

**GRADATIONS IN  
READING  
AND SPELLING**

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Gradations in Reading and Spelling by Henry Butter

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**HENRY BUTTER**

**GRADATIONS IN  
READING  
AND SPELLING**



BUTTER'S READING AND SPELLING BOOK.

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GRADATIONS

IN

READING AND SPELLING,

UPON

AN ENTIRELY NEW AND ORIGINAL PLAN,

BY WHICH

DISYLLABLES ARE RENDERED AS EASY AS MONOSYLLABLES.

BY

HENRY BUTTER,

AUTHOR OF

"THE ETYMOLOGICAL SPELLING BOOK AND EXPOSITOR,"  
"THE GRADUAL PRIMER," "TANGIBLE ARITHMETIC AND GEOMETRY,"  
ETC.

THIRTY-FIFTH EDITION.

LONDON:

WHITTAKER & CO., SIMPKIN & CO., LONGMAN & CO.,  
HAMILTON & CO.

EDINBURGH: OLIVER AND BOYD.

1848.

## PREFACE

TO THE THIRTY-FIFTH EDITION.

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THE original edition of this work consisted of three Parts, in 18mo, and was confined almost exclusively to words of one and two syllables. The first three Parts of the present edition are very similar to those in the previous ones; the original Preface is therefore retained, nearly verbatim.

When, about nine years ago, the Author enlarged this book, he inserted the Spelling lessons of three and four syllables, which were similar to those which were then at the beginning of THE ETYMOLOGICAL SPELLING-BOOK AND EXPOSITOR, but which have lately been removed from it. He also inserted a variety of tables, showing how English words are derived from each other; together with *Opposites*, *Correlatives*, *Trines*, &c., which, it appeared to him, would help to induce a habit of thinking. These, however, experience has shown, were of too elevated a character to be fairly appreciated by the children using the GRADATIONS: therefore, when he recently revised and enlarged his SPELLING-BOOK, he substituted this very interesting and important matter in place of the easy Spelling which had for years been in both books.

Having then transferred what was relatively difficult from the GRADATIONS to the SPELLING-BOOK, it became necessary to consider what would most usefully occupy the vacancy caused by the transfer: and it appeared to

him that he could not do better than give some sets of words on familiar subjects with *easy* meanings — many of them being such as the children would know without the assistance of the book. This, he thought, would both please them and habituate them to understand and define the words they employ, and would also afford them encouragement when, in pursuing their studies, they should meet with what might otherwise have seemed an insuperable, or, at least, a considerable difficulty.

After pupils have thoroughly used the GRADATIONS, they will be well qualified to commence the Author's ETYMOLOGICAL SPELLING-BOOK AND EXPOSITOR. To this work, then, he is anxious to call the attention of those who are as yet unacquainted with its peculiar features, which, he is happy to say, have been highly appreciated by numerous Teachers, both in this country and in the United States; as is most unequivocally evinced by a large and increasing annual sale, as well as by many laudatory reviews and recommendations.

The GRADUAL PRIMER, which now consists of the first and second Parts of the original GRADATIONS, with improvements, will be found well calculated to be the very first book that is put into a child's hands.

The Author cannot omit the present opportunity of repeating his grateful sense of the very favorable reception his books have experienced. It will stimulate him to continue to devote his talents in that humble, yet honorable direction where they appear to him to be most useful.

48, Cloudeley Terrace, Islington, London.  
15th July, 1848.

## PREFACE

TO THE FIRST EDITION.

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Most persons, whether parents or teachers, upon whom has devolved the important duty of communicating the elements of language to young children, must often have felt the want of a book in which both the ideas and the words are adapted to the opening capacities of their pupils.

To supply this desideratum is the object of the present little work; in which the greatest pains have been taken to keep the subjects within the apprehensions of children, and, at the same time, to please and instruct them.

But its peculiar feature, and that upon which its claim for public approbation and adoption chiefly rests, consists in its minute division and classification of Dissyllables; so that young pupils are enabled to advance, by the most gradual and easy steps, from the alphabet to the longest words of two syllables.

A common method is, either to take all the Monosyllables in one alphabetical table, or to separate them into those of 2, 3, 4, 5, &c. letters each; and to finish the learning of them before commencing Dissyllables; so that *straight, through, wrought, flounce, &c.* are to be learned before *la-dy, up-on, li-on, ox-en, &c.* Dissyllables, also, are usually divided only into those accented on the first, and those on the second syllable, and the alphabetical arrangement is adhered to; so that in them we meet with *ab-tract* before *ba-by, cham-paign* before *di-et, instinct* before *in-to, lan-guage* before *li-on, trans-gress* before *un-do, &c.*

Instead of such a defective arrangement, I have, with considerable labor, digested the Dissyllables into upwards of twenty distinct classes. This has enabled me to blend them



with the Monosyllables; by which means they mutually assist each other in an eminent degree.

Convinced that they cannot be rendered too easy, I have bestowed peculiar care on the tables of Monosyllables, classifying them according to their sounds, and not introducing the long ones till the pupil has become familiar with easy Dissyllables. This simple contrivance surmounts, and almost annihilates, what has often been felt as a monstrous difficulty.

My aim in this work has been—not to teach young children the derivation and composition of words, which are above their capacity, but—to smooth the path to reading, by facilitating the acquirement of a true pronunciation. With this view, I have disregarded the etymological division of the words, and have adhered to the rule, “to take as many letters for a syllable as shall give that syllable the nearest possible sound to its true sound, when pronounced together with the other syllables of the word to which it belongs.”

To the whole of the Spelling I have adapted a large collection of *original Reading Lessons*, similarly and equally progressive and easy. They are of necessity original; because, even if I had been so disposed, I could not have copied them: for, although Monosyllables are notoriously difficult, and books have been composed almost exclusively of them, I believe I have the good fortune to be the first to introduce young children early to Dissyllables.

In what I have done, I have endeavoured to serve the rising generation at their entrance upon the vast field of literature and science. How far I have accomplished my object, must be left to the decision of parents and teachers; to whom, with respectful confidence, I submit the result of my labors.

H. BUTTER.

Feb. 27, 1828.

BUTTER'S  
GRADATIONS IN READING.

PART I.

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

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

is	it	at	an	in	am
no	so	as	on	or	ox
be	he	me	we	us	up
by	my	if	of	to	do

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is it	I am	to go
it is	am I	go in
is he	do it	go on
he is	do so	go up

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it is so	am I on	we do it
so it is	so I am	so do we
is he in	go up it	if we go
he is up	do go in	of an ox

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if it is an ox	I am to do it
he is to go in	do it as we do
if it is to be	is he to do so
is it to be so	he is to go up