

They are then ours, adopted, attach to the mind as a part of itself, and become permanently operative. A man's thoughts, which are words uttered in himself, are the record by which he may read himself as truly as the opinion, written or spoken and defended, reveals him to others. Habits of thinking are as important, often more important, on permanent forms of character than habits of speaking. Hence the wisdom of that caution, "Be careful of thy words, whether in thought or utterance."

Definitely, the *study of words* is the object of this treatise, intended to initiate the young learner early into the habit of a critical definition of the language he uses. Beyond mere orthography and correct pronunciation, it is designed to introduce the young mind into the inner life of words, and thus into the inner life of the soul. It is a spelling-book, but that is not all. It teaches correct pronunciation, but that is not all. It is a defining Dictionary,—but still more, it discriminates the nicest shades of difference in words, in thought, and contributes eminently to form the mind to truth, and the character to uprightness, and the soul for its immortal destiny.

If we may have contributed to awaken the minds of Teachers and educationists to the true dignity, importance, and influence of the *study of words*, we have installed our subject in its proper place, and accomplished the object of this brief Introduction to the SCHOLAR'S COMPANION.

R. W. BAILEY.

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SCHOLAR'S COMPANION.

PART I.

CLASSIFICATION OF WORDS ACCORDING TO ORTHOGRAPHY
AND PRONUNCIATION.

To the Teacher.—In using Part I, various modes of study and recitation may be employed, and it will usually be found best to pursue no one mode exclusively. But it is earnestly recommended to the teacher to employ a variety of *written*, as well as oral exercises, in the classes which are studying this Part. Let the pupils be required (for instance), to form sentences which shall contain the words of the lesson; and let the plan of the composition be simple or more difficult, according to the age and attainments of the class. Written exercises of this kind may be varied to almost any extent, and will be found on many accounts advantageous in the prosecution of such studies.

CHAPTER I.

Words pronounced exactly alike, but spelled differently; arranged according to the sound of the principal vowel.

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|---------------------------------|-------------------------------|
| <i>A</i> as in <i>mate</i> . | BAYS, [pl. of Bay] a garland. |
| ALE, a malt liquor. | BAIZE, a kind of cloth. |
| AIL, to affect unpleasantly. | BRAID, to plait. |
| ATE, did eat. | BRAYED, did bray. |
| AIT, a small island in a river. | BRAKE, fern; a thicket. |
| EIGHT, a number. | BREAK, to part by force. |
| A'TE, the goddess of mischief. | CANE, a walking stick. |
| EIGH'TY, fourscore. | CAIN, a man's name. |
| BA'CON, smoked pork. | CHASTE, pure. |
| BAK'EN, cooked in an oven. | CHASED, pursued. |
| BALE, a pack of goods. | DANE, a native of Denmark. |
| BAIL, a surety. | DEIGN, to condescend. |
| BATE, to deduct. | DAY, a period of time. |
| BAIT, an allurement. | DEY, the governor of Algiers. |
| BAY, a color; a tree. | FAINT, languid; weak. |
| BEY, a Turkish governor. | FEINT, a pretence. |