

THE HIGH SCHOOL WORD BOOK

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The High School Word Book by Richard Lanning Sandwick

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RICHARD LANNING SANDWICK

**THE HIGH SCHOOL
WORD BOOK**

PREFACE

THE "Report on the Examination in English for Admission to Harvard College," June, 1906, called attention among other things to the requirement that "no candidate will be accepted whose work is seriously faulty in spelling." The report devoted a page or two to revealing the frequent failure of graduates of secondary schools to meet this fundamental requirement in English.

A *questionnaire* which I sent to the English departments of twenty-four other universities asking whether their entering students were sufficiently prepared in spelling, and whether, in their judgment, high schools should teach spelling as such, developed the fact that few universities are satisfied with the spelling of entering students, while practically all are emphatic in declaring that high schools should teach spelling.¹

Inquiry among business men of Chicago developed practically the same attitude regarding the need of spelling, correct orthography in business letters being regarded as indispensable to hold trade and to reflect credit upon the firm.²

¹ "We are obliged to teach spelling in the University, and if we do, I don't see how high schools can avoid teaching it."

— ASS'T PROFESSOR J. M. THOMAS, University of Michigan.

"About sixty per cent of entering students are obliged to enter our 'Pity Sakes Class' in spelling. The greater part of a student's vocabulary is acquired in the high school. In order to make these words available, he must learn to spell them." — PROFESSOR J. SCOTT CLARK, Northwestern University.

² "No matter if a man is well versed in other branches of learning, his education would be considered very faulty were he careless in the matter of spelling. And so it is in business. One commonly expects a concern, even the smaller ones, to see such things correct, and consequently does not think of attaching any particular amount of credit to the fact of a letter's being right; whereas if the spelling were bad, it would not be apt to receive the attention which it would if correctly written."

(Signed) MARSHALL FINEB & CO.,
By James Simpson, 2d Vice-President.

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In the April, 1908, number of *Education*, I published the results of some of these inquiries and also described a list of words which my own high school and a neighboring university are using — words selected with the enthusiastic help of Mrs. Anna Tilden Bacon, from English themes in high schools and colleges, from high school texts, business correspondence, civil service examinations, and the English classics of the college entrance requirements. This list is now offered in book form.

RICHARD L. SANDWICK.

Suggestions to the Teacher

Let every student have a book. It takes too much time to copy lists from the board; besides, students often copy words as they commonly misspell them. Do not burden yourself with the daily correction of spelling papers.

The following is a satisfactory method of handling the work in Part One. Let the words be pronounced to the class and written in ink in a spelling blank (costing five cents), no word to be erased or written twice. Let the students exchange books and check the errors as the teacher spells. Let each mark the standing and write his name above the work he has checked. Collect these books and look them over carefully the first two or three days of the term and at irregular times thereafter, perhaps once a month, to get the standing. An unchecked error counts against the student who has failed to check it. Once a month each student should make a list of all the words he has misspelled and write them in his spelling blank for special study.

Parts Two and Three should be mainly oral.

If this method is followed, it will take about ten minutes from a recitation twice a week, or oftener, if desired. By confining this work to English classes, it may be made to correlate with English and with other studies so as to keep pace naturally with the student's growing vocabulary.

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KEY TO PRONUNCIATION

Obscure letters, *i.e.* those having the sound of *w* in *us*, are put in italics thus, *infant*.

Silent letters are canceled thus, *inf~~an~~t*.

<p><i>f</i> as in <i>fate</i>.</p> <p><i>g</i> as in <i>vacation</i>.</p> <p><i>n</i> as in <i>cat</i>.</p> <p><i>k</i> as in <i>father</i>.</p> <p><i>h</i> as in <i>ask</i>.</p> <p><i>l</i> as in <i>lawn</i>.</p> <p><i>s</i> as in <i>care</i>.</p> <p><i>z</i> as in <i>even</i>.</p> <p><i>th</i> as in <i>theater</i>.</p> <p><i>e</i> as in <i>met</i>.</p> <p><i>th</i> as in <i>there</i>.</p> <p><i>th</i> as in <i>there</i>.</p> <p><i>g</i> as in <i>prey</i> (= <i>g</i>).</p> <p><i>l</i> as in <i>ice</i>.</p> <p><i>i</i> as in <i>idea</i>.</p> <p><i>i</i> as in <i>sin</i>.</p> <p><i>r</i> as in <i>machine</i> (= <i>r</i>).</p> <p><i>r</i> as in <i>bird</i>.</p> <p><i>o</i> as in <i>old</i>.</p> <p><i>o</i> as in <i>obey</i>.</p> <p><i>o</i> as in <i>hot</i>.</p> <p><i>o</i> as in <i>lord</i>.</p> <p><i>q</i> as in <i>whop</i> (= <i>u</i>).</p>	<p><i>q</i> as in <i>wolf</i>.</p> <p><i>o</i> as in <i>mother</i> (= <i>u</i>).</p> <p><i>oo</i> as in <i>ooze</i> (= <i>u</i>).</p> <p><i>oo</i> as in <i>book</i> (= <i>u</i>).</p> <p><i>u</i> as in <i>tune</i>.</p> <p><i>h</i> as in <i>unite</i>.</p> <p><i>u</i> as in <i>up</i> (= <i>o</i>).</p> <p><i>u</i> as in <i>burn</i> (= <i>e</i>).</p> <p><i>u</i> as in <i>full</i>.</p> <p><i>u</i> as in <i>rude</i> (= <i>u</i>).</p> <p><i>y</i> as in <i>eye</i>.</p> <p><i>y</i> as in <i>city</i>.</p> <p><i>n</i> as in <i>French</i> <i>bon</i>.</p> <p><i>n</i> as in <i>ship</i>.</p> <p><i>g</i> as in <i>ly</i> (= <i>z</i>).</p> <p><i>x</i> as in <i>exist</i> (= <i>gz</i>).</p> <p><i>g</i> as in <i>gem</i> (= <i>j</i>).</p> <p><i>g</i> as in <i>get</i>.</p> <p><i>e</i> as in <i>eat</i>.</p> <p><i>c</i> as in <i>cell</i>.</p> <p><i>ch</i> as in <i>church</i>.</p> <p><i>h</i>, <i>g</i>, etc., variable to <i>ch</i>, <i>zh</i>, etc.</p>
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THE BELL VOWEL TABLE

SOUND	SPELLING THAT REPRESENTS THE SOUND
1 . . .	ee (meet), ea (eat), ey (key), ie (chief), ei (receive), i (marine), etc.
2 . . .	i (hit), y (hymn), u (busy), o (women), e (pretty), ia (parliament), etc.
3-1 . . .	a (mate), ei (sight), ai (straight), ea (great), ay (may), etc.
4 . . .	e (net), u (bury), a (any), ea (dead), ai (said), eo (feoff), etc.
5 . . .	a (fat), ai (plaid), ua (aquatic), etc.
6 . . .	ea (pearl), e (her), y (myrrh), i (sir), u (hurt), o (worse), etc.
7 . . .	a (last) — a in monosyllables before ss, st, sk, sp, etc.
8 . . .	a (arm, ah, etc.), au (laundry), ea (heart), e (sergeant), etc.
9 . . .	u (up), o (come), oe (does), oo (blood) — <i>the</i> and <i>a</i> before a consonant.
10 . . .	o (log), e (what), au (laurel).
11 . . .	a (all), o (form), au (maul), aw (awl), etc.
12-14 . . .	o (slow), eau (beau), e (sew), ou (dough), oe (hoe), eo (yeoman), etc.
13 . . .	o (wolf), ou (would), u (pull), oo (book) — <i>to</i> when obscure.
14 . . .	o (move), oo (pool), e (grew), u (truce), oe (shoe), etc.
8-1 . . .	i (might), y (my), ai (aisle), ei (height), ie (lie), etc.
11-1 . . .	oi (oil), oy (boy).
8-14 . . .	ow (now), ou (bough), etc.
2-14 . . .	u (flute), eau (beauty), e (new), eu (feud), ui (suit), etc.
9-14 . . .	u (use, education), etc.

SIMPLIFIED SPELLING

BELOW are the rules adopted by the Simplified Spelling Board. Since thousands of teachers, business and professional men, and others have been pledged by the Board to use the simplified spellings, these rules are rapidly standardizing simpler forms of spelling. They should be learned by all.

In these lists spellings that have been adopted by the Board are distinguished by being given in small type after the word in the old spelling. In cases where the new spelling has become widely current, that form only is given.

1. Words spelled with *ae*, *æ*, or *a*. Rule: Choose *e*. Ex.: *Anesthetic, chimera, era, esthetic, ether, medieval, paleontology*, etc.

2. Words spelled with *-dge-ment* or *-dg-ment*. Rule: Omit *e*. Ex.: *Abridgment, acknowledgment, judgment, lodgment*.

3. Words spelled with *-ed* or *-t*, the preceding single consonant being doubled before *-ed* (*-pped, -ssed*) and left single before *-t* (*-pt, -st*). Rule: Choose *t* in all cases. Ex.: *Dipt, dript, dropt, sept, stopt, blest, prest, mist, blusht, washt*, etc.

3 a. By a later rule *-ed* is changed to *-t* after a syllable containing a short vowel and ending in a consonant. Ex.: *asket, annex, packet, reacht*.

4. Words spelled with *-ence* or *-ense* (Latin *-ensa*). Rule: Choose *-ense*. Ex.: *Defense, offense, pretense*. Also *license*.

5. Words spelled with *-ette* or *-et*. Rule: Omit *-te*. Ex.: *Coquet, epaulet, etiquet, omelet, quartet, quintet, septet, sextet*, etc.

6. Words spelled with *gh* or *f*. Rule: Choose *f*. Ex.: *Draft* for *draught*; like *dwarf* for earlier *dwarfh, dwergh*.

7. Words spelled with *-gh*, or without. (1) *-ough* or *-ow*. Rule: Choose *-ow*. Ex.: *Plow*. (2) *-ough* or *-o*. Rule: Choose *o*. Ex.: *Altho, tho, thoro, -boro* (in place-names).

8. Words with the Greek verb-suffix spelled *-ise* or *-ize*.
 Rule: Choose *-ize*. Ex.: *Civilize, criticize, exorcize*, etc.

9. Words spelled with unstress *-ite* or *-it*. Rule: Omit *e*.
 Ex.: *Deposit, preterit*; like *habit, orbit, spirit, visit*, etc.

9 a. By a later rule the unstress final syllables *-ile, -ine, -ise, -ite, and -ive*, when *i* is short, are changed by dropping the final *e* to *-il, -in, -is, -it, and -iv*. Ex.: *Docil, missil, engin, famin, practis, infinit, activ*.

10. Words spelled with *-il* or *-i* (*-ill* or *-il*). Rule: Choose *-l*.
 Ex.: *Distil, fulfil, instil*; like *until, compel, impel*, etc.

11. Words spelled with *-il-* or *-l-* before *-ful* or *-ness*. Rule: Omit one *l*.
 Ex.: *Skilful, wilful, dulness, fulness*.

12. Words spelled with *-mme* or *-m*. Rule: Omit *-me*. Ex.:
Gram, program; like *diagram, epigram, monogram*, etc.

13. Words spelled with *oe, æ, or e*. Rule: Choose *e*. Ex.:
Ecumenical, esophagus, phenix, subpena; like *economy, penal*, etc.

14. Words spelled with *-our* or *-or*. Rule: Choose *-or*. Ex.:
Ardor, candor, clamor, color, favor, flavor, honor, humor, labor, rumor, tumor, valor, vigor, etc.; also, *arbor, harbor, neighbor*, etc.; in conformity with the now invariable *error, horror, torpor*, etc., *actor, author, creator, governor*, etc., previously simplified from *-our*.

15. Words spelled with *ph* or *f*. Rule: Choose *f*. Ex.:
Fantasm, fantasy, fantom, sulfate, sulfur; like *fancy, frantic, frenzy, coffer, coffin*, etc., which originally had *ph*.

16. Words spelled *-rr* or *-r*. Rule: Omit one *r*. Ex.: *Bur, pur*;
 like *cur, fur, blur, slur, spur, car, far, fir, stir*, etc.

17. Words spelled with *-re* or *-er*. Rule: Choose *-er*. Ex.:
Accouter, center, fiber, meter, miter, niter, saltpeter, scepter, sepulcher, somber, specter, theater; like *counter, diameter, number*, etc.

18. Words spelled with *s* or *z* (in the root). Rule: Choose *z*.
 Ex.: *Apprize, assize, comprize, enterprize, raze, surprize, teazel*;
 like *braze, craze, haze, maze, breeze, freeze, prize, size*, etc.,