, gnawing; a very small piece.

Flich, a side; the side of a hog salted and smoked.

EXERCISE II.

NAMES OF QUALITIES.

Fresh, lively; new, or lately made.

—*er, est, ness*.

Enough, quieted; that which satisfies.

Tart, sharp; sharp to the taste.

—*er, est, ness, ly* ———

Sour, what turns; sharp and biting to the taste.

—*er, est, ness, ish, ly* ———

Whole, entire; sound, not diseased.

—*some, somewhat* ———

—*ly, ness* ———

Un———

Bitter, biting; sharp to the taste.

—*er, est, ly, ness* ———

EXERCISE III.

NAMES OF ACTIONS.

Cook, to prepare food for eating.

—*s, ed, ing* ———

Sift, to separate; to take the coarse from the fine with a sieve.

—*s, ed, ing* ———

Knead, to press with the fist; to make flour and barm into dough.

—*s, ed, ing* ———

Bake, to harden by fire; to cook food in an oven.

—s, ed, ing —

Dine, to take the day meal; also, to give the chief meal of the day.

—s, ed, ing —

Carve, to pluck; to cut in small pieces.

—s, ed, ing —

Cram, to force into; to stuff in any thing as food.

—s, ed, ing —

Choke, to stop up; to stop up the windpipe in any way.

—s, ed, ing —

Sup, to make a noise with the lips in taking large quantities of liquid.

—s, ed, ing —

Sip, to make a noise with the lips in taking small quantities of liquid.

—s, ed, ing —

Drink, to draw; to swallow liquor or water.

—s, ing —

Drank, did —

Grind, to rub; to reduce to powder.

—s, ing —

Ground, did —

Smack, noise in tasting; to make a noise with the lips.

—s, ed, ing —

SEVENTEENTH STUDY.

CLOTHING.

The garments of the Saxon ladies differed little from those of the men, except in length. They were loose and flowing. The gown, kirtle, and tunic were the chief articles of clothing. Leathern shoes were in use among the Saxons. The men generally went bare-headed: the women wore a kind of hood, called a head-rail.

Repeat what is said about clothing.

EXERCISE I.

NAMES OF THINGS.

Cloth, what covers; any thing made of wool, flax, or cotton.

Was *cloth* woven by women?

Clothes, covering for the body.

Clothing, all kinds of covering for the body.

Mantle, what shuts; a cloak or loose covering for the body.

Belt, what is drawn round; a band worn round the waist.

Cap, end or point; a low cover for the head.

Sleeve, the hand; that part of the dress which covers the arm.

Tippet, the top; a garment for the neck.

Hood, a head cover; a covering for the head of a woman.

—less, without —

Kirtle, that which girds; a woman's vest.

Girdle, that which surrounds; a band or belt.

Glove, a cover; a cover for the hand.

—s, er —

Hose, a heel covering; a covering for the leg.

—ier, one who deals in —

Shoe, something put on; a covering for the foot.

—maker, one who makes —

—string, a string to fasten a —

Hat, a cover or defense; a covering for the head.

—band, a band that —

—box, a box for —

—brush, a soft brush —

—er, one who makes —

EXERCISE II.

NAMES OF QUALITIES.

Warm, glowing; that which keeps heat in.

Is woollen cloth *warm*?

—ly, ness, er, est —

Soft, mild to the touch; gentle and pleasant to the touch.

—er, est, ish, ly, ness —

Cool, airy; not keeping heat in.

—er, est, ish, ness, ly —

Thick, pressed ; of some distance from one surface to the other

—er, est, ish, ness, ly —

Thin, stretched ; not thick, or a little distance from surface to surface.

—er, est, ish, ness, ly —

Silk, drawn fine ; thread made by the silkworm.

—en, y —

Cheap, bargain ; of low price and value.

—er, est, ness, ly —

Tidy, beautiful ; neat in dress.

—er, est, ness, ly —

Un—, not —

Shabby, bare or shaven ; worn and old.

—er, est, ness —

Fangled, newly made ; showy.

EXERCISE III.

NAMES OF ACTIONS.

Clothe, to draw over ; to put garments on the body.

Does the mother *clothe* her child ?

—s, ed, ing —

Un—

Deck, to cover ; to dress finely.

—s, ed, ing —

Be—

Dye, to color ; to tinge by coloring.

—s, ed, ing —

Knit, to knot ; to make by knotting thread.

—s, ed, ing, er —

Gird, to enclose ; to bind by surrounding with any flexible thing.

—s, ed, ing —

Un—s, ed, ing —

Tie, to strain ; to bind with a band or knot.

—s, ed, ing —

Un—s, ed, ing —

Array, to make straight ; to dress finely.

—s, ed, ing —

Lap, to strike ; to fold over.

—s, ed, ing —

CHAPTER III.

M A N .

The Saxons were a tall, big-boned, blue-eyed race of men, and wore their hair so long as to cover their shoulders.

Repeat what is said of the Saxons.

EIGHTEENTH STUDY.

M A N .

The Saxon men were the pledged protectors of the women; and he who insulted them or violated their rights, was sure to be visited with severe penalties.

Repeat what is said above.

EXERCISE I.

Man, a form or shape; a male of the human race.

Is *man* mortal?

—hood, ly, like, liness, ful, fully —

Woman, source of man; a female of the human race.

—ish, hood, ly, like, liness —

—kind, the race of —

Fellow, one who follows; a companion of the same kind.

Gawk, a cuckoo; a poor simple person.

—y, the quality of —

Boor, a rustic or farmer; a rude countryman.

—ish, somewhat like —

Swain, a boy; a young farmer.

Guest, one who goes out; a visitor from a distance.

Heathen, a dweller on the heath; one who does not know the true God.

—s, ish —

Knave, a boy or youth; a rogue or dishonest person.

—ish, ishly, ishness.

Churl, a strong man; a rude, ill-bred man.

—ish, ishly, ishness —

Neighbor, a near rustic or farmer; one who lives near another.

EXERCISE II.

NAMES OF QUALITIES.

Weak, failing; feeble in strength.

Is a man *weak*?

—*er, est, ness, ly* —

Empty, void or idle; containing nothing.

—*ness, er, est* —

Earnest, striving; ardor in business.

—*ly, ness* —

Fickle, wavering; of a changeable mind.

—*er, ness* —

Evil, pained; wicked or sinful.

Doughty, able; brave and bold.

EXERCISE III.

ACTIONS OF MAN.

Live, to breathe on; to have life.

Does man *live*?

—*s, ed, ing* —

Out — to live —

Grow, to swell; to increase in size.

—*s, ing* —

Grew, did —

Have, to seize; to possess or own.

—*ing* —

Had, did —

Do, to be able; to make or perform.

—*es, ing* —

Did, having done —

Laugh, to thrust; to make the noise of mirth.

—*s, ed, ing* —

Sigh, to draw in; to draw in and exhale a deep breath.

—*s, ed, ing* —

Weep, to cry out; to shed tears.

—*s, ing* —

Wept, did —

Lift, to raise into the air; to raise up from the ground.

—s, ed, ing —

Up—s, ed, ing —

Brook, to grind the teeth; to bear or endure a check or insult.

—s, ed, ing —

Bear, to bring forth; to carry or support.

—s, ing —

Bore, did —

Ail, to be in pain; to be sick or troubled.

—s, ed, ing —

Believe, to leave with; to trust in a person or thing.

—s, ed, ing —

NINETEENTH STUDY.

THE BODY OF MAN.

While pagans, the Saxons often burnt the *bodies* of their dead. This practice was abandoned when they became converts to Christianity.

What did the Saxons once do with the bodies of their dead?

EXERCISE I.

NAMES OF THINGS.

Body, that which is fixed; the frame of an animal, or man.

Is the human *body* wonderfully made?

—ly, less, liness —

Skin, a covering; the covering of the body.

—y, less —

Frame, joined; the skeleton of bones.

—s, less —

Flesh, soft; the soft part of the body.

—y, iness, less —

—brush, a brush for —

—color, the color of —

—diet, food consisting of —

—monger, one who deals in —

Gristle, strong; a smooth elastic substance in animals.
 Sweat, flowing; a fluid thrown out through the skin.
 Mole, a mark; a spot on the body.
 Scar, a notch; a mark left by a wound.

EXERCISE II.

NAMES OF QUALITIES.

Gaunt, failing; meager, or lean.

Is the body of the sick *gaunt*?

Little, left, or lessened; small in size.

—*ness*—

Less, smaller in size than another.

Least, the smallest in size.

Hale, whole; robust, or sound.

Spare, pressed down; lean, or wanting in flesh.

—*er, est, ness*—

Mankind, the race of —

—*slayer*, one who kills —

—*slaughter*, the unlawful killing —

EXERCISE III.

NAMES OF ACTIONS.

Sit, to cast down; to rest on a seat.

Do you *sit* when you study?

—*s, ing*—

Sat, did —

Lie, to throw down; to rest stretched out.

—*s, ing*—

Lay, did —

Slumber, to murmur in breathing; to take light sleep.

—*s, ed, ing*—

Sleep, to be loose; to rest unknowingly.

—*s, ing, er, less, y, iness*—

Swoon, to fall away; to sink into a fainting state.

—*s, ed, ing*—

TWENTIETH STUDY.

THE HEAD—THE CHIEF PART OF THE BODY.

In the early pictures of the Saxons, the hair is long, parted in the middle, and falling down over the neck and shoulders. The beard is also long.

What is said of the hair of the Saxons?

EXERCISE I.

NAMES OF THINGS.

Head, the top; the upper part of the body.

Is the *head* the seat of the soul?

—*less, y, iness* —

—*ache*, pain in the —

—*dress*, the covering for —

Fore—, the front part of —

Lip, border; the border of the mouth.

—*s, less* —

Nose, a ridge; the ridge of the face.

Nostril, the nose hole; the passage through the nose.

Tooth, a shoot; a bony substance growing out of the jaw.

—*less* —

Teeth, more than one —

Mouth, an outlet; the outlet of the voice, or speech.

—*s, less, ful* —

Tongue, a point, or projection; the instrument of speech and taste.

—*s, less* —

Cheek, a side; the side of the face below the eyes.

—*bone*, the bone of the —

Chin, an edge; the lower part of the face.

Brow, a ridge; the ridge over the eye.

Eye, a fount; the organ of tears and sight.

—*s, less* —

—*ball*, the ball, or apple of —

—*brow*, the hairy arch over ——

—*glance*, a rapid look of ——

—*lash*, the line of hair on the eyelid.

—*lid*, the cover of ——

—*sight*, the view of ——

—*tooth*, the tooth under ——

—*witness*, one who sees a thing.

Neck, the knob, or nape; the part of the body between the head and chest.

Ear, a shoot; the organ of hearing.

—*ache*, a pain in ——

—*cap*, a cover for ——

—*lap*, the lip of ——

—*ring*, a ring for ——

—*wax*, a substance found in ——

Brain, the fore part; the soft substance found in the skull.

——*s, less, ish* ——

Throat, swallow; the front part of the neck.

Nape, a knob; the high point of the neck behind.

EXERCISE II.

NAMES OF QUALITIES

Ruddy, red; a healthy flesh color.

Is the cheek *ruddy*?

——*er, est* ——

Wan, passing away; pale in appearance.

——*ly, ness* ——

Stern, straining; severe, or rigid.

——*ly, ness, er, est* ——

Haggard, hacked, or torn; worn and rough in looks.

——*ness* ——

Fair, clear; pleasing to the eye.

——*er, est, ly, ness* ——

Comely, meeting; having all the parts fitting.

——*er, est* ——

Dim, close and thick; not seeing clearly.

——*er, est, ly, ness* ——

EXERCISE III.

NAMES OF ACTIONS.

Snore, to make a sound with the nose; to breathe with a hoarse voice in sleep.

Do you *snore* in sleep?

—s, *ed, ing* —

Sneeze, to thrust out air; to emit air audibly through the nose.

—s, *ed, ing* —

Nap, to nod; to take a short sleep.

—s, *ing* —

Spit, to cast out; to cast out a spittle from the mouth.

—s, *ing* —

Spat, did —

Yawn; to have the mouth open through drowsiness.

—s, *ed, ing* —

Beck, to point; to make a sign with the head or hand.

—s, *ed, ing* —

—on, to make a sign to —

—s, *ed, ing* —

Chew, to bruise; to bruise or grind with the teeth.

Sob, to complain; to sigh with a heaving of the breast.

—s, *ed, ing* —

Gape, to split; to open the mouth wide.

—s, *ed, ing* —

Bow, to bend the head; to bend the body in respect.

—s, *ed, ing* —

TWENTY-FIRST STUDY.

THE CHEST.

The Saxons had a kind of ringed armor, that defended the breast in battle.

What was the defense of the breast in battle?

EXERCISE I.

NAMES OF THINGS.

Chest, a trunk; that part of the body from the neck to the stomach.

Does the *chest* contain the heart?

Breast, a bunch, or swelling; the fore part of the chest.

——*bone*, the bone of ——

Back, a ridge; the hinder part of the chest

——*bone*, the bone of ——

Rib, the side border; a bone which forms part of the frame of the chest.

——*s* ——

Side, drawn out; the part where the ribs are.

Lungs, long; the organ of breathing, consisting of air cells.

——*ed*, *less* ——

Breath, vapor; the air taken in and thrown out of the lungs.

——*less*, *lessness*, *er* ——

Heart, strong; the vessel that holds the blood.

——*less*, *ly*, *lessly*, *lessness* ——

——*y*, *ier*, *est*, *ful* ——

Liver, weight; a large red organ which separates bile.

Gall, yellow; a bitter bottle-green fluid.

Blood, that which flows; the red fluid that flows from the heart.

——*y*, *ily*, *iness*, *icr*, *iest*, *less* ——

Loin, leaning in; the side below the ribs.

Sinew, stretched; a bunch of fibres by which a muscle is joined to a bone.

——*s*, *y* ——

EXERCISE II.

NAMES OF QUALITIES.

Hollow, a hole; sunken, or depressed.

Is the face *hollow* in sickness?

——*ness* ——

Broad, spread out; extended in width.

——*er*, *est*, *ly*, *ness* ——

Lank, slack; yielding to the touch.

——*er*, *est*, *ness* ——

Lean, thin; wanting in flesh.

——*er*, *est*, *ness* ——

Fat, plump, or fleshy.

—*er, est, ness*—

EXERCISE III.

NAMES OF ACTIONS.

Belch, to push out; to cast wind out of the stomach.

—*s, ed, ing*—

Heave, to swell; to raise upward, or throw up.

—*s, ed, ing*—

Breathe, to take in and throw out air from the lungs.

—*s, ed, ing*—

Breast, to oppose the breast; to meet in front.

—*s, ed, ing*—

Side, to take the part of another when opposed.

—*s, ed, ing*—

TWENTY-SECOND STUDY.

THE UPPER LIMBS.

“The sixth and tenth day of March shalt thou draw out blood of the right arm; the eleventh of April, and in the end of May, of which arm thou wilt, and that against a fever; and if thou dost, neither shalt thou lose thy sight, nor thou shalt have no fever so long as thou livest.”—*A Saxon Doctor.*

What is said above about bleeding in the arm?

EXERCISE I.

NAMES OF THINGS.

Limb, a branch; a branch of the body.

Is the *arm* called a limb of the body?

Arm, a joint; the limb reaching from the shoulder to the hand.

Shoulder, a shield; the joint connecting the arm and body.

—*blade, the bone of*—

Elbow, the arm bow; the angle made by bending the arm.

———*room*, space to bend ——

Hand, that which seizes; the end of the arm, palm and fingers.

———*y, ier, iest* ——

Finger, that which takes; one of the extreme parts of the hand.

———*s, post*, a post with a ——

Thumb, an inch; the short thick finger.

Fist, fast; the closed hand.

Knuckle, a coupling; a joint of the finger.

Span, a stretch; the space from the tip of the thumb to the tip of the little finger.

EXERCISE II.

NAMES OF QUALITIES

Brawny, strong and sinewy.

Is the blacksmith's arm *brawny*?

Stiff, firm; not easily bent.

———*er, est, ly, ness* ——

Short, cut off; of little length.

———*er, est, ness* ——

———*hand* ——

———*rib*, one of ——

Fingered, having fingers.

EXERCISE III.

NAMES OF ACTIONS.

Hand, to thrust out; to reach any thing with the hand.

Can you *hand* me a book?

———*s, ed, ing* ——

Handle, to hold; to feel or use with the hand.

———*s, d, ing* ——

Hold, to strain; to keep fast.

———*s, ing* ——

Held, did ——

Creep, to grapple; to crawl on the hands and feet.

—s, *ing* —

Crept, did —

Grope, to feel; to feel with the hands.

—s, *ed, ing* —

Grip, to catch; to seize with the hand.

—s, *ed, ing* —

Grapple, to seize; to lay fast hold of.

—s, *ed, ing* —

Clutch, to close fast; to clasp with the hands.

—s, *ed, ing* —

Clap, to strike; to strike the hands together.

—s, *ed, ing* —

Clip, to drive quickly; to cut with shears.

—s, *ed, ing* —

Strike, to rub or thrust; to hit with any thing, as the hands.

Stroke, to rub gently; to rub gently and soothe.

—s, *ed, ing* —

Box, to close up; to strike with the fist.

Reach, to stretch; to put out the hands to get something.

—s, *ed, ing* —

Finger, to touch lightly; to play on an instrument.

TWENTY-THIRD STUDY.

THE LOWER LIMBS.

Thigh, thick; that part between the body and leg.

Is the *thigh* more fleshy than the leg?

—*bone*, the bone of —

Hip, lump; the fleshy part of the thigh.

Knee, a knob; the point of the thigh and leg.

—*pan*, the round bone on —

Step, stretch; the space between the feet.

Toe, a sprout; one of the extreme parts of the foot.

Shin, a splint; the round bone on the knee.

—*bone* —

Ankle, a ball; the joint between the leg and foot.

Foot, that which treads; the lower end of the leg.

—*step*, the mark of —

—*stool*, a stool for —

—*hold*, a hold for —

—*path*, a way for —

—*man, less* —

Heel, a lump; the hind part of the foot.

Breech, the lower part of any thing, as the body.

—*es* —

EXERCISE II.

NAMES OF QUALITIES.

Swift, turning; moving quickly.

Is an Indian *swift* of foot!

—*er, est, ly, ness* —

Steady, firm in standing.

—*er, est, ly, ness* —

Slow, slack; tardy or dull in motion.

—*er, est, ly, ness* —

EXERCISE III.

NAMES OF ACTIONS.

Walk, to roll or press; to move on the feet.

Does a serpent *walk*?

—*s, ed, ing* —

Sneak, to creep softly; to move in a crouching way.

—*s, ed, ing* —

Leap, to draw up; to bound or spring forward.

—*s, ed, ing* —

Run, to rush; to move quickly on the feet.

—*s, ing* —

Ran, did —

Stand, to place; to be upon the feet.

—*s, ing* —

Stood, did —

Stalk, to steal along; to walk with a high proud step.

—*s, ed, ing* —

Slip, to move easily; to slide on the feet.

—*s, ed, ing* —

Slide, to move smoothly; to move along without stepping.

—s, *ing* —

Slid, did —

Stride, to step, or open; to walk with long steps.

—s, *ing* —

Strode, did —

Wade, to go through; to walk through water.

—s, *ed, ing* —

Waddle, to go; to move from side to side in walking.

—s, *ed, ing* —

Step, to move out; to move the foot forward.

—s, *ed, ing* —

Fetter, to tie the feet; to bind with a chain.

—s, *ed, ing* —

TWENTY-FOURTH STUDY.

STATES OF THE BODY.

The states of the body are closely connected with a condition of the mind.

Repeat what is said about the states of the body.

EXERCISE I.

NAMES OF THINGS.

Work, exercise; labor, or active use of strength.

Is *work* honorable for all?

—*day*, a day on which —

—*house*, a house in which —

—*man*, a man employed in —

—*shop*, a shop where —

—*manlike*, like a true —

—*manship*, the state, or skill —

Under —

Play, a bending; exercise for pleasure.

—s, *ful, fully, fulness, er, some* —

—*day*, a day given —

—*mate*, a fellow at —

Rest, a ceasing; repose from labor.

—*less*, *lessly*, *lessness* —

Un—, not —

Sleep, loose; repose from the use of body and mind.

—*er*, *ful*, *fulness*, *less*, *lessly*, *lessness* —

—*y*, abounding in —

—*walking*, walking in —

Health, that which is whole; a sound state of the body.

—*y*, *ful*, *fully*, *fulness* —

—*iness*, *some* —

Strength, that is, stretched; bodily force, or vigor of any kind

EXERCISE II.

NAMES OF QUALITIES.

Sound, whole; in a healthy state.

Is a *sound* body desirable?

—*ness* —

Un—, not in —

Weak, failing; having little strength.

—*er*, *est*, *ly*, *ness* —

Sick, loathing; affected with, or having disease.

—*ish*, *ly*, *ness* —

Ill, bad; diseased.

—*ness* —

EXERCISE III.

NAMES OF ACTIONS.

Work, exercise; to labor in any way.

Does man *work* for his daily bread?

—*s*, *ed*, *ing* —

Play, to take exercise for pleasure.

—*s*, *ed*, *ing* —

Rest, to cease from labor.

—s, ed, ing —

Strengthen, to make strong.

————s, ed, ing —

Sleep, to relax; to rest by suspending bodily and mental powers.

————s, ing —

Wake, to watch; to rouse from sleep.

————s, ed, ing —

A————s, ed, ing —

TWENTY-FIFTH STUDY.

DISEASES OF THE BODY.

The early Saxons confided in charms for the cure of diseases, and were guided by the full or wane of the moon to find the healing virtue of plants, used in medicine.

What is said about diseases?

EXERCISE I.

NAMES OF THINGS.

Pain, a straining; an uneasy feeling.

Does *pain* rack the body?

————s, ful, fully, fulness, less —

Pang, a torture; great pain or agony of body.

Ache, a pressing; constant pain.

Ague, a shaking; a cold fit.

————ish, ishness —

Blain, a swelling; a sore on the skin.

Pimple, a little point; a little swelling on the skin, filled with matter.

————y, ed, like —

Croup, a croaking; a disease of the throat.

Burn, heat, or ardor; a hurt on any part of the body by fire.

Wound, a thrust; a hurt in the flesh or skin.

Chill, a shivering with cold.

————y, iness —

Bane, that which kills; a poison.

—ful —

EXERCISE II.

NAMES OF QUALITIES.

Sore, heavy; painful to the touch.

Is a pimple *sore*?

—er, est, ly —

Dull, wondering; sluggish.

—er, est, ly, ness —

Loathsome, hateful; that which produces disgust.

—ly, ness —

EXERCISE III.

NAMES OF ACTIONS.

Pain, to strain; to disturb with an uneasy feeling.

Does sore labor *pain* the body?

—s, ed, ing —

Ache, to press; to pain constantly.

—s, ed, ing —

Waste, to scatter; to loose or destroy.

—s, ed, ing —

Rack, to stretch, to torture by stretching.

—s, ed, ing —

Burn, to heat; to hurt or affect by fire.

—es, ed, ing —

Wound, to thrust; to pierce the skin or flesh.

—es, ed, ing —

TWENTY-SIXTH STUDY.

THE SENSES.

This earthly dwelling is cold, and I am weary.

The mountains are high up, the dells are gloomy,

Their streets full of branches, roofed with pointed thorns;
I am weary of so cheerless an abode.

An old Saxon ditty.

EXERCISE I.

NAMES OF THINGS.

Smell, warm; the sense by which odors are noticed.

Is the sense of *smell* seated in the nose?

Smelling, the power of perceiving odors.

Hearing, pointing the ear; the sense by which we perceive sounds.

Sight, the sense of seeing.

Seeing, seeking; noticing by the eye; or vision.

Fore—, seeing before —

EXERCISE II.

NAMES OF QUALITIES.

Loud, thrust out; having a great sound.

Do you like a *loud* voice?

—*ly, ness, er, est* —

Bright, shining; clear to the eye.

—*er, ess, ness* —

Dark, obscure, or without light.

—*er, est, ly, ness* —

Smooth, soft; even to the touch.

—*er, est, ly, ness* —

EXERCISE III.

NAMES OF ACTIONS.

Look, to stretch forth; to turn the eye towards an object.

Do you like to *look* at a picture?

—*s, ed, ing* —

Blink, to glitter; to twinkle with the eyes.

—*s, ed, ing* —

Stare, to strain stiff; to look with fixed eye.

—s, ed, ing —

Hark, to direct the ear; to lend the ear to sound.

—s —

Hearken, to lend the ear; to listen to what is said.

—s, ed, ing —

List, to incline forward; to incline the ear in desire.

—s, ed, ing —

Smell, to relax; to know by the sense of smell.

—s, ed, ing —

Feel, to touch; to know by the touch.

—s, ing —

Felt, did —

Listen, to lend the ear; to give attention to what is said.

—s, ed, ing —

Seek, to stretch out the eye; to search for anything.

—s, ing —

Sought, did —

CHAPTER IV.

THE SOUL.

The soul of the brave passed into Valhalla, and at last into Gimli; but the soul of the coward entered into the dark regions of Nilheim, where Hela reigned, and Famine and Anguish and Delay had their abode.

What is said of the soul at death?

TWENTY-SEVENTH STUDY.

THE SOUL.

The souls of the pagan Saxons were chambers of dread belief. They would startle at the rustle of a leaf, or the gleam of a star, and yet brave death on the pointed spear.

The croaking of the raven, the howling of a dog at night, a winding-sheet in a candle, or a hollow cinder dropping upon the hearth, were fearful omens.

What is said of the souls of the pagan Saxons?

EXERCISE I.

NAMES OF THINGS.

Soul, life; that part of man which thinks and acts.

Is the *soul* immortal?

—*s, less* —

—*destroying, ruining* —

—*stirring, rousing* —

—*subduing, bringing under* —

Mind, possessing; that part of man which knows.

—*less, ful, ed, edness, fully, fulness* —

Heart, strong; that part of man which feels.

—*s, less, lessly, ful, fully, y, iness, ily* —

Will, fixed or set; that part or power of the soul by which we plan.

—*ful, fully, fulness, ingly, ingness* —

EXERCISE II.

NAMES OF QUALITIES.

Free, separated; having power to choose.

Is every one *free*?

—*ly, ness, dom* —

Mad, passionate, crazed or disordered in mind.

—*ly, ness* —

Mean, common; base or of little value.

—*er, est, ly, ness* —

Stubborn, fixed; stiff-minded or obstinate.

—*ly, ness* —

Wicked, turning away; evil in heart and life.

—*er, est, ly, ness* —

Right, straight; according to law, or the rule of life.

—cous, ly —
 Un—ly, ness —
 Silly, poor; weak in mind, foolish.
 —er, est, ness —
 Fain, rejoiced, or glad.

EXERCISE III.

NAMES OF ACTIONS.

Speak, to thrust out; to tell our thoughts by words.
 Should we desire to *speak* well?
 —s, ing —
 Spoke, did —
 Stun, to strike by noise; to make senseless.
 —s, ed, ing —
 Wonder, to turn; to look with surprise.
 —s, ed, ing —
 Think, to set in the mind; to exercise the mind about any thing.
 —s, ing —
 Thought, did —
 Mean, to have in the mind or purpose.
 —s, ing —
 Meant, did —
 Know, to hold in the mind; to be acquainted with any thing.
 —s, ing —
 Knew, did —
 Glad, to be lifted up; to cheer with pleasure.
 —s, en, ing —
 Mourn, to murmur to oneself; to sorrow for that which is lost.
 —s, ed, ing —
 Wish, to long for; to long for some good.
 —es, ed, ing —
 Like, to stroke smoothly; to be pleased with.
 —s, ed, ing —
 Chide, to press with words; to blame lightly.
 —s, ed, ing —
 Light, to shoot out; to make things visible.
 —s, ed, ing —
 Lighten, to make light.

Craze, to crack; to make one mad.

—s, *ing* —

Reck, to tell; to care or mind.

—s, *ed, ing* —

Reckon, to stretch so as to tell; to count or number.

—s, *ed, ing* —

Heed, to give attention; to mind with care.

—s, *ed, ing* —

Prove, to try as by taste; to try so as to find the truth.

—s, *ed, ing* —

Hope, to reach forward; to desire future good.

—s, *ed, ing* —

Weep, to cry out; to shed tears.

—s, *ing* —

Wept, did —

Love, to lean forward; to delight in any person or thing.

—s, *ed, ing* —

Be —, s, *ed, ing* —

Moan, to make a low sound; to express sorrow in low words.

—s, *ed, ing* —

Hate, to be hot; to dislike greatly.

—s, *ed, ing* —

Loathe, to thrust away; to feel much disgust.

—s, *ed, ing* —

Will, to set forward; to choose any thing, or purpose.

—s, *ed, ing* —

TWENTY-EIGHTH STUDY.

STATES OF THE SOUL.

A gloomy sympathy with storms, the dread of cruel superstition, and the joy of the battle and banquet were the common moods of the early Saxons. Peace was only an occasional guest.

What is said of the states of the soul among the Saxons?

Mood, having spirit; the temper of the soul.

Is a happy *mood* desirable?

—y, *in* —

Sin, missing; departure from that which is good and right.

—ful, fully, fulness, less, lessly, lessness —

—er, one who —

Bliss, blithe; mirth of mind.

—ful, fully, fulness, less —

Thinking, drawing out; using the powers of mind in forming notions.

Thought, that is drawn out; that which is produced by thinking.

—ful, fully, less, lessly, lessness —

Feeling, a pressing; noticing things by the senses.

Willing, setting; choosing or directing the mind to the choice of something.

Friendship, a state of love between two or more persons.

EXERCISE II.

NAMES OF QUALITIES.

Blithe, lively; gay or sprightly.

Do you like a *blithe* heart?

—er, est, ly, some, someness —

Merry, gay and noisy.

—er, est, ly —

Sprightly, shooting; lively and sportive.

—er, est, ness —

Wise, searching; having seen knowledge.

—er, est, dom —

Un—, ly —

EXERCISE III.

NAMES OF ACTIONS.

Sin, to miss; to transgress known laws.

Does man *sin* against God?

—s, ed, ing —

Trust, to strengthen; to rely on a person or thing.

—s, ed, ing —

Mis—, s, ed, ing —

Waver, to move back and forward; to be unsettled.

—s, ed, ing —

Abide, to stand firm; to continue in the same state or place.

—s, *ing*—

Abode, did—

Upbraid, to chide or reprove with strong words.

—s, *d*, *ing*, *er*—

T W E N T Y - N I N T H S T U D Y .

POWERS AND FEELINGS OF THE SOUL.

The powers of the Saxon mind were feeble in some things. The Saxons were somewhat skilled in carving, poetry, and architecture, but in arithmetic they studied only the division of even numbers.

Repeat what is said above.

EXERCISE I.

NAMES OF THINGS.

Feeling, a pressing; that which we learn by the senses.

Is the *feeling* of joy pleasant?

Un—, not —

Shame, a blush; a feeling of guilt.

—ful, fully, fulness, less, lessly, lessness —

Pride, adorned; great thoughts of oneself.

—less, ful —

Hate, hot; great dislike.

—ful, fully, fu'ness, er —

Love, a leaning; great delight in any thing.

—s, less, ly, lily, er, liness —

Sorrow, heavy; pain of mind for some loss.

—ful, fully, less, fulness —

Hope, a reaching forward; a looking for some future good.

—s, ful, fully, fulness, less, lessly, lessness —

Fear, a bearing down; a painful feeling in view of future evil.

—s, ful, fully, fulness, less, lessly, lessness —

Glad, lifted up; cheerful.

—ly, ness, some, somely, someness —

Lust, a longing; a longing desire.

—s, ful, full, fulness —

Smile, melting; a cheerful play of the lips.

Tear, a drop; a fluid seen in the eye, the sign of joy or grief.

—s, less, ful, fully, fulness —

Belief, leaving with; an assent of the mind to that which is true.

Wit, knowledge; the power of expressing thought so as to surprise and please.

—less, lessly, lessness, ling, y, ily, iness, ingly —

Laugh, loose; an audible expression of mirth.

Laughter, the sound of mirth; convulsive merriment.

EXERCISE II.

NAMES OF QUALITIES.

Mean, common; base or of little value

Do you like a *mean* passion?

—ly, er, est, ness —

Selfish, regarding chiefly one's own good.

—ly, ness —

Kind, of the same race; well disposed.

—er, est, ly, ness —

Un—

Mild, soft; tender or gentle.

—er, est, ly, ness —

EXERCISE III.

NAMES OF ACTIONS.

Shame, to cause to blush; to produce a feeling of guilt.

—s, ed, ing —

Pride, to regard oneself too highly.

—s, ed, ing —

Sorrow, to be heavy; to feel pain for the loss of good.

—s, ed, ing —

Fear, to be born down; to feel pain in view of evil or danger.

—s, ed, ing —

Lust, to long; to long for or desire eagerly.

—s, ed, ing —

Smile, to dissolve; to express pleasure by a change of features.

—s, ed, ing —

Laugh, to thrust out; to make the noise of mirth.

—s, ed, ing —

Understand, to stand under; to comprehend or know.

—s, ing —

Understood, comprehended or known.

CHAPTER V.

BUSINESS.

The Anglo-Saxons were divided into four orders: the etheling or noble; the free-man, who shared in the government; the freed-man, who had obtained his freedom by merit or purchase; and the serf or slave.

Repeat what is said under business.

THIRTIETH STUDY.

FARMING.

Delight in rural scenery and the love of cattle seems to have marked the Saxons in all their wanderings. May is poetically called the milk-month.

Repeat what is said of the Saxon line of farming.

EXERCISE I.

NAMES OF THINGS.

Farming, getting bread; the business of tilling the land.

Is *farming* a useful pursuit?

Farm, bread; a tract of land tilled by one man.

—er, s —

—house, a house attached to —

- yard*, the space enclosed about a barn.
 Threshing, beating or treading; the act of beating out grain.
 Mowing, a heaping; the act of cutting down grass.
 Reaping, cutting; the act of cutting grass with a sickle.
 Ploughing, thrusting; the act of turning up the ground in furrows.
 Sowing, swinging; the scattering of seed in the earth.
 Raking, reaching; gathering of hay or grain with a rake.
 Sheep, a well-known four-footed animal, useful for its wool and flesh.
 Herd, a keeper.
 Shepherd, a sheep-keeper; one who takes care of sheep.
 Land, cleared place; ground that is tilled.
 Lord, a bread-giver; a master or ruler.
 Landlord, one who gives bread to those who hold his land as tenants;
 the owner of land or houses.

EXERCISE II.

NAMES OF QUALITIES.

Tired, wasted; weary.

Is the farmer *tired* at night?

Fallow, failing; not tilled.

Early, shooting out; first in time.

—*ness, er, est* —

Last, drawn out; after the time.

—*ly* —

Sultry, failing from heat; hot and close.

—*ness* —

Cold, blowing; producing the sensation of cold.

—*ly, ness, ish, er, est* —

Dry, rubbed; without moisture.

—*ness, er, est* —

Stony, firm; full of stones.

—*er, est, iness* —

Wet, moist; holding moisture.

—*ness, er, est* —

EXERCISE III.

NAMES OF ACTIONS.

Farm, to produce corn; to cultivate or lease land.

Do books help the farmer to *farm* well?

—s, ed, ing —

Till, to put in order; to cultivate land and raise crops.

—s, ed, ing —

Seed, to scatter; to sow the land with seeds.

—s, ed, ing —

Weed, to free from hurtful plants.

—s, ed, ing —

Harvest, to be cold; to gather in grain or fruits.

—s, ed, ing —

Stable, to put in a stall; to put in a stable or barn.

—s, ed, ing —

Stall, to stand; to put in a stable or stand.

—s, ed, ing —

Pen, to close up; to put in a fold.

—s, ed, ing —

Plough, to thrust; to turn up the soil with a plough.

—s, ed, ing —

Reap, to cut; to cut grain with a sickle.

—s, ed, ing —

Dig, to thrust; to turn up the ground with a spade.

—s, ed, ing —

Shovel, to shove; to throw up earth with a shovel.

—s, ed, ing —

Hoe, to chop; to scrape or dig with a hoe.

—s, ed, ing —

Rake, to scrape; to gather grass or grain with a rake.

—s, ed, ing —

Thresh, to beat; to beat out grain from the husk.

—es, ed, ing —

Mow, to cut off; to cut grass or grain with a scythe.

—s, ed, ing —

Hinder, to weaken; to keep back or obstruct.

—s, ed, ing —

Summer, to pass the hot season; to pass or carry through summer.

—s, ed, ing —

Winter, to pass the windy season; to pass or carry through winter.

—s, ed, ing —

Fan, to open; to separate chaff from grain.

—s, ed, ing —

Gather, to close up; to bring into stores, or heap up.

——s, ed, ing ——

Earn, to gather; to obtain by labor.

——s, ed, ing ——

THIRTY-FIRST STUDY.

HUNTING AND FISHING.

The Saxons were lovers of the chase. Alfred was a great hunter, and Harold, who was defeated at the battle of Hastings, received the name of Harefoot on account of his swiftness in the chase.

Repeat what is said about the chase.

EXERCISE I.

NAMES OF THINGS.

Hunting, thrusting; the chase of wild animals.

Hunter, one who chases wild animals.

Fish, lively; an animal covered with scales, and that lives in water

Fishing, the practice of taking fish.

Fisher, one who takes fish.

EXERCISE II.

NAMES OF QUALITIES.

Wild, roving; roving or savage.

Is a rabbit *wild*?

——ly, ness, er, est ——

Ready, a going; quick and prepared.

——ly, ness, er, est ——

Bold, forward; daring in action.

——er, est, ly, ness ——

Hard, pressed; firm or strong.

——y, er, est, ness ——

Lusty, extended; abounding in active power.

—*iness, er, est, ly*—

Stark, stiff; strong, and also gross.

Slack, loose; not tight; also weak.

—*er, est, ly*—

Swarthy, dark; of a dark hue.

EXERCISE III.

NAMES OF ACTIONS.

Hunt, to thrust or rush; to chase wild animals.

Do Indians like to *hunt* deer?

—*s, ed, ing*—

Fish, to catch fish with a hook, net, or weir.

—*es, ed, ing*—

Dare, to rush; to have courage.

—*s, ed, ing*—

Trap, to catch up; to take by a snare.

—*s, ed, ing*—

Weary, to wear down; to tire the body.

—*s, ed, ing*—

Slay, to strike; to put to death by violence.

—*s, ed, ing*—

Skin, to strip; to take off the skin.

—*s, ed, ing*—

Flay, to hack; to strip off the skin or bark.

—*s, ed, ing*—

Shun, to go from; to keep out of sight.

—*s, ed, ing*—

Hook, to take with a hook.

—*s, ed, ing*—

Spear, to pierce; to kill or pierce with a spear.

—*s, ed, ing*—

Drag, to haul; to haul or pull forcibly.

—*s, ed, ing*—

Sail, to strain; to pass through water in a vessel.

—*s, ed, ing*—

Swim, to vanish; to pass through water by using the limbs.

—*s, ing*—

Swam, did ———

Wreck, to break; to dash on rocks or shoals as a ship.

———*s, ed, ing*———

Swamp, to sink down; to upset in water.

———*s, ed, ing*———

Pull, to drag or haul.

———*s, ed, ing*———

Steer, to guide towards; to guide as a vessel.

———*s, ed, ing*———

Row, to urge; to drive with oars.

———*s, ed, ing*———

Bait, to feed; to put meat on a hook or in a trap.

———*s, ed, ing*———

Weather, to air, or to outride a storm.

———*s, ed, ing*———

Angle, to hook; to take fish with a hook and line.

———*s, ed, ing, er*———

Bait, to break off; to put any thing on a hook to allure fish.

———*s, ed, ing*———

Drag, to pull; to draw by force.

———*s, ed, ing*———

THIRTY-SECOND STUDY.

BUILDINGS.

The first churches of the Christian Saxons were made of wood covered with thatch. The cathedral of Lindisfarne could boast of Saxon oak and a straw roof. The first use of glass was in 669. Churches were asylums of the poor, needy, and distressed.

What is said of church-buildings?

EXERCISE I.

NAMES OF THING

House, a covering; a building to live in.

Were the early Saxon *houses* roofed with thatch?

———*s*———

Wright, work ; a workman.

Housewright, one who builds houses ; a carpenter.

Mill, that which softens ; a machine for grinding grain.

—s, *wright* —

Ship, shape ; a vessel to move on water.

—*wright*, one who builds ships.

Frame, joined ; the timbers of a building joined together.

—s —

Craft, strength ; practical skill.

—y —

Skill, binding ; familiar knowledge of any art, as carpentry.

—*ful, fully, fulness* —

Fret-work, grained ; work adorned with frets, or short turns in the moulding.

EXERCISE II.

NAMES OF QUALITIES.

Crafty, strength ; skilful.

Is a good housewright *crafty* ?

—*ness, ily* —

Cunning, able ; skilful in work.

—*workman* —

—*ly* —

Fretted, gnawed ; adorned with frets.

EXERCISE III.

NAMES OF ACTIONS.

ACTIONS OF THE HOUSEWRIGHT.

Sunder, to part ; to separate in any way.

Does the housewright *sunder* timber ?

—s, *ed, ing* —

Frame, to join ; to form the outline of a building.

—s, *ed, ing* —

Floor, to make flat ; to lay the bottom part of a house, or room.

—s, *ed, ing* —

Roof, to cover; to put on the cover of a house.

—s, ed, ing —

Board, to spread; to cover with boards.

—s, ed, ing —

Build, to set, or make; to frame and raise a building.

—s, ed, ing —

Saw, to cut; to cut with a saw.

—s, ed, ing —

Bore, to thrust; to make holes with a gimlet, or auger.

ACTIONS OF THE WHEELWRIGHT.

Whet, to sharpen; to make sharp by rubbing.

—s, ed, ing —

Turn, to move in a circle; to form on a lathe.

—s, ed, ing —

Hew, to strike; to cut with any instrument.

—s, ed, ing —

Cleave, to split; to divide by cutting.

—s, ed, ing —

ACTIONS OF THE SHIPWRIGHT.

Trim, to make firm; to put in order.

—s, ed, ing —

Shape, to form; to give form to any thing.

—s, ed, ing —

Fasten, to hold firm; to make firm by joints or bolts.

—s, ed, ing —

Wield, to strain forcibly; to sway with the hand.

—s, ed, ing —

Deck, to throw on; to furnish with a deck.

—s, ed, ing —

Rib, to give sides; to enclose with ribs.

—s, ed, ing —

ACTIONS OF THE MILLWRIGHT.

Dam, to stop; to keep in water with a bank.

—s, ed, ing —

Drill, to twist; to bore with a drill.

—s, ed, ing —

THIRTY-THIRD STUDY.

SMITHING.

The Saxons were acquainted with the art of working in metals before they settled in Great Britain. Their pikes, battle-axes, and spiked hammers, were wrought in forges on the Baltic.

What is said of smithing ?

EXERCISE I.

NAMES OF THINGS.

Smithing, a striking; the practice of working in metals.

Is *smithing* one of the oldest pursuits ?

Smith, a stroke; one who works in metals.

—s—

Black—, one who works in —

Silver—, one who works in —

Gold—, one who works in —

Copper—, one who works in —

Lock—, one who works in —

EXERCISE II.

NAMES OF QUALITIES.

Black, livid; dark, or without light.

Does a *blacksmith* work in iron ?

Silver, shining; a bright white metal.

Gold, yellow; a bright yellow metal.

Copper, from the Isle of Cyprus; a pale red-colored metal.

Hot, having sensible heat.

Red-hot, heated to redness.

Melted, softened, or made liquid by heat.

Brawny, strong and muscular.

EXERCISE III.

NAMES OF ACTIONS.

Beat, to strike; to strike often.

Does the blacksmith *beat* the iron on the anvil?

—s, *ing* —

Nail, to pin; to fasten with nails, or iron pins.

—s, *ed, ing* —

Heat, to warm; to warm in the fire.

—s, *ing* —

Melt, to soften; to make like a liquid.

—s, *ed, ing* —

Hammer, to beat; to strike with a hammer.

————s, *ed, ing* —

Neal, to kindle; to temper by heat.

—s, *ed, ing* —

An—, s, *ed, ing* —

THIRTY-FOURTH STUDY.

MANUFACTURING.

The Saxon ladies were very skilful with the needle; and practiced embroidery, knitting, and weaving. The word, wife, is derived from the chief employment of women, that of weaving.

What is said about manufactures?

EXERCISE I.

NAMES OF THINGS.

Weaver, one who unites threads, and makes cloth.

Is webster the same as *weaver*?

Web, cloth made by weaving.

Weaving, moving back and forward; the practice or art of uniting threads into cloth.

Spinning, drawing out; the practice of twisting fibres into threads.

Shoe, covering; a covering for the foot.

—s, *less* —

Maker, one who strains or drives; one who shapes any thing.

Shoemaker, one who makes shoes.

Watch, an instrument that marks time by hands.

——-*maker*, one who makes watches.

Clock, a click; an instrument that marks time by striking the hour.

——-*maker*, one who makes clocks.

Book, beech, bark; thoughts printed and bound.

——-*s, case* ——

——-*maker*, one who makes or writes books.

Hat, a cover; a high cover for the head.

Hatter, one who makes hats.

Nail, claw; a pointed piece of metal, as iron.

——-*s, er* ——

Turner, one who rounds; one who forms things with a lathe.

EXERCISE II.

NAMES OF QUALITIES.

Some, taken together; a certain quantity.

Are *some* manufactures unhealthy?

Raw, rough; not altered by art.

——-*ness* ——

Wooden, made of wood.

Silken, made of silk.

Woollen, made of wool.

Woven, made by weaving.

Loose, not close.

——-*er, est, ly, ness* ——

EXERCISE III.

NAMES OF ACTIONS.

Weave, to throng; to unite threads and form cloth.

Does the weaver *weave* cloth?

——-*s, ing* ——

Spin, to draw out; to draw out flax or wool into a thread.

——-*s, ing* ——

Twist, to turn about; to wind one thread round another.

——-*s, ed, ing, er* ——

Knot, to swell; to join or unite threads or cords.

—s, ed, ing —

Full, to thread; to thicken cloth in a mill.

—s, ed, ing —

Bleach, to whiten; to make white by taking away the color.

—s, ed, ing —

Comb, to scrape; to separate and arrange with a comb.

—s, ed, ing —

Grind, to make smooth or sharpen.

—s, ed, ing, —

Glaze, to make blue; to cover over with shining matter; also to put in glass.

—s, ed, ing —

Brand, to burn; to mark in any way.

—s, ed, ing —

THIRTY-FIFTH STUDY.

WARRING.

The arms of the Saxons were a sharp sword, a keen-pointed dagger, a tall spear, and a heavy battle-axe made of iron. The spiked hammer was the weapon dreaded by their enemies.

What were the Saxon weapons of war?

EXERCISE I

NAMES OF THINGS.

War, a struggle; the practice of arms.

Is *war* a cruel thing?

—*fare*, a going to war.

Shot, that is darted; a ball or bullet thrown from a gun.

Foe, hated; an enemy, or one who hates us.

—*man, s* —

Feud, hate; a deadly quarrel.

—*s, al* —

Fiend, hated; a wicked foe; also the Devil.

—*s, ish, like* —

Fight, strife; a struggle in arms.

—*s, er* —

EXERCISE II.

NAMES OF QUALITIES.

Blood, gushing; the vital fluid; also slaughter.

Is *blood* the vital fluid?

—y, *iness, less* —

Dead, sunk; deprived of life.

—ly, *liness, less* —

Dread, shrunk; terror or awe.

—ful, *fully, fulness, less* —

Foul, pressed; filthy or wicked.

—ly, *ness, er, est* —

EXERCISE III.

NAMES OF ACTIONS.

Wrest, to twist; to gain by force.

Do the strong *wrest* the rights of the weak?

—s, *ed, ing* —

Ward, to keep off.

—s, *ed, ing* —

Quell, to press down; to overcome by force.

—s, *ed, ing* —

Rush, to move forcibly; to move with violence.

—s, *ed, ing* —

Reck, to emit vapor; to care or mind.

—s, *ed, ing* —

Welter, to wallow; to roll in blood.

—s, *ed, ing* —

Rue, to repent; to lament for, or regret.

—s, *ed, ing* —

Dread, to tumble; to fear in a great degree.

—s, *ed, ing* —

Slaughter, to strike down; to make great havoc of life.

—s, *ed, ing* —

Waver, to move to and fro; to change in courage.

—s, *ed, ing* —

Quail, to sink away; to fall back and lose courage.

—s, *ed, ing* —

Harbor, to cover soldiers; to shelter in any way.

——s, ed, ing ——

Spare, to shut off; to keep from punishment, or death.

——s, ed, ing ——

Hurt, to dash at; to injure in any way.

——s, ing ——

Cope, to strive; to strive on equal terms.

——s, ed, ing ——

Shoot, to throw out; to let fly an arrow or bullet.

——s, ing ——

Shot, did ——

Dub, to strike in naming; to strike with a sword in making a knight.

——s, ed, ing ——

War, to urge against; to contend in battle.

——s, ed, ing ——

Fight, to fetch a blow; to strive for victory in battle.

——s, ing ——

Fought, did ——

Cope, to strive; to contend with equal strength.

——s, ed, ing ——

List, to put in a roll; to engage in the public service, as soldiers.

——s, ed, ing ——

En——, to engage in public service by putting the name on a roll.

Halt, to hold up; to stop on a march.

——s, ed, ing ——

Drill, to turn; to exercise, or train in arms.

——s, ed, ing ——

Shield, to cover; to protect from danger with a shield or cover.

——s, ed, ing ——

Head, to shoot or top; to lead or advance before.

——s, ed, ing ——

Boast, to use a bow; to praise oneself very much.

——s, ed, ing ——

THIRTY-SIXTH STUDY.

BUYING AND SELLING.

Trade and the honorable calling of the merchant received little attention among the early Saxons. "Dispersed into

many bodies, they plundered by night, and when day appeared, they concealed themselves in the woods, feasting on the booty they had gained."

What is said about buying and selling?

EXERCISE I.

NAMES OF THINGS.

Buying, possessing; the act of getting things by paying some price for them.

Is the merchant engaged in *buying*?

Weight, that which bears down; the quantity of any thing found by weighing it.

—y, er, est, iness, ily —

Selling, giving; giving any thing for a price.

Shop, shape; a building in which goods are shaped or sold.

—s, keeper —

Shopping, going to shops; going to shops to buy goods.

Monger, a trader; a dealer in any thing.

Fish —

Iron —, a dealer in —

Sale, given; to give any thing for money.

—s, man —

Boot, amends; profit or gain in a bargain.

Ware, guarded; goods.

—s, house —

Hard —

Goods, wares bought and sold by merchants.

EXERCISE II.

NAMES OF QUALITIES.

Cheap, a bargain; having a low price.

Are *cheap* goods the best?

—er, est, ness, ly —

Fresh, lively; lately made.

—er, est, ness, ly —

Old, falling off; of long duration.

—*er, est, ish, ness* —

New, now; lately made or invented.

—*er, est, ly* —

Earthen, made of earth.

EXERCISE III.

NAMES OF ACTIONS.

Have, to hold; to hold or possess.

Have you any books?

—*ing* —

Had, did —

Wend, to go or turn; to go from place to place.

—*s, ed, ing* —

Dun, to crave noisily; to ask often for payment.

—*s, ed, ing* —

Lie, to stretch; to tell an untruth.

—*s, ed, ing* —

Cheapen, to strike a bargain; to ask the price.

Mete, to reach to; to measure.

—*s, ed, ing* —

Ship, to put in shape; to put on board a ship.

—*s, ed, ing* —

Weigh, to balance; to find the quantity of a thing by weighing it.

—*s, ed, ing* —

Deal, to divide; to trade in any thing.

—*s, ing* —

Dealt, did —

Buy, to get things by paying for them.

—*s, ing* —

Bought, did —

Store, to hoard; to lay up any thing, as goods.

—*s, ed, ing* —

Sell, to send to; to give a thing for money.

—*s, ing* —

Sold, did —

Owe, to have or possess; to be held or bound to pay.

—*s, ed, ing* —

THIRTY-SEVENTH STUDY.

TEACHING.

The Saxons had some knowledge of the Runic letters, a kind of rude symbols, before they settled in Britain. Their only writing materials were the bark of the birch.

Repeat what is said of the ancient Runic letters.

EXERCISE I.

NAMES OF THINGS.

Teaching, leading; the act or art of drawing out the mind.

Is *teaching* a noble calling?

Teacher, one who leads; one who draws out or trains the mind.

Learning, giving or getting knowledge; the knowledge of men and things, or books.

Learner, one who gets knowledge; one who is seeking a knowledge of men and things or books.

Priest, one who stands before others; one who waits at the altar.

— *hood, s, ly* —

Canon, a reed or measure; a church law; also, a minister of the church.

Monk, separate; a man who retires from the world to attend to religion.

— *s, ish, hood* —

Nun, not up or mature; a woman who retires from the world to attend to religion.

— *s, ish, ishness* —

EXERCISE II.

NAMES OF QUALITIES.

Wordy, full of words.

Are some teachers *wordy*?

Set, fixed; regular or uniform.

Thorough, a passage; complete or finished.

— *ly, ness, bred* —

Learned, well acquainted with the different branches of knowledge.

_____ly _____

Un_____, not _____

Clever, knowing; expert; also, good-natured.

Sheer, pure; unmixed; also, clear.

EXERCISE III.

NAMES OF ACTIONS.

Teach, to point out; to draw out the mind of another by knowledge.

Does nature *teach* us?

_____s, *ing* _____

Taught, did _____

Show, to hold to the eye; to present to view.

_____s, *ed, ing* _____

Sear, to dry; to burn to dryness.

_____s, *ed, ing* _____

Form, to set; to give shape to a thing.

_____s, *ed, ing* _____

In_____, s, *ed, ing* _____

Read, to drive out, as the voice; to utter written letters or words.

_____s, *ing* _____

Read, did _____

Write, to smear as with wax; to form letters or words with a pen or pencil.

_____s, *ing* _____

Wrote, did _____

Reckon, to count by balls; to count by the use of figures.

_____s, *ed, ing* _____

Rule, to direct; to govern and guide.

_____s, *ed, ing* _____

Mis_____, s, *ed, ing* _____

Learn, to gather; to take up knowledge from another.

_____s, *ed, ing* _____

Un_____, s, *ed, ing* _____

THIRTY-EIGHTH STUDY.

OTHER LEARNED CALLINGS.

The deepening twilight was the *healer* in their terrible heaven. As soon as her heavy shadows closed around the hall of Valhalla, the wounds of the warriors received in dread conflict during the day, were all healed.

Repeat the Saxon notion of the healing art in the other world.

EXERCISE I.

NAMES OF THINGS.

Law, set or laid; a rule of life.

Is *law* of heavenly origin?

—*s*, *less*, *lessly*, *lessness*, *ful*, *fully*, *fulness* —

—*yer*, one who —

—*maker*, one who makes —

—*giver*, one who gives —

—*breaker*, one who breaks —

—*day*, the day of open courts.

Out—, a person without the care —

Healer, one who makes whole; one who cures diseases by the use of medicine.

Beadle, one who bids; a crier in a court of law.

Bishop, an overseer; an overseer in the church.

—*ric*, the office of —

Elder, more old; an officer in the church.

Wizard, one who is wise; an enchantress.

EXERCISE II.

NAMES OF QUALITIES.

Mighty, strong; powerful in any way.

Are some preachers *mighty*?

Godly, like that which is good, or pious.

Un——, not ——

Ghostly, like a spirit; spiritual.

Forward, turned to; bold, or hasty.

———*ly, ness* ——

Skilled, having power to separate; having familiar knowledge.

Un——, not ——

Winning, gaining; also charming.

Offhand, ready without preparation.

Blank, white; void, or empty.

———*er, est, ness* ——

Bold, forward; brave, or fearless.

———*ly, er, es', ness* ——

EXERCISE III.

NAMES OF ACTIONS.

Heal, to make sound; to cure sickness.

Does Christ *heal* our souls?

———*s, ed, ing* ——

Bleed, to cause to flow; to take away blood by opening a vein.

Bled ——

———*s, ing* ——

Mix, to stir; to mingle things together.

———*s, ed, ing* ——

Bray, to break in pieces; to pound in a mortar.

———*s, ed, ing* ——

Blister, to bloat; to raise a blister by a burn or severe action on the skin.

———*s, ed, ing* ——

Cup, to use a cup to draw away blood.

———*s, ed, ing* ——

Leech, to lessen, to treat with medicine and heal; to bleed by leeches.

———*s, ed, ing* ——

Draw, to move over; to represent a picture by lines.

———*s, ing* ——

Sing, to strain; to give forth sweet sounds and make song.

———*s, ing* ——

Sang, did ——

Pipe, to make a sound by blowing; to play on a wind instrument and make music.

—s, ed, ing ———

Harp, to play on the harp and make music.

—s, ed, ing ———

Gild, to lay on gold; to cover with gold leaf, as a picture frame.

—s, ed, ing ———

Draft, to draw; to draw the shape of a thing.

—s, ed, ing ———

Sketch, to cast forth; to draw an outline.

—s, ed, ing ———

Blend, to mix; to mingle together, as colors.

—s, ed, ing ———

Carve, to cut in; to shape any thing on wood or stone.

—s, ed, ing ———

THIRTY-NINTH STUDY.

OFFICERS.

The chiefs elected their *ruler* in war by lot, but when the war was over, they were all equal again.

Repeat what is said of the ruler.

EXERCISE I.

NAMES OF THINGS.

King, able; the chief ruler in a nation.

Has a *king* more power than the President?

—s, ly, liness, less, like, ling ———

—ship, hood, dom ———

Queen, a woman; a female ruler.

—s, ly, like, liness ———

Earl, noble; a noble of the third rank.

—s, dom, the territory of ———

Knight, a boy; a man of rank bearing arms.

—s, hood, like, ly, liness ———

Yeoman, common; an officer in the king's house.

Lord, bread-giver, one having supreme power; also a master.

—s, *ly*, *liness*, *ling* —

Sheriff, a shire-holder; an officer who executes laws in a county.

Provost, place before; the chief officer in a town or college.

Watch, that wakes; a strict guard; a man set to keep any thing.

Watchman, one who guards a city by night.

EXERCISE II.

NAMES OF QUALITIES.

First, most advanced; before all others.

Is the President the *first* in the nation?

Prime, beginning or first; highest in rank.

Mild, smooth; kind and gentle.

—*ly*, *ness*, *er*, *est* —

Main, strength; chief in power or rank.

Stern, set or stiff; severe and stiff.

—*ly*, *ness*, *er*, *est* —

Wary, keeping off; careful of danger.

Aware, keeping off; watchful or apprised.

EXERCISE III.

NAMES OF ACTIONS.

Watch, to wake; to keep watch or guard.

Does the watchman *watch* by night?

—*es*, *ed*, *ing* —

Need, to press; to be in want.

—*s*, *ed*, *ing* —

Toil, to strain; to labor earnestly.

—*s*, *ed*, *ing* —

Run, to flow; to move rapidly.

—*s*, *ing* —

Ride, to go; to be carried on horseback or carriage.

—*s*, *ing* —

Rode, did —

CHAPTER VI.

TOOLS AND WORKS OF MAN.

THE tools and works of the early Anglo-Saxons were chiefly those of war. Nets, bows, arrows, and slings; spears, battle-axes, and shields preceded the plough.

Repeat what is said of the tools and works of the early Saxons.

F O R T I E T H S T U D Y.

TOOLS AND WORKS OF THE FARMER.

Our Saxon forefathers were a wandering people, and knew little of agriculture and agricultural tools. Like the patriarchs of old, they paid much attention to cattle, and cared little for the soil or its culture. The farmer was a kind of shepherd.

What is said of the works of the farmer?

EXERCISE I.

NAMES OF THINGS.

Plough, that thrusts; an instrument to furrow land.

Is the *plough* a useful instrument?

———*share*, the part of the plough that cuts.

———*tail*, the hind part ——

Mould-board, the part of the plough that turns over the furrow.

Spade, breadth; an instrument to dig the ground.

Shovel, pushing; a hollow instrument to throw up earth.

Hoe, hack or hew; an instrument to cut weeds and loosen the earth.

Rake, a stretch; an instrument to gather grass together.

Sickle, that cuts; a curved tool to cut grain with.

Scythe, an axe; a tool for mowing grass.

Hay, cut; cut and dried grass. .

Crop, a gathering; grain and fruits of the earth.

Wheat, that is rubbed; a useful grain from which flour is obtained.

———*ear*, an ear ———

Barleycorn, a grain; a grain something like wheat.

Bere, corn; a kind of barley, or bearded grain.

Heap, a mass; a pile, as of grain.

Oats, eaten; a kind of grain used for cattle.

Rye, rough; a small bearded grain like wheat, but not so good.

Flax, drooping; a plant from which linen is made.

Whip, a thrust or throw; an instrument for driving animals.

Hamper, a hand-basket; a large basket to carry things to market.

EXERCISE II.

NAMES OF QUALITIES.

Broad, spread; wide from side to side.

Is the garden spade *broad* ?

———*er, est, east* ——

Rough, straining; uneven to the touch.

———*er, est, ly, ness* ——

Ripe, cut; complete in growth.

———*er, est, ness* ——

Un———

Green, growing; growing as plants: unripe.

———*er, est, ness* ——

Full, crowded; abundant or complete.

———*ly, ness* ——

FORTY-FIRST STUDY.

TOOLS AND WORKS OF THE HUNTER AND FISHER.

Wolf-traps and wolf-pits are often mentioned in the Saxon records. Nets, pits, bows, arrows, and slings were used in chasing the boar and wild deer.

What is said of the works and tools of the hunter and fisher?

EXERCISE I.

NAMES OF THINGS.

Bow, bent; an instrument made of bent wood and a string.

Was the *bow* used in the chase?

Arrow, a shoot or rod; a barbed weapon shot with a bow.

———*head*, the head of ——

———*shaped*, shaped like ——

Trap, that trips; an instrument that shuts with a spring.

Wolf———, a trap to catch ——

Shot, darted; a ball or bullet thrown from a gun.

Rod, a sprout; a pole for fishing.

Hook, that which snatches; a curved piece of metal.

Fish———, a hook to catch ——

Seine, a drag; a large net for taking fish.

Wier, an enclosure; a fence of sticks in a river to take fish.

Net, a knot; an instrument made of twine woven together in meshes.

Handle, that which is seized; that part of a tool held in the hand.

EXERCISE II.

NAMES OF QUALITIES.

Long, stretching; distance from end to end.

Did the Saxons use the *long* bow?

———*er, est* ——

Bent, stretched; a curved state, as that of a bow.

Un———, not ——

Hooked, bent like a hook.

Arrowy, consisting of arrows; formed like an arrow.

F O R T Y - S E C O N D S T U D Y .

TOOLS AND WORKS OF THE HOUSEWRIGHT.

The Saxons were somewhat skilled in architecture before they settled in Great Britain. The temple reared to their

war-god was large and costly. The idol stood on the top of a marble column.

Repeat what is said of the tools and works of the housewright.

EXERCISE I.

NAMES OF THINGS.

Axe, what hacks; a tool to hew timber and cut wood.

Is the *axe* a useful tool?

— *handle*, the handle of an —

— *head*, the head of —

Hammer, the beater; a tool to drive or draw nails.

Saw, what cuts; a tool with teeth to cut wood.

— *blade*, the blade of —

— *handle*, the handle of —

Auger, the borer; a tool to make large holes.

— *hole*, the hole of —

House, a covering; a place for man to live in.

Ladder, a leader; a frame of wood joined by rounds.

Gate, a passage; a large door into an enclosed place.

— *s, way*, the way —

Bridge, what bears; a building raised over a river.

Steeple, that goes up; the tower of a church ending in a point.

Tower, a pile; a kind of house for defense.

Box, what is close; a case of boards.

Chest, a hamper; a kind of close box.

Bier, what bears; a frame to carry the dead on.

EXERCISE II.

NAMES OF QUALITIES.

Heavy, pressed down; of much weight.

Is an axe *heavy*?

— *er, est, ly* —

Wooden, made of wood or timber.

High, lifted up; raised above the surface of the earth.

— *er, est, ness* —

Low, a pit; not high or elevated.

— *er, est, ness* —

FORTY-THIRD STUDY.

TOOLS AND WORKS OF THE WHEELWRIGHT.

The Britons were far in advance of the Saxons in the use of carriages of war and burden.

Repeat what is said above.

EXERCISE I.

NAMES OF THINGS.

Cart, what runs; a carriage with two wheels, drawn by one horse.

Is a *cart* useful on a farm?

Wagon, a way or passage; a carriage with four wheels, drawn by one or more horses.

Dray, that is drawn; a low cart.

Barrow, what carries; a kind of carriage.

Wheel——, a frame or box ——

Hand——, a frame ——

Sledge, what slides; a frame moved on runners.

Rim, the end or edge; the border of a wheel.

Spoke, a shoot; a rod of a wheel.

Nave, thick; the thick piece in the centre of a wheel.

Brake, rough; an instrument to stop carriage wheels.

EXERCISE II.

NAMES OF QUALITIES.

Thick, forcing together; dense: also having depth from one surface to another.

Is the nave *thick*?

——*er, est, ness* ——

Awry, writhed; turned toward one side.

F O R T Y - F O U R T H S T U D Y .

TOOLS AND WORKS OF THE SHIPWRIGHT.

The Saxons, when they first approached Great Britain, issued out of the mouth of the Elbe in wicker boats covered with leather.

Repeat what is said above.

EXERCISE I.

NAMES OF THINGS.

Ship, what is shaped ; a large vessel made to float on water.

Had the Saxons *ships* ?

—*s*, *board* —

—*builder* —

Hull, an outer cover ; the frame or body of a vessel.

Deck, an overspread ; the covering of a ship.

Hold, what contains ; the hollow part of a ship.

Keel, stretched out ; the timber that extends from the stem to the stern of a ship.

Stern, set or fixed ; the fore part of a ship.

Mast, a stock ; a round piece of timber on which sails are fastened.

—*head*, the top of —

Main—, the chief —

Boat, a bag ; a bottle or skin bag ; an open vessel moved by oars.

Oar, over ; an instrument to row boats.

Ballast, a load ; heavy matter placed in the hold of a ship.

Sail, what flies ; a sheet made of coarse cloth.

Rope, what binds ; a thick line of several twists or strands.

Wharf, what is thrown out ; a kind of harbor.

Pier, through ; a raised bank or mole in a river.

Pole, a shoot ; a slender piece of wood.

EXERCISE II.

NAMES OF QUALITIES.

Wicker, a shoot ; made of twigs.

Had the Saxons *wicker* boats ?

F O R T Y - F I F T H S T U D Y .

TOOLS AND WORKS OF THE MILLWRIGHT.

The Saxons used both wheat and barley bread, and had wind and water mills to grind their corn.

Repeat what is said above.

EXERCISE I.

NAMES OF THINGS.

Mill, what is set or made; a machine for making flour, or the house in which this machine is kept.

Is a *mill* useful?

—*stone*, a stone for grinding in ———

Dam, what stops; a wall raised to keep in water.

Wheel, what turns; a round frame of wood or iron..

Water——, a wheel ———

Breast, a swelling; the fore part of man or anything.

——— *wheel*, a wheel where the water falls on the middle.

Over, above; above in place.

Shot, throwing out; a shooting or casting.

Overshot, a wheel where the water falls from above.

Under, lower in place.

Undershot, a wheel where the water strikes below.

Hopper, what hops or shakes; a wooden box through which grain passes into the mill.

Cog, lump; a tooth of a wheel.

EXERCISE II.

NAMES OF QUALITIES.

Grist, that which is ground; corn for grinding.

What is a *grist* mill?

Toothed, having teeth or jags.

Cogged, furnished with cogs.

FORTY-SIXTH STUDY.

TOOLS AND WORKS OF THE SMITH.

The works of the Saxon smith were chiefly weapons of war.

Repeat what is said of the works of the smith.

EXERCISE I.

NAMES OF THINGS.

Anvil, that on which things are shaped; an iron block with a smooth face.

Does the blacksmith forge on the *anvil*?

Sledge, what strikes; a large hammer.

Tongs, shoots; a tool of two shafts pinned at one end.

Bellows, swelling; an instrument to blow the fire.

Wedge, a mass; a piece of iron thick at one end and sloping to the other

Shoe, a cover; a rim of iron nailed to the foot of a horse.

Nail, a talon; a pointed piece of iron with a head.

Hasp, a catch; a clasp that passes over a staple.

Lock, what closes; an instrument to fasten doors.

Pad—, a lock ———

Key, what shuts; an instrument to shut or open a lock.

—*hole* ———

Ward, a guard; part of the inside of a lock.

Spring, what leaps; an elastic body.

Catch, what catches; a small piece of iron or wood for fastening a door

Pin, what holds; a pointed instrument made of metal.

Linch—, a pin used to ———

EXERCISE II.

NAMES OF QUALITIES.

Iron, made of iron.

Does the blacksmith make *iron shoes*!

Steel, made of steel.

Weighty, pressing down; heavy, or of great weight.

—*er, est* ———

FORTY-SEVENTH STUDY.

TOOLS AND WORKS OF THE WEAVER.

The eye-holes in the Minster of York, before 669, were protected by lattice-work, and the rain and snow kept out by *linen* blinds.

Repeat what is said above.

EXERCISE I.

NAMES OF THINGS.

Loom, what is used; a frame of wood for weaving.

Is a *loom* an instrument?

Reed, a shoot; a weaver's tool for separating the threads of the *warp*.

Spindle, extended; the pin used in spinning-wheels.

Yarn, borne out; thread spun from wool or flax.

Silk, drawn out; the thread of silkworms.

Warp, what is bent; the thread that runs lengthwise.

Woof, what is cast; the thread that runs across the warp.

Web, what is woven; a cloth woven out of yarn.

Knot, a joining; the joining of threads or cords.

Slaie, what strikes; a weaver's reed.

Thread, drawn; a thin twist of flax or cotton.

———s, *bare* ——

Shuttle, that which is shot; an instrument used to cast the thread of the woof from side to side.

List, border; the outer edge of cloth.

Braid, interwoven; a sort of lace.

EXERCISE II.

NAMES OF QUALITIES.

Woven, thread united so as to form cloth.

Are *woven* hose strong?

Twisted, made by winding threads around each other.

Homespun, drawn out; or made at home.

F O R T Y - E I G H T H S T U D Y .

TOOLS AND WORKS OF THE MANUFACTURER.

The Saxon ladies had their poll tunics, dun-colored garments, white kirtles, cuffs, ribbons, necklaces, brooches, and earrings: also, robes of purple bordered with yellow.

Repeat what is said above.

EXERCISE I.

NAMES OF THINGS.

Glass, green; a hard clear substance made from ashes and sand.

Is *glass* used in windows?

Cloth, what covers; material made of wool, hair or flax.

Woolen —, cloth —

Silk, what is drawn out; a kind of cloth made from the thread of the silkworm.

Shoe, a cover; a cover for the foot.

Cap, what is put on; a cover for the head of a child.

Cloth —, a cap —

Needle, something sharp; an instrument of steel with an eye and point, used for sewing.

Pin, what holds; an instrument of brass with a head and point, used for fastening.

Comb, what shaves; a toothed instrument for arranging the hair.

Hose, a heel cover; a covering for the leg; stockings.

Leather, the prepared skin of animals.

Liquor, that which flows; a fluid substance of any kind.

Felt, that which stuffs; a kind of cloth.

EXERCISE II.

NAMES OF QUALITIES

Leathern, made of leather.

Do boys wear *leathern* girdles?

Sole, the bottom ; the leather that forms the bottom of a shoe.

Upper, higher in place.

——*leather*, the leather for the vamps and quarters of shoes.

Hard, firm to the touch.

——*er, est, ware* ——

Raw, rough ; in its natural state.

Golden, made of gold.

Wooden, made of wood.

Woolen, made of wool.

Many, great in number.

Homemade, made in one's own country.

F O R T Y - N I N T H S T U D Y .

TOOLS AND WORKS OF THE SOLDIER.

The Saxon chiefs wore a kind of scaly armor, made of iron rings and covering a leathern doublet.

Repeat what is said above.

EXERCISE I.

NAMES OF THINGS.

Shield, a shoulder cover ; a broad piece of armor used to defend the body.

Did the Saxons wear *shields*?

——*s, less* ——

Target, what stops ; a mark for gunners to fire at.

Sword, what thrusts ; a weapon worn at the side.

——*s, less* ——

Spear, what runs to a point ; a long pointed weapon used in war.

——*s, less, ing* ——

Arrow, a shoot ; a weapon shot from a bow.

Armor, what fits ; a kind of dress worn for defense in battle.

Spur, what is pointed ; an instrument worn on the heel to prick a horse.

Sling, what is swung; an instrument to throw stones.

—s, er —

Bow, what is bent; a bent piece of wood and a string.

—s, man —

Helmet, what holds; a piece of armor for the head.

Tower, a pile; a kind of building, or part of one.

Castle, what defends; a house fortified against an enemy.

Mound, a heap; a bank of earth or stone.

EXERCISE II.

NAMES OF QUALITIES.

Bloody, abounding in blood.

Is war a *bloody* calling?

—ness —

Deadly, cast down; that occasioning death; mortal.

—ness —

Dreadful, shrinking; full of terror; awful.

—ly, ness —

Rueful, full of repenting; woeful; to be lamented.

—ly, ness —

Ruthless, without pity; cruel or pitiless.

—ly, ness —

Gory, bloody; covered with clotted blood.

Fell, slaying; cruel and bloody.

FIFTIETH STUDY.

TOOLS AND WORKS OF THE HOUSEWIFE.

The Saxon housewives were skilful in spinning, weaving, and embroidery. They were also acquainted with cookery. We read of boiled, roasted, baked, and broiled meats.

Repeat what is said above.

EXERCISE I.

NAMES OF THINGS.

Meal, broken smooth; the substance of grain ground.

Is *meal* made from corn?

Bread, a portion; a mass of kneaded dough baked.

Sieve, what lifts; an utensil for parting flour from bran.

Kettle, a hollow vessel used to boil water in.

—*lid*—

Churn, what turns; a vessel in which butter is made from milk.

—*dash, lid*—

Ladle, what lays or puts; an utensil used for dipping out liquor.

Stove, a place: an instrument to make fire in.

Oven, what heats; a place for baking in.

Fire, rushing or raging; heat made from wood or coal.

—*place, brick*—

Beetle, what strikes; a wooden hammer.

Bell, what sounds; a hollow vessel used to make sounds.

Gong, going; an utensil used for a bell.

Knife, what nips; that with which we cut our food.

—*blade, handle*—

Fork, what is notched; that with which we lift food to our mouths.

Fan, what opens; an instrument by which air is moved.

Besom, bound twigs; a brush used to sweep the floor.

Token, a mark; a mark of love and affection.

—*s*—

Batch, baked; the bread baked at one baking.

Spark, that which shoots; a small particle of fire.

EXERCISE II.

NAMES OF QUALITIES.

Grit, bruised; the coarse part of meal.

Are wheat *grits* wholesome?

—*y, ness*—

Boiled, cooked by boiling in water.

Baked, cooked by heat.

Sifted, separated by a sieve.

FIFTY-FIRST STUDY.

TOOLS AND WORKS OF LEARNED CALLINGS.

Few of the civilized nations of Europe have any ancient works that will compare with those of our early Saxon writers.

Repeat what is said above.

EXERCISE I.

NAMES OF THINGS.

Harp, that which is touched; a stringed instrument of music.

Is the *harp* a fine instrument?

—s, *er*, *string* ———

Pipe, that on which we pip or pipe; a wind instrument of music.

—s, *er* ———

Bag ———

Pen, a point; an instrument to write with.

—s, *handle* ———

Desk, what is flat; a raised stand to write at.

Writing ———, a desk ———

Song, what is strained; words sung in a musical way.

—s, *book*, *less* ———

Book, beech, bark; the thoughts of a man printed and bound.

—s, *maker*, *binder*, *seller* ———

Word, what passes; the sign of a thing.

—s, *y*, *ness* ———

Creed, that on which we rest; what one believes.

Speech, what is thrust out; spoken words.

—es, *less* ———

Law, set; a rule of life.

—s, *yer*, *maker* ———

Rhyme, opening; agreement of sound in words.

Ledger, that which is set; a book of accounts.

EXERCISE II.

NAMES OF QUALITIES.

Written, expressed in letters.

Do we see a *written* word?

Un——, not ——

Writing, used or intended for writing ——

——*book, school, master* ——

Learned, skilled in knowledge.

——*ly, ness* ——

Lawful, according to law.

——*less*, not subject to law.

——*ly* ——

Spoken, expressed in sounds or speech.

FIFTY-SECOND STUDY.

TOOLS AND WORKS OF DIFFERENT KINDS OF CALLINGS.

The first care of the Saxons after they had subdued Great Britain, before they could give attention to arts and sciences, was to build houses and make farms.

Repeat what is said above.

EXERCISE I.

NAMES OF THINGS.

Saddle, that is set; a seat to be put on a horse's back.

Is a *saddle* made of leather?

——*s, r* ——

Awl, a thing; a pointed tool used to make holes in leather.

——*s, hole* ——

Last, drawn out; a form of the foot shaped from wood, on which shoes are made.

Kiln, a furnace; a large stove, or oven.

Lime——, a kiln ——

Road, a way; an open way for travel.

—s, *side* —

Park, what is kept; an enclosed place of pleasure.

Well, boiling up; a place dug to get water.

—s, *stone, curb* —

Timber, wood; heavy wood prepared for building.

Tow, what is tossed; the broken and coarse part of flax.

Toll, a part; a tax paid for some advantage.

—s, *rate, gate* —

Ditch, what is dug; a trench made by digging.

—es, *er, ing* —

Wick, a match, twisted or woven threads; also the centre of a candle.

EXERCISE II.

NAMES OF QUALITIES.

Level, pressed down; flat, or even.

Is the road *level*?

Deep, plunging; extending far downward.

—er, *est, ness* —

New, now; recent, or lately made.

—er, *est, ly, ness* —

Old, long made.

—er, *est, ness* —

FIFTY-THIRD STUDY.

WEIGHTS AND MEASURES.

The parts of the human body and natural objects supplied man with his first weights and measures.

What is said of weights and measures?

EXERCISE I.

NAMES OF THINGS.

Farthing, the fourth; the fourth part of a penny.

What part of a penny is a *farthing*?

Scale, a shell; the dish of a balance.

——s——

Weight, heavy; the quantity of any thing found by weighing it.

——s, y——

Pound, weight; a standard of twelve or sixteen ounces.

Hundred, a circuit; the number of ten times ten.

Ton, a cask; the weight of twenty hundred.

Grain, a kernel; the weight of a kernel of wheat.

Foot, what we step with; a measure of twelve inches.

Span, a stretch; the space from the end of the thumb to the end of the middle finger when extended.

Yard, a rod, or shoot; a measure of three feet.

Fathom, a thread; a measure of six feet.

Money, coin, or impress; stamped metal used in trade.

Shilling, a shield coin; the value of twelve pence.

Penny, money; the twelfth part of a shilling.

Pence, more than one penny.

EXERCISE II.

NAMES OF QUALITIES.

Full, pressed down; complete.

Does the grocer give *full* measure?

Heavy, bearing down; weighty.

——er, est, ly, ness——

Light, lifted up; not weighty, also not of legal weight.

——er, est, ly, ness——

FIFTY-FOURTH STUDY.

NUMBERS.

The early Saxons were only acquainted with the division of even numbers. They were ready at calculations.

What is said above?

EXERCISE I.

NAMES OF THINGS.

One, a single thing ; the sign of a single thing.

Is *one* the half of two ?

Two, one to one ; one and one.

Three, a throw ; two and one.

Four, spread out ; two and two.

Five, joined ; four and one.

Six, five and one.

Seven, full ; six and one.

Eight, seven and one.

Nine, eight and one.

Ten, two hands ; nine and one.

Eleven, two hands and one left ; ten and one.

First, what bears or leads ; before in time and place.

Second, what follows ; next after the first.

Third, next after the second.

Fourth, next after the third.

Fifth, next after the fourth.

Sixth, next after the fifth.

Seventh, next after the sixth.

Eighth, next after the seventh.

Ninth, next after the eighth.

Tenth, next after the ninth.

CHAPTER VII.

THE WORKS OF THE CREATOR.

STORMY winds, overhanging rocks, swelling billows, and gloomy and misty coasts, were the joy of the Saxon heart.

What works of God pleased the Saxon most ?

FIFTY-FIFTH STUDY.

THE EARTH.

The goddess, called the Mother of Earth, was touched only by the priest. Her temple stood in the gloom of quiet groves.

Repeat what is said above.

EXERCISE I.

NAMES OF THINGS.

Earth, dust; the world in which we live.

Is the *earth* round?

Earth, the dust and mould on which *we* tread.

— *y, ly, liness, ling* —

— *en, made of* —

— *ware, wares* —

— *born, born of* —

— *bound, fastened to* —

— *quake, shaking of* —

Water, flowing; a useful and abundant fluid.

— *-, less, ish, ishness* —

Land, a clear place; the solid matter of our world.

— *s, less* —

— *breeze, air moving from the* —

— *flood, an overflowing* —

— *force, troops serving* —

— *holder, an owner of* —

— *lady, a lady having tenants* —

— *lord, the owner of* —

— *mark, a mark to bound* —

— *sman, one who lives* —

— *tax, a tax of money* —

Sea, a basin; a large body of water.

— *board, the shore* —

— *breeze, wind flowing from* —

— *man, a sailor.*

EXERCISE II.

NAMES OF QUALITIES.

Like, even; nearly the same.

Is the moon *like* the earth?

—*ness* —

Un—, not—

Salt, having the taste of salt.

—*ness* —

Many, much; numerous.

—*fold* —

Hoar, white; white as frost.

Chilly, rushing; cool.

EXERCISE III.

NAMES OF ACTIONS.

Turn, to wheel about; to move round.

Does the earth *turn* on her axis?

—*s, ed, ing* —

Whirl, to turn round quickly; to roll rapidly.

—*s, ed, ing* —

Glide, to move smoothly; to move rapidly but smoothly.

—*s, ed, ing* —

Float, to move as if on wing; to be borne along on water, or in the air.

—*s, ed, ing* —

Quake, to shake; to shake or tremble.

—*s, ed, ing* —

Teem, to bring forth; to swarm with life.

—*s, ed, ing* —

Swarm, to move as boiling water; to throng in crowds.

—*s, ed, ing* —

Sprout, to shoot; to spring forth as grass.

—*s, ed, ing* —

Bear, to carry; to bring forth.

—*s, ing* —

Bore, did —

FIFTY-SIXTH STUDY.

BODIES OF LAND.

The Saxons, in their wanderings in Europe, before they settled in Great Britain, were familiar with the various bodies of land.

Repeat what is said above.

EXERCISE I.

NAMES OF THINGS.

Hill, what hides from view; a small rise of land.

Is a *hill* an elevation of land?

—s, y, iness ———

—top, the top of a ———

—ock, a small ———

Mount, what goes up; a mass of earth higher than a hill.

Peak, a point thrust out; the point of a hill or mount.

—ish, ed ———

Ridge, stretched out; a range of hills or mounts.

—s, y ———

Cliff, what is cleft; a high steep rock.

Bank, a bench or seat; a pile of raised earth.

Knoll, a little round hill.

Mead, wet; low wet land.

Meadow, low wet land: a tract of low land.

Dell, a cleft; a hollow place between hills.

Shore, cut off; the land bordering on the sea.

—s, less ———

Island, water and land; a tract of land surrounded by water.

—er, one who dwells ———

Pit, a hollow place; a deep place in the ground.

Swamp, a sponge; a low land filled with water.

—s, y, iness ———

Sward, skin or rind; the grassy surface of land.

Ledge, what is laid ; a high row of rocks.

Marsh, wet ; a tract of low wet land, overgrown with coarse grass.

———*es, y*———

Moor, a plain ; a waste covered with heath.

———*s, land*———

Dust, dry fine earth.

———*y, iness, less*———

EXERCISE II.

NAMES OF QUALITIES.

Steep, a step, or going up ; ascending or descending with great inclination.

Is a mount *steep* ?

———*er, est, ness*———

Grassy, growing ; covered with grass.

Stony, abounding in stones.

Wet, moist ; containing water.

———*er, est, ness*———

Hollow, empty ; a deep low place

———*er, est, ness*———

FIFTY-SEVENTH STUDY.

BODIES OF WATER.

The Saxons loved the roll of the wave and the roar of the storm, and were wont to land under a gloomy and frowning sky to attack the enemy.

What is said of the Saxon love for water scenery ?

EXERCISE I.

NAMES OF THINGS.

Water, flowing ; a fluid of great use, and very abundant.

Is *water* a useful fluid ?

———*y, iness, ish, less*———

———*fall, a descent of*———

———*wheel*, a wheel moved ——

———*man*, a boatman.

Foam, that which smokes; froth formed by agitating water.

———*y, iness* ——

Sound, a swimming; a narrow sea, or strait.

Bay, what is bent; a part of the sea running up into the land.

Shoal, a crowd; a place where the water is not very deep.

Stream, a flowing course; a flow of water.

Creek, a notch; a small bay, or part of the sea running into the land.

Eddy, back water; a current of returning water.

Ford, a going; a shallow passage in a river.

Pool, setting; a small collection of water in a hollow place.

Brook, flowing; a small stream of water.

Harbor, an army station; a port for ships.

EXERCISE II.

NAMES OF QUALITIES.

Narrow, contracted; of little breadth.

Is a brook *narrow*?

———*er, est, ly, ness* ——

Deep, plunging; extending far below the surface.

———*er, est, ly, ness* ——

Shelfy, a sand-bank; abounding in sand-banks.

Shallow, crowded; not deep.

———*er, est, ness* ——

EXERCISE III.

NAMES OF ACTIONS.

Swell, to enlarge; to rise in billows.

Does the ocean *swell*?

———*s, ed, ing* ——

Flow, to move as water; to glide along as water.

———*s, ed, ing* ——

Freeze, to shrink; to harden into ice.

———*s, ing* ——

Froze, did ——

Thaw, to flow; to melt what is frozen.

——s, ed, ing ——

Flood, to flow over; to flow over its bounds.

——s, ed, ing ——

Drown, to draw over; to overwhelm in water.

——s, ed, ing ——

Foam, to smoke; to rage with froth.

——s, ed, ing ——

FIFTY-EIGHTH STUDY.

MINERAL BODIES.

The ancients thought there were only four simple mineral bodies, *earth*, *air*, *fire*, and *water*. We know now that there are *sixty-two*.

Repeat what is said of mineral bodies.

EXERCISE I.

NAMES OF THINGS.

Iron, hard; a greyish, hard, and useful metal.

Is *iron* abundant?

——*smith*, a worker in ——

——*bound*, bound in ——

——*filings*, particles of ——

——*foundry*, the place where casting ——

Tin, sprinkled over, or spread; a whitish soft metal.

——*smith*, a worker in ——

——*mine*, a mine ——

Coal, glowing; a black substance used for burning.

——*dust*, *pit*, *mine* ——

Collier, one who digs coal ——

Salt, biting; a substance used for seasoning.

——*er*, *est*, *less*, *ness* ——

Sand, fine particles of stone.

——*y*, *iness*, *ish* ——

——*stone*, a stone composed of ——

Flint, what flashes; a kind of stone very hard, and used in glass.

—*y, iness, ier, est* —

—*glass*, the purest —

Clay, sticky; oily earth.

—*ey, ish* —

Loam, soft; a mixture of sand and clay.

—*y, iness* —

Brimstone, a burning stone; roll sulphur.

Chalk, close mass; a dull white earth, composed of carbon and lime.

—*y, iness* —

Lime, clammy; a kind of earth made by burning limestone.

Stone, firm; a hard mineral body.

Limestone, a stone composed of carbon and lime.

Silver, a white brilliant metal.

—*smith*, a worker in —

Gold, yellow; a yellow, heavy, and precious metal.

—*en*, made of —

—*beater*, one who beats —

—*dust*, particles of —

—*leaf*, leaf or thin —

—*smith*, a worker in —

Lead, mass, heavy; a dull whitish and soft metal.

—*en*, made of —

—*pencil*, an instrument to draw lines.

White —

Red —

Brass, bright; a metal made of copper and zinc.

Steel, what is fixed; iron and carbon combined.

—*yard*, the Roman balance, or scales.

EXERCISE II.

NAMES OF QUALITIES.

Hard, pressed; firm to the touch.

Are all metals *hard*?

—*er, est, ness* —

Acid, sharp edge; sharp to the taste.

Bright, darting; emitting light in rays.

Brittle, breaking; easily broken.

—*er, est, ness* —

EXERCISE III.

NAMES OF ACTIONS.

Glisten, to shine; to shine with light.

Does glass *glisten*?

———*s, ed, ing*———

Rust, to become red; to become rusty by being exposed to the air.

———*s, ed, ing, y, iness*———

Glitter, to sparkle; to sparkle with light.

———*s, ed, ing*———

Dwindle, to fall away; to become less.

———*s, ed, ing*———

FIFTY-NINTH STUDY.

VEGETABLE BODIES OF THE EARTH—TREES.

The names of some of the chief trees and grains have been received from the Saxons. Among these, we may mention the oak, beech, ash, and maple. The oak was sacred: the Saxons soon found out its value as timber.

Repeat what is said above.

EXERCISE I.

NAMES OF THINGS.

Tree, tall; a plant whose body is large and woody.

Is a *tree* the largest vegetable body?

———*s, less*———

Willow, twig; a tree of a drooping form.

———*s, tree*———

Weeping———

Sallow, pale; a kind of pale willow.

Oak, strong; a hardy and noble tree that yields fine timber.

—s, en, ling —

White —

Red —

Maple, cloth; a tree of a cone-like form.

Ash, a greyish stately tree, affording good wood.

Birch, a tree with slender tough branches.

—es, en —

Beech, bark; a tall fine tree with a silvery bark.

—es, en —

Elm, broad; a stately spreading tree.

Linden, a fine cone-like tree with rich flowers.

Holly, hard; a glossy evergreen tree.

Hawthorn, a hedge thorn; a tree which bears the haw.

Fir, point-bearing; a kind of pine good for timber.

Hemlock, border plant; a kind of fir.

Chestnut, castle nut; the tree which yields the chestnut.

Yew, a tree like the pine, often seen in churchyards.

Apple, round fruit; the fruit of the apple.

Apple-tree, a tree that bears apples.

Pear, the well-known fruit of the pyrus.

Pear-tree, the pyrus, or tree that produces the pear.

Plum, a drupe; a stone fruit.

Plum-tree, the tree that yields the plum.

Stock, set; the body of a plant.

EXERCISE II.

NAMES OF QUALITIES.

Woody, of the nature of wood.

Are the stems of trees *woody*?

Tough, tight; that which may be bent without being broken.

—er, est, ness —

Ripe, that may be reaped; of full growth as fruit.

—er, est, ness —

Bare, open; naked.

—ly, ness —

EXERCISE III.

NAMES OF ACTIONS.

Grow, to increase; to enlarge in size.

Do trees *grow*?

——s, *ing* ——

Grew, did ——

Leaf, to shoot out; to put forth leaves.

——s, *ed, ing* ——

Blossom, to open out; to put forth flowers.

——s, *ed, ing* ——

Wither, to become dry; to fade and lose its freshness.

——s, *ed, ing* ——

SIXTIETH STUDY.

VEGETABLE BODIES OF THE EARTH—SHRUBS.

The hazel and the mistletoe were looked upon as sacred plants by the ancient Britons, or Celts.

Repeat what is said above.

EXERCISE I.

NAMES OF THINGS.

Shrub, rough; a dwarf tree.

Is a *shrub* a dwarf tree?

——y, *iness, less* ——

Thorn, a shrub having spines.

——y, *less* ——

Hazel, a cap; a shrub bearing a fine nut.

Brier, rough; a shrub full of little thorns.

——y, *s* ——

Bramble, prickly; any rough, prickly shrub.

Furze, thick; a thorny evergreen shrub, having yellow blossoms.

Heath, clinging; a dry, brownish shrub.

Whortleberry, heart-berry ; a shrub bearing a fine berry.
 Mistletoe, sticking ; a shrub growing on the oak.
 Ivy, up-climbing ; a climbing plant growing on walls.
 Madder, a plant used in dyeing.

EXERCISE II.

NAMES OF QUALITIES.

Prickly, full of sharp points.
 Is the gooseberry *prickly*?
 Rank, reaching ; strong in growth.
 —er, est, ness —
 Pretty, set off ; neat and pleasing.
 —ier, est, ness, ly —
 Barren, open ; or not fruitful.
 —ly, ness —

EXERCISE III.

NAMES OF ACTIONS.

Spread, broad ; to extend outward.
 Does the shrub *spread* its branches?
 —s, ing —
 Shoot, to rush ; to send out branches.
 —s, ing —
 Seed, to scatter ; to grow and produce seeds.
 —s, ed, ing —
 Rustle, to make a rustling sound ; to make quick rustling sounds, as leaves.
 —s, ed, ing —

SIXTY-FIRST STUDY.

VEGETABLE BODIES OF THE EARTH—HERBS.

Herbs were the chief medicines among the early Saxons. They were gathered at the wane of the moon, to make sure of their healing virtues.

What is said of herbs?

EXERCISE I.

NAMES OF THINGS.

Nettle, stinging; an herb whose prickles raise blisters.

Is the *nettle* good for burns?

Hemlock, border plant; a poisonous plant.

Fern, a plant having its fruit on the back of the leaf.

Rue, bitter; a plant used in medicine.

Fennel, a plant somewhat like the caraway, having scented seed.

EXERCISE II.

NAMES OF QUALITIES.

Whole, round; all or every part.

Is the shrub *whole*?

———*ness*———

EXERCISE III.

NAMES OF ACTIONS.

Wither, to become dry; to fade and lose its freshness.

Do leaves *wither*?

———*s, ed, ing*———

Rustle, to make quick small sounds, as leaves.

———*s, ed, ing*———

SIXTY-SECOND STUDY.

GRASSES.

Grasses do more than any other class of plants to support man and beasts, and beautify the earth.

Repeat what is said of grasses.

EXERCISE I.

NAMES OF THINGS.

Grass, growing ; plants that form the food of cattle.

Is *grass* useful ?

Meadow —, grass that grows —

Orchard —, grass that grows —

Reed, a rod or shoot ; grass with hollow-pointed stem.

Clover, club grass ; a plant with three leaves.

Sorrel, sour ; a plant of an acid taste.

EXERCISE II.

NAMES OF QUALITIES.

Short, cut off ; low, or of small height.

Is clover *short* ?

—*er, est, ly, ness* —

Bearded, having hairs on each grain, as in barley.

Green, growing ; having its natural juices.

—*ish, ly, ness* —

Sear, dry ; withered.

EXERCISE III.

NAMES OF ACTIONS.

Seed, to scatter ; to grow and make seed.

Does the farmer *seed* his land in spring ?

—*s, ing* —

Clothe, to cover ; to cover over any thing.

—*s, ed, ing* —

SIXTY-THIRD STUDY.

VEGETABLES.

The most of our vegetables are unsavory in their wild state. Some of them are poisonous. Culture has changed them into wholesome food.

What is said of vegetables ?

EXERCISE I.

NAMES OF THINGS.

Bean, a vetch ; a plant with a straight stalk, bearing its fruit in a pod.

Is the *bean* used for food ?

Pea, a climbing plant ; a plant that yields a pea good for food.

Radish, ruddy ; a plant whose root is eaten raw.

Leek, long and pointed ; a plant having a root like an onion.

Garlic, a dart ; a plant having a root like an onion, and an acid taste.

Parsnep, stone and knob ; a plant with a spindle root, used for food.

Turnip, round knob ; a plant with flat or spindle-shaped root.

Cob, the head ; the spike on which corn grows.

EXERCISE II.

NAMES OF QUALITIES.

Fresh, brisk ; recently grown.

Are *fresh* vegetables the best ?

— *cr, est, ness* —

Stale, tasteless from age.

— *cr, est, ly, ness* —

SIXTY-FOURTH STUDY.

FLOWERS.

Flowers have been used to deck the bride, and adorn the graves of the dead.

What is said of flowers ?

EXERCISE I.

NAMES OF THINGS.

Daisy, eye of day ; a bright button-like flower.

Is the *daisy* a sweet flower ?

Poppy, pap ; a showy plant, whose juice causes sleep.
 Mallows, soft ; a soft large-leaved plant.
 Blossom, opened out ; the flower of plants.
 Thistle, tearing ; a prickly plant with a showy head.

EXERCISE II.

NAMES OF QUALITIES.

Fair, clear ; pleasing to the eye

Are flowers *fair* ?

—er, est, ness —

Foul, put on ; unfair or displeasing to the eye.

—er, est, ness —

Sweet, flowing ; pleasing to the taste.

—er, est, ly, ness —

Sunny, bright ; colored by the sun.

—er, est —

SIXTY-FIFTH STUDY.

SOME PRODUCTIONS OF PLANTS.

Some trees and shrubs yield fruits that are useful for food.
 Some of them are even luxuries.

Repeat what is said above.

EXERCISE I.

NAMES OF THINGS.

Haw, hedge ; the berry of the thorn.

Is the *haw* a red berry ?

Sloe, sour ; the fruit of the wild plum.

Acorn, oak and grain ; the nut of the oak.

Tar, wasting away ; a thick, dark, sticky substance, obtained by burning pine wood.

Pitch, thick ; the thick juice of certain trees, as the pitch-pine.

Gum, lump cut off; a clear juice which exudes through the bark of trees, and thickens on the surface.

Starch, stiff; a white substance without smell or taste.

EXERCISE II.

NAMES OF QUALITIES.

Mellow, soft; soft with ripeness.

Should fruit be *mellow* when eaten?

—*er, est, ness*—

Ripe, that may be reaped; mature in growth.

—*er, est, ness*—

Un—, not —

EXERCISE III.

NAMES OF ACTIONS.

Ear, to shoot; to form ears, as corn.

Does Indian corn *ear* in summer?

—*s, ed, ing*—

Feed, to nourish; to supply food.

—*s, ing*—

Fed, did —

SIXTY-SIXTH STUDY.

THE PARTS OF PLANTS.

The smallest plant consists of a great number of parts, all of which have been formed from a simple cell somewhat like a minute drop of dew.

Repeat what is said above.

EXERCISE I.

NAMES OF THINGS.

Stem, firmly set; the body of a plant.

Is the *stem* the body of the plant?

Stock, placed; the body of a plant.

Bough, bent; the arm of a tree.

Twig, what shoots; the smallest bough of a plant.

Wood, the solid part of a tree.

Pith, kernel; the spongy centre of a tree.

Bark, what is peeled off; the outward covering of a tree.

Sap, soft; the juice of a tree.

Leaf, light; the part that shoots from the bough.

—s, less —

Seed, sown; the part of a plant that produces new ones.

—s, time —

Kernel, a grain or nut; the part of a nut which may be eaten.

EXERCISE II.

NAMES OF QUALITIES.

Leafy, light; abounding in leaves.

Is the bower *leafy*?

Tough, pulling; that may be bent without breaking.

—er, est, ness —

Young, being in the first part of growth.

—er est —

EXERCISE III.

NAMES OF ACTIONS.

Leaf, to be light; to put forth leaves.

Do plants *leaf* in spring?

—s, ed, ing —

Bark, to peel; to strip off bark; also to cover with bark.

—s, ed, ing ———

Bend, to stretch; to make crooked.

—s, ing ———

Bent, did ———

SIXTY-SEVENTH STUDY.

DOMESTIC ANIMALS.

When the Saxons settled in Great Britain in 450, the wolf was still in the island. They were familiar with the deer and hare. Herrings, salmon, sturgeon, flounders, plaice, crabs, lobsters, oysters, muscles, cockles, winkles, and even the *porpoise*, were used for food.

EXERCISE I.

NAMES OF THINGS.

Ox, large; the male of the cow tribe.

Is the *ox* a four-footed animal?

—*en*, more than one ———

—*eye*, like ———

Cow, what lows; a large domestic animal with cloven hoof, and useful for her milk.

Horse, what rushes; a noble domestic animal with undivided hoof, and used for riding or draught.

Colt, a young horse.

—s, *ish* ———

Bullock, what bellows; a young bull or ox.

Sheep, a wether; a small four-footed animal with cloven foot, covered with wool.

—*herd* ———

Ram, what thrusts; the male of the sheep.

Goat, what goes; an animal with hollow horns, like the sheep, but covered with hair.

—s, *herd* ———

Lamb, what skips ; a young sheep.

—s, kin —

Stud, what stands ; a fine horse for war.

Flock, a crowd ; a company as of sheep.

Swine, what grunts ; a thick-skinned animal used for food.

—ish —

Pig, a little one ; the young of swine.

—s, ish —

Hound, fawning ; a kind of dog used in hunting.

Grey—, a hound of great speed.

Blood—, a hound —

Horn, a hard shoot ; a hard substance growing on the heads of some animals.

Hoof, a horny substance on the feet of animals.

Hide, what is stripped off ; the skin of an animal.

—s, bound —

Marrow, fat ; the oily substance which is found in bones.

Ewe, a female sheep.

Heifer, a young cow.

Nag, a small horse.

Bristle, a shoot ; the hair on swine.

Cud, chewed food, which some animals bring from the first stomach to chew again.

EXERCISE II.

NAMES OF QUALITIES.

Tame, subdued ; accustomed to man.

Is the horse *tame* ?

—er, est, ness, ly, less —

Stray, scattered ; wandering or lost.

Slow, dull, blunt ; tardy or lazy in motion.

—er, est, ness, ly —

Greedy, reaching ; having a strong desire for food.

—er, est, ness —

Horned, furnished with horns.

Harmless, not hurtful.

Hoofed, furnished with hoofs.

EXERCISE III.

NAMES OF ACTIONS.

Bellow, to belch out sound; to make a loud hollow noise.

Does the ox *bellow*?

—s, ed, ing—

Wallow, to roll; to roll the body on the earth.

—s, ed, ing—

Low, to make a flat low sound; to make a low noise.

—s, ed, ing—

Bleat, to cry as sheep.

—s, ed, ing—

Bark, to make a sharp snapping noise.

—s, ed, ing—

Worry, to shake; to harass in any way.

—s, ed, ing—

Whine, to squeak; to make a crying sound.

—s, ed, ing—

Fawn, to crouch in joy; to seek favor or notice.

—s, ed, ing—

Neigh, to make the sound of a horse.

—s, ed, ing—

Bray, to make a grinding sound; to make a harsh and loud noise.

—s, ed, ing—

Graze, to eat grass; to feed on grass or herbage.

—ed, ing—

Wag, to shake; to move one way and the other, as the tail.

—s, ed, ing—

Lick, to rub; to draw the tongue over any thing.

—s, ed, ing—

Slink, to creep slyly; to steal away.

—s, ed, ing—

SIXTY-EIGHTH STUDY.

WILD ANIMALS.

The deer, wolf, and hare, were the animals most commonly hunted by the early Saxons.

What is said of wild animals?

EXERCISE I.

NAMES OF THINGS.

Elephant, chief or leader; an animal with a thick skin, and of great size.

Is the *elephant* a large animal?

Deer, roving or wild; a wild animal like the goat.

—*skin, stalking*—

Rein—, a deer that is found in cold regions.

Fallow—, a small kind of deer almost domesticated.

Doe, roving or wild; the female deer.

Stag, firm or set; the male red deer.

Hart, strong; a stag or male deer.

Roe, a ray; the smallest deer.

Buck, what thrusts; the male of the goat.

Elk, strong or large; a large deer, called Moose in America.

Hare, what hears quickly; a small animal with long ears.

Fox, cunning; a wild animal like a dog.

Bear, fierce; a large rough and savage animal.

White—, a bear—

Boar, rough; the wild hog.

Otter, a small flat-headed animal, with web-toes, living in water.

Rat, the gnawer; a gnawing animal like a mouse, and somewhat larger.

Mouse, what shuts up; a small gnawing animal that infests houses.

Mice, more than—

Ape, quick; a four-handed animal living in hot climates.

EXERCISE II.

NAMES OF QUALITIES.

Rampant, headlong; rearing up, or overleaping.

Does the *rampant* lion appear in some crests, or coats of arms?

Swift, whirling; rapid in motion.

—*er, est, ly, ness*—

Grim, raging; fierce, savage.

—*er, est, ly, ness*—

Grisly, shuddering; frightful.

—*ness*—

Shaggy, rough; with long hair or wool.

—er, est, ness —

EXERCISE III.

NAMES OF ACTIONS.

Roar, to make a loud, full, continuous noise.

Does the lion *roar* ?

—s, ed, ing —

Grin, to set the teeth; to open the mouth and show the teeth.

—s, ed, ing —

Bristle, to shoot up; to raise the hair.

—s, ed, ing —

Spring, to leap; to move with violence by leaps.

—s, ing —

Sprang, did —

Tear, to waste; to separate in pieces with violence.

—s, ing —

Tore, did —

Burrow, to bore into; to make a hole in the earth, as rabbits.

—s, ed, ing —

Climb, to go up; to creep up a tree or rock.

—s, ed, ing —

Limp, to fall; to walk as if lame.

—s, ed, ing —

SIXTY-NINTH STUDY.

WATER ANIMALS.

The Saxons were familiar with the principal fish of Great Britain, and used many of them for food. The eel was their favorite fish.

Repeat what is said above.

EXERCISE I.

NAMES OF THINGS.

Fish, lively; an animal with scales and fins, that lives in water.

Is the perch a *fish*?

—*es, er, erman* —

—*like, spear, boat, pond* —

Herring, army; a white or red fish that migrates from cold to warm places in the spring.

Trout, a sharper; a fine river fish, tinged with spots, and living in fresh water.

Roach, red; a fish with shiny scales.

Seal, set or placed; a flesh-eating animal, having a head like a dog, and useful for the skin.

Whale, the roller; a large animal, partly fish, and useful for its oil and bones.

—*s, bone* —

Crab, scraping; a small animal having a crust-like shell.

Lobster, husky one; an animal like a crab, but much larger.

Clam, binding; a shell-fish used for food.

Fin, firm shoot; a limb of a fish used for swimming.

—*s, ny* —

Scale, a shell; a small crust which covers fish.

—*s, y, ness* —

EXERCISE II.

NAMES OF QUALITIES.

Oily, kindling; consisting of oil or fat.

Is the whale *oily*?

—*ness* —

Lean, slender; wanting flesh.

—*er, est, ness* —

Fishy, consisting of fish.

Bony, abounding in bone.

—*er, est, ness* —

Shiny, bright or clear.

Cold, not hot.

—*er, est, ness* —

—*blooded* —

EXERCISE III.

NAMES OF ACTIONS.

Swim, to pass away; to move on or in water.

Does the pike *swim* swiftly?

——s, *ing* ——

Swam, did ——

Spawn, to throw out; to throw out eggs as a fish.

——s, *ed, ing* ——

Scuttle, to shape as a basket; to bore a ship so as to be open like a basket.

——s, *ed, ing* ——

SEVENTIETH STUDY.

REPTILES.

The hatred which exists towards snakes, seems to be a part of the tradition of the fall of Eve.

What is said of snakes above?

EXERCISE I.

NAMES OF THINGS.

Snake, creeping; a serpent of any kind.

Is the *snake* hated by all?

——s, *root* ——

Rattle ——

Adder, poison serpent; a poisonous serpent of the viper kind.

——s, *grass, tongue* ——

Snail, crawling; a slimy slow-creeping animal.

——s, *like* ——

Worm, winding; a ringed animal without feet.

——s, *y* ——

Leech, seizing; a water animal like the worm, used in bleeding.

Frog, cracked in voice; a small four-footed animal with naked body, that lives in water and on land.

Toad, a small animal like a frog.

Tadpole, a toad head; a young toad or frog.

EXERCISE II.

NAMES OF QUALITIES

Slow, slack; lazy in motion.

Is the snail *slow*?

—er, est, ness —

Slimy, soft and sticky; overspread with slime.

—ness —

Footless, without feet.

Numb, seized; torpid, or motionless.

—ed —

Be—

EXERCISE III.

NAMES OF ACTIONS.

Creep, to catch; to move slowly, to crawl on the belly.

Do serpents *creep*?

—s, ing —

Crept, did —

Croak, to creak; to make a low hoarse noise as the frog.

—s, ed, ing —

Hiss, to make a hissing sound as a serpent.

—s, ed, ing —

Worm, to move as a worm.

—s, ed, ing —

Suck, to draw out; to draw out liquid with the mouth.

—s, ed, ing —

SEVENTY-FIRST STUDY.

INSECTS.

Insects are known to all people. They swarm in hot climates, and become in many cases plagues to both man and beasts. The mosquito is the pest of the summer evening's quiet.

Repeat what is said of insects.

EXERCISE I.

NAMES OF THINGS.

Bee, a small winged insect which makes honey.

Is the *bee* a domestic insect?

—s, *hive* ———

Wasp, an insect like the bee.

——s, *ish* ———

Hornet, a kind of wasp.

Fly, moving by wings; a small winged insect of various kinds.

——s, *net* ———

Gad —, a large fly that stings cattle.

Beetle, mallet; an insect with hard wings.

Midge, a kind of gnat.

Moth, what eats; a winged insect which destroys cloth.

——s, *eaten* ———

Flea, a fly; a small black insect.

Louse, an insect that lives on the bodies of men.

Mite, small; a very small insect that is found in cheese.

Emmet, a small insect, as the ant.

Weevil, a small insect of the beetle kind.

Sting, a sharp point.

——s, *less* ———

EXERCISE II.

NAMES OF QUALITIES.

Winged, having wings; flying rapidly.

Is the *bee* a *winged* animal?

Wingless, without ———

Flying, moving with wings.

EXERCISE III.

NAMES OF ACTIONS.

Bite, to seize with the teeth.

Does the *bee* *bite* or *sting*?

——s, *ing* ———

Bite, did ——
 Sting, to pierce ; to wound with a sting.
 ——s, *ing* ——
 Stung, did ——
 Fly, to move by the aid of wings.
 ——s, *ing* ——
 Flew, did ——
 Hop, to hobble ; to move forward by leaps.
 ——s, *ed, ing* ——

SEVENTY-SECOND STUDY.

BIRDS.

Birds are beautiful creations. Their plumage and song please the senses, and excite agreeable thoughts in the heart. Birds add beauty to rural scenery.

Repeat what is said of birds.

EXERCISE I.

NAMES OF THINGS.

Hawk, a bird with a crooked beak, cloven tongue, head thick set with feathers, and that feeds on birds.

Is the *hawk* as large as a pigeon ?

Owl, howling ; a bird that flies at night.

——s, *ish, like, light* ——

Kite, a kind of hawk, and swift in motion.

Raven, the plunderer ; a bird that lives on flesh.

Crow, the croaker ; a large black bird that feeds on carrion and grain.

——s, *foot* ——

Rook, a bird like the crow, that feeds on insects.

Lark, the singer ; a bird noted for its song.

——s, *spur* ——

Thrush, the throat ; a fine singing bird.

Black, pale ; a pale or sallow color.

Bird, what is brought forth ; a winged animal.

Blackbird, a kind of singing thrush.

Swallow, roof-bird ; a small bird of passage.

Dove, cooing ; a kind of pigeon.

——s, *cote* ——

Cuckoo, a wandering bird, which is named from its note.

Swan, white ; a bird like the goose, with a long arched neck.

——s, *like* ——

Bill, a beak or shoot ; the beak of a bird.

Wing, side ; the limb of a bird used for flight.

——s, *less* ——

Claw, a foot-cleft ; the sharp nail of a bird.

Finch, fine or gay ; a small singing bird.

Gold——, a finch.

Chaf——, a finch.

Bul——, a finch.

EXERCISE II.

NAMES OF QUALITIES.

Shy, shunning ; avoiding the approach of a person.

Are most birds *shy* ?

——er, est, ly, ness ——

Swift, turning ; of rapid motion.

——er, est, ness ——

Singing, having the power of song.

Cooing, uttering a low sound as a dove.

EXERCISE III.

NAMES OF ACTIONS.

Swoop, to carry off rapidly ; to seize on the wing.

Does the hawk *swoop* birds ?

——s, ed, ing ——

Scream, to cry out in fear ; to utter a loud shrill cry.

——s, ed, ing ——

Mount, to go up ; to soar on high.

——s, ed, ing ——

Coo, to utter a low soft sound.

——s, ed, ing ——

Whistle, to make a shrill sound.

——s, ed, ing ——

Bill, to join bills.
 —s, ed, ing —

SEVENTY-THIRD STUDY.

DOMESTIC BIRDS.

The hen is, perhaps, the most useful domestic bird, and adds interest and life to the barn-yard.

Repeat what is said above.

EXERCISE I.

NAMES OF ACTIONS.

Fowl, a flying animal; a winged animal, as a hen.

Is a chicken a *fowl*?

—cr —

Hen, a cock; the female of any bird.

—s, roost —

Cock, what shoots up; the male of birds.

—s, crow, crowing —

Chicken, a small cock; the young of fowls.

Goose, what cackles; a large web-footed fowl that lives in water or on land.

—grass, neck —

Gander, the goose; a male of the goose.

Gosling, a little goose.

Feather, expanded; the covering of birds.

—s, y —

EXERCISE II.

NAMES OF QUALITIES.

Feathered, covered with feathers.

Are fowls *feathered*?

Crowing, uttering the sound of the cock.

Web-footed, having the toes joined by a thin membrane.

EXERCISE III.

NAMES OF ACTIONS.

Flutter, to waver; to move and flap the wings.

Do birds *flutter* with the wings?

——s, ed, ing ——

Crow, to utter the sound of a cock.

——s, ing ——

Crew, did ——

Lay, to put down; to bring forth, as eggs.

——s, ed, ing ——

Light, to lift; to get down, as a bird from on wing.

——s, ed, ing ——

A——, s, ed, ing ——

Cluck, to strike; to make the noise of a hen.

——s, ed, ing ——

Roost, to rest; to rest on a roost, as birds at night.

——s, ed, ing ——

SEVENTY-FOURTH STUDY.

PRODUCTIONS OF ANIMALS.

Animals yield man many things that are useful. They help to feed and clothe him.

Repeat what is said above.

EXERCISE I.

NAMES OF THINGS.

Milk, what is got by stroking; a white fluid yielded by female animals.

Is milk wholesome?

——y, iness, cow ——

Butter, what is beaten; an oily substance made from milk.

——y, less, milk ——

Meat, what feeds; any thing eaten for nourishment.

——offering ——

Egg, a body formed in the body of female birds and other animals.

——s, cup, bird ——

Wool, soft; the soft hair of sheep.

——y, iness, en ——

Oil, what kindles; a greasy substance found in animals.

——s, y, iness ——

Hair, a thread-like growth on the skin.

——s, y, iness ——

SEVENTY-FIFTH STUDY.

BODIES IN THE HEAVENS.

The Saxons worshipped the Sun as a goddess, "the golden lady of the day;" and the moon, as a god.

What is said of the sun and moon?

EXERCISE I.

NAMES OF THINGS.

Heaven, lifted up; the region that surrounds the earth.

Is *heaven* above the earth?

———s, the different regions that surround the earth.

Sun, shining; that which lights the earth by day.

——s, *day, beam, struck* ——

Moon, the guide; that which lights the earth by night.

——s, *light, beam, shine* ——

Star, the steerer, as it guided sailors; a twinkling bright body in the heavens.

——s, *light, fish, gazer, y* ——

Welkin, cloud; the arch of heaven as seen by the eye.

Rainbow, bow made of rain; an arch of colors formed by the sun shining on drops of water.

EXERCISE II.

NAMES OF QUALITIES.

Red, opening or glowing; a bright warm color.

Is the sky ever *red*?

——er, *est, ly, ness, ish* ——

Yellow, bright; a bright color.

——ness, *er, est, ish* ——

Green, growing, as grass; a cool color, composed of yellow and blue.

——er, *est, ness, ish* ——

Blue, a rich cool color.

——r, *st, ish, ness* ——

Brown, burnt; a sober, cool color, formed of red, yellow, and black.

——er, *est, ness, ish* ——

Grey, fair; white mixed with black.

——er, *est, ish, ness* ——

Black, waning or pale; the color of night.

—er, est, ness, ish —

EXERCISE III.

NAMES OF ACTIONS.

Hang, to waver; to suspend.

Do the heavens *hang* over the earth?

—s, ing —

Over—, s, ing —

Hung, did —

Dazzle, to make dizzy; to overpower with lig^{ht}.

—s, ed, ing —

Rise, to go up; to move or pass upwards.

—s, ing —

A—, s, ing —

Dawn, to open as rays; to open into day.

—s, ed, ing —

Set, to drive; to pass below the horizon.

Twinkle, to wink; to shine tremblingly.

—s, ed, ing —

Gleam, to shoot; to shoot forth rays, as stars.

—s, ed, ing —

CHAPTER VIII.

PLACE AND TIME.

“THE stupendously holy gods considered these things:

They gave names to the night and to the twilight;

They called the morning and the midday so.”

THE VOLUPSA.

Repeat what is said of place and time.

SEVENTY-SIXTH STUDY.

PLACES ON THE EARTH AND IN THE HEAVENS.

East, rising up; the place where the sun rises.

Does the sun rise in the *east*?

—ern, ward —

West, falling or wasting; the part of the heaven where the sun sets.

—*ern, ward*—

North, roaring wind, the place in heaven where the pole-star is.

—*ern, ward, pole*—

Ground, bottom, as of a lake; the surface of the earth.

—*s, less, nut, pine*—

Acre, open or ploughed field; a piece of land containing a certain number of rods.

Field, felled; a piece of land enclosed for tillage or pasture.

—*s, book, preaching*—

SEVENTY-SEVENTH STUDY.

RELATIVE PLACES.

Places are very numerous, and may be compared with one another. This is one of the ways in which we become acquainted with them.

Repeat what is said above.

EXERCISE I.

NAMES OF THINGS.

Here, the place where we are.

Are you *here* or there?

There, the place beyond where we are.

Where, at what place.

Thither, the place where a thing goes.

Whither, to what place.

Within, inside of a place.

Without, outside of a place.

Hence, from this place.

High, lifted up; above in place.

Low, cast down; not high in place.

Inward, towards a place.

Far, away in place.

Farther, more distant in place.

Over, above in place.

Below, laid down by; under in place.

Near, close by in place.

Beneath, low by; under in place.

Nigh, near in place.

Out, beyond in place.

Outward, a going beyond in place.

Beyond, at the outside in place.

Up, high; or upon in place.

Together, in company; brought near in place.

Next, height; nearest in place.

Middle, coming between in place.

Mid, enclosure; between extreme points.

Yonder, gone; distant in place.

SEVENTY-EIGHTH STUDY.

LARGER DIVISIONS OF TIME.

“Old January, wrapped well in many weeds to keep the cold away—of February, with the old wagon wheels and fish—of the hands cold through holding all the day the hatchet keen.”—*Spenser*.

Repeat what is said above.

EXERCISE I.

NAMES OF THINGS.

Time, what passes; the place of events—succession.

Should we improve *time*?

Day, dawn; the time the sun gives us light.

—*s*, *ly* —

—*break*, the dawn of —

—*light*, the light of —

—*spring*, the first gleam of —

—*time*, the time of —

Sunday, the sun's dawn; the day of the sun.

Monday, the moon's dawn; the day of the moon.

Tuesday, *Tuisco's* dawn; the day of the god *Tuisco*.

Wednesday, *Woden's* dawn; the day of the god *Woden*.

Thursday, *Thor's* dawn; the day of the god *Thor*, the thunder god.

Friday, Frigga's dawn ; the day of the goddess Frigga.

Saturday, Saturn's dawn ; the day of the planet Saturn.

Night, declining ; the time of darkness, or when the moon gives us light.

——s, *less, fall* ——

Mid——

Week, the space of seven days.

——s, *ly* ——

Month, the moonth ; the length of the moon's course round the earth.

Year, a circle ; the measure of the earth's course round the sun.

——*ly* ——

Spring, shooting ; the sprouting time.

——s, *time, weather* ——

Summer, warm ; the sun or shiny time.

——s, *time, weather* ——

Fall, failing ; the time of decay.

Winter, the windy time, the time of wind ; the cold season of the year.

——s, *y* ——

Length, lengthening ; the space of forty days from Ash-Wednesday to Easter.

SEVENTY-NINTH STUDY.

SMALLER DIVISIONS OF TIME.

“They reckoned their time by the number of nights, and counted their years by the winters. April they named Easter month, and the name of *Milch-month* was given to May.”—*Miller*.

How did the Saxons reckon time?

EXERCISE I.

NAMES OF THINGS.

Morn, scattering ; the first part of the day.

Is *morn* the name of the first part of the day?

Morning, the opening of the day.

——*hour, time* ——

Evening, declining ; the close of the day.

——*hour, time* ——

Eventide, time of decline; the time of evening.

Noon, up or limit; the place of the sun at twelve o'clock.

—day—

Twilight, doubtful light; the time after sunset or before sunrise.

Dawn, opening as rays; the first part of the day.

EIGHTIETH STUDY.

RELATED DIVISIONS OF TIME.

Some of the divisions of time are known and named as they are *related* to one another.

What is said of related divisions of time?

EXERCISE I.

NAMES OF THINGS.

Now, the present time.

Are you existing *now*?

Before, by the front; time before now.

Always, all going; time without end.

Ever, at any time.

N—, at no —

Soon, early; at a set time.

—*er, est*—

Late, drawn out, or long; behind the set time.

—*er, est, ness*—

Early, shooting up; before the set time.

—*er, est*—

Again, turning a point; once more.

When, at what time.

Then, at that time.

While, staying; during a set time.

Yet, holding; still remaining.

Still, set or firm; time up to the present.

EIGHTY-FIRST STUDY.

RELATIONS OF THINGS AND EVENTS IN PLACE AND TIME.

Place and time belong to all things. As soon as we think of any thing, we think of some place where it is; and as soon as we think of some event, we think also of some time when it happened.

What is said of things and events in place and time?

EXERCISE I.

NAMES OF RELATIONS IN PLACE AND TIME.

In, a cave; within or inside.

Are you *in* the room?

Out, going forth; without or outside.

To, end; to a certain place or time.

Of, out of; out of a certain place or time.

From, source; beginning in a certain place or time.

Towards, looking at; fronting a certain place or time.

By, passing or close; being near in place and time.

With, joining; joined in place and time.

Near, next; close by in place or time.

About, on the outside; round a place or time.

Above, over; lifted up in place and time.

Under, on lower side; down in place or time.

Down, dipping; low in place or time.

Up, high; aloft in place or time.

For, bearing; in place of.

Through, passage; from side to side.

EIGHTY-SECOND STUDY.

CONNECTION OF THINGS AND EVENTS IN PLACE AND TIME.

Things and events are closely connected. There is no solitary body in the world.

Repeat what is said of the connection of things and events.

EXERCISE I.

NAMES OF THINGS.

And, giving; addition.

Do you read *and* write?

But, add; more or further.

But, without, on the outside; except.

If, giving; allowing or granting.

Though, allowing; granting it so.

Or, other; distribution, one in a choice, but not both.

As, which or it; like or even.

So, that; in like manner.

That, getting; in order to.

Lest, left; that not.

Still, placing; to this time.

Till, the while; to a certain time.

Since, seen; after a certain time.

Then, placed; at that time.

Else, leaving off; otherwise.

Yet, getting; still.

Than, set or placed; compared with.

CHAPTER IX.

GOD.

THE Saxons had no correct notions of God when they settled in England. Pope Gregory sent over Augustine as a missionary. He succeeded in converting King Ethelbert. From that time, the religion of Christ, and the true idea of God, have dwelt chiefly with the Saxons.

What is said of the Saxons and God?

EIGHTY-THIRD STUDY.

G O D .

Odin, or Wodin, supposed to be a great warrior, was *the* god of the Saxons. Besides him, they worshipped the Moon, Tuisco, Thor, Frigga, Saturn, and the Sun, deities from which the names of the days of the week are borrowed.

Repeat what is said above.

EXERCISE I.

NAMES OF THINGS

God, strong and good ; the Maker, Ruler, and Redeemer of man.

Is *God* our Maker ?

—*ly*, *liness*, *like*, *less*, *lessness* ———

—*head*, the nature of ———

Un—*ly*, not like ———

Father, the feeder ; the Author of all things.

Son, issue or offspring ; the second person in the Godhead.

Ghost, breath or life ; the soul or mind.

Holy, sound ; free from all sin or blemish.

Un—*ly*, *ness* ———

Holy Ghost, the third person in the Godhead.

EXERCISE II.

NAMES OF QUALITIES.

Blessed, made blithe ; possessing happiness.

Is God *blessed* for evermore ?

Mighty, strength ; strong in power.

———*er*, *est*, *ly* ———

Al———, having all ———

First, advanced before ; the beginning of all things.

True, closed fast ; real, or according to fact.

Holy, whole or sound ; free from sin.

EXERCISE III.

NAMES OF ACTIONS.

Make, to form; to form into any shape.

Did God *make* all things?

—s, *ing* —

Made, did —

Lay, to throw down; to settle or fix.

—s, *d, ing* —

Bear, to raise up; to raise or build.

—s, *ing* —

Up—, s, *ing* —

Fix, to fasten; to make firm.

—es, *ed, ing* —

Hold, to strain; to bind fast or together.

—s, *ing* —

Up—, s, *ing* —

Held, did —

Up—, did —

Keep, to thrust; to hold or preserve in safety.

—s, *ing* —

Kept, did —

Curse, to bring evil upon any one.

—s, *ed, ing* —

Bless, to make happy; to confer good on one.

—es, *ed, ing* —

Atone, to make one; to satisfy for sin.

—s, *ed, ing* —

Fill, to arouse; to occupy.

—s, *ed, ing* —

EIGHTY-FOURTH STUDY.

ATTRIBUTES OF GOD.

The attributes of God are those qualities that belong to Him. The names of some of them are found in the Saxon language.

What is said of the attributes of God?

EXERCISE I.

NAMES OF THINGS.

Almighty, strong above all; having all power.

Is God *almighty*?

Knowledge, what is held; understanding of things.

Wisdom, power of holding in the mind; just in the use of knowledge.

Goodness, state of being strong; kindness to all, or a disposition to make all happy.

Truth, trust, closed; that which agrees with facts; also certain knowledge.

Holiness, state of being sound; state of being free from sin and every blemish.

EIGHTY-FIFTH STUDY.

RELATION OF GOD TO MAN.

God is nearly related to man, and all His relations are full of interest. Have we not all one Father? Hath not one God created us?

Repeat what is said of the relation of God to man.

EXERCISE I.

NAMES OF PERSONS AND THINGS.

Maker, one who does; the Creator of all things.

Is God the *maker* of all things?

Daysman, the dawn man; one who makes peace in judgment.

Shepherd, the sheep watch; one who guides and tends sheep; also the guide and preserver of man.

Father, the feeder; the author of man.

Priest, one who stands before; one who waits at the altar with sacrifices for sin.

High, lifted up; distance upwards.

High Priest, the priest who entered the holy of holies; also Christ.

Peace-maker, settled down; one who allays anger, and brings offended parties into a state of friendship.

EIGHTY-SIXTH STUDY.

THE ABODE OF GOD—HEAVEN AND EARTH.

God is in every place, beholding the evil and the good.
He fills heaven and earth with his fulness.

What is said of the abode of God?

EXERCISE I.

NAMES OF THINGS.

Earth, dust; the world in which we live.

Is the *earth* the footstool of God?

Heaven, raised up; the region round the earth; also the abode of God and holy beings.

EXERCISE II.

NAMES OF QUALITIES.

Starry, abounding in stars.

Can we see the *starry* heavens?

High, lifted up; above another thing in place.

—*er, est* —

First, advanced before any other; the lowest division of the heavens.

Third, the first after the second; the highest division of the heavens.

EXERCISE III.

NAMES OF ACTIONS.

Hang, to waver; to suspend.

Did God *hang* the earth on nothing?

—*s, ing* —

Hung, did —

Shade, to cut off as light; to screen from the light.

—*s, ed, ing* —

Wheel, to turn about; to roll forward.

—*s, ed, ing* —

Rise, to go up; to move or pass upwards.

—s, *ing* ———

Set, to drive; to pass below the horizon.

—s, *ing* ———

Drench, to drink; to soak as with rain.

——es, *ed, ing* ———

Sprinkle, to scatter; to scatter as rain.

——s, *ed, ing* ———

Be——, s, *ed, ing* ———

Dawn, to become day; to open as the morning.

——s, *ed, ing* ———

CHAPTER X.

E V E N T S .

EVENTS make up the sum of all life. As the growth of a plant is complete in its seed, so the life of all things is complete in a few striking events. Birth, growth, and death form the outline of existence.

Repeat what is said of events.

E I G H T Y - S E V E N T H S T U D Y .

E V E N T S O F T H E H O U S E H O L D .

The events of every household are the materials of an instructive history.

What is said of events of the household?

Wedding, a pledging of love; a marriage.

Is a *wedding* a joyous thing?

Birth, a bringing forth, coming into life; also that which is born.

——s, *day* ———

Work, what is done by effort, labor of any kind; also the product of labor or skill.

——*ing*, the act of ———

Play, a throwing off work, sport or amusement of any kind; also a series of actions intended to amuse.

—*ing*, the act of —

Sleep, a loosening; rest by suspending the powers of body and mind.

Death, a falling away; the end of life on earth.

—*s, ly, less* —

EIGHTY-EIGHTH STUDY.

EVENTS IN THE BUSINESS OF MAN.

The life of business is made up of a few events, and these are ever recurring with occasional changes.

What is said of events in business?

Seed-time, time of sowing; the season for sowing seed.

Does *seed-time* come before harvest?

Harvest, the food part of the year; the season for gathering the crops.

—*home*, the song and feasting at the end of —

Blight, a scurf; a disease that nips plants or grains.

Mildew, honey dew; a white coating on plants.

Shipwreck, ship breaking; the casting away of a ship at sea.

Fall, a driving; the act of dropping from a high place.

Wound, a thrust; a hurt of any kind.

Rust, red; a disease in grain.

Beginning, a going in; the first of any thing.

Loss, a parting; a ceasing to possess something.

Fire, a raging; the burning of any thing by fire.

EIGHTY-NINTH STUDY.

EVENTS IN THE EARTH.

The history of the earth is one of a limited number of events that return in circles, like the seasons of the year.

What is said of the events of the earth?

Cold, a blowing; the want of heat.

Does *cold* exist at the north?

Heat, fire; a state of warmth.

Day, opening; the time when the sun is with us.

- Night, black; the time when the sun is absent from us.
 Spring, a shooting; the season of buds.
 Summer, heat or sun time; the season of flowering.
 Fall, a dropping; the season of decay.
 Winter, windy time, the windy season; also the sleep of the earth.
 Wind, a moving; air in motion.
 Blast, a striking; a sudden gust of wind.
 Breeze, a moving; a gentle breath of wind.
 Storm, a raging; a strong wind and rain.
 Shower, a shaking; a fall of rain.
 Hail, a driving; a fall of frozen rain.
 Snow, a glistening; a fall of frozen vapor.
 Ice, what is firm; water frozen solid.
 Frost, a shining, frozen mist or fog; also the act of freezing.
 Mist, what mixes; water falling in very small drops.
 Dew, what gleams; the moisture of the air made into drops by coming in contact with a colder body.
 Flood, a rushing; a great flow of water.
 Wave, a going to and fro; a moving swell of water.
 Tide, that happens; the rise and fall of the waters of the sea.
 Land-slip, a moving of land; a slide of land.
 Spring, a leaping; a boiling up of water.
 Fall, a throwing; a descent of water.

NINETIETH STUDY.

EVENTS IN THE HEAVENS.

The changes that take place in the heavens, have entered largely into the religious history of man.

Repeat what is said of the events in the heavens.

Light, a darting forth; that by which we see.

Is the sun the cause of *light*?

Twilight, doubtful light; light before the rising and setting of the sun.

Cloud, a mass; a mass of visible vapor.

Dawn, opening, the break of day.

Thunder, a clashing; the sound that follows lightning.

Lightning, a flashing; a flash of light before a thunder-clap.

Sunrise, a going of the sun ; the first appearance of the sun.

Sunset, a sinking of the sun ; the going down of the sun.

Rain, what flows ; falling drops of water.

Rainbow, an arch of colors, made by the sun shining through rain.

NINETY-FIRST STUDY.

EVENTS OF GOD.

The events of God are the works that make up the earth and heavens, and all the good that falls to the lot of man.

What is said of the events of God ?

Earth, dust ; the place on which plants, animals, and man live.

Is the *earth* the work of God ?

Heaven, lifted up ; the sky or place around the earth.

Sun, the shiner ; the body that lights the earth by day.

Moon, what directs ; the body that lights the earth by night.

Star, what steers ; a bright body that sparkles at night in the sky.

World, round, the earth ; also the universe.

Man, strong ; the race of thinking beings to which we belong ; God's image on earth.

Fall, a casting down ; the ruin of God's image in man by sin.

Gospel, good speaking ; good news from God to man as a sinner.

Daysman, the strength of day ; one who unites parties, as sinful man and offended God.

Peace, pressed down ; rest from every thing that troubles.

NINETY-SECOND STUDY.

LAST THINGS.

The old Saxons longed for Valhalla, and the great banquet-board on which the grisly boar was placed, circled with goblets formed of human skulls.

What was the old Saxons' wish at death ?

End, a point ; the close or last of any thing.

—*less* —

Grave, a place dug ; the place of the dead.

Court, a circuit ; a place of justice.

Doom, judgment ; sentence, or a fixed state of man.

Hell, a deep covered place ; the abode of the wicked.

—*ish* —

Heaven, lifted up, the high abode ; the house of God, angels, and saints.

—*ly, liness* —

NINETY-THIRD STUDY.

THE END OF THE SECOND PART.

The end of the Second Part of the Hand-Book of Anglo-Saxon Derivatives is reached. If we have passed through it carefully, we are now in possession of more than *five thousand words*. This is an interesting fact.

These five thousand words are to form the material of daily speech. They are known. We have seen them as they were taken apart, and learned the meaning and use of each part. We have also learned to put these parts together, and form whole words. In this way we have made some *four thousand* derivative words out of one thousand root-words and some *seventy* terminations, suffixes, and prefixes.

We began this work with the words of *home*, and when we paused we were busy with the words of *God* and *eternal things*.

CHAPTER XI,

THE BEGINNING OF WORDS.

WORDS, like all other things, have had a beginning. This is true of the *five thousand* Anglo-Saxon words which we have lately studied.

Dear Sir,

I have the honor to acknowledge the receipt of your letter of the 14th inst.

and in reply to inform you that the same has been forwarded to the proper authorities.

I am, Sir, very respectfully,
Your obedient servant,

J. H. [Name]

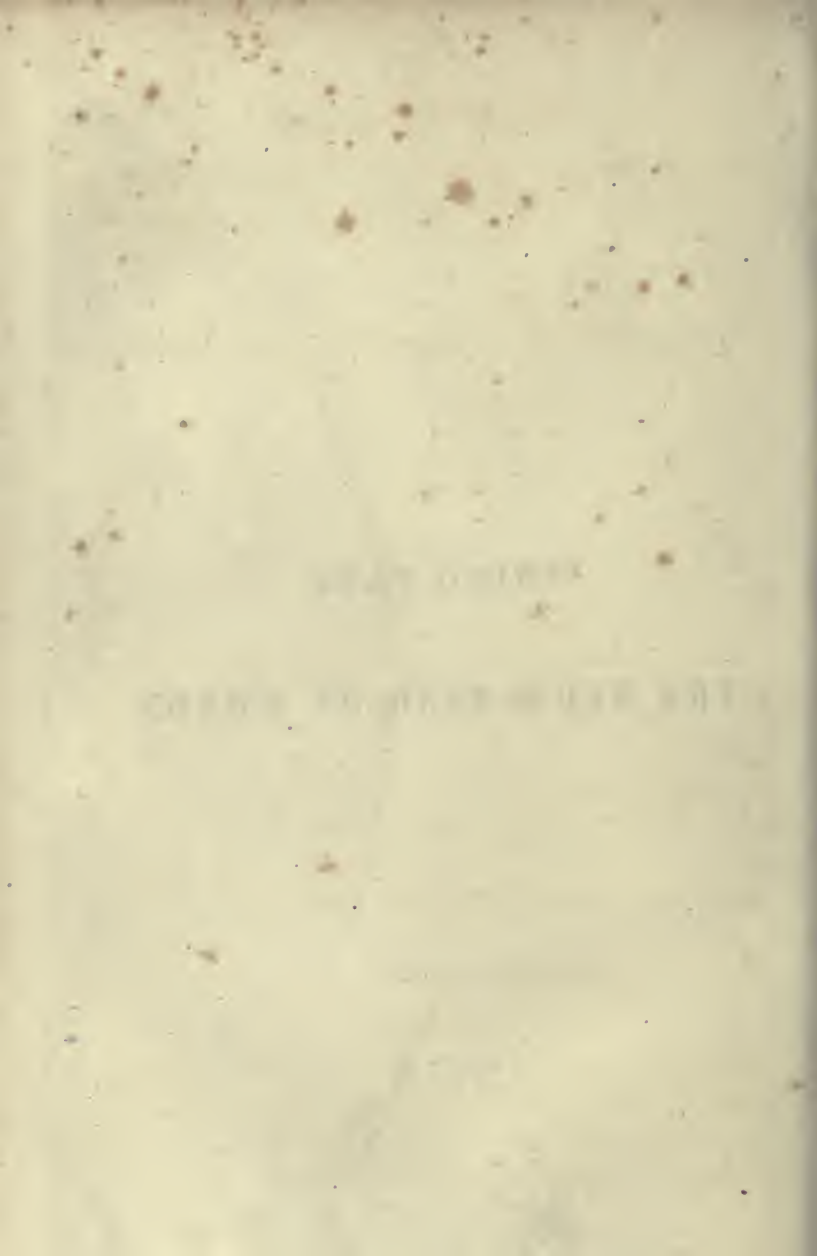
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THIRD PART.

THE BEGINNING OF WORDS.



THE BEGINNING OF WORDS.

CHAPTER XI.

THE BEGINNING OF WORDS.

WORDS, like all other things, have had a beginning. This is true of the *five thousand* Anglo-Saxon words which we have lately studied.

The *derivatives*, we know, had their origin in the root-words. *Godly*, for instance, is derived from the word *God*, by the addition of the suffix, *ly*. But whence is the origin of *God*, and all other root-words? This is a question of great interest and beauty. We propose to answer it in seeking the origin of words in the human body, the instrument from which the soul awakens words.

What is said of the beginning of words?

NINETY-FOURTH STUDY.

WORDS.

Words are well-known things. Some *five thousand* of them have been studied, and now form the greater part of our daily speech. Of these, about *one thousand* are root-words, and *four thousand* derivatives.

A *root-word*, it will be remembered, is one that gives rise to other words. Thus: man is a root-word, and gives rise to *manly*, *manliness*, *unmanly*, and others.

A *derivative word* is one that has its origin in a root-word. Fathers, *fatherly*, and *fatherland*, are derivative, and have their origin in the root-word, father, the feeder, or in feed.

But what is a word? The term, *word*, means that which becomes or passes. A word is the sound that passes from the lips, and is used as the sign of a thought. It is made on the organ of speech.

What is said of words?

NINETY-FIFTH STUDY.

THE ORGAN OF SPEECH

The organ of speech is the instrument by which we speak, and should be known. It is to language more than a piano is to music.

The organ of speech is made up of several parts. These are the *lips*, *teeth*, *tongue*, *palate*, *throat*, *larynx*, *windpipe*, and *lungs*. On this organ, we speak and sing. *It is the instrument of words.*

What is said of the organ of speech?

NINETY-SIXTH STUDY.

THE BODY AND WORDS.

The whole body has something to do with the making of words. It is the complete instrument of speech. Every part of it is clearly connected with the production of words.

The lips, for instance, help us to the words, *lip*, *sip*, and

sup; the lungs to *breathe*, *breath*, and *soul*; the hands to *hand*, *handle*, *haft*, and *held*; and the feet to *foot*, *step*, *steep*, *stand*, and *walk*.

What is said of the body and words?

NINETY-SEVENTH STUDY.

THE WORLD AND WORDS.

The world, as well as the body, has something to do with the making of words. Every thing without us helps us to make them.

Instances are at hand. The mother's voice gave us *pa* and *ma*, and many others. Brothers and sisters helped us to *dog*, *cat*, *chick*, and *moo*. The way was now clear. By a pleasing imitation, we began to pick up words from time to time as they dropped from the lips of those about us.

Other objects acted upon us, and led us to ask for their names; led us to ask for the words by which we could think aloud what we thought and wished. In this way: the fire led us to *burn* and *hot*; the dog to *bark*; the cat to *mew*; the hen to *cluck* and *cackle*; the cow to *low*; the horse to *neigh*; and the great heavens above us, to *sun*, *moon*, and *stars*.

What is said of the world and words?

NINETY-EIGHTH STUDY.

THE SOUL AND WORDS.

The soul has more to do with the making of words than every thing else. The piano makes no music without the musician, the organ of speech makes no words without the soul.

The organ of voice and body may be looked upon as the instrument of speech. It is the soul that uses this instrument and speaks. Every word is the soul thinking so as to be heard—an audible thought.

This may be made plain. Something is said that makes you very happy. It awakens a joyful feeling. You strike your hands together; and I hear the sound *clap*. I understand it. I have thought what it means, and say you *clap* me. So the soul picks up words from all things. So the soul thinks aloud in words.

What is said of the soul and words?

NINETY-NINTH STUDY.

THE BEGINNINGS OF WORDS.

All words came from the lips, but all words did not begin there. Some of them began in the motions of the hands; others in the action of the feet; some in breathing, and others in the action or rest of things in the world.

If we take now the *five thousand* Anglo-Saxon words that we have learned, and study them carefully, we will find that about *four thousand* of them have their beginnings in about *one thousand* root-words. But where do these begin? What is their origin?

This is to be sought in the *world*, the *human body*, the *organ of speech*, and, finally, the *soul*. These are the fountain-heads of speech.

What is said of the beginnings of words?

ONE HUNDREDTH STUDY.

THE NATURAL HISTORY OF WORDS.

Words, like every thing else, have had a beginning and a growth. This is their natural history.

The natural history of words is an account of their origin and growth.

An instance will make this plain. I take the word, *neighborly*, and wish to give you its natural history.

1. The word, *neighborly*, means like or becoming a neighbor. The *neighborly* dealing of the Samaritan was commended by Christ.

2. It is a derivative word, and is formed by the addition of the suffix, *ly*, to the compound root-word, *neighbor*.

3. The suffix, *ly*, is of Anglo-Saxon origin, and means like. It comes from the word, *lic*, which means smooth or even—a word that had its origin in the sense of touch.

4. The compound root-word, *neighbor*, is also of Anglo-Saxon origin, and means one who lives near another, or is friendly. It comes from the words, *neah*, meaning near or approaching, and *boor*, a countryman or farmer. This is not all. Where is their source? *Neah* arose from the sense of pressing or drawing. *Boor* comes from another word, the word, *bugian*, which means to inhabit or cultivate, and arose from the sense of firmness or strength.

This is a somewhat complete natural history of the word, *neighborly*. The young student will not make *his* natural histories of words as complete. He need only trace derivative words to their roots, and root-words to their natural sources. This, indeed, is done for him. His work is to

study and understand words in their beginnings. They will be found under *the parts of the body, the instrument of speech, or that which puts the body in action.* All the root-words will not be found under these heads. Many of them give rise to few derivatives. To insert these, would swell the work beyond its assigned limits, and answer no desirable end.

What is said of the *natural history* of words? Explain it by the word, *neighborly.* By some other word.

ONE HUNDRED AND FIRST STUDY.

MODEL FOR THE STUDY OF ANGLO-SAXON WORDS IN THEIR BEGINNINGS.

The study of Anglo-Saxon words in their beginnings may be made one of the most pleasing and useful exercises of the school-room. It may be made at once a *review* and an *analysis.*

The words, as may be seen at a glance, are arranged under their *natural sources.* All the words, for instance, that we have formed by the aid of the hands, are found under the hands. They are found there as root-words and derivatives, but without a meaning, and without a use.

How are they to be studied? This question we propose to answer.

1. *The root-words and derivatives are to be distinguished.* This is easily done, as the terminations, suffixes, and prefixes that form the derivatives, are printed in *italics.* By removing them, we have the root-words. Thus: *handy* is a derivative. By taking away the suffix, *y,* we have the root-word, *hand.*

2. *The primary and secondary meanings are to be given.*

This part of the exercise will test the child's practical knowledge of words. Let it be carefully performed. Let the *primary meaning* be insisted on. It is necessary in many cases, in order to understand the common meanings. As an instance, we refer to the word, *by*. Its primary meaning is *close*, or *near*. By remembering this, all its other meanings and uses are easily understood.

3. *The words are to be referred to their proper subjects, or the departments of life to which they belong.* This should be regarded as the chief part of the exercise. It is the true test of our knowledge of words. We find, for instance, the word, *like*, under hands. Why is it placed there? And to what department of life does it belong? It is placed under the hands, because it means what is *even* or *smooth*, by pressing with the organ where the sense of touch resides. It may be used in every department of life between things that have a resemblance; as, a *like* quantity; a *like* sweetness of voice; *like* weaknesses; *like* John the Baptist; *like* to agree with one another.

As another instance, we take the word, *gather*. It is found under the hands. Why is it placed there? And to what department does it belong? The word, *gather*, has for its first meaning, the sense of *binding* or *enclosing*. It is placed under the hands, because they are chiefly used for this purpose. The word belonged at first to *farming*, and was applied to fruits, cattle, and grains. It is used now in almost every department where things are to be collected and bound together, or enclosed. The mechanic *gathers* up his tools; the student *gathers* his thoughts; the seamstress *gathers* the folds of the dress, and the people *gather* themselves together to hear the Word of God.

This model, we trust, is plain and full enough to answer

the purpose for which it is given. The purpose is a worthy one, and should not be overlooked by the teacher or the child.

What is said of the study of Anglo-Saxon words in their *beginnings*? Repeat the model. The instances. Give an instance of your own.

CHAPTER XII.

THE HUMAN BODY.

The human body is the instrument on which the soul forms words, and by which, it thinks so as to be heard. We begin with it in grouping words according to their natural origin.

ONE HUNDRED AND SECOND STUDY.

THE ORGAN OF SPEECH.

The organ of speech may be regarded as the fount of words. If we look upon the whole body as the instrument, the organ of speech is the key-board.

What is said of the *organ of speech* as the source of words?

SPEECH, (*space*,) what is thrust out, or forth.

Speech, speak, spoke, spoken, unspoken, speechless, speaker, speaking.

LISP, (*wlisp*,) a sound formed between the tongue and teeth.

Lisps, lisped, lispings, lisper.

WORD, (*word or wyrd, from worden or weorthen, to become*,) what becomes, and then, the sound that passes from the lips.

Word, words, wordy, wordiness, wordless.

SING, (*singan*,) to urge, or strain.

Sing, sings, sang, sung, singer, singing, song, songster, songstress, unsung.

LIP, (*lippa*,) a border.

Lip, lips, lipless, lipped, lipping.

MOUTH, (*muth*,) an outlet.

Mouth, mouths, mouthless, mouthful, mouthed, mouthing.

TONGUE, (tung, tunga, or tunge,) a shoot, or projection.

Tongue, tongues, tongueless, tongued, tongueling, tongue-tied.

PIPE, (píp,) that pipes.

Pipe, pipes, piped, piping, piper.

ANSWER, (and, against, and swarian, to swear,) to give back, or return a word.

Answer, answers, answered, answering, answerer, unanswered.

MOURN, (muruan,) to murmur, or mutter to oneself.

Mourn, mourns, mourned, mourning, mournful, mournfully, mourner, mourners, unmourned.

RECK, (recan,) to strain, and then count and tell.

Reck, recks, reckless, recklessly, recklessness, recked, reckon, reckoned, reckoner, reckoning, reach, reached, reaching, retch.

CHIDE, (cidan,) to press as with words.

Chide, chides, chided, chiding, chidingly, chider, chid, chidden.

SAY, (saegan,) to throw, or thrust out.

Say, says, said, saying, unsaid.

BID, (biddan,) to drive out, or urge as the voice.

Bid, bids, bade, bidden, bidder, bidding, biddle, forbid, outbid, unbid, underbid, overbid, unforbidden.

BEQUEATH, (becwethan, from be and cwethan,) to thrust out; to say by will.

Bequeath, bequeaths, bequeathed, bequeathing, bequest, bequeather, bequeathing.

READ, (ráedan,) to go or urge forward.

Read, reads, read, reading, readable, reader, ready, riddle, unread.

SPELL, (spel,) that which is thrown out, or spilled.

Spell, spells, spell, spell-bound, spelled, speller, spelling, spelling-book.

GOSPEL, (god, strong and then good, and spell,) God-saying.

Gospel.

ONE HUNDRED AND THIRD STUDY.

THE SENSE OF HEARING.

The organ of speech would be useless without the sense of hearing. The ear guides speech in the production of sound, and gives us a fine group of words. They are imitations of natural sounds.

What is said of the sense of hearing?

SOUND, (son,) tone, or that which strains or stretches.

Sound, sounds, sound, sounded, sounding-board.

EAR, (eáre,) a shoot.

Ear, ears, earless, ear-ache, ear-lap, ear-drum, ear-drop.

HEAR, (hyran, hearan,) to lend, or turn the ear.

Hear, hears, hearing, hearer, heard, hearsay, hearken, hearkens, hearkened, hearkening, unheard.

CLOCK, (clucga,) that which clicks, or strikes.

Clock, clocks, clockmaker, clockwork, clock-case.

CLOCK, (cloccon,) to utter a sound as the hen.

Clock, clucks, clocking, cluck.

BELL, (bell,) what sounds out, or makes the sound of a bell.

Bell, bells, bellman, bellfounder, bellhanger, bellringer, bellrope.

COW, (cu,) what lows.

Cow, cows, cow-herd, cow-pen, cow-yard, cow-bell.

BULLOCK, (bulluca,) what bellows.

Bullock, bullocks.

SWINE, (swine,) what grunts.

Swine, swines, swinish, swinishly, swineherd, swine-bread, swine-cote, swine-pox.

FROG, (frogga,) cracked in voice.

Frog, frogs, froggy.

OWL, (oula,) howling.

Owl, owls, owlsh, owl-like, owl.

CROW, (craw,) the croaker.

Crow, crows, crow, crowed, crowing.

LARK, (laferc,) the singer.

Lark, larks, lark-spur, lark-like.

DOVE, (duna,) cooing.

Dove, doves, dove-like, dove-cot, dovelet, dove-tail, dove-tailing, dove-tailed.

GOOSE, (gos,) what cackles.

Goose, gosling, geese, gander.

WINTER, (winter, or wind,) the wind.

Winter, winters, wintry, winterless, winter, winters, wintered, wintering.

SLUMBER, (sluma,) to murmur in breathing.

Slumber, slumbers, slumbered, slumbering.

SNORE, (snora,) to make a sound with the nose in sleep.

Snore, snores, snored, snoring, snort, snorting.

WEEP, (wépan,) to cry out.

Weep, weeps, weeper, weeping, wept, whoop, whooping.

MOAN, (maenan,) to make a low sound.

Moan, moans, moaned, moaning, bemoan.

STUN, (stunian,) to strike by noise.

Stun, stuns, stunned, stunning.

SMACK, (smaccan,) noise made in tasting.

Smack, smacks, smacked, smacking.

SCREAM, (reomian,) to drive out, as voice.

Scream, screams, screamed, screaming, skirmish.

SIP, (sipan,) to make a sound in drawing in the lips.

Sip, sips, sipping, sipped, sup, soup, supper, sop.

SINGE, (saengan,) to crackle in scorching.

Singe, singes, singed, singeing.

DUN, (dyna,) to din or clamor.

Dun, duns, dunned, dunning.

RUSTLE, (hristlan,) to make quick sounds.

Rustle, rustles, rustled, rustling.

BELLOW, (bulgian,) to belch out sound.

Bellow, bellows, bellowed, bellowing.

LOW, (hleowan,) to cry out.

Low, lows, lowed, lowing.

BLEAT, (blaetan,) to make the noise of a sheep.

Bleat, bleats, bleating, bleater.

BARK, (beorcan,) to make a sharp snapping sound, as the dog.

Bark, barks, barked, barking.

WHINE, (wanian,) to squeak.

Whine, whines, whined, whining, whiner.

GREET, (gretan,) to cry out.

Greet, greets, greeted, greeting.

BRAY, (braean,) to make a grinding sound.

Bray, brays, brayed, braying.

ROAR, (rarian,) to make a long loud noise.

Roar, roars, roaring, roared.

HISS, (hyssian,) to make a hissing sound.

Hiss, hisses, hissed, hissing.

THUNDER, (thundar,) a clashing.

Thunder, thunders, thundering, thunder-clap, thunder-bolt, thunder-cloud.

ONE HUNDRED AND FOURTH STUDY.

THE SENSE OF SEEING.

This sense is the source of many of the finest words in our language,—words that are closely connected with the pleasures of life, the exercises of the mind, and the fine arts.

What is said of the sense of seeing as the source of words?

RED, (red,) glowing.

Red, redder, reddest, reddish, redness, ruddy, ruddiness, redden, reddens, reddened, reddening.

YELLOW, (gealew,) bright.

Yellow, yellower, yellowest, yellowish, gold, golden, gold-beater.

BLUE, (bleo, or bleoh,) a hue.

Blue, bluer, bluest, bluish, blueness, bluebird.

WHITE, (hwit,)

White, whiter, whitest, whiteness, whiten, whitened, whitening, white-wash.

BLACK, (blae,) waning, or pale.

Black, blacker, blackest, blackish, bleak, bleach, bleached, bleaching.

DARK, (deorc,) dusky, or black.

Dark, darker, darkest, darkish, darkly, darkness, darken, darkened, darkening.

WAN, (wan,) pale, or going down.

Wan, wanner, wannest, wanness, wane, waning, waned.

GREEN, (grene,) growing, as grass.

Green, greener, greenest, greenish, greenness, greenwood.

BROWN, (brun,) burnt.

Brown, browner, brownest, brownish, brownness, browning, browned.

GRAY, (grig,)

Gray, grayer, grayest, grayish, grayness.

COAL, (col, or coll,) blowing, or raging.

Coal, coals, collier, coal-pit, coal-fire, coal-gas.

FLINT, (flint,) what flashes.

Flint, flints, flinty, flint-stone.

GALL, (gealla,) yellow.

Gall, galls, gall-bladder, gall-stone.

SILVER, (seolfer.)

Silver, silvery, silver-ware, silver-smith.

GLASS, (glaes,) clear, green.

Glass, glassy, glasses, glaze, glazier, glazing, glazed.

BRASS, (braes,) bright.

Brass, brassy, brazen, brass-foundry, brazier.

SALLOW, (salig,) pale.

Sallow, sallowness.

SWAN, (swan,) white.

Swan, swans, swan-like.

FAIR, (faeger,) open, or clear.

Fair, fairer, fairest, fairness, fairly, unfair, unfairly.

FOAM, (faem,) that which smokes.

Foam, foamy, foamless, foaming.

WELKIN, (wolk,) cloud.

TIDE, (tidan,) to come, or to happen.

Tide, tides, tidy, tidesman, tidiness, tide-water, tidings, betide, betiding, betides.

BRIGHT, (beorht,) shining.

Bright, brighter, brightest, brightly, brightness.

LOOK, (locian,) to stretch forth as the eye.

Look, looks, looked, looking, looker, looking-glass.

BLINK, (blicán,) to glitter and twinkle.

Blink, blinks, blinked, blinking, blinker.

SEEK, (sécan,) to thrust out.

Seek, seeks, sought, seeker.

STARE, (starian,) to strain, stiff.

Stare, stares, staring, stared.

DYE, (deágan,) to color by dipping.

Dye, dyes, dyed, dyeing, dyer, dye-house.

BURN, (byrnan,) to rage.

Burn, burns, burning, burner, burning-glass, brand, brands.

SEE, (seon,) to strain, or stretch forward.

See, seeing, seer, saw.

SHOW, (sceáwian,) to look at.

Show, shows, showed, shown, showing, show-case, showy, showiness, showily, show-man.

GLISTEN, (glisnian,) to shine, or glow.

Glisten, glistens, glistening, glistened.

RUST, (*rustian*,) to redden, or be red.

Rust, rusts, rusty, rusted, rusting, rustiness.

GLITTER, (*glitenan*,) to sparkle with light.

Glitter, glitters, glittering, glittered.

TWINKLE, (*twinclian*, or *wincian*,) to wink.

Twinkle, twinkles, twinkled, wink, winks, winking, winked, winker.

SNOW, (*snaw*,) a glistening.

Snow, snows, snowed, snowing, snowy, snow-storm, snow-bird, snow-shoe, snow-white.

FROST, (*frost*,) a shining.

Frost, frosts, frosty, frosted, frostiness, frost-work, frost-bitten.

DEW, (*dcaw*,) that which thaws.

Dew, dews, dewy, dew-drop, dew-lap, dew-point, bedew, bedews, bedewed, bedewing.

LIGHT, (*lht*,) a shooting.

Light, lights, lighting, lightsome, lightly, lighten, lightened, lightening, lightning.

ONE HUNDRED AND FIFTH STUDY.

THE SENSE OF TASTE.

By the use of the sense of taste, we get those words that stand for the *flavors* of things.

What is said of the sense of taste?

SWEET, (*swét*,) pleasing to the taste.

Sweet, sweeter, sweetest, sweeten, sweetens, sweetened, sweetly, sweetness.

SOUR, (*sur*, or *surig*,) that which turns.

Sour, sourer, sourest, sourly, sourness, sourish, sours, soured, souring, sour-croul.

SALT, (*salt*,) biting or pungent to the taste.

Salt, salter, saltest, salty, salts, saltiness, salted, salt-cellar.

ACID, (*accid*, or *eced*,) sharp, or biting.

Acid, acids, acidness.

PROVE, (*profeán*,) to try by the taste.

Prove, proves, proved, proving.

ONE HUNDRED AND SIXTH STUDY.

THE SENSE OF SMELL.

By the aid of the sense of smell, we form those words that stand for the *odors* of things.

What is said of the sense of smell?

SMELL, (smell,) to relax.

Smell, smells, smelled, smelt, smelling, smeller.

STINK, (stincan,) a smell.

Stink, stinks, stinking, stank, stunk, stench, stenchy.

ONE HUNDRED AND SEVENTH STUDY.

THE SENSE OF TOUCH.

The sense of touch aids the organ of speech in forming a large group of words,—words that stand for the sensations of *warmth*, *coldness*, *evenness*, *roughness*, and *form*.

What is said of the sense of touch?

WARM, (wearm,) glowing.

Warm, warms, warming, warmly, warmth, swarm, swarms, swarmed, swarming.

HOT, (hot,) rousing, or urging.

Hot, hotly, hotness, heat, heats, heating, heated.

COOL, (col,) blowing.

Cool, cooler, coolest, cools, cooled, cooling, coolness, cold, colder, coldest, coldly.

EVEN, (aefen,) pressed down, and then smooth.

Even, evener, evenest, evenness, uneven, unevenly, unevenness.

ROUGH, (hreoꝝ,) rugged, or ridged.

Rough, rougher, roughest, roughly, roughness, rug, rugged, ruggedly, ruggedness.

BRIER, (braer,) rough.

Brier, briers, briery.

THORN, (thorn,) rough, or pointed.

Thorn, thorns, thorny, thornless, thorn-bush, thorn-apple.

SMOOTH, (smethe,) soft, or tender.

Smooth, smoother, smoothest, smoothes, smoothed, smoothing, smoothly, smoothness.

END, (ende,) a point.

End, ends, ended, ending, endless, endlessly, unending.

SHRUB, (scrob,) rough.

Shrub, shrubs, shrubby, shrubbiness.

DESK, (disc,) what is flat.

Desk, desks, disc, dish, dishes, dished, dishing.

WET, (waet,) moist to the touch.

Wet, wetter, wettest, wetness, wets, wetting, wettish.

MEADOW, (maede, or maedewe,) low and wet land.

Mead, meadow, meadows, meadow-grass, meadow-lark.

CLAY, (claeg,) sticky.

Clay, clays, clayey.

LIME, (lim,) clammy.

Lime, limey, lime-stone, lime-kiln, slime, slimey.

LOAM, (laem,) smooth, or soft.

Loam, loamy, loamed, loaming.

OIL, (ael,) that which kindles.

Oil, oils, oily, oiled, oiling, unoiled, oiliness.

SUMMER, (sumer,) warm.

Summer, summers, summered, summering, summer-heat.

WIDE, (wid,) spread.

Wide, wider, widest, widely, wideness, widen, widens, widened, widening.

NARROW, (neara, or neah,) near or approaching.

Narrow, narrower, narrowest, narrowly, narrowness, narrows, narrowed, narrowing, nigh, nigher, nighest, nighly, nighness.

RIM, (rimia,) a ridge.

Rim, rims, rimmed.

BOAT, (bot,) a bag; a bottle.

Boat, boats, boating, boated, boatman.

MOUND, (mund,) raised.

Mounds.

BROW, (braew,) a ridge.

Brow, brows, browless, brow-beat, eyebrow.

BACK, (bac,) a ridge.

Back, backs, backed, backing.

BLAIN, (blegne,) a swelling.

Blains, *chilblains*.

DOUGH, (dah,) a tough mass.

Dough, doughy, *doughiness*.

SHARP, (scerp,) cutting.

Sharp, sharps, *sharped*, *sharpen*, *sharper*, *sharpest*, shear, shire, short, shortness, shears.

MELT, (meltan,) to soften.

Melt, melts, *melted*, *melting*, smelt, molten, smite, smites, smote, smitten.

WITHER, (gewitherod,) to become dry.

Wither, withers, *withered*, *withering*.

ONE HUNDRED AND EIGHTH STUDY.

THE HANDS.

The hands aid the organ of speech in forming a fine collection of words—words closely connected with the active pursuits of life.

What is said of the hands in connection with words?

HAND, (hand,) that which seizes.

Hand, hands, *handed*, *handle*, *handy*, *handing*, *hand-book*.

FINGER, (finger,) that which takes or touches.

Finger, fingers, *fingered*, *fingering*, *finger-post*.

HOLD, (healdan,) to press.

Hold, holds, *holding*, held, holder, holden, *behold*, *beholds*, *beholding*, *beheld*.

MOW, (máwau,) to cut off.

Mow, mows, *mown*, *mower*, *mowing*.

PLOUGH, (ploge,) that which thrusts.

Plough, ploughs, *ploughed*, *ploughing*, *plough-man*, *plough-share*, *plougher*.

HUNT, (huntian,) to rush.

Hunt, hunts, *hunted*, *hunting*, hunter, *hunterman*.

MILL, (miln,) made or set; also that which grinds or softens.

Mill, mills, miller, *milled*, *milling*, *mill-dam*, *mill-cog*, *mill-pond*.

BUY, (bygan,) to buy, or own by paying something.

Buy, buys, *buying*, buyer, *bought*, *boughten*.

SELL, (selan,) to send to, or deliver.

Sell, sells, seller, *selling*, *sold*, *unsold*.

HAMMER, (hamer,) the beater.

Hammer, hammers, *hammering*, *hammered*, *hammerer*.

SAW, (saga,) that which cuts.

Saw, saws, *sawed*, sawer, *sawing*, *saw-dust*, *saw-mill*, *saw-pit*.

PIN, (pin,) a shoot.

Pin, pins, *pinning*, *pinned*, pine, fin, *finy*, *pine-nut*.

SILK, (seolc,) that which is drawn out.

Silk, silks, *silky*, *silkeness*, *silken*, *silk-worm*.

ROPE, (rap,) that which binds.

Rope, ropes, *ropy*, *roped*, *roping*, *rope-ladder*, *rope-walk*, *rope-yarn*.

TONGS, (tong,) a shoot.

MILK, (melic,) what is got by stroking.

Milk, milky, milks, *milked*, *milking*, *milk-maid*, *milk-cow*.

BUTTER, (buter,) that which is made from milk by shaking or beating it, as in ancient times in skin bottles.

Butter, *buttery*, *butterless*, *butter-milk*.

MEAL, (mealewe,) broken, or soft.

Meal, *mealy*, *mealiness*, *meal-time*.

YARD, (geard,) a shoot, or rod.

Yard, yards, *yard-measure*.

SOW, (sawan,) to scatter.

Sow, sows, *sowed*, *sown*, *sowing*, *sower*.

SEED, (saed,) that which is scattered.

Seed, seeds, *seedy*, *seediness*, *seed-time*, *seed-bud*.

THIN, (thinn,) stretched; little in extent from side to side.

Thin, *thinner*, *thinnest*, *thinly*, *thinness*.

THICK, (thic,) pressed together.

Thick, *thicker*, *thickest*, *thickly*, *thickness*, *thicken*, *thickens*, *thickened*, *thickening*.

CLAW, (claw,) sharp.

Claw, claws, *clawed*, *clawing*.

CLIFF, (clif, or cleof,) what is cleft.

Cliff, cliffs, *cliffy*.

DELS, (degle,) a cleft, or division.

Del, dells.

SHORE, (score,) cut off.

Shore, shores, *shoreless*.

BEAT, (beatan,) to strike.

Beat, beats, *beating*, *beaten*, *beater*, *abated*.

WREST, (wraestan,) to snatch, or twist.

Wrest, wrests, *wrested*, *wresting*, *wrestle*, *wrestled*, *wrestling*, *wrestler*.

COMB, (comb,) that which scrapes.

Comb, combs, *combed*, *combing*, *uncombed*.

BRITTLE, (brytan,) breaking.

Brittle, brittle, *brittlest*, *brittleness*.

CREEP, (creopan,) to crawl.

Creep, creeps, *crept*, *creeping*.

GRIPE, (gripan,) a seizing.

Gripe, gripes, *griped*, *grip*, *grips*, *gripped*, *gripping*, *grobe*, *gropes*, *groped*.

WRITE, (writan,) to smear.

Write, writes, *wrote*, *written*, *writing*, *writer*, *writing-book*, *writing-master*.

CLIMB, (climan,) to go up by the use of the hands.

Climb, climbs, *climber*, *climbing*, *climbed*, *clamber*.

CLUTCH, (laeccan,) to seize.

Clutch, clutches, *clutched*, *clutching*.

STRIKE, (stricán,) to touch, or stretch; to give a blow

Strike, strikes, *striking*, *stroke*, *strokes*, *stroked*, *stroking*, *strucken*, *striker*, *streak*, *streaks*, *streaked*.

HAVE, (habban,) to hold, or seize.

Have, has, *had*, *having*.

LIKE, (lic, or lician,) even or smooth by pressing.

Like, likes, *likely*, *likeness*, *unlikely*, *likelihood*, *liked*, *liking*, *lick*, *licking*, *licks*, *licked*.

SLAY, (slaegan,) to lay on, or strike.

Slay, slays, *slew*, *slain*, *slayer*, *slaying*.

THROW, (throwan,) to twist and revolve.

Throw, throws, *threw*, *thrown*, *throwing*, *thrower*.

GATHER, (gaderian,) to bind.

Gather, gathers, *gathering*, *gatherer*, *gathered*, *ungathered*.

SUNDER, (sundrian,) to part, or divide.

Sunder, sunders, *sundered*, *sundering*, *sundry*.

DRILL, (thirlian,) to turn and wind.

Drill, drills, *driller*, *drilling*, *drilled*, *drill-bow*.

CLEAVE, (cleofían,) to separate.

Cleave, cleaves, cleft, cleaved, clave, cleaving, cloven, unclesf.

EARN, (earnian,) to strive; to advance.

Earn, earns, earning, earned.

ONE HUNDRED AND NINTH STUDY.

THE FEET.

The feet, as members of the body, aid the organ of speech in forming a small but interesting group of words.

What is said of the feet?

FOOT, (fot,) that which treads.

Foot, feet, footing, footed, two-footed, footless, foot-man, foot-hold, foot-path.

STEP, (steppan,) to stretch, or extend.

Step, steps, stepped, stepping, stepper, mis-step, over-step, over-steps, over-stepped, over-stepping.

STEEP, (steap,) that which is high, or stretches out.

Steep, steeper, steepest, steepness.

ROAD, (rad,) a way, or going. (See Ready.)

Road, roads, road-way.

RUN, (rennan,) to rush.

Run, runs, ran, running, runner, run-away.

HALT, (healt,) to hold upon the step.

Halt, halts, halted, halting, halter.

SPRING, (springan,) to leap.

Spring, springs, sprang, sprung, springing.

LIMP, (limp,) to walk as if lame.

Limp, limps, limping, limper

HOP, (hoppan,) to hobble.

Hop, hops, hopping, hopped, hopper.

ONE HUNDRED AND TENTH STUDY.

THE MUSCLES.

The muscles are bundles of fibres, and act by drawing or stretching. In this way, they move the body and its various parts. They also assist us to gain a knowledge of the world, and aid the organ of speech in furnishing us with a numerous and useful group of words. For convenience, we divide these words into different classes.

What is said of the muscles?

WORDS THAT MARK GOING OR MOVING.

Go, (*gán*,) to pass, or bear the body along.

Go, goes, going, gone.

Do, (*dón*,) to urge, or be able.

Do, does, doing, did, done, dost, doer, undone, undoing, overdone.

BEAR, (*báeran*, or *báer*,) to bring forth, or yield as fruit.

Bear, bears, bearing, bore, born, bearer, bairn, unborn.

MOOD, (*mód*,) mind, or spirit.

Mood, moody, moodiness, moodily.

BOIL.

Boil, boils, boiled, boiling, boiler.

COOK, (*gecócnian*,) to boil, or prepare food by boiling.

Cook, cooks, cooked, cooking, uncooked.

WATCH, (*wacian*,) to wake, or move.

Watch, watches, watched, watching, watchful, watchfulness, watchers, watchless, watch-maker, unwatched.

BRIDGE, (*bric*, or *bryeg*,) that which bears up.

Bridge, bridges, bridged, bridging, unbridged, bridgeless.

BIER, (*báer*,) that which bears.

Bier, biers, bier-cloth.

CART, (*cræet*,) what runs.

Cart, carts, carted, carting, car, cars, carry, carries, carrying, carman, cart horse, crate, crates.

WAGON, (*wáegan*, or *waeg*,) a way, or that which bears or runs.

Wagon, wagons, wagoner, wagon-pole, wagon-tongue.

WHEEL, (*hweol*,) that which turns, or is round.

Wheel, wheels, wheeled, wheeling, wheel-barrow.

BARROW, (*berewe*,) that which bears, or runs.

Barrow, barrows, hand-barrow, wheel-barrow.

SAIL, (*segel*,) that which flies.

Sail, sails, sailed, sailing, sailor, sail-yard.

SLING, (*slingan*,) that which is swung.

Sling, slings, slinging, slung, slinger.

COURT, (*curt*,) that which goes round.

Court, courts, courted, courting, courtship, courtly, court-house, court-yard.

CRADLE, (*cradel*,) a rocking, or shaking.

Cradle, cradles, cradling, cradled.

GOAT, (*gáet*, or *gat*,) that which goes.

Goat, goats, goatish, goat-herd.

LAMB, (*lamb*,) that which skips.

Lamb, lambs, lambkin, lamblike.

WHALE, (*hwael*,) the roller.

Whale, whales, whale-bone, whaling.

FOWL, (*fugel*,) that which flies.

Fowl, fowler, fowling, fowling-piece, water-fowl.

FRESH, (*ferse*,) lively.

Fresh, fresher, freshest, freshly, freshen, freshening, freshman, freshness.

WILD, (*wild*, or *willan*,) roving, or following its own will.

Wild, wilder, wildest, wildly, wildness, wild, wilderness, bewilder, bewilders, bewildering, bewildered.

READY, (*raed*, or *rád*,) a going.

Ready, readier, readiest, readiness, ride, riddle, rode, road, riding.

QUICK, (*ewic*,) lively.

Quick, quicker, quickest, quickly, quickness, quicken, quickens, quickened, quickening.

MERRY, (*mirig*,) brisk.

Merry, merrier, merriest, merrily, merriness.

BOLD, (*báld*,) forward.

Bold, bolder, boldest, boldness, boldly, Baldwin.

BEGIN, (*beginnan*,) to go in, or stretch forward.

Begin, begins, began, begun, beginner.

GLIDE, (glidan,) to go gently, or slip.

Glide, glides, glided, gliding, glider, glidingly.

WONDER, (wunder, or windor,) a turning.

Wonder, wonders, wondered, wondering, wonderful, wonderfully.

SHUN, (scunsán,) to go from, or avoid.

Shun, shuns, shunned, shunning.

TURN, (turnian,) to move as in a circle.

Turn, turns, turner, turned, turning, turning-lathe.

WEND, (wendan,) to turn or wind.

Wend, wends, wended, wending.

WIND, (windan, or wind,) moving, or turning about.

Wind, winds, wound, winding, wind, winter, wintry, winters, wintered, wintriness.

WHIRL, (hwyrfan,) to turn quickly, or run.

Whirl, whirls, whirled, whirling, whirlpool.

FISH, (fisc,) that which is lively.

Fish, fisher, fishes, fishing, fished, fishy, fisherman, fishing-boat.

WAVE, (waga, or wafian,) a going, or moving.

Wave, waves, waving, waver, wavy, wag, wagon.

ONE HUNDRED AND ELEVENTH STUDY.

MUSCLES, CONTINUED.

WORDS THAT MARK DRAWING OR TAKING, AS TO ONESELF.

LATE, (laet, or láetan,) hindered, or drawn out.

Late, later, latest, lateness, lately, last, lasts, lasted, lasting, lastly.

DRAG, (dragan,) to draw along.

Drag, drags, dragged, dragging, draggie, draggling, dragged, drag-net, dray.

LADDER, (hlaeder,) a leader, or that which leads.

Ladder, ladders, rope-ladder.

LADE, (ladan,) to throw, or toss.

Lade, load, lades, laded, ladle, lading.

TEACH, (taecan,) to lead, or draw out.

Teach, teaches, teacher, teachers, teaching, taught, untaught.

MIND, (gemind,) reaching, and then possessing.

Mind, minds, mindful, minded, minding, unmindful.

MOON, (*mona*,) that which directs.

Moon, moons, moon-*struck*.

STAR, (*steorra*,) that which steers.

Star, stars, starry, starless, star-gazer.

SNAKE, (*snaca*, or *snacce*,) that which creeps.

Snake, snakes, snaky, snake-root, sneak, sneaking, sneaked, sneakish, sneakingly, snail, snails.

WORM, (*wyrm*,) winding.

Worm, worms, wormy, swarm, swarmed, swarming.

DREAD, (*dreaded*,) a trembling, or drawing in.

Dread, dreads, dreaded, dreading, dreadful.

TOUGH, (*toh*,) that which sticks, or adheres.

Tough, tougher, toughest, toughly, toughness.

LEAD, (*læden*,) to draw out.

Lead, leads, led, leading, leader.

PULL, (*pullian*,) to drag, or haul.

Pull, pulls, pulling, pulled, pulley.

SPIN, (*spinan*,) to draw out.

Spin, spins, spinning, spun, spinning-top.

DRENCH, (*drencean*,) to soak, or drink in.

Drench, drenches, drenched, drown, drowns, drowned, drowning.

DRINK, (*drinean*,) to draw in.

Drink, drinks, drinking, drunk, drank, drinker, drinking-glass.

SIGH, (*sican*,) to draw in the breath heavily.

Sigh, sighs, sighed, sighing.

SUCK, (*sucan*,) to draw also in.

Suck, sucks, sucked, sucking, sucker.

ONE HUNDRED AND TWELFTH STUDY.

MUSCLES, CONTINUED.

WORDS THAT MARK STRETCHING OR GIVING.

STRETCH, (*strecan*,) to draw, or reach out.

Stretch, stretches, stretching, stretched, outstretch, outstretched.

RIGHT, (*riht*,) that which is strained, or stretched.

Right, rights, righted, righting, rightful, rightly, rightfulness, right-hand, right-angle.

REACH, (racan,) to stretch, or strain forward.

Reach, reaches, reaching, reacher, reached.

PLAY, (pleyan,) to bend, or stretch out.

Play, plays, playing, played, player, play-day, playful, play-thing.

PAIN, (pin,) labor, or straining.

Pain, pains, painful, painfully, painless, paining.

ACHE, (ace,) a pressing.

Ache, aches, ached, aching, tooth-ache, head-ache.

SICK, (seoc,) loathing.

Sick, sicker, sickest, sickness, sickly, sicken, sickens, sickening, sickened, unsickly.

BELT, (belt,) what is drawn around.

Belt, belts, belted, belting.

Bed, (bed,) a spread.

Bed, beds, bedding, bedded, bed-room.

ROOF, (rof,) a cover, or that which is drawn over.

Roof, roofs, roofing, roofer, roofed.

SHEET, (sceat,) a cloth, or cover.

Sheet, sheets, sheeting, sheet-anchor, sheet-lead.

MOAN, (maenan,) to throw out, or stretch forward.

Moan, moans, moaning, moaningly, bemoan, bemoans, bemoaned, bemoaning.

GAPE, (geapan,) to tear open.

Gape, gapes, gaping, gaped.

LOOK, (locian,) to stretch forth, or forward.

Look, looks, looked, looking.

WISH, (wiscan,) to long for, or reach forth.

Wish, wishes, wished, wishing.

SEND, (sendan,) to urge, or press forward.

Send, sends, sent, sending, mis-sent.

LIST, (lystan,) to stretch to.

List, listen, listening, listless, listlessly, listener, lust, lusts.

GIVE, (gifan,) to send to, or grant.

Give, gives, giving, gave, given, giver, forgive, forgives, forgiving, forgiven, misgive, misgives, misgiving.

WORK, (weorcan,) to strive, or strain.

Work, works, worked, working, worker, working-man, wrought.

WAR, (waer,) to urge against.

War, wars, warring, warred, warrior.

- LIE**, (lig, or ligan,) to throw down.
Lie, lies, *lying*, *lied*, *liar*.
- METE**, (métan,) to reach to.
Mete, metes, *meted*, *meting*.
- TIE**, (tigan,) to stretch and bind.
Tie, ties, *tying*, *tied*, *untie*, *untied*, *untying*.
- BOARD**, (bord,) open, or spread.
Board, boards, *boarder*, *boarded*, *boarding*, *weather-board*, *broad*, *broader*.
- SIDE**, (side,) drawn out.
Side, sides, *sided*, *siding*, *one-sided*, *side-ways*.
- WING**, (wing,) side, or that which is drawn out.
Wing, wings, *winging*, *winged*, *wingless*.
- KEEL**, (ceale,) stretched out.
Keel, keels, *keeling*, *keeler*, *keel-boat*.
- REED**, (reod,) a shoot.
Reed, reeds, *reedy*.
- RIDGE**, (rig,) stretched out.
Ridge, ridges, *ridgy*.
- BAY**, (bugan,) what is bent.
Bay, bays, *bight*, *bow*, *bugle*, *bows*, *bowed*.
- HALL**, (heal,) a tent, or that which is drawn over.
Hall, halls, *hall-door*.
- COCK**, (eoc,) that which shoots.
Cock, cocks, *chicken*, *chickens*, *cock-crowing*.
- HOUND**, (hund,) fawning.
Hound, hounds, *grey-hound*, *blood-hound*.
- EARN**, (earnian,) striving, or urging forward.
Earn, earns, *earning*, *earned*, *earnest*, *earnestly*, *earnestness*, *yearn*, *yearns*, *yearning*, *yearned*.
- FIGHT**, (feohtan,) to fetch a blow.
Fight, fights, *fought*, *fighting*, *fighter*.
- PAN**, (panna,) spread out.
Pan, pans, *pan-cake*, *dish-pan*.
- DISH**, (dise,) something flat.
Dish, dishes, *desk*, *desks*.
- FEEL**, (felan,) to touch.
Feel, feels, *feeling*, *felt*, *feeler*, *feelingly*, *unfeeling*, *unfeelingly*.

ONE HUNDRED AND THIRTEENTH STUDY.

MUSCLES, CONTINUED.

WORDS THAT MARK THRUSTING OR SHOOTING.

SHOOT, (*seeotan*,) to throw out.

Shoot, shoots, *shooting*, shot, shooter, *sharp-shooter*, *upshot*, *undershot*, *overshot*, *scud*, shout, *shuttle*.

ARROW, (*arewa*,) a shoot.

Arrow, arrows, arrowy, arrow-head.

STUFF, (*stofa*,) that which stuffs.

Stuff, stuffed, stuffing, stuffer.

TOOTH, (*toth*,) a shoot.

Tooth, teeth, toothed, toothless, toothing, tooth-ache, teeth.

SPROUT, (*spryttan*,) to throw, or push out.

◆ Sprout, sprouts, sprouted, sprouting, sprit, spirt, spirts, spirted.

EAR, (*eare*,) a shoot.

Ear, ears, earless, earing, eared.

WILLOW, (*welig*,) a twig, or shoot.

Willow, willows, weeping-willow.

RAM, (*ram*,) that which thrusts.

Ram, rams, rammed, ramming, battering-ram.

HORSE, (*hors*,) that which rushes.

Horse, horses, horse-race, horse-back, horse-block, horseman, horse-power

PEAK, (*peac*,) a point, thrust out.

Peak, peaks, peaky.

DITCH, (*dic*,) what is dug.

Ditch, ditches, dikes, dig, dug, digged, digging, digger.

KEEP, (*cepan*,) to stretch out and take.

Keep, keeps, kept, keeping, keeper.

FIRE, (*fyr*,) rushing, or raging.

Fire, fires, fired, firing, fireman, fire-place, fiery.

SPIT, (*spaetan*,) to cast out as spittle.

Spit, spits, spat, spitting, spitter, spit-fire.

LAUGH, (*hlihan*,) to thrust out as the lips.

Laugh, laughs, laughed, laughing, laughter.

LOATHE, (*lathian*,) to thrust away.

Loathe, loathes, loath, loathly, loth, loathsome, loathsomeness.

BREAK, (*bræcan*,) to strain, or drive away.

Break, breaks, breaking, broke, breaker, broken, brake, bray, breach, breech.

HUNT, (*huntian*,) to rush, or thrust.

Hunt, hunts, hunter, hunting, hunted, huntsman, fox-hunt.

WOUND, (*wund*,) to thrust, or stab.

Wound, wounds, wounded, wounding.

HURT, (*hyrt*,) to dash at.

Hurt, hurts, hurtful, hurtless, hurting, unhurt.

BRISTLE, (*brisl*,) to shoot up, or a shoot.

Bristle, bristles, bristled, bristling, bristly.

HAIL, (*haegel*,) a driving.

Hail, hails, hailed, hailing.

ONE HUNDRED AND FOURTEENTH STUDY.

MUSCLES, CONTINUED.

WORDS THAT MARK FIRM, OR RESISTING.

HARD, (*heard*,) pressed.

Hard, harder, hardest, hardness, hardly, harden, hardens, hardening, hardened.

SOFT, (*softe*,) yielding to the touch.

Soft, softness, softly, softer, softest, soften, softens, softened, softening, softish.

STRONG, (*strang*,) strained.

Strong, stronger, strongest, strongly, strength, string, strings, strung, stringless, unstrung.

BODY, (*bodig*,) that is firm, or resists pressure.

Body, bodies, bodied, bodying, bodiless.

FIST, (*fyst*, from *faest*,) fast, or firmly pressed.

Fist, fists, fast, faster, fastest, fastness, fasten, fastens, fastening, fastener.

KNUCKLE, (*enucl*,) a coupling.

Knuckle, knuckles, knuckled.

LATCH, (*laeccan*,) what catches, or fastens.

Latch, latches, latched, latching.

STEM, (*stemn*,) firm, or set.

Stem, stems, stemmed, stemming, stemless, stem-leaf.

STOVE, (*stofa*,) a fixed place.

Stove, stoves, stove-pipe.

MAST, (*maest*,) a stock; that which is firmly fixed.

Mast, masts, mastless, mast-head, *unmast*, *unmasted*.

HASP, (*haesp*,) a catch.

Hasp, hasps, hasped, *hasping*, *iron-hasp*.

KEY, (*caeg*,) that which shuts, or makes firm.

Key, keys, keyless, key-hole, key-stone.

BESOM, (*besm*,) bound twigs.

Besom, besoms.

IRON, (*iren*,) hard, or cutting.

Iron, iron-bound, iron-clay, irons, ironed, ironer, iron-foundry, iron-monger, iron-works.

SADDLE, (*sadel*,) a seat, or that which is set.

Saddle, saddles, saddle-tree, saddle-maker, saddler, saddlery.

STARCH, (*stearc*, *styrn*,) stiff, or firm.

Starch, starches, starched, starching, stark, stern, sternly, sternness.

STAG, (*stican*,) firm, or set.

Stag, stags, stick, sticks, stock, stuck, sticking.

MIGHT, (*might*,) striving.

Might, mighty, mightiness, mightily, mightier, mightiest, almighty.

STONE, (*stan*,) firm, or resisting.

Stone, stones, stony, stoniness, stoned, stoning.

HEMP, (*henep*,) binding.

Hemp, hemp-nettle.

HOLLY, (*holegn*,) hard.

Holly.

CLAM, (*claemian*,) binding.

Clam, clammy, clamminess.

STEADY, (*stedig*,) settled.

Steady, steadiness, steadier, steadiest.

KIND, (*cyn*, or *cunnan*,) to strain and become able, or know.

Kind, kinder, kindest, kindly, kindness, unkind, kin, kindred.

ONE HUNDRED AND FIFTEENTH STUDY.

MUSCLES, CONTINUED.

WORDS THAT MARK FIRM OR STRONG,—RESISTING: CONTINUED.

KING, (cyning,) able or strong.

King, kings, *kingly*, *kingdom*, *kinglike*, *kingship*, *kingling*.

STUB, (steb,) fixed.

Stub, stubs, *stubly*, *stubborn*, stop, stops, *stopping*, *stopped*, *stopper*.

GOOD, (god,) strong, also good.

Good, *goodly*, *goodness*, *goodliness*, god, gods, *godly*, *godliness*, *ungodly*, *ungodliness*.

WILL, (willa,) fixed or set.

Will, wills, *willing*, *willed*, *willingness*, *willingly*, *unwilling*, *unwillingness*.

LAW, (lagu,) set or laid.

Law, laws, *lawful*, *lawfully*, *lawless*, *lawlessness*, *lawyer*, *unlawful*.

STAND, (standan,) to place or set firmly.

Stand, stands, *standing*, *standard*, *stand-point*, *stood*.

STOOL, (stol,) a seat, or something set.

Stool, stools, *stool-ball*.

HOOF, (hof,) horny, or firm.

Hoof, hoofs, *hoofed*.

TARGET, (targ,) what stops.

Target, targets, *targeted*, *targeteer*.

HORN, (horn,) a hard shoot.

Horn, horns, *horned*, *horning*, *horny*, *hornless*, *hunting-horn*.

WOOL, (wul,) pulled off.

Wool, woollen, woolly, *woolliness*, *woollen-fabrics*, *woollen-goods*, *woollen cloth*.

BEND, (bindan,) to string and bend.

Bind, binds, *binding*, *bind-weed*, *bound*.

CUP, (cupp, or cop,) a bending, or that which is bent.

Cup, cups, *cupped*, *cupping*.

DOOR, (dora,) a passage, or break.

Door, doors, *door-post*, *door-sill*, *door-way*,

SAP, (saep,) soft, or flowing.

Sap, saps, sappy, sappiness, sapless.

MOUTH, (muth,) an outlet.

Mouth, mouths, mouthed, mouthing.

FAN, (fann,) that which opens.

Fan, fans, fanning, fanned.

ACRE, (aeccer,) open or ploughed field.

Acre, acres, aced.

CRAFT, (craeft,) strength, and then skill.

Craft, crafty, craftiness.

CUNNING, (cunnan,) able, also knowing.

Cunning, cunningly, cunningness.

FOLD, (fealdan,) to set, or place.

Fold, folds, folded, folding, folder, unfold, unfolds, unfolded, unfolding.

ONE HUNDRED AND SIXTEENTH STUDY.

WORDS THAT MARK LIFTING, OR PRESSING DOWN.

LIFT, (hlifian,) to carry, or raise.

Lift, lifts, lifted, lifting.

HEAD, (heafd,) heaved, or lifted up.

Head, heads, heady, headed, heading, headless, heave, heaves, heaved, heaving.

HIGH, (hig,) lifted up.

High, higher, highest, highly, highness.

LEAF, (leafe,) a shoot, or that which is light.

Leaf, leafy, leafing, leafed, leafless, leaves.

EAST, (east,) rising up.

East, eastern, easterly, east-wind.

WEST, (west,) falling, or wasting.

West, westerly, western, west-wind, waste, wasted, wasting.

OPEN, (open,) lifted off.

Open, opens, opening, openly, openness, opened, unopened.

LOW, (loh,) laid down; a hollow pit.

Low, lower, lowest, lowly, lowness, lowermost.

NOON, (non,) up, or limit.

Noon, noon-tide, noon-day, high-noon.

NIGHT, (*niht*,) declining, or resting.

Night, nights, *nightly*, *night-time*, *night-watch*.

PEACE, (*país*,) to stop, or press down.

Peace, *peaceful*, *peacefulness*, *peacefully*, *peace-maker*.

BOLSTER, (*bolster*,) that which raises up.

Bolster, *bolsters*, *bolstered*, *bolstering*.

PILLOW, (*pyle*,) stuffed.

Pillow, *pillows*, *pillow-case*.

SILL, (*syl*,) that is laid down.

Sill, *sills*.

WHARF, (*hwarf*,) what is thrown out.

Wharf, *wharfage*, *wharves*.

GROUND, (*grund*,) that which is laid down; the bottom.

Ground, *grounds*, *groundless*, *grounded*, *grounding*.

FIELD, (*feld*,) thrown down, or cleared of wood.

Field, *fields*, *fieldless*.

HEAVY, (*heafig*,) heaved with labor.

Heavy, *heavier*, *heaviest*, *heavily*, *heaviness*.

BALLAST, (*batlast*,) a boat-load.

Ballast, *ballasted*, *ballasting*.

FELT, (*felt*,) to pull, or strip.

Felt, *felting*, *felted*, *felts*, *felt-maker*.

LOAD, (*lade*,) that which is thrown, or thrust in.

Load, *loads*, *loaded*, *loading*, *laden*.

SPARE, (*sparian*,) to spread, or press.

Spare, *spares*, *spared*, *sparing*, *unsparing*, *unsparingly*.

GLAD, (*glaed*,) lifted up.

Glad, *gladder*, *gladdest*, *gladden*, *gladdens*, *gladdened*, *gladdening*.

BLITHE, (*blith*, *blissian*,) gay and cheerful.

Blithe, *blither*, *blithest*, *blitheness*, *blithesome*, *blithely*, *bliss*, *blissful*,
bless, *blessed*.

GLEE, (*glie*,) sport.

Glee, *gleeful*, *gleesome*.

SORROW, (*sorg*, *sarig*,) a heaviness.

Sorrow, *sorrows*, *sorrowing*, *sorrowed*, *sorrowful*, *sorrowfulness*.

FEAR, (*faeran*,) a bearing down.

Fear, *fears*, *feared*, *fearing*, *fearful*, *fearless*, *fearlessly*, *fearfulness*.

TIPPET, (*taeppet*,) that which is narrowed, or pointed.

Tippet, *tippets*, *tape*, *tapes*, *taper*, *tape-line*.

- FOUL, (ful,) pressed.
 Foul, fouler, foulest, foully, foulness.
- DEAD, (deged,) falling, or sinking.
 Dead, deadly, deadliness, deaden, deadens, deadening, deadened.
- LEVEL, (laefel,) pressed down.
 Level, leveller, levellest, levels, levelled, levelling, unlevel.
- SIT, (sitan,) to cast down, or rest.
 Sit, sits, sitting, sat.
- RISE, (arisian,) to lift oneself.
 Rise, riser, rising, risen, arisen, rose, arose.
- BROOK, (brucan,) to chew, or press.
 Brook, brooks, brooked, brooking.
- WEARY, (werig,) heavy, or worn out.
 Weary, wearies, wearied, wearying, wearisome, wearisomeness.
- WEAVE, (wefan,) to throng, or press together.
 Weave, weaves, weaved, weaving, weaver, woven.
- QUELL, (cwellan,) to press down.
 Quell, quells, quelled, quelling.
- SET, (saetan,) to throw, or place.
 Set, sets, setting, setter.
- FALL, (feallan,) to pass, or throw down.
 Fall, falls, falling, fell.

ONE HUNDRED AND SEVENTEENTH STUDY

MUSCLES, CONTINUED.

WORDS THAT DENOTE LOOSENING OR RESTING.

- REST, (rest,) a lying down.
 Rest, rests, rested, resting, unrest, restless, restlessly.
- SLEEP, (slepan,) to rest, or relax.
 Sleep, sleeps, slept, sleepy, sleepless, sleepiness.
- CREED, (creda,) that on which we rest.
 Creed, creeds.
- TRUE, (treow,) closed, or made fast.
 True, truly, untrue, truth, truthful, truthfulness, truthfully.
- LOVE, (lufian,) a leaning on, or relaxing.

Love, loves, loved, loving, lovely, loveliness, unlovely, beloved, lovelier, loveliest.

SIN, (sin,) departing, or separating from.

Sin, sins, sinned, sinning, sinner, sinless.

TEAR, (tear,) that which bursts out.

Tear, tears, tearless, tearful.

BLOOD, (blod, bledan,) that which flows.

Blood, bloods, bloody, bloodless, bloodiness, bleed, bleeds, bled, bleeding.

WATER, (waeter,) that which flows.

Water, waters, watering, watered.

WASH, (waescan,) to clean or remove.

Wash, washes, washed, washing, unwashed.

FLAX, (fleax,) drooping.

Flax, flaxen.

LIQUOR, (loge,) flowing; also water.

Liquor, liquors.

TAR, (tare,) wasting, or flowing.

Tar.

LANK, (hlanca,) slack.

Lank, lanker, lankest, lankness.

OLD, (eald,) falling off.

Old, older, oldest, oldness, alderman, elder, eldest.

IDLE, (idel,) ceasing.

Idle, idler, idlest, idling, idled, idleness.

SPILL, (spillan,) to waste.

Spill, spills, spilling, spilt.

QUAIL, (cwellan,) to shrink, or sink away.

Quail, quails, quailed, quell, kill, kills, killed, killing.

DROP, (dropa, and dropan,) to fall or drip.

Drop, drops, dropping, dropped, eves-dropper, droop, droops, drooped, drooping, droopingly, drip, drips, dripped, dripping.

SLOW, (sla, or slag, from slacian,) to loose, or be dull.

Slow, slower, slowest, slowly, slack, slacker, slackest, slackness, sluggard, lag, lags, lagged, lagging.

SOON, (sona,) early.

Soon, sooner, soonest.

SWOON, (aswunan, or wanian,) to fall away.

Swoon, swoons, swooned, swooning, wane, wanes, waned, waning.

ONE HUNDRED AND EIGHTEENTH STUDY.

THE ORGAN OF BREATHING.

The organ of breathing is closely connected with the expression of our thoughts and feelings, and helps us to those words that stand for the soul and life.

What is said of the organ of breathing?

BREATH, (breath,) vapor.

Breath, breathe, breathes, breathing, breathed, breathless.

SOUL, (sowel, sylf,) life or breath.

Soul, souls, soulless, self, myself, yourself.

GHOST, (gast,) air, or wind.

Ghost, ghosts, ghostly, ghostliness, aghast, ghastly, ghastliness, gas, gassy.

LIVE, (liban, or lifian,) to breath on.

Live, lives, lived, living, lively, livelier, liveliest, liveliness, alive, long-lived, life, lifeless.

ONE HUNDRED AND NINETEENTH STUDY.

THE COVERING OF THE BODY.

The need of covering or defending the body, led man to caves, woods, and to the manufacture of garments. From this need, arose a useful group of words.

What is said of the covering of the body and words?

CLOTH, (clath,) that which wraps, or covers the body.

Cloth, clothes, clothing, clothe, clothed, clothier, clad.

MANTLE, (maentel,) that which shuts, or closes around.

Mantle, mantles, mantled, mantling.

HAT, (haet,) head-cover.

Hat, hats, hatter, hatless, hatted.

GLOVE, (glof,) a cover.

Glove, gloves, *gloved, gloving, gloveless.*

HOSE, (hos,) a heel covering.

Hose, *hosier.*

SHOE, (seo,) that which is put on.

Shoe, shoes, *shoeless, shoe-maker, shod, shoe-string, shoe-black.*

SHROUD, (scrud,) clothing, or covering.

Shroud, shrouds, *shrouded, shrouding.*

SHEET, (sceat,) a cloth.

Sheet, sheets, *sheeting, sheetless.*

HOME, (ham,) a cover.

Home, homes, *homestead, hamlet, homesick, homely, homelier, homeless.*

HOUSE, (hus,) a covering, or defense.

House, houses, *housed, housing, houseless, unhoused, hut, husband, house-wife, husting.*

HOVEL, (hof,) an open house, or cave.

Hovel, hovels, *hovelled.*

SHED, (seed, or seedan,) that which defends.

Shed, sheds, *shedding, shade, shady, shadiness.*

COT, (cot,) something cut off for a cover.

Cot, cots, *cottage, cotter.*

TOWN, (tun,) a fortified hill.

Town, towns, *townish, town-hall.*

SKIN, (scin,) a covering.

Skin, skins, *skinned, skinning, skinny, skinless.*

HIDE, (hyd, or hydan,) that which covers.

Hide, hides, *hide-bound, hiding, hiding-place.* Hood and hat are from this root.

SHIELD, (scyld,) a shoulder cover.

Shield, shields, *shielded, shielding, shieldless.* Shelter is likely from this root.

CAP, (caeppe,) end, or point.

Cap, caps, *capped.*

SHOULDER, (sculdre,) the shield-bearer.

Shoulder, shoulders, *shouldered, shouldering, shoulder-blade.*

PRIDE, (pryde,) adorned.

Pride, prides, *prided, priding, proud, prouder, proudest, proudly.*

PRETTY, (praeté,) adorned fitly.

Pretty, *prettier, prettiest, prettily.*

BURY, (burian,) to cover, or heap up.

Bury, buries, buried, unburied, burying, burying-place.

DECK, (gedecan,) to put on.

Deck, decks, decked, decking, undecked.

SWADDLE, (swathe,) a band, or cover.

Swaddle, swaddles, swaddled, swaddling-clothes, swath, swathe, swathes, swathed, swathing.

ROOF, (rof,) stretched over.

Roof, roofs, roofing, roofed, roofless.

PEN, (pinan,) to shut up, or cover.

Pen, pens, penned, penning.

WALLOW, (wealwian,) to roll in, and cover.

Wallow, wallows, wallowed, wallowing.

ONE HUNDRED AND TWENTIETH STUDY.

FOOD.

Food is one of the first wants of man, and aids him in forming some words.

What is said of food?

FOOD, (fod,) what feeds.

Food, feed, feeds, feeding, fed.

MEAT, (maete,) that which is eaten.

Meat, meats, meatless.

OATS, (ate,) darnel.

Oat, oats, oat-meal, oat-cake.

FARM, (fearn,) bread.

Farm, farms, farming, farmer.

DINE, (dynan,) to take the day meal.

Dine, dines, dined, dining, dinner, dinner-time.

CARVE, (ceorfan,) to cut in, or off.

Carve, carves, carver, carved, carving, carving-knife.

SOAK, (socian,) to suck in.

Soak, soaks, soaked, soaking.

SWOOP, (swupan, or swapan,) to fall on and take away.

Swoop, swoops, swooped, swooping, sweep, sweeps, swept, sweeper, swab. They all seem to be from the root of wipe.

CHAPTER XIII.

MAN.

MAN is a social being, and as such is made for speech. He furnishes us with many words.

What is said of man?

ONE HUNDRED AND TWENTY-FIRST STUDY.

MAN.

“Man is man only by the gift of speech.” In his form, growth, and social condition, he supplies us with some words.

What is said of man and words?

MAN, (*man*), a form or shape.

Man, men, manly, manlier, manliest, manhood, mans, manned, manful, manfully, unmanfully, manliness.

WOMEN, (*wifman*), source of man.

Woman, women, womanly, womanhood, unwomanly.

QUEEN, (*ewaen*), a woman.

Queen, queens, queenly.

KNIGHT, (*eniht*), a boy.

Knight, knights, knightly, knighthood, knighted, knighting.

SWAIN, (*swein*), a boy.

Swain, swains, swainish.

BOOR, (*gebur*), a rustic.

Boor, boors, boorish, boorishly.

BEAR, (*baeran*), to bring forth.

Bear, bears, bore, borne.

AIL, (*aglian*), to be in pain.

Ail, ails, ailed, ailing.

HALLOW, (*haligán*,) to make sound.

Hallow, hallows, *hallowing*, *hallowed*, *holy*, *holily*, *holiness*, *unholy*.

YAWN, (*geonan*,) to open, or gape.

Yawn, yawns, *yawned*, *yawning*.

BIDE, (*biden*,) to lodge.

Bide, bides, *biding*, *bided*, *abide*, *abode*, *abiding*.

ROUSE, (*hrysan*,) to shake, or stir up.

Rouse, rouses, *roused*, *rousing*, *arouse*, *aroused*, *arousing*.

HEAL, (*helan*, *walg*,) to make sound.

Heal, heals, *healing*, *healer*, *healed*, *health*, *healthy*, *healthiness*, *healthily*, *whole*, *wholesome*, *wholesomely*, *wholesomeness*, *unwholesome*.

QUAKE, (*swacian*,) to shake.

Quake, quakes, *quaker*, *quaked*, *quaking*, *earthquake*.

DEATH, (*death*,) a falling away.

Death, deaths, *deathly*, *deathliness*. These words are from the root of *dead*.

WISE, (*wise*,) reaching, or holding.

Wise, wiser, *wisest*, *wisely*, *wisdom*, *wizard*.

WICKED, (*wican*,) turning away.

Wicked, *wickedly*, *wickedness*.

ONE HUNDRED AND TWENTY-SECOND STUDY.

THE HOUSEHOLD.

The household is the first form of society, and in it, we gather up our first words.

What is said of the household and words?

WIFE, (*wif*,) one who weaves.

Wife, wives, *wifhood*, *wifeless*.

FATHER, (*faeder*,) one who feeds, or the feeder.

Father, fathers, *fatherly*, *fatherhood*.

MOTHER, (*moder*,) the source; i. e., of man.

Mother, mothers, *motherly*, *motherhood*, *step-mother*, *unmotherly*.

SON, (*sunu*,) light.

Son, sons, *sonship*, *sonless*.

DAUGHTER, (dohter,) grace.

Daughter, daughters, daughterly.

BROTHER, (brother,) one of a brood.

Brother, brothers, brotherly, brethren, brotherhood, unbrotherly.

SISTER, (sweoster,) kind.

Sister, sisters, sisterly, sisterhood.

KISS, (cyssan,) to fall to, or on.

Kiss, kisses, kissed, kissing.

STEWARD, (steward,) one who keeps a room, or place.

Steward, stewards, stewardship.

ASK, (ascian,) to press on.

Ask, asks, asked, asking, unasked.

MEET, (meten,) to fall to, or happen.

Meet, meets, met, meeting, meeting-house.

SCORCH, (scorcned,) to dry up,

Scorch, scorches, scorched, scorching.

CLEAN, (claene,) to remove.

Clean, cleans, cleanly, cleanse, cleaner, cleanest, cleanness, unclean.

SWEEP, (swapan,) to wipe. This is of the same class as *swoop*, which see.

WASH, (waescan,) to cleanse by water.

Wash, washes, washing, washed, unwashed, washer.

WIPE, (wipian,) to rub dry.

Wipe, wipes, wiping, wiped, wiper.

QUENCH, (cwencan,) to put out.

Quench, quenches, quenching, quenchless, unquenched.

FOSTER, (fostrian,) to give food, or nourish.

Foster, fosters, fostered, fostering, foster-father, foster-mother.

WARM, (wearm,) that which boils.

Warm, warmer, warmest, warms, warmed, warming. The word *swarm*, seems to be from this root.

RINSE, (rein,) to remove.

Rinse, rinses, rinsed, rinsing.

REAR, (reran,) to put up, or bring up.

Rear, rears, rearing, reared, uprear, upreared.

DEAR, (dear,) scarce, but most likely near.

Dear, dearer, dearest, dearness, dearly, darling.

ONE HUNDRED AND TWENTY-THIRD STUDY.

SOCIETY.

Different forms of society branch out from the household. The *Church* and the *State* are the chief ones, and supply us with the material of an important class of words.

What is said of society, and its connection with words?

FELLOW, (felaw,) one who follows.

Fellow, fellows, *fellowship*, *fellow-citizen*, *fellow-helper*. The word *follow* is allied to this root.

NEIGHBOR, (nehbur,) a near rustic.

Neighbor, *neighbors*, *neighboring*, *neighborly*, *unneighborly*.

YEOMAN, (gemaene,) common, or common people.

Yeoman, *yeomanry*, common, *commoner*, *commonly*, *commonness*, *uncommon*, *uncommonness*.

HENCHMAN, (hinc,) a serving-man.

Henchman, *henchmen*, *henchboy*.

HIRE, (hyran,) to hear, or obey.

Hire, hires, *hiring*, *hirer*, *hireling*.

FRIEND, (freond, or frigan,) one free, or ready.

Friend, friends, *friendly*, *unfriendly*, *friendship*, *befriend*, *befriends*, *befriended*, *befriending*, free, freer, freest, *freely*, *freedom*, *freed*, *freeing*.

BISHOP, (biscop,) an overseer.

Bishop, bishops, *bishopric*.

SHERIFF, (scir-gerefe,) a shire-holder, or count.

Sheriff, sheriffs, *sheriff-wick*.

CANON, a reed, or measure.

Canon, canons.

MONK, (monec,) one, or alone.

Monk, monks, *monkish*, *monkhood*.

NUN, (nunne,) not up, or mature.

Nun, nuns, *nunlike*.

PROVOST, (profost,) one placed before.

Provost, *provostship*.

PRIEST, (preost,) one who stands before.

Priest, priests, priestly, priesthood, priestcraft.

WORSHIP, (weorthscype,) the state of worthiness.

Worship, worships, worshipped, worshipping, worshipper, worshipful,
worth, worthy, worthier, worthiest, unworthy.

BOW, (bugan,) to bend as the body.

Bow, bows, bowed, bowing.

BET, (badian,) to give or take a pledge.

Bet, bets, betting, better.

GAIN, (gynan,) to gain, or own.

Gain, gains, gained, gaining, gainer.

HARBOR, (here-berga,) the station of an army.

Harbor, harbors, harbored, harboring.

LOSE, (losian,) to part and separate.

Lose, loses, loser, losing, loss, lost, loose, loosing, looser.

ONE HUNDRED AND TWENTY-FOURTH STUDY.

BUSINESS OF MAN.

The various pursuits of man have something to do with the formation of words that stand for the instruments and works which belong to them.

What is said of the businesses of man, and their connection with words!

BOX, (box,) what is close, or shut up.

Box, boxes, boxed, boxing.

CHEST, (cest,) a hamper.

Chest, chests.

WEIR, (waer,) an enclosure.

Weir, weirs.

RIPE, (ripe, gerip, or ripan,) what may be reaped.

Ripe, riper, ripest, ripeness, unripe, reap, reaps, reaping, reaped, reaper.

SWEAR, (swerian,) to swear, or answer.

Swear, swears, swearing, swore, sworn.

GRIND, (grindan,) to make smooth, or fine.

Grind, grinds, grinding. The words grit and grin, seem to be from the same root.

- KNIT, (*cnyttan*,) to unite in knots.
 Knit, knits, *knitting*, *knitter*.
- WHITTLE, (*hwitel*,) a knife.
 Whittle, whittles, *whittling*, *whittled*, *whittler*.
- HEM, (*hem*,) a border.
 Hem, hems, *hemmed*, *hemming*.
- SEW, (*siwian*,) to fasten, or stitch.
 Sew, sews, *sewing*, *sewed*, *sewer*, *sewing-machine*.
- STEER, (*steoran*,) to restrain and guide.
 Steer, steers, *steering*, *steerage*, *steered*.
- ROW, (*rowan*,) to sweep on.
 Row, rows, *rowing*, *rowed*, *rower*.
- TOIL, (*teolan*,) to strive, or strain.
 Toil, toils, *toiling*, *toiled*, *toilsome*, *toilsomeness*.
- WRECK, (*wraec*,) that which is cast, or driven.
 Wreck, wrecks, *wrecked*, *wrecking*, *wrecker*.
- SAIL, (*segel*,) a sail, or sign.
 Sail, sails, *sailing*, *sailed*, *sail-mast*.

ONE HUNDRED AND TWENTY-FIFTH STUDY.

BUSINESS OF MAN, CONTINUED.

- SWAMP, (*swam*,) a sponge, or fungus.
 Swamp, swamps, *swampy*, *swamped*, *swamping*, *swamp-ore*.
- TILL, (*tilian*,) to put in order.
 Till, tills, *tiller*, *tilling*, *tillage*, *tilled*, *untilled*.
- WEED, (*weod*, or *weodian*,) herb-grass.
 Weed, weeds, *weeding*, *wed*, *weedy*, *weediness*, *unwed*.
- MOW, (*mawan*,) to cut off.
 Mow, mows, *mowed*, *mown*, *mowing*, *mower*.
- FAN, (*fann*,) that opens, or spreads out.
 Fan, fans, *fanned*, *fanning*, *fanning-mill*.
- FRAME, (*fremman*,) to join, or unite firmly.
 Frame, frames, *framing*, *framed*, *framer*, *frameless*.
- BUILD, (*byldan*,) to set, or make.
 Build, builds, *built*, *building*, *builded*, *builder*.

BUY, (*bigan*, or *byegan*,) to get, or possess.

Buy, buys, buyer, buying, bought.

STORE, (*stor*, *storian*,) a hoard, or bulk.

Store, stores, stored, storing, store-room.

SELL, (*selan*,) to give, or grant.

Sell, sells, selling, seller, sold, *unsold*.

CUP, (*cop*,) that which is hollow, or holds.

Cup, cups, cupping, cupped.

GILD, (*gildan*, or *gyldan*,) to pay money, or a debt.

Gild, gilds, gilding, gilded, gilder, gilt.

REAR, (*raeran*,) to move, or erect.

Rear, rears, reared, rearing.

CHAPTER XIV.

THE WORLD.

THE earth and the heavens, as the two great divisions of the world, act upon the body of man, and help us to the names of things without us.

What is said of the world and of its relation to words?

ONE HUNDRED AND TWENTY-SIXTH STUDY.

THE EARTH.

The earth, in some of its bodies, acts upon our senses, and leads us to name it, and its qualities and actions. It aids the organ of speech in forming some words.

What is said of the earth as a body, and its connection with words?

EARTH, (*eard*, or *eorth*,) dust, or broken.

Earth, earths, earthing, earthen, earthy, earthiness, earthling, earth-born, hearth, hearth-stone.

HEATH, (haeth,) clinging plant.

Heath, heaths, heathy, heath-moor, heath-plain, heather, heath-cock, heathen, heathens, heathenish, heathenishness.

ISLAND, (ealand,) water and land.

Island, islands, islander.

ONE HUNDRED AND TWENTY-SEVENTH STUDY.

THE LAND.

Land, as the solid part of the earth, has a part in the formation of words.

What is said of land, and its relation to words?

LAND, (land,) what is spread.

Land, lands, landed, landing, landscape, land-flood, land-slip, land-holder, land-jobber, landless, landlord, landlady, land-lock, landsman, land-office, land-tax.

HILL, (hell,) what hides from view, or a heap.

Hill, hills, hilly, hillock, hilliness, hill-top, hilled, hilling, hill-side.

SWARD, (sweard,) skin, or covering.

Sward, swards, swarded, swardy.

LEDGE, (leger,) a layer.

Ledge, ledges, ledgy.

ONE HUNDRED AND TWENTY-EIGHTH STUDY.

THE WATER.

The water of the earth attracts attention and impresses the mind. It helps the organ of speech in forming some words.

What is said of water and its relation to words?

WATER, (waeter,) that which flows.

Water, waters, watering, watered, watery, water-bearer, water-course, water-drop, waterfall, waterman.

SEA, (*sac*.) a basin, or what is set.

Sea, seas, sea-board, sea-breeze, sea-coast.

STREAM, (*stream*.) a flowing course.

Stream, streams, streamed, streaming, streamlet, streamer, streamy.

FLOW, (*flowan*.) to go on.

Flow, flows, flowing, flowed.

THAW, (*thawan*.) to melt, or flow.

Thaw, thaws, thawed, thawing.

FLOOD, (*flod*.) a rushing flow.

Flood, floods, flooded, flooding, flood-gate.

DROWN, (*drencan*.) to overwhelm.

Drown, drowns, drowned, drowning. Drench is from the same root.

TIDE, (*tidan*.) to fall, or rush, and then happen.

Tide, tides, tideless, tide-gate, spring-tide, neap-tide, high-tide, low-tide.

BAY, (*byge, bugan*.) what is bent, an angle, or basin.

Bay, bays, bight.

CREEK, (*crecan*.) a notch, or break.

Creek, creeks, creeky.

ONE HUNDRED AND TWENTY-NINTH STUDY.

MINERALS.

Mineral bodies possess qualities that impress the senses and lead us to name them. They furnish some words.

What is said of minerals and words?

LEAD, (*laed*.) a mass, or what is heavy.

Lead, leaden, red-lead, white-lead.

STEEL, (*style*.) fixed, or hard.

Steel, steels, steeled, steel-clad, steely, steelyard.

SAND, (*sand*.) fine, or a mass of fine particles.

Sand, sandy, sanded, sanding, sand-hill.

ONE HUNDRED AND THIRTIETH STUDY.

PLANTS.

Plants, early in life, attract our notice by the agreeable impressions which they make upon the senses. In this way, they aid the organ of speech in shaping words that are names of their qualities and actions.

What is said of plants and words ?

BOOK, (*boc*,) bark, beech-bark.

Book, books, book-case, book-worm, book-binder, bookish, book-keeper.

LIMB, (*lim*,) a shoot, or branch.

Limb, limbs, limber, limberness.

GRASS, (*græs*, or *gaers*,) growing.

Grass, grassy, grass-land, grass-green.

GROW, (*growan*,) to swell, or increase.

Grow, grows, growing, grown, grower, growth.

IVY, (*ifig*,) growing over, or up.

Ivy, ivied.

LEAF, (*leafa*,) light, or lifted up.

Leaf, leaves, leafy, leafed, leafing, leafless, leaf-bud.

BLOSSOM, (*blosm*,) opened out.

Blossom, blossoms, blossomed, blossoming.

BLIGHT, (*blaectha*,) a scurf, or mildew.

Blight, blights, blighting, blighted, blightingly.

MILDEW, (*mildeaw*,) a heavy dew.

Mildew, mildews, mildewed, mildewing.

ONE HUNDRED AND THIRTY-FIRST STUDY.

ANIMALS.

The various divisions of animated nature contain objects of lively interest for the young mind. They awaken thought

and lead us to name them and their qualities. Animals assist us in forming words.

What is said of animals and their connection with words.

BIRD, (bird,) what is brought forth.

Bird, birds, *bird-cage*, *bird-like*, *birdseye*.

NAIL, (naegel,) a catch, or claw.

Nail, nails, *nailed*, *nailer*, *nailing*.

CLAW, (claw,) a foot-cleft.

Claw, claws, *clawed*, *clawing*, *clawless*.

FLAY, (flean,) to strip off.

Flay, flays, *flaying*, *flayed*.

TAME, (tamian,) to subdue.

Tame, tames, *taming*, *tamer*, *untamed*.

STRAY, (straegan,) to scatter, or spread.

Stray, strays, *straying*, *straggle*, *straggles*, *straggling*, *straggled*, *straggler*.

SKIN, (scin,) to take off, or peel.

Skin, skins, *skinning*, *skinned*, *skinless*.

SWIM, (swimman,) to pass through.

Swim, swims, *swimming*, *swam*, *swum*, *swimmingly*.

RUSH, (reosan,) to throw forward.

Rush, rushes, *rushing*, *rushed*.

WELTER, (waeltan,) to wallow.

Welter, welters, *welting*, *weltered*.

GRAZE, (grasian,) to rub against, or gnaw.

Graze, grazes, *grazed*, *grazing*, *grazier*.

LICK, (lician,) to rub, or smooth by pressing.

Lick, licks, *licked*, *licking*.

WORRY, (werig,) to shake, or tear.

Worry, worries, *worrying*, *worried*.

GRIN, (grinnian,) to set the teeth, or grind.

Grin, grins, *grinning*, *grinned*, *grinner*.

TEAR, (taeran,) to waste.

Tear, tears, *tearing*, *tore*, *torn*.

FLY, (fleogan,) to move, or flap the wings.

Fly, flies, *flying*, *flew*, *flown*.

TEEM, (tyman,) to bring forth, or swarm.

Teem, teems, *teeming*, *teemed*, *teemingly*.

FLUTTER, (floteran,) to waver, or flap.

Flutter, flutters, *fluttering*, *fluttered*.

ONE HUNDRED AND THIRTY-SECOND STUDY.

THE HEAVENS.

The heavens and the various objects which make up their greatness act powerfully upon the soul, and lead it forth to name and describe them. The heavens lend their aid in the formation of language.

What is said of the heavens and words?

HEAVEN, (heafen,) to heave, or be lifted up.

Heaven, heavens, heavenly, heavenliness.

SUN, (sunna,) the shiner.

Sun, suns, sunny, sun-light.

LIGHT, (liht,) a darting forth.

Light, lights, lighted, lighting, lighten, twilight, lightens, lightened, lightening.

DAY, (daeg, or dagian,) open, or dawning.

Day, days, day-time, day-light, daisy, dawn, dawns, dawned, dawning.

MOON, (mona,) the guider.

Moon, moons, moonless, moonlight.

SUNDAY, (sunna-daeg,) the sun's dawn, or day.

MONDAY, (mona-daeg,) the moon's dawn, or day.

TUESDAY, (tues-daeg,) Tuisco's dawn, or day.

WEDNESDAY, (wodens-daeg,) Woden's dawn, or day.

THURSDAY, (thor's-daeg,) Thor's dawn, or day.

FRIDAY, (frig-daeg,) Friga's dawn, or day.

SATURDAY, (saeter-daeg,) Saturn's dawn, or day.

MORN, (morne,) scattering.

Morn, morning, morning-time, morning-light.

WEATHER, (weder,) wind, or air.

Weather, weathers, weathered, weathering, weather-beaten, weather-cock.

DAZZLE, (dwaescan,) to dull, or extinguish.

Dazzle, dazzles, dazzled, dazzling, dazzlingly.

GLEAM, (gleam,) to shoot, or sparkle.

Gleam, gleams, gleaming, gleamed.

SPRINKLE, (*sprengan*,) to scatter.

Sprinkle, sprinkles, sprinkled, sprinkling.

SHADE, (*scad*, *scadan*,) to cut off, or shadow.

Shade, shades, shaded, shading, shady, shadow, shadows, shadowy.

SET, (*setan*,) to drive.

Set, sets, setting.

BLAST, (*blaest*,) a striking, or what is blown.

Blast, blasts, blasted, blasting.

BREEZE, (*briose*,) from the sound.

Breeze, breezy, breezes.

STORM, (*storm*,) a raging.

Storm, storms, stormy, storming, stormed, thunder-storm.

SHOWER, (*seur*,) a shivering, or shaking.

Shower, showers, showery, showering, showered.

ONE HUNDRED AND THIRTY-THIRD STUDY.

FORM.

The forms of objects are noticed early in life. They act upon the sense of touch and sight, and are named.

What is said of form and words?

SHAPE, (*sceapian*,) to form, or shape.

Shape, shapes, shaping, shaped, shapeless, ship, ships, shipped, shipping, shop, shops, shopping.

SHILLING, (*scill*, or *scillig*,) a shield coin; more likely, a certain weight.

Shilling, shillings.

DRAW, (*dragan*,) to move over.

Draw, draws, drawing, drew, drawn, draft, draftsman.

RIB, (*rib*,) side, border.

Rib, ribs, ribbing, ribbed.

WORLD, (*weorold*,) round.

World, worlds, worldly, worldliness.

ONE HUNDRED AND THIRTY-FOURTH STUDY.

QUANTITY.

As soon as the forms of things are noticed, the mind is prepared to receive impressions from their size or quantity, and form words to express these impressions. In this way, quantity enters into the making of words.

What is said of quantity here?

LONG, (long, or leng,) drawn out.

Long, longer, longest, length, lengthen, lengthens, lengthened, lengthening, lengthwise.

SIDE, (side,) drawn out.

Side, sides, sided, siding.

END, (end,) a point.

End, ends, endless, ended, unending.

SHORT, (sceort,) cut off.

Short, shortly, shorter, shortest, shortness, shorten, shortens, shortened, shortening.

THUMB, (thuma,) an inch.

Thumb, thumbs, thumbless, thumbed, thumbing.

LIVER, (lifer,) weight.

Liver, livers, livery, liveried, liver-wort.

BROAD, (brad,) open, or spread out.

Broad, broader, broadest, broad, nessboard.

SPADE, (spad,) broad.

Spade, spades, spading, spaded, spadeful.

LUNG, (lungen,) long.

Lung, lungs, lungless.

FARTHING, (feortha, or feorthing,) a fourth part.

Farthing, farthings.

SOME, (sum,) an amount.

Some, somehow, somewhat, somewhere, something.

ALL, (eal, or eall,) the whole.

All, *always*, also, *almighty*, *altogether*.

GREAT, (great,) increasing.

Great, *greater*, *greatest*, *greatly*, *greatness*, *great-seal*.

HALF, (half, or healf,) separated, or divided.

Half, *halfs*, *halve*, *halved*, *halving*, *half-way*.

WEIGH, (waeg, wagian,) a balance.

Weigh, *weighs*, *weighed*, *weight*, *weighing*, *wag*, *wags*, *wagged*, *wagging*.

DEAL, (daelan,) to separate, or part.

Deal, *deals*, *dealt*, *dealing*, *dealer*.

HEAP, (heap, heapian,) what is piled together.

Heap, *heaps*, *heaping*, *heaped*, *heaper*.

DWINDLE, (dwinan,) to fall away.

Dwindle, *dwindles*, *dwindled*, *dwindling*.

ONE HUNDRED AND THIRTY-FIFTH STUDY.

PLACE.

Place is brought into notice by the objects that occupy it, and in connection with them, has some part in forming words. In this way, it acts upon the senses and organ of speech.

What is said of place and its relation to words ?

ROOM, (ram,) place, or space.

Room, *rooms*, *roomy*, *roomless*, *roomed*, *rooming*, *roominess*.

STEAD, (sted,) a stand, or station.

Stead, *homestead*, *steady*, *steadier*, *steadiest*.

STERN, (steor and ern,) the stern-place.

Stern, *stern-board*, *sternmost*, *stern-post*, *stern-way*.

OAR, (ar,) over.

Oar, *oars*, *oared*, *oaring*, *oary*, *oar-footed*.

THROUGH, (thurh,) a door, open through.

Through, *throughout*, *thorough*, *thoroughly*, *thoroughness*, *thorough-fare*, *thorough-going*.

PIER, (*per, pere,*) through, or out.

Pier, piers.

HARBOR, (*here-berga,*) an army-station.

Harbor, harbors, *harborless*, *harborer*, *harbored*, *harboring*.

LAND, (*land,*) a clear place.

Land, lands, *landed*, *landing*, *landless*.

HELL, (*hell,*) a covered place.

Hell, *hellish*, *hell-pains*.

GRAVE, (*graef,*) a deep place dug.

Grave, graves, *grave-yard*, *grave-clothes*.

ONE HUNDRED AND THIRTY-SIXTH STUDY.

TIME.

Time is noticed in connection with events. As the objects without us become agents, and produce changes in each other, we get the notion of time in the **SUCCESSION** of these changes and also words.

What is said of time above?

TIME, (*tim,*) that which passes, or happens; succession.

Time, times, *timely*, *timed*, *timing*, *timeless*, *time-honored*, *time-piece*, *time-keeper*, *time-server*.

WINTER, (*winter, wind,*) the windy time.

Winter, winters, *wjentry*, *wintered*, *wintering*, wind, winds, *windy*, *windiness*.

SUMMER, (*sumer,*) the sun, or sun-time.

Summer, summers, *summering*, *summered*, *summer-time*, *summer-day*.

YEAR, (*gear,*) a circle, or run.

Year, years, *yearling*, *yearly*, *year-book*.

MONTH, (*monath, mona,*) the course, or run of the moon.

Moon, moons, *monthly*.

WATCH, (*waecca, or waecan,*) roving, or watching; time of watch.

Watch, watches, *watched*, *watcher*, *watchman*, *watchful*.

DAY, (*daeg, dagian,*) the dawn.

Day, days, *daily, day-time, day-break, day-book, dawn, dawns, dawned, dawning.*

WEEK, (*weoc,*) what is bound.

Week, weeks, *weekly, week-day, wake, wakes, waked, waking, wakeful.*

ONE HUNDRED AND THIRTY-SEVENTH STUDY.

RELATIONS OF THINGS IN PLACE AND TIME.

Things are related to each other in place and time. Their relations are noticed, and in this way, give rise to a group of small, but useful words.

What is said of the relations of things?

IN, (*in,*) enclosed, or a cave.

In, inner, *inmost, inward, inwardly, inside.*

OUT, (*ut,*) going forth, or beyond the enclosure.

Out, outer, *outward, outside, outwardly, outfit, outlaw, out-sleep.*

TO, (*to,*) towards, or going towards an object, or end.

To, *toward, to-day, together.*

OF, (*of,*) departing, or going from.

FROM, (*fram,*) past, or gone.

From, *fromward.*

AT, (*aet,*) present, or towards.

BY, (*be, or big,*) pressing, or close to.

By, *by-end, by-way, by-word, by-street.*

WITH, (*with,*) joining.

With, *within, without, withstand, withhold, withal.*

NIGH, (*neah,*) approaching, or close by.

Nigh, *nighly, nighness.*

NEAR, (*neara,*) next to, the comparative of *nigh.*

Near, *nearer, nearest, nearness.*

ABOUT, (*abutan,*) around, or on the outside,

ABOVE, (*abufan,*) over, or higher in place.

UNDER, (under, from *an* and *nether*,) on the lower side.

Under, *undermost*, *undergo*, *underlet*, *under-ground*.

DOWN, (dun,) dipping, or declining.

Down, *downward*.

UP, (up,) high, or raised up.

Up, *upper*, *uppermost*, *upward*, *upwardly*, *upbear*, *upset*.

FOR, (for, fore,) bearing, or instead of.

For, *forward*, *forgive*, *forget*, *forbear*, *forbid*.

THROUGH, (thurh,) passage, or door.

Through, *throughout*.

FORE, (fyr, faran,) before, or advanced

Fore, *before*, *foremost*, *former*, *formerly*.

FIRST, (first, or fyrst,) the superlative of fore.

First, *firstly*, *firstling*, *first-born*, *first-floor*, *first-rate*.

PRIME, (frum,) beginning, or first opening.

Prime, *primely*, *primeness*, *prime-minister*.

ONE HUNDRED AND THIRTY-EIGHTH STUDY.

CONNECTION OF THINGS IN PLACE AND TIME.

Things are connected in place and time. We observe their connections, and by so doing, are enabled to form words that stand for connections.

What is said of the connections of things in forming words?

AND, (and,) giving, or adding to.

BUT, (butan, or bote.) It has two meanings, as it is taken from one or the other of these two roots. Taken from *butan*, it means, on the outside; and from *bote*, addition.

ELSE, (elles,) other, other one.

IF, (gif, gifan,) give, or grant. It is the imperative form of the verb, gifan, to give, or grant.

THOUGH, (theah,) grant. It is the imperative of a verb meaning to grant, or place.

Though, *although*.

LEST, (leas,) that which is less, or left to prevent.

OR, (other,) one more. It is a contraction of *other*.

SINCE, (siththan, which is from sithian,) to pass, or go forward.

SO, (swa,) set, or still; also, as.

STILL, (stillan,) to quiet, or place firmly.

THAN, (thenne,) set, or placed.

Than, then, thence, *thenceforth*, *thenceforward*.

THAT, (thaet,) setting, or placing.

TILL, (till,) the while, or coming to.

GET, (get, or gyt,) getting.

CHAPTER XV.

THE SOUL AND GOD.

THE body and the world could not produce a single word through their agency on the senses and organ of speech, without the soul and God. Words are audible or visible thoughts, and require mind in their production.

What is said of the soul and God here?

ONE HUNDRED AND THIRTY-NINTH STUDY.

THE SOUL.

The soul is the fount of words. The organ of speech and the body can only be regarded as the verbal instrument from which it awakens sound to make known its thoughts. The world, as far as it supplies objects, is to be looked upon as the material, and in some cases, the guide of speech.

What is said of the soul and words?

LIKE, (*lic*,) to stroke smoothly.

Like, likes, *liking*, *likeness*, *unlike*.

BELIEVE, (*geleaf*, or *geleafan*,) to leave with, or trust upon.

Believe, believes, belief, believer, *unbeliever*, leave, leaves, left, live, lives, *lived*, life, *lifeless*.

LEARN, (*leornian*,) to gather, to get knowledge.

Learn, learns, *learning*, *learned*, learner, *unlearn*.

DOOM, (*dom*,) judgment, or sentence.

Doom, dooms, *doomed*, *dooming*, *doomsday*.

THINK, (*thincan*,) to set in the mind.

Think, thinks, *thinking*, *thought*, *thoughtless*, *thoughtlessly*, *unthinking*.

KNOW, (*cnawan*,) to take and hold.

Know, knows, *knowing*, *knew*, *unknowing*, *unknowingly*.

HEED, (*hedan*,) to lend attention.

Heed, heeds, *heeding*, *heeded*, *heedless*, *heedlessly*.

TEACH, (*taecan*,) to point out.

Teach, teaches, *teaching*, *taught*, teacher, *untaught*.

SAME, (*same*,) put together.

Same, *sameness*.

The most of words belonging to the mind, of Anglo-Saxon origin, are to be found under the senses and muscular action, as they were received directly from those sources. The words given above, might, perhaps, be referred to the same sources, but we have placed them here, since the mind seems to be prominent in their formation.

ONE HUNDRED AND FORTIETH STUDY.

G O D.

GOD should be regarded as the Creator of words as well as of works. The Bible and reason support us in believing that He taught man at first, some words and their combinations, and so fitted the body and world to the soul, and the soul to them, as to make the after-growth of words a part of our life.

What is said of God and words?

MAKE, (macian,) to press, or urge, and then to form.

Make, makes, making, made, maker.

BLESS, (blessian,) to make happy, or blithe. It is from the root of blithe.

Bless, blesses, blessing, blessed.

CURSE, (cursian,) to bring evil.

Curse, curses, cursed, cursing.

ATONE, (aet, and an,) at one.

Atone, atones, atoned, atoning, atoner.

DAYSMAN, (daeg and man,) the man of the day or dawn, the umpire.

GOSPEL, (godspell,) god meaning good, in this case; and spell, a narration.

CHAPTER XVI.

THE END OF THE HAND-BOOK OF ANGLO-SAXON DERIVATIVES.

THE end of the Hand-Book of Anglo-Saxon Derivatives is at length reached. If we pause now, and review our course, we will find that we have added much to our knowledge of words.

FIRST PART.

The study of the FIRST PART made us acquainted with a great many things. It made us acquainted, for instance, with *words, letters, syllables, accent, spelling, articulation, enunciation, and pronunciation*. It made us also acquainted with some *seventy terminations, suffixes, and prefixes*, as the materials, with which we form Anglo-Saxon derivatives from Anglo-Saxon root-words.

SECOND PART.

In studying the SECOND PART, we learned how root-words grow into derivatives. We saw the growth, and were led to repeat it. This was easily learned, and as easily done.

It was done by the addition of one or more of the terminations, suffixes, or prefixes to a root-word. In this way, we formed some *four thousand words*, learned their meanings, and used them in making sentences. We did so, beginning with HOME, and going out to GOD, grouping derivative words under root-words, and both under the things which they represent in language. Let us recall an instance.

Home, a cover; the place where one lives.

Is *home* a dear place?

- s, more than one ——
- ly, like home; coarse,
- lier, more ——, or coarser.
- liest, most ——, or coarsest.
- lily, in a manner like ——
- liness, state of being ——
- ward, towards ——
- born, brought forth at ——
- bred, brought up at ——
- made, formed at ——
- built, shaped at ——
- spun, spun, or wrought at ——
- dwelling, living at ——
- sick, grieved for ——
- sickness, state of grieving for ——
- stead, the place of ——

THIRD PART.

The study of the THIRD PART led us to the BEGINNINGS of words. We heard them drop from the lips, and learned that they sprung from the *organ of speech* as it was used by the soul, and acted upon by the different parts of the body, and the various objects in the world.

We looked again at the *one thousand root-words* that we had studied in the FIRST HAND-BOOK. We looked at them in their ORIGIN, and some *four thousand derivatives* arose from

them. Root-words and derivatives now formed one group, and were found under those parts of the body or objects in the world that aided the organ of speech in forming them. Let us recall an instance: THE ORGAN OF BREATHING.

BREATH, (breath,) vapor.

Breath, breathe, breathes, breathing, breathed, breathless.

SOUL, (sowel, sylf,) life, or breath.

Soul, souls, soulless, self, myself, yourself.

GHOST, (gast,) air, or wind.

Ghost, ghosts, ghostly, ghostliness, aghast, ghastly, ghastliness, gas, gassy.

LIVE, (liban, or lifian,) to breathe on:

Live, lives, lived, living, lively, livelier, *vellest*, liveliness, alive, long-lived, life, lifeless.

Thus grouped, we studied them, pointing out their meanings, and the things to which they belong. The knowledge of this part was a test of our knowledge of the other two.

In addition to these things, we learned to compare our words with the old Anglo-Saxon root-words from which they sprang, and get a clearer view of their first or natural meanings. The ROOT-WORDS, it will be observed, are preserved to some extent distinct to the eye in all their derivatives, by being printed in Roman type, while the SUFFIXES and PREFIXES are printed in *italics*. In separating them in this way, we took most commonly the root-word as it appears in our present English, lest by marking only that of the old Anglo-Saxon, which appears in the derivatives, we should confuse the young student. Some of the root-words, we may add here, have been left out. This remark applies to those that have none, or few derivatives. Our plan has not been to give all the root-words that we have received from the Anglo-Saxon, but only those that enter largely into daily speech. The study of these in their derivatives

and natural beginnings, as they spring from the organ of speech used by the soul, and influenced by the bodily organs and the objects in the world, will prepare the child to study and understand the others as he needs them, or as they occur in his reading.

Into how many parts is the Hand-Book of Anglo-Saxon Derivatives divided? What does the **FIRST PART** teach? The **SECOND PART**? The **THIRD PART**?

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APPENDIX.



ANGLO-SAXON LANGUAGE.



APPENDIX.

ANGLO-SAXON LANGUAGE.

OF READING.

ANY person, with a little attention, can learn to read Anglo-Saxon. The *forms* of the letters are, in the main, the same as the English, both having received them from the Latin. The *powers* of letters are also nearly the same. With few exceptions, they are now given in printed books in the Roman form, and not in the old Anglo-Saxon. These exceptions we would have supplied in the Saxon characters, but type could not be procured in time.

ANGLO-SAXON ALPHABET.

The Anglo-Saxon alphabet contains *twenty-three* letters.

ANGLO-SAXON.	ENGLISH.	REPRESENTATIVE AND SOUND.	EXAMPLES.
<i>A</i>	<i>a</i>	<i>a</i> as in fat.	apl, an apple.
<i>B</i>	<i>b</i>	beh " bad.	beber, a beaver.
<i>C</i>	<i>c</i>	keh " cat.	cyth, kindred.
<i>D</i>	<i>d</i>	deh " did.	dar, a hurt.
<i>E</i>	<i>e</i>	ě " met.	bed, a bed.
<i>F</i>	<i>f</i>	ef " fan.	fald, a fold.

ANGLO-SAXON.	ENGLISH.	REPRESENTATIVE AND SOUND.	EXAMPLES.
<i>G</i>	<i>g</i>	ghe as in gave.	gad, a goad.
<i>H</i>	<i>h</i>	hah " hat.	hand, a hand.
<i>I</i>	<i>i</i>	i " pin.	bin, a bin.
<i>L</i>	<i>l</i>	l " lame.	land, land.
<i>M</i>	<i>m</i>	em " man.	manig, many.
<i>N</i>	<i>n</i>	en " neat.	nama, a name.
<i>O</i>	<i>o</i>	o " not.	corn, a grain.
<i>P</i>	<i>p</i>	peh " pierce.	pic, pitch.
<i>R</i>	<i>r</i>	er " rap, far.	rand, a border.
<i>S</i>	<i>s</i>	s " sip.	sac, a sack.
<i>T</i>	<i>t</i>	teh " tent.	tal, a number.
<i>TH</i>	<i>th</i>	tha " thing.	thincan, to think.
<i>TH</i>	<i>th</i>	edh " this, smooth.	sóth, true.
<i>Ü</i>	<i>ü</i>	u " full.	munc, a monk.
<i>W</i>	<i>w</i>	weh " woe.	wacan, to move.
<i>X</i>	<i>x</i>	ex " axe.	tux, a tusk.
<i>Y</i>	<i>y</i>	y " lyric.	wyrc, work.

THE SOUNDS OF THE VOWELS.

The *short* and *long* vowels in Anglo-Saxon require marked attention. Their sounds are distinct.

1. *A*, *a*—*a* as in mat, fat, sat.

Examples: man, a man; sand, sand; acer, a field; ab, a beam.

á—*a* as in lame.

Ex.: háam, home; ác, an oak; ád, a heap; án, one.

2. *E*, *e*—*e* as in met.

Ex.: web, a web; fen, a fen; den, a den; wéddian, to bargain or vow; wed, a pledge.

é—*e* as in me.

Ex.: métan, to meet; wédan, to rave; fét, feet; swét, sweet; téth, teeth; fédan, to feed.

E, *e* before *a*, has the sound of *y* consonant; as in earl, yarl; Eadward, Yadward.

3. *I*, *i*—*i* as in tin, fin, sin.

Ex. : dim, dark ; mile, milk ; spinnan, to spin ; seip, a ship ; biddan, to ask, and then to bid.

î=i as in fine, shine, mine.

Ex. : díc, a dike ; wif, a wife ; wín, wine ; findan, to find ; líc, like.

I, i has the sound of y consonant before e, u ; as in iett, yett ; iugoth, yugoth, youth.

4. O, o=o as in for, not, rot.

Ex. : corn, a grain ; horn, a horn ; loc, a lock.

ó=o as in cook, rook, look.

Ex. : bóc, a book ; gód, good ; cóc, a cook ; stól, a stool.

U, u=u as in dun, butt.

Ex. : dustig, dusty ; nunna, a nun ; dún, dun, a color ; dust, dust ; unbindan, to unbind.

ú=ou or ow as in house, about, down.

Ex. : dún, a mountain, downs ; hús, a house ; mús, a mouse ; tún, a town ; abútan, about ; múth, the mouth.

U, u before a vowel has the sound of v ; as in ouer, over.

A comparison of Anglo-Saxon words with English words of the same meaning, as in the examples given above, will soon lead to an intimate acquaintance with the short and long vowels and their sounds, which is of great importance.

DIPHTHONGS.

The Anglo-Saxons never admitted diphthongs. The union of two vowels in the written and printed Anglo-Saxon is only a difference in the spelling of words.

Ae seems to be a distinct letter, and has the sound of a in glad, as in blaec, black ; blaed, a blade. With the accent, it has a broader sound, the sound of a in ah or father, as inláer, doctrine ; láeran, to teach ; bláest, a blast of wind.

Oe was introduced by the Scandinavians, but never used

to any extent. Its sound is that of *e* in *me*, as in *réod*, a reed; *réol*, a reel.

THE SOUNDS OF THE CONSONANTS.

The consonants, *j*, *k*, *q*, *v*, and *z*, do not occur in pure Anglo-Saxon. *C* was used for *k*, as in *cyng*; *cw* for *q*, as in *cwén*, a woman, queen. *V* was used only as a form of *u*: the soft sound of *z* was never admitted into the language.

C, *c*—*c* before *a*, *o*, *u*, as in *cake*, *cot*, *cut*. Its sound is that of *k*.

Ex.: *cyng*, a king; *gyth*, kindred; *calc*, a shoe; *ceald*, cold; *cin*, a race. In passing into English, it appears in *k*, *ch*, *teh*; as in *cyng*, a king; *cild*, a child; *wrecca*, a wretch.

F, *f*—*f* in *fine*. *F* at the end of a syllable, or between two vowels, was represented occasionally by *u*, the present English *v*; as, *haefth*, *haeuth*, *heaveth*; *efen*, *euen*, *even*.

G, *g*—*g* in *gave*. *G*, when the last letter of a word, or following *r*, is often changed into *h*; as, *beah*, a garland; *burh*, a town. The *g* is resumed when followed by a syllable; as, *burges*, of a town.

G is always inserted between *ie*; as from *lufian*, to love, we have, *Ic lufige*, I love. This should be carefully noticed.

G, in English words formed directly from the Anglo-Saxon, is often changed into *y*; as, in *gear*, a year; *daeg*, a day.

Cg is usually written for *gg*; as, *licgan*, for *liggan*, to lie down.

H, *h*—*h* as in *hat*. The sound of *h* is very hard; as in *heard*, a herd.

H at the end of a word or syllable is guttural, and has the sound of *gh*; as in *thurh*, through; *leoht*, light; *dohter*, a daughter.

X, $x=x$ as in wax. X is seldom used, its representative *cs* being preferred; as, *acs*, an ax.

Y, $y=y$ as in myrtle. The original sound of this letter was that of the German *ü*. It has now the sound of short or long *i*; as in *lyth*, little; *hyp*, the hip; *mys*, mice; *fyŕ*, fire.

ANGLO-SAXON SUFFIXES AND PREFIXES.

The human mind naturally looks to the past, and is not disposed to rest until it has reached the beginning. The child longs to follow the stream to its fountain-source. The teacher should be ready to guide this longing, at least so far as it is useful to do so.

This is true of Anglo-Saxon suffixes and prefixes as they appear in our present English language. Their *forms* and *meanings* do not satisfy us. We wish to look upon them as they occur in the old Anglo-Saxon. This wish is praiseworthy, and if gratified, will be of some service in reading old English authors; such as Spenser, Mandeville, and Chaucer. These and kindred things have led us to give the *chief* terminations, suffixes, and prefixes as they appear in the old Anglo-Saxon.

TERMINATIONS.

TERMINATIONS THAT MARK NUMBER.

1. *as*; as, ende, an end; *endas*, ends.
2. *an*; as, witega, a prophet; *witegan*, prophets.
3. *a*; as, wyln, a maid-servant: *wylna*, maid-servants.
4. *u*; as, tungel, a star; *tunglu*, stars.

TERMINATIONS THAT MARK THE POSSESSIVE CASE.

1. *s* or *es*; as, *cu*, cow; *cus*, of a cow; *staef*, letter;

stacses, of a letter. From this comes the English 's, the termination that marks the possessive case.

2. *an*; as, *tunge*, a tongue; *tungan*, of a tongue.
3. *e*; as, *wyln*, a maid-servant; *wylne*, of a maid-servant.
4. *a*; as, *sunu*, a son; *sunu*, of a son.

TERMINATIONS THAT MARK GENDER.

These are quite numerous, and are of little value to the English student.

1. *estre* or *istre*, the fragment of a word meaning a woman; as, *songestre*, a woman singer.
2. *isse*, *esse*, softened from *ides*, a female, and is the English *ess*.

TERMINATIONS THAT MARK COMPARISON.

1. *ra* or *re*, meaning *more*, is from *áer*, before in time, and then in quality. From this comes the English *er*.
2. *ost* or *est*, meaning *most*, is from *aest*, abundance. From this comes the English *est*.

TERMINATIONS THAT MARK TENSE.

The terminations *ode* and *de*, mark the past tense, and seem to be perfect participles of a lost verb, meaning furnished or possessed of.

SUFFIXES.

1. *-cyn* or *cind* means kin or germs. As a suffix, it has the sense of little; as, *lambkin*, a little lamb; *manakin*, a little man.
2. *-lác* means a gift or offering. As a suffix, it has the sense of little; as, *hillock*, a little hill.
3. *-ling* denotes state or condition, and forms diminutives; as, *lordling*, a little lord.

4. *-en* or *an*, from *unnan*, to give or grant, and means addition. It is used as a diminutive; as, *chicken*, a little cock. It is also used in the sense of, made of; as, *golden*, made of gold, or possessing the outside quality of it.

5. *-isc* denotes the outside quality, and means, of the nature of; as, *ceorlisc*, churlish.

6. *-nes*, *nīs* means quality or state; as, *heardnes*, hardness.

7. *-hád* expresses quality, state or condition; as, *cildhád*, childhood. It is derived from *hadian*, to set or ordain.

8. *-dóm* means, primarily, judgment or rule, and then dominion, state or condition; as, *eorldom*, earldom; *freódóm*, freedom.

9. *-scipe*, *scype* denotes state, office or dignity; as, *hlafordscipe*, lordship. It comes from *sceapian* or *scipian*, to form or make.

10. *-ric* expresses dominion or power; as, *bisceopric*, a bishopric. It comes from *ríce*, which means rule or power.

11. *-lic* denotes form or likeness; as, *cildlic*, childlike.

12. *-leás* denotes privation, or the loss of; as, *faederleás*, fatherless. It comes from *lysan*, to loose or separate.

13. *-sum* expresses little or diminution; as, *handsum*, handsome. It comes from the pronoun *sum*, some or one.

14. *-full*, or *ful*, denotes fulness or completeness; as, *cárfull*, careful.

15. *-ing* denotes action, and also origin; as, *wríting*, writing.

16. *-ung* denotes action or passion; as, *cláensung*, a cleaning. It appears from these two examples that the suffix *ing*, in English, has a two-fold origin.

17. *-wéard* denotes direction or situation; as, *southwéard*, southward.

18. *-ern* comes from *áern*, a room or house, and means place or towards a place; as, *suthern*, southern.

19. *-ig* is most likely from *ican*, to add, and means addition; as, *mihtig*, mighty.

20. *-ere* or *er* is from *wer*, a man, and means a person or agent; as, *sáedere*, a sower.

PREFIXES.

1. *a* or *ae-* comes in some cases from *ge*, as in *asleep*, from *geslapan*, and in other cases from *on*, as in *again*, from *ongean*. It denotes negation, opposition, or force; as, *arisan*, to arise.

2. *ael-*, *eall-*, signifies all; as, *ealmihtig*, almighty.

3. *and-* denotes opposition or against; as, *answarian*, to answer.

4. *be-* signifies nearness, by or on; as, *before*.

5. *for-* has the sense of privation, as in *forbeodan*, to forbid, and of away; as, *forgifan*, to give away, to pardon.

6. *fore-* means before, or first; as *fórebeacan*, a foretoken; *fórebeon*, to be before.

7. *to-* has the same sense as in English; as, *to-daeg*, to-day.

8. *mis-* denotes defect, or error; as, *misdaed*, a misdeed. It comes from *missian*, to miss or err.

9. *n-* is a contraction from *nae*, not.

10. *ut-* has the sense of outward, or without; as, *utbéran*, to carry out.

11. *in-* has the sense of inward or within; as, *inwyrcean*, to work in.

12. *of-*; the sense is, from or out of; as, *ofilēógan*, to fly off.

13. *ober-*, *ofer-*, has the sense of above or upon; as, *óferbeon*, to be over.

14. *under-* is composed of *on*, meaning upon, and *nether*, or *nither*, the nether side.

15. *with-* has the sense of near or against; as, *withstandan*, to stand against. It comes from *wíndan*, to turn or wind about.

16. *mid-* in composition denotes with, and among, or middle; as, *midfleon*, to fly together; *mid-daeg*, mid-day.

17. *un-* denotes privation or opposition, and is the same as the English *un* and *in*; as, *unawrítan*, unwritten; *un-árian*, to dishonor.

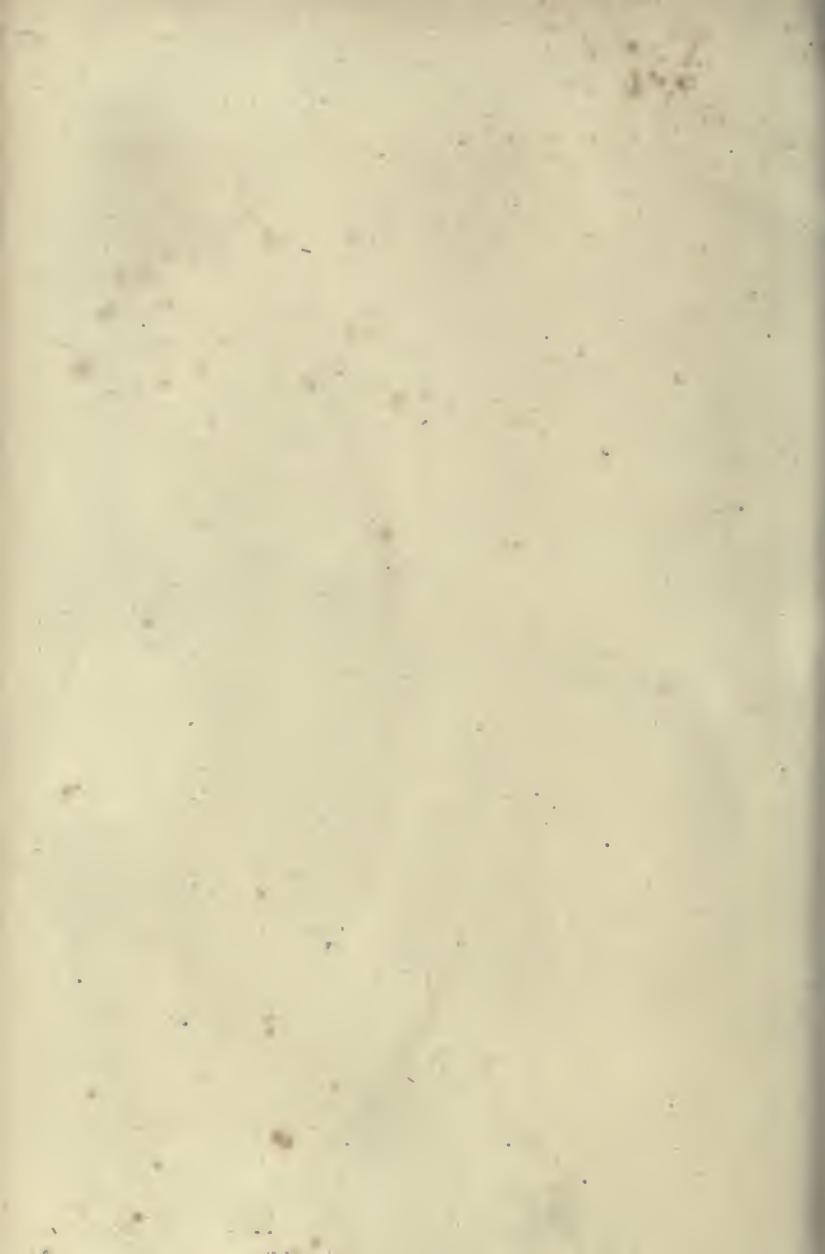
This short Appendix, which we close here, has been added to the Hand-Book of Anglo-Saxon Derivatives to gratify a praise-worthy desire to look upon the original forms of our terminations, suffixes, and prefixes, and to enable the English student to pronounce and understand the original Anglo-Saxon words given in the third part.

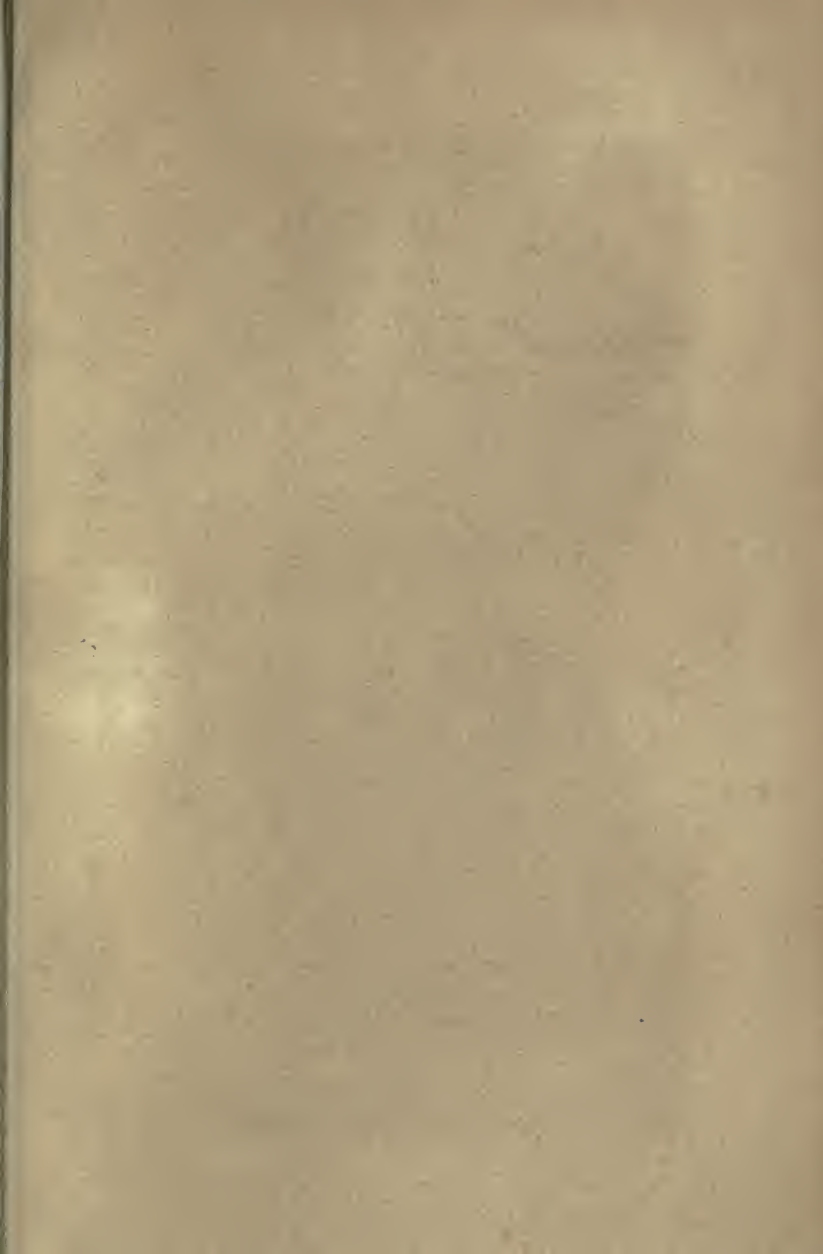
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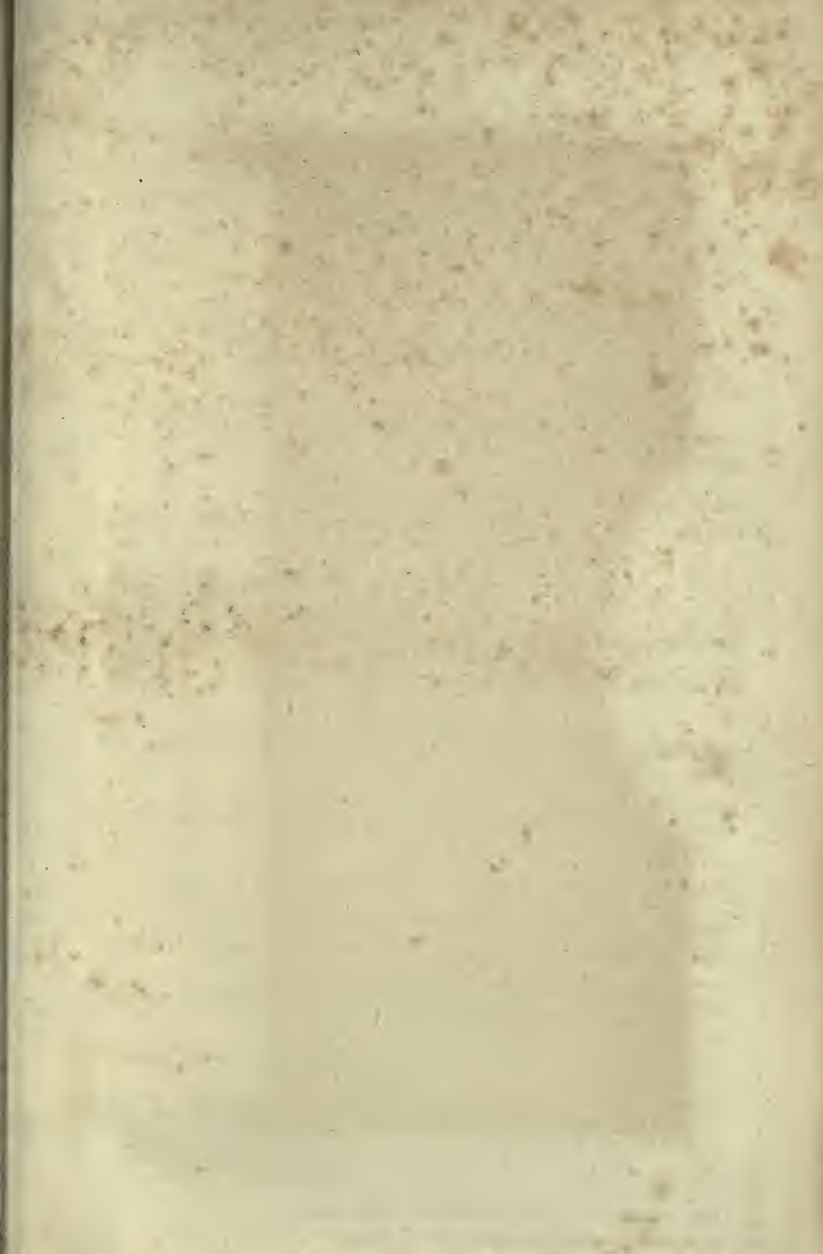
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