

**SADLIER'S EXCELSIOR  
COMPLETE SPELLER:  
ORAL AND WRITTEN**

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Sadlier's Excelsior Complete Speller: Oral and Written by Anonymous

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**ANONYMOUS**

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EXCELSIOR CATHOLIC SERIES

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SADLIER'S  
EXCELSIOR  
COMPLETE SPELLER

*ORAL AND WRITTEN*

BY A CATHOLIC TEACHER



WILLIAM H. SADLIER  
NEW YORK

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*The PUBLISHER of this BOOK, by special arrangement with the Author of Watson's Complete Speller, has so adapted it that it may serve as a Companion-book to the Exterior Readers.*

W. P. 13

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## PREFACE.

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A COMPLETE SPELLING-BOOK, with sufficient matter to satisfy the most exacting, so classified that a brief or extended course may be pursued at pleasure, is a desideratum for Catholic schools. The *Excelsior Speller* is an embodiment of certain views concerning the best and most practical ways of teaching orthography, which are the result of many years of experience. Briefly stated, these views may be formulated thus: Accurate spelling and good Pronunciation, to be taught successfully, must be taught *together*. The lessons should not only be recited *orally*, but great importance should be attached to *dictation exercises*. Neglect in this respect, combined with over-crowding in other and, on the whole, less important branches of study, has gone far toward making the demand for "phonetic" spelling assume a rather *disingenuous* aspect as proceeding from a generation of bad spellers. Formal Definitions belong, in strictness, to the Reading Lessons, and can not be used in Spelling without destroying effective classification.

Moreover, as the time spent in school is necessarily very limited for the great majority of pupils, it has been felt that no part of that time should be wasted in non-essential matters. Hence the abandonment of the old methods of grouping solely with regard to accidental similarities of form and sound, and requiring the acquisition of a multitude of words, many of which have no direct reference to the actual work of daily life. Form and sound receive, indeed, prominent and just attention—the whole of the introductory section being devoted to illustrating them. A separate lesson is given for each vowel sound, and a single vowel used therewith, after which all equivalent letters are introduced in like manner. At each opening of the book, the lessons in advance and the reviews face each other, the former in print, the latter in *written characters*. Thirty-five lessons are thus printed in writing.

But, these preliminaries passed, the pupil is at once introduced to the words he will most commonly use in the business of life. Like the *EXCELSIOR READERS*, this Speller is divided into Sections, each of which treats of one general topic, concerning which it gives

all the terms, and their pronunciation according to the most reliable and widely accepted standard. These sections embrace Man, and the Animal, Vegetable, and Mineral Kingdoms. The lessons include the household, the human body and its members; its food and clothing; the home, its essentials and its luxuries; the mind, school, training, and studies; the arts and trades; law, medicine, politics, farming; travel and traffic by land and sea; war, etc.

Religion is treated also, in a manner which, though necessarily not exhaustive, will at least contribute to a more thorough understanding of the divine offices of the Church, her rites, vestments, and ceremonies, as well as her doctrine and practice.

Assorted words of like form and length, grouped with direct reference to use, place, time and meaning, are so arranged in columns as to add beauty to the printed page while effecting a saving of about one-third of the space. As the easy words of each topic are in the first two or three columns of the page, lessons may be readily assigned suited to the capacity of all classes.

The Dictation Reviews, invariably given, contain essential definitions and discriminations, and their use should only cease with their perfect mastery. They test the pronunciation and spelling, and suggest forms of construction for daily use by both teachers and pupils.

Good Pronunciation, the most useful of the acquirements, and which can only be attained in youth, has received ample consideration. The Introductory Treatise gives, in practical form, the nature, properties, and sounds of the letters; accent; the analysis of words; and a *Key* to all of *Webster's* marked letters, with the additional combinations, *ou, ow, ch, sh, fh, wh,* and *ng*, making a complete Phonic Alphabet. Exact syllabication; primary and secondary accents; marked letters, both in accented and unaccented syllables; respellings; and *Italic*, for silent letters, are used wherever needed.

The *Appendix*, as here *revised and enlarged*, is vitally important to the successful study of this book. It contains Words Pronounced Similarly, Facts in Pronunciation, Rules in Spelling, Prefixes and Suffixes, Capital Letters, Punctuation Marks, Abbreviations, Names of Persons, and seven lessons in Test Words. These divisions are accompanied with the needed explanations and dictation exercises. They should be learned at an early day, and applied constantly throughout the body of the work.



## TO INSTRUCTORS.

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CONSIDERATION and wise supervision are needful for uniform success, in teaching pupils of all grades from a single spelling-book. In the lower classes, the *Introduction* should not be learned wholly by rote, nor used consecutively. The instruction and the exercises should be chiefly oral; and a practical knowledge of the facts, from the body of the book, should precede or accompany the rules. Though the Lessons are consecutive, progressive, and topical, they should be so assigned with reference to the grade of the class as to avoid every symptom of weariness. Beginners should first learn, topic by topic, only the two or three columns of each Lesson which embrace the short and simple words. All columns of words should be read down.

IN RECITATION, remember that *telling is not training*. And still as junior classes rarely know how to study to advantage, give the necessary aid, daily in advance, and teach pupils how to instruct themselves. Many exercises may be made amusing, and all interesting. Pupils who can write should copy the words of the lesson and pronounce and spell them from the copy: all others should read and spell the words from the book.

IN ORAL SPELLING, the teacher should pronounce the words *correctly*, without regard to their orthography; and pupils, in general, should merely name the letters of words, make a marked pause at the end of each syllable, and imitate the teacher in their pronunciation. Pupils who misspell should be required to write the words on the

blackboard as misspelled, and to correct them *in writing*, before the class. All should be trained daily in spelling by the powers of the letters, and in the use of diacritical marks.

**DICTIONARY REVIEWS.**—After pupils have pronounced the words in the columns, and spelled them *orally*, they will *read* the corresponding *Dictation Reviews* with great care, thus testing their pronunciation and recalling their attention to the *form* of the words. The teacher will read the sentences slowly and distinctly, while the pupils write them. Blackboard exercises are preferred for class use. When slates are used, they may be expeditiously examined by requiring pupils to exchange, so that each one shall become the inspector of his neighbor's work, while the teacher spells the several words. A record of the words misspelled or mispronounced should be kept by the pupils, for reviews and special drill. Plain and inexpensive blank books, of good material and moderate size, are preferable for this purpose.

**SECTIONS OF THE APPENDIX** should be taught as needed, applied daily thereafter by the class, throughout the body of the book, and perfectly mastered. The Treatise on Etymology, page 142, owing to its great importance, should receive a degree of consideration not accorded to any other section. The first place, however, should be given to *Englsh. Composition*. All other exercises should be made tributary to this; and still real success must depend chiefly upon the intelligence, tact, and enthusiasm of the teacher. He should encourage the pupils to do their own work, and only give the needed suggestions and aid.



## PART I

**O**RTHOGRAPHY treats of the nature and properties of letters, and the correct spelling and writing of words. It properly embraces both *pronunciation* and *spelling*, as neither can be well taught by itself.

Orthography { *Pronunciation*  
*Spelling*

2. **GOOD PRONUNCIATION** is such an easy and clear way of speaking words as gives their correct sounds, syllables, and force of voice. Its parts are *articulation*, *syllabication*, and *accent*.

Pronunciation { *Articulation*  
*Syllabication*  
*Accent*

3. **GOOD SPELLING** is the act of writing or naming the right letters of words.