

**THE IDEAL SPELLER
FOR GRAMMAR
GRADES**

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The Ideal Speller for Grammar Grades by Edgar Lincoln Willard & Frances Ward Richards

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FOR
GRAMMAR GRADES

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Preface

The plan as outlined in the book for "Primary Grades" has been followed in this book with these exceptions:

First, in the sixth year three words a day are provided, in the seventh year, four, and in the eighth five.

Second, dictation exercises which include the words of the text are provided in the work of the fifth and sixth year, while selected quotations are substituted in that of the seventh and eighth.

Third, all words of more than one syllable are accented and syllabicated.

Webster's Dictionary has been used as the authority in accent, pronunciation, spelling and syllabication.

The series contain all the words of the so-called "Sage List" and the list of the National Educational Association.

With these facts in mind, the attention of teachers is called to the fact that in the series covering the work of seven and one half years there are few more than three thousand words, and again that these three thousand or more words have been found to be the most useful and necessary words in the English language.

The authors gratefully acknowledge their indebtedness to Mr. Edwin G. Broome and Mr. Jacques W. Redway for many excerpts from "A Syllabus in Spelling and Pronunciation" which have been incorporated as a part of this work under the title Suggestions to Teachers, and to its publishers, The Thompson-Brown Company, for permission to use the same.

The selections from Longfellow, Holmes and Emerson are used by permission of and by arrangement with Houghton Mifflin Company, and are also gratefully acknowledged.

Acknowledgments are made for the use of the rules for spelling from the Concise Standard Dictionary, by permission of Funk & Wagnalls Company, Publishers; to Newson Company for the selection from Kipling; to Silver, Burdett & Co. for several quotations from Guide Book to English, Book II; to D. Appleton & Co. for many excerpts from "Choice Selections" by Northend and Carleton; to Ella Lyman Cabot, Edmund L. Pearson and Charles F. Dole for one quotation each, taken from their writings.

The attention of teachers is called to the suggestions on following pages and to the review lessons at the end of the book.

Care in following out these suggestions in detail and in faithfully conducting reviews will bring the desired results.

E. L. W.

F. W. R.

Newburyport, Mass.
October 1, 1913.

Suggestions to Teachers

I. *Steps in the Preparation of the Lesson.*

No word has been mastered by a pupil until he knows its pronunciation, its syllabication (if a word of more than one syllable), its meaning or use, and its spelling.

Pupils should be trained to observe these four requirements in preparing a new lesson.

II. *Methods to be Employed in the Preparation of a Lesson.*

1. PRONUNCIATION.—In the primary grades the teacher must be the authority in pronunciation. In assigning the new lesson, the teacher should pronounce each new word correctly, slowly, and distinctly, the children repeating.

In the grammar grades, the children should be taught to use the dictionary in the preparation of the lessons.

2. SYLLABICATION.—In the primary grades the teacher should write the syllabicated words on the board.

In this work, it has been thought wise to syllabicate the words in the book for the grammar grades.

3. MEANING AND USE.—Do not waste time in defining common words, like horse, house, man. Concentrate effort on the new and unusual words.

In the primary grades the teacher will usually supply the meanings of such words as are new or in any way unusual. In the grammar grades the children should consult the dictionary. Considerable care is necessary to induce pupils to select the most appropriate meaning of the several meanings given.

4. There are several ways in which a pupil may prepare the spelling of a word. Writing the word on paper five or ten times is NOT recommended. The following procedure is suggested: The pupil notes the words in the assigned lessons which appear unusual,

or which he CANNOT spell. He concentrates his attention upon these words, one at a time, as follows: (1) He looks closely at the word as printed in the book or written on the board; (2) he writes it ONCE on paper, dividing into syllables (if a word of two or more syllables); (3) he scrutinizes closely the written word; (4) he closes his eyes, or turns the paper over, and spells the word mentally, trying to form a picture of it; (5) he looks again at the written word, if necessary, and writes it on the back of the paper from memory. After he has dealt with each word in this manner, he should try to write the whole list from memory. The object of this method is not only to provide several approaches to the new word, but also to train the memory to retain its form. MERE REPETITION, WHETHER WRITTEN OR ORAL, WILL NOT PRODUCE A LASTING IMPRESSION.

III. *Both Written and Oral Spelling should be practiced.*

It is a good plan to have the words spelled orally before they are written. In dictating the words a teacher's pronunciation should be strictly accurate, and her enunciation distinct. The meaning of each word, excepting the most common ones, should be brought out. The following method has brought excellent results: The teacher gives a sentence which illustrates the meaning of the word, and then repeats the word; for example, "The eel is a kind of fish—eel." The pupils write the word, syllabifying, if a word of two or more syllables.

Another successful method is as follows: The teacher pronounces each word slowly and distinctly; the pupils write the words as given. After each word is written a pupil is called upon to recite orally a sentence illustrating the meaning of the word. In the upper grades giving the definition will usually suffice. Also, in the upper grades the pupils may be required to use the last half of the spelling period for writing original sentences, using the words of the day's lesson.

Concert recitations are NOT recommended.

In oral spelling pupils should pronounce the words distinctly before and after spelling, and indicate the syllabication by a pause between syllables.

Words commencing with a capital letter should be always thus designated.

IV. *The Assignment of the New Lesson.*

In this book, TWO WORDS A DAY have been provided for the FIRST FIVE YEARS of school, beginning with the middle of the first year; three a day for the sixth, four a day for the seventh, and five a day for the eighth.

These words have been carefully selected and, if thoroughly mastered, at the end of the elementary course a pupil will have at his disposal a vocabulary of more than three thousand words.

REMEMBER that a complete mastery of a hundred new words during a term is preferable to a superficial knowledge of five hundred. In assigning a new lesson, the teacher should pronounce each new word distinctly, and point out peculiar difficulties, such as those in colonel, separate, February, and receive. The pupils should be urged to *concentrate attention on the difficult words*.

When a word has one or more homonyms, like see, sea, vain, vane, vein, hear, here, the homonyms should be dwelt upon and the differences in meaning pointed out.

V. *Reviews.*

Reviews should be frequent. They are provided for at least once a week by the lists at the foot of each page and are suggested for Fridays or for any day when there is a special program of work. A more extended review is provided in the lists on the last few pages of the book for grammar grades.

Dictation exercises are a very satisfactory form of review in the primary grades. Each teacher should keep in a notebook an alpha-

betical list of the words which give her class especial difficulty, and should give occasional reviews from this list. It is well for every pupil to write in a notebook every word misspelled in the daily lesson in spelling. This list should be supplemented by words misspelled by the pupil in written composition. Every Friday, for review, the teacher might require the members of the class to spell the words in their lists. This could be made either an oral or a written exercise. The teacher should include in her general list of difficult words the words which occur most frequently in the lists given by the pupils. It is a good plan, also, to keep a list of the most troublesome words on the blackboard where the pupils may see them frequently. When words from this list are to be given in a lesson, the list may be concealed. When the teacher feels reasonably certain that a word in the list has been mastered by all members of the class, it may be erased, and another put in its place.

Some teachers have had good results by writing the more troublesome words in the board list with colored chalk. Where there is one especially difficult element in a word, like the *colo* in colonel, that element only should be written in colored chalk.

Words may be written or printed on "sight cards" for rapid review. A good substitute is to write the word slowly on the board, and then erase.

In reviews, again, concentrate effort on the *difficult* words.

Under reviews comes the spelling match. An occasional "spelling down" is both interesting and stimulating; but a few cautions should be given: (1) Don't have spelling matches too often; (2) don't array girls against boys; (3) don't leave the choosing of the sides entirely to the pupils; (4) don't give words which only one pupil in a hundred will ever use again in his lifetime.

When high school students constantly stumble on such words as there, practice, distinct, principal (of a school), receive, and separate, it is folly to waste time in the elementary school upon such words as transubstantiation, ecumenical, and eleemosynary.