

**THE PRACTICE BOOK;
CONTAINING
LESSONS IN DICTATING,
WITH QUESTIONS**

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The practice book; containing lessons in dictating, with questions by Miss Anne Tallant

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MISS ANNE TALLANT

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PRACTICE BOOK;

CONTAINING
LESSONS IN DICTATING,
WITH QUESTIONS,

INTENDED TO REMOVE DIFFICULTIES IN ENGLISH
CONSTRUCTION, AND TO COMMUNICATE INTERESTING
HISTORICAL AND NATURAL FACTS.

BY MISS ANNE TALLANT.

The Second Edition.

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PREFATORY REMARKS.

THE following exercises have been printed, because they were found useful in Manuscript to a few, and it is hoped, that they may now be serviceable to many. It has been truly said, that "Honesty is not praiseworthy, but to fail in it is disgraceful." The same may be observed not only of neat and legible hand-writing, but of correct orthography and construction of language.

The exercises are intended to be read aloud by the teacher, (or by the pupils in rotation,) and transcribed by the pupils, in convenient portions. It is presumed, that the act of committing them to writing, will so far impress them upon the memory, as to assist the scholar in retaining the several rules, and in answering the questions provided, or others which may occur to the teacher.

The words of a received author have on all occasions been preferred, when it was possible to embody them agreeably to the current rule.

Should it be thought that there is a degree of repetition, it is submitted that the finest pictures are produced, not by seeking to introduce a variety of tints, or by at once imparting the colour in mass, but by minute and repeated touches of the more useful and harmonious.

The exercises were arranged with the hope of assisting :—

First—THE HAND-WRITING, ORTHOGRAPHY, AND PUNCTUATION. Nothing gives so much freedom and readiness to the learner, as writing from dictation.

Secondly—THE POWER OF HABITUAL, AND FIXED ATTENTION. It is scarcely possible that the pupil can practice the writing, and explanation of these exercises, without acquiring that useful and necessary habit.

Thirdly—IN EXPLAINING SUCH IDIOMATIC INTRICACIES AND MINUTIÆ AS EXPERIENCE HAS DISCOVERED TO BE PERPLEXING.

Fourthly—IN FURNISHING IN A LESS REPULSIVE FORM THAN THAT OF DRY LESSONS, A STORE OF MISCELLANEOUS FACTS.

The child who begged her mother's pearls to play with, believed she was only amusing herself; but the mother was wise when she seized the medium of entertainment, to lay the ground-work for a knowledge of arithmetic, geography, and natural history. In remembering persons,

and things, we reflect under what circumstances, and in what places, we first or usually saw them. This association of ideas is a *Memoria Technica* within the power, and not only the power, but in the actual use of all classes, and applicable to all subjects. By it the artizan learns the names, and uses of his tools; the gardener of his plants; and the scholar of his books. For instance—the scholar wishing to refer to a passage which he has read, recurs by a chain of small linked circumstances, till the substance, and very probably the words of the author, are present to his mind. The questions which he tacitly asks himself are something like these: “In what sort of book did I see the passage? Was it towards the beginning or conclusion of the volume? Was it towards the top or bottom of the page?” These questions are so rapidly run through, and the replies present themselves so readily, that persons who are not of reflective habits are scarcely conscious of the fact.

The opening mind is eager and willing to be occupied; it asks employment, but prefers that which is enlivening to such as may be irksome; granting also that much depends upon first impressions, it is in a high degree desirable that the youthful scholar should be early, and agreeably, induced to taste the sentiments and opinions of our best English authors. The pupil being interested and pleased by a striking truth from Johnson, eagerly seeks possession of the sound matter contained in his valuable works. The zealous teacher reaps a full and rich reward, when this impulse is given to the mind of youth—when the pupil is acknowledged to be “not the mere mirror to reflect all the transient passions which may agitate and disfigure it, but a well stored and excellently painted picture.”

Lincoln, June, 1834.



Figure 2. Relationship between number of trials and number of correct responses.

Figure 2 shows the relationship between the number of trials and the number of correct responses. The number of correct responses increases linearly with the number of trials, from 1 correct response at 1 trial to 10 correct responses at 10 trials.

Figure 3 shows the relationship between the number of trials and the number of correct responses. The number of correct responses increases linearly with the number of trials, from 1 correct response at 1 trial to 10 correct responses at 10 trials.

Figure 4 shows the relationship between the number of trials and the number of correct responses. The number of correct responses increases linearly with the number of trials, from 1 correct response at 1 trial to 10 correct responses at 10 trials.

Figure 5 shows the relationship between the number of trials and the number of correct responses. The number of correct responses increases linearly with the number of trials, from 1 correct response at 1 trial to 10 correct responses at 10 trials.

Figure 6 shows the relationship between the number of trials and the number of correct responses. The number of correct responses increases linearly with the number of trials, from 1 correct response at 1 trial to 10 correct responses at 10 trials.

Figure 7 shows the relationship between the number of trials and the number of correct responses. The number of correct responses increases linearly with the number of trials, from 1 correct response at 1 trial to 10 correct responses at 10 trials.

Figure 8 shows the relationship between the number of trials and the number of correct responses. The number of correct responses increases linearly with the number of trials, from 1 correct response at 1 trial to 10 correct responses at 10 trials.

EXERCISES

On words which are spelled and pronounced alike, but which have different meanings.

“ Learn not only the true meaning of every word, but the sense which those words obtain when placed in any particular station or order.”

The Cardinals of Rome being summoned from each of the cardinal points to assemble in conclave, enjoined the strict observance of the cardinal virtues.

QUESTIONS.—What is a Cardinal,—where is Rome?—what is meant by Conclave? Name the cardinal virtues. Of which cardinal virtue is the cardinal sign Libra an emblem? Give instances of cardinal and ordinal numbers.

The packet contained a copy of the brief for the Rector to read next Sunday, the Barrister's brief for the ensuing assizes, and a brief account of the late conflagration.

Q. Explain the several meanings of the words Brief, Rector, Barrister, Assizes, and Conflagration. What are the gradations of rank among the clergy?
