

**THE FELTER  
TWENTIETH  
CENTURY SPELLERS**

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The Felter Twentieth Century Spellers by William L. Felter

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BY

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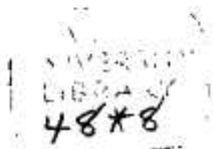
*SEVENTH YEAR*



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## P R E F A C E

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THERE is an undoubted tendency among teachers to return to the use of a spelling book. The numerous complaints from business men who employ graduates of the schools that these graduates are poor spellers, have increased this tendency and emphasized the need of a change in school procedure. Words chosen at random by teachers of successive grades without regard to whether these words have been taught before, or whether the words are in common use, and therefore likely to be needed in business life, have proved insufficient.

What is imperatively needed is, first and foremost, a list of words based upon common usage, these words to be determined by scientific investigation. Such a list this series of spellers contains. All of the words ascertained through an investigation conducted by the Sage Foundation to be words frequently found in business correspondence are included in these spellers. The troublesome words oftenest mis-spelled, which are here called "arch-demons," are also presented. Such experience as has grown out of many years of actual classroom practice in choosing words has been utilized.

While there is no royal road to spelling, there may be sign posts on the road. Carefully selected and graded word lists, valuable memory gems showing the words in their proper settings, lessons in capitalization, in punctuation, in grammatical forms, in word building and in elementary letter writing are such sign posts. The self-activity of the child has been enlisted in forming word lists with a common phonetic element, in word building, in word analysis, and in completing elliptical sentences. The student in the upper grades is referred in most cases to the dictionary for definitions. The division into syllables and the accentuation cor-



respond with the forms in the 1915 edition of "Webster's International Dictionary."

Particular attention has been paid throughout the series to reviews not only by the repetition of words frequently mis-spelled, but also by the use of the review at the end of each four weeks of work and a comprehensive review at the close of the term. It is suggested that every written exercise be carefully corrected and returned to the pupil for the re-writing of the mis-spelled words. Occasional oral reviews are strongly recommended.

#### SPECIAL FEATURES

The special features of the Seventh Year embrace the study of synonyms, the choice being given to words in common use. There is a continuation of the work in the application of prefixes and suffixes as well as the further development of the topic. Additional new material in the study of stems is also afforded. Emphasis is placed upon drills in the use of words which are likely to be misused. Selected letters from actual business correspondence are included so that correct and practical forms may be brought to the attention of the pupils.

The work for a term comprises sixteen groups with prepared work for each week. There is a general review at the end of each half year. Optional words, sentences, paragraphs, and memory gems are also provided.

On page 79 will be found what are known as the "One Hundred Spelling Arch-Demons of the English Language," or the one hundred words found oftenest mis-spelled in an examination of the written vocabularies of several thousands of students in many states.

Permission to publish this list has been granted by Professor W. Franklin Jones, to whom grateful acknowledgment is hereby made.

## SEVENTH YEAR: FIRST HALF

### FIRST WEEK

The year's at the spring,  
And day's at the morn;  
Morning's at seven;  
The hillside's dew-pearled;  
The lark's on the wing;  
The snail's on the thorn;  
God's in his heaven—  
All's right with the world!

—Robert Browning.

|            |           |            |
|------------|-----------|------------|
| scorch'ing | men'tal   | nu'mer ous |
| cen'ter    | wel'come  | sin cere'  |
| fa'mous    | pleas'ant | bus'tle    |
| some'times | splen'did | al'most    |
| jostle     | u'su al   | fair'ness  |

### WORD BUILDING

*The prefix epi means upon.*

*Define: ep i der'mis, ep'i thet, ep'i gram, ep'i taph.*

*The suffix ice means state of being, quality of.*

*Define: no'tice, jus'tice, prac'tice, mal'ice, cow'ard ice.*

*The stem vert, vers, means to turn.*

*Define: ad'ver tise, per vert', con'tro ver sy, re vert', sub-vert', in vert', a ver'sion.*

|               |             |                |
|---------------|-------------|----------------|
| bil'liards    | sa'cred     | host'ess       |
| the'a ter     | res'i dence | draughts       |
| his tor'i cal | spa'cious   | res'i dents    |
| trib'utes     | eb'on y     | in di vid'u al |
| he'roes       | gal'ler ies | per sist'ence  |

## SYNONYMS

*Words that are alike in meaning in some respects and different in others, are called synonyms.*

*sin and crime.*

*Sin is an offense against the law of God.*

*Crime is an offense against the law of man.*

*An evil deed may be both a sin and a crime.*

*teach and learn.*

*To teach is to give instruction.*

*To learn is to receive instruction.*

*The teachers give instruction but the pupils learn.*

*Write sentences using the above synonyms.*

## SECOND WEEK

In 1858 Longfellow published a long narrative poem, "The Courtship of Miles Standish." The background is a famous chapter in history, the settlement of the Pilgrim fathers at Plymouth on the coast of Massachusetts. The story is a half-humorous one of love and friendship, as well as one picturing the stern struggle between two races.

All the principal characters of the poem are based on real persons. Priscilla Mullen, John Alden, and Miles Standish are mentioned by name in the early chronicles of the colony.