

**ORTHOGRAPHIC AIDS; OR,
MNEMONICS FOR
SPELLING AND
EXERCISES IN DERIVATION**

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MNEMONICS FOR SPELLING,
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EXERCISES IN DERIVATION.

BY

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INTRODUCTION.

In order that the intentions with which these Mnemonics have been written may be efficiently carried out, the Author desires to state, as succinctly as possible, the manner in which they should be used in class.

Each Mnemonic should be committed to memory by the pupils, and its principles explained, by them, to the teacher.

The exceptions and notes should be clearly pointed out, and, where necessary, committed to memory; the teacher should then question the class, individually, in a manner similar to the following, increasing or lessening the number of questions as he may deem fit.

Q. How do you spell *compliance*?

Why is the *y* changed into *i*?

A. In accordance with Rule I. "When adding to words terminating in *y*, &c., &c."

Q. Does the same change take place in the word *decaying*?

A. No,—Rule I. also says, "except when before it a vowel you find, &c."

Q. Why is the *s* omitted in *invading*?

A. Rule II. "At the end of a word if you find silent *e*, &c."

Q. Is the *s* omitted in *serviceable*?

A. No,—because "if *able* or *ous* follow soft *e* or *g*, &c."

Q. Why has *Almighty* but one *l*?

A. Rule IX. "Double *l* at the end of a word, &c."

Q. In changing the word single from an adjective to an adverb do we add *l-y*?

A. No,—Rule IV. "Words in *l-e* with the affix *l-y*, &c."

Upon each of the rules one hour should be devoted to questions similar to the foregoing examples, and when the pupils are tolerably perfect they should be questioned on the rules generally.

Dictation exercises should follow, the teacher taking care to intermix as many words bearing on the rules as he conveniently can. If the class be large, he should walk behind the pupils whilst dictating, marking the exercises as he proceeds, or be in some manner enabled, before the expiration of the hour, to point out all the errors, and register their number against the boys' names in the class book.

The plan upon which the dictation should be given will vary according to the invention of the teacher; the following, however, may be taken as a guide:—

Take a word or words from the *examples for sentence-building*, and upon these construct one or more sentences for the class to spell, either verbally or by pencil on their slates—thus, Rule II., the first and second words are, “arrive, invade.” The sentence built upon them might be—

“The *arrival* of the vessel was the signal for *invading*.”

or, “On *invading* the city we found a fresh *arrival* of troops.”

Such sentences as the above will also be found eminently useful when *framed by the pupil* as an introductory exercise to composition, in order to do which, the class may be directed to construct a certain number of sentences on a given number of words, the subject to be some familiar topic, such as History, Geography, Biography, &c., &c. For example—Rule I., the first and second words are, “army, destroy;” upon these words we may suppose a boy of 10 or 11 years of age to write—

“Cromwell's *armies* were celebrated for *destroying* ecclesiastical buildings.”

The third and fourth words are, “employ, giddy;” the sentence upon these might be—

“Henry V. when he became King, *employed* his energies in making amends for the *giddiness* of his youth.”

To each word an affix is added, in order to exemplify the rule.

The *subject—number of words given—number of sentences required, &c.*, must be varied according to the *standing of the class and the judgment of the teacher.*

VOWELS.

RULE I.

Mnemonic.

WHEN ADDING to words terminating in *y*,
 Be sure that you always *change y into i*,
 EXCEPT when *before it a vowel you find*,
 As a general rule then the *y stays behind*:
 But before *ing or ish* you will let the *y be*,
 And if *ous be affixed* then the *y becomes e*.

THE VOWEL *y* at the end of a word is changed into *i* with an *affix or augment*; as—*duty, duties; cry, cries, crier; happy, happier, happiest, &c.*

EXCEPTIONS.—*y* is *not* changed when it forms *part of a diphthong*; as—*boy, boyish; joy, joyous; betray, betrayer, &c.* But we *always write* *laid, paid, saith, daily, gaily, slain, gaiety, their, theirs.*

y is *retained* when followed by *ing or ish*, otherwise the *i* would be *doubled*; as—*carry, carrying; baby, babyish, &c.*

Dry and sly sometimes retain the *y* before *ness* and *ly*; as—*dry, dryness; sly, slyly*; although this orthography is of doubtful accuracy.

ty before *ous* changes *y* into *e*: as—*pity, piteous: plenty, plenteous; beauty, beautiful.*

WORDS FOR SENTENCE-BUILDING.

Army, destroy, employ, giddy, ferry, daisy, canary, city, country, colony, auxiliary, ally, delay, decoy, gipsy, lady, folly, gallery, deny, dainty, charity, aviary, decay, canopy, comply, cherry, candy, theology, sympathy, vary, stay, shy, betray, pity, boy, sly, thirsty, modify, query, votary, malady, day, merry, ratify, gay, magnify, glory, comedy, gratify, gray, lily, flurry, lay, gusty, clay, clarify, joy, levy, geometry, fifty, array, worldly, pacify, deputy, spy, tarry, worthy.

VOWELS.

RULE II.

Mnemonic.

At the end of a word if you find silent e,
 Then throw it away,—for there it can't be
 When an affix you add with a vowel commencing ;
 Thus *rogue* will make *roguish*, and *fence* will make *fencing* ;
 But if **able** or **ous** follow soft **c** or **g**,
 Then, change you make *changeable*, keeping the e.

THE VOWEL *e* silent at the end of a word is *rejected* when an affix is added *beginning with a vowel* ; as—*cure*, curable ; *arrive*, arrival, &c.

NOTE 1.—The *e* is retained if it is *preceded* by **c** or **g** soft, and the termination is **able** or **ous** ; as—*peace*, peaceable ; *courage*, courageous, &c.

NOTE 2.—FINAL *ie* is changed into *y* before an affix beginning with *i* ; as *die*, dying ; *lie*, lying ; *tie*, tying, &c.

NOTE 3.—FINAL *oe* undergoes *no change* ; as—*hoe*, hoeing ; *shoe*, shoeing.

WORDS FOR SENTENCE-BUILDING.

Arrive, invade, race, service, rescue, late, knave, amuse, console, endure, cripple, curse, apprise, cradle, angle, disgrace, conceive, gamble, arrange, tame, range, improve, notice, lodge, liberate, relieve, poise, mile, lie, jostle, glare, puddle, move, sale, loathe, revoke, trace, fine, scripture, scribble, virtue, taste, rage, shoe, tame, debate, grumble, translate, die, enforce, insure, entice, lame, stable, admire, write, peace, live, dine, wake, name, cane, cure, fire, conspire, desire, engage, confine.

☞ The affix *able*—Much difference of opinion exists amongst Lexicographers as to the retention or omission of the vowel *e* in such words as *move*, *prove*, *fame*, &c., on taking the affix *able*.

In *Blame*, *Trust*, *Sale*, *Prove*, and *Move*, Walker retains the *e*, whilst Webster omits it.

In *Move* and *Prove* (alone) Johnson retains the *e*, omitting it in the other words.

In *Blame* the *e* is retained in the Imperial Dictionary, but it is omitted in the others.

In *Fame* the *e* is omitted in the Imperial, and the word is not in the other authors.

In *Trust* the *e* is omitted in Walker and Webster, and is not found in the other authors.

Walker assigns as a reason why the *e* should be retained in *move-able*, that the *e* in *move* does not retain its usual sound, and yet in defiance of that he spells *removable* and *approvable* without the *e* ; it therefore appears clear that in all these words the *e* should be omitted.

VOWELS.

RULE III.

Abatement.

If an affix you add, with a *consonant starting*,
 To a *silent e* word, with that *e* don't be parting,
 EXCEPT in such words as *acknowledgment, judgment,*
Duly and truly, abridgment and lodgment.

THE VOWEL *e* silent at the *end of a word* is *retained* when an affix is added beginning with a *consonant*; as—*pale, paleness*; *abate, abatement, &c.*

EXCEPTIONS.—*Duly, duty, truly, wholly, judgment, acknowledgment, abridgment, lodgment, argument.**

WORDS FOR SENTENCE-BUILDING.

Entire, life, sense, pure, chastise, abate, hope, care, manage, guile, lame, prove, guide, like, wife, convince, aggrandize,† state, elope, same, vile, vane, induce, engage, connive, blame, awe, move, pave, lodge, pure, hate, improve, judge, home, release, advertise.

* The following deserve notice, although they are not exceptions in the *strict sense of the word*,—only, truth, awful, width, wisdom, nursing, hatred.

† English writers are at variance with each other as to the accuracy of *ise* or *ize*, in the termination of such words as *authorize, authorize; apostatise, apostatize, &c., &c.*; some writers use *ise* at one time, *ize* at another.

‡ Chalmers writes *abridgement*, and *judgement* with the *e*, *acknowledgment* without it. Walker retains the *e* in *lodgement*, but omits it in the others.