

**THE NEW PRACTICAL SPELLER, FOR
COMMERCIAL AND SHORTHAND STUDENTS:
A SERIES OF VALUABLE LESSONS
IN SPELLING, ALPHABETICALLY ARRANGED
AND DESIGNED FOR USE IN PUBLIC AND
PRIVATE COMMERCIAL SCHOOLS**

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The New Practical Speller, for Commercial and Shorthand Students: A Series of Valuable Lessons in Spelling, Alphabetically Arranged and Designed for Use in Public and Private Commercial Schools by Various

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***A** SERIES OF VALUABLE
LESSONS IN SPELLING
alphabetically arranged and designed
for use in Public and Private Com-
mercial Schools ❖ ❖ ❖ ❖ ❖*

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PREFACE.

Solomon spoke for future generations as well as his own when he said, "Of making many books there is no end." Our only apology for adding one more to the long list of good spelling-books already on the market is that we found a need of this particular book in our own school. We desired a speller which should be helpful to Commercial and Shorthand students especially, as well as others. We wanted a collection of words, such as business correspondents and stenographers use in writing letters for business houses, and in compact shape convenient for use and constant reference. With this definite purpose in view, we have scanned an immense number of actual business letters, embracing a very wide range of subjects, and from these mainly we have gathered the selection of words which we now present to the public, in the hope that other business and shorthand schools may find it serviceable as well as ourselves.

We have arranged the words alphabetically in vocabulary form, chiefly for convenience in reference, believing that for this purpose, aside from its use in schools, it will meet a widely-felt need of intelligent stenographers and business assistants.

On all disputed points in regard to spelling, pronouncing or dividing words, we have taken as our standard Webster's New International Dictionary, believing this corresponds most nearly at present to general custom and use.

1 JE '33 Mrs Albert Hoyt & ac

Rules for the Use of Capital Letters

I. At the beginning of every sentence: **America leads the world in all great enterprises.**

II. The initial letters of all proper names and words derived from them; also all titles of courtesy or scholarship: **Marceni; Benn Pitman; Albanian; Mr.; Dr.; Esq.; A. M.; LL. D.**

III. The initial letters of all names denoting the Deity: **God; The Father; the Source of all grace,**

IV. At the beginning of every line of poetry:
"Count that day lost, whose low descending sun
Views from thy hand no worthy action done."

V. The initial letter in the names of things personified: "Life and Thought have gone away, side by side."

VI. The initial letter of important words in the titles of books, essays, plays, etc.: **Manual of Shorthand; The Greatest Thing in the World; Merchant of Venice.**

VII. At the beginning of a direct quotation introduced into a sentence: **Hamlet says, "To be, or not to be! That is the question."**

VIII. At the beginning of a direct question introduced into a sentence: **The lecturer asked, "What is most to be desired in life?"**

IX. The initial letters of the days of the week and of the months of the year: **Monday; August.**

The names of the seasons should not begin with a capital: **s**pring; **s**ummer; **a**utumn; **w**inter.

When simply denoting direction, the words "east" and "west" should not be capitalized, but when a particular portion of the country is meant use capitals: **T**he sun sets in the west; the **W**est is being rapidly developed.

The words **f**ather, **m**other, **b**rother, **s**ister, should not be capitalized,

X. At the beginning of phrases and clauses separately numbered: **A** business education has a three-fold advantage: 1. **T**o the individual who receives it. 2. **T**o his business connections. 3. **T**o the members of the great commercial commonwealth.

XI. In writing pronoun **I** and interjection **O**.

XII. In writing the numbers in Roman notation: **IV**; **VII**.

XIII. Important historical events should begin with capital letters: **D**eclaration of **I**ndependence; **E**mancipation **P**roclamation.

Business custom sanctions the use of capitals in bill making and correspondence for such words as: **F**lour, **W**heat, **E**ggs, **S**ugar, **C**offee, **C**alico, **M**uslin, **B**uttons, **P**rice **L**ist, etc.

Some Rules for Punctuation

1. The Period (.) is placed at the close of every sentence. It is also used after abbreviations.
2. The Interrogation Point (?) is placed above the period at the close of every direct question.
3. The Exclamation Point (!) is placed after every expression of strong emotion.
4. The Comma (,) is used to separate words, phrases, and clauses which are closely connected.
5. The Semi-colon (;) separates independent, though closely related, parts of a sentence.
6. The Colon (:) is used before a series of particularized statements, and follows such expressions as, *The following, viz:*

SUGGESTIONS FOR USE.

The use of this, as of any, text-book will be varied by different teachers to suit the requirements of the students. We, however, offer the following suggestions, as long experience has demonstrated that the plans set forth are conducive to good results.

To the Student.

The student should not only learn the correct spelling of each word but also its pronunciation, syllabication and definition. The idea should be not only to learn to spell the words correctly but to make them so thoroughly one's own as to be able to use them, under all conditions, without reference. It is best that the lesson be learned some hours before recitation, as the result of the recitation will then indicate more nearly what the student has *really mastered* and not simply that which has been given a temporary place in his memory.

Blanks.

The lessons may be written in blanks provided with columns for the words, corrections, etc. (see specimens on page vii), or may be written in common blank books, without perpendicular ruling. If the latter method is adopted, the words should be written as near each other as in ordinary writing and each line filled out well at the right edge of the paper, dividing the words at the ends of lines, at syllables only. If the words are written in columns, the student may be required to syllabify the words either in all lessons or occasionally as the teacher may announce at the beginning of the dictation.

Writing.

The writing should be done with pen and ink and in the neatest and best manner possible. The spelling blank will thus afford an excellent basis for judgment of the student's qualification in several important lines, as it instantly shows his penmanship, spelling, and general neatness.

Corrections.

The words should be distinctly pronounced and the definition read by the teacher. The correcting may be done by the teacher, or the books may be exchanged, and, as the teacher spells the words, the students check all errors. All omissions, incomplete, and illegible words should be checked as errors. The one correcting then places the percentage at the top and signs his name on the margin.

Review.

When the blanks have been returned to the owner, the misspelled words should be written correctly either in a column provided for that purpose or on a page reserved in the back part of the blank. *These words should be repeatedly reviewed*, and review lessons may be given from such words taken from different blanks.

Results.

At the end of the week, the blanks should be collected and examined by the teacher to see that they have been properly corrected and the grades copied on the class register. It is well also to have the names of those who secure one hundred per cent. on the week's work posted in some conspicuous place in the school-room.

Occasional oral exercises in both spelling and defining will be found interesting and profitable.

The rules for spelling should be learned and may be assigned as a regular lesson.