

NEW PRACTICAL SPELLER

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New Practical Speller by James H. Penniman

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JAMES H. PENNIMAN

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SPELLER**

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BY

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Words Difficult to Spell," "The School Poetry Book," etc.*

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PREFACE

THE greatest care has been taken in the selection and arrangement of the words which make up this book. Nearly every English word that is in common use and difficult to spell is included, and the grouping of the words according to subjects often renders the definition obvious. "The association of the sense and use of a word with its form is always an assistance in the recollection of its spelling."

It is because we write that we need to know how to spell, and most persons learn to spell by observing the appearance of a word and by reproducing its form more readily than by naming the letters which represent it. When words are disguised by diacritical marks or by separation into syllables, it is more difficult to learn to spell them. On this account the words have not been divided into syllables.

What the pupil needs is to form the habit of writing the word correctly, so that the hand will reproduce it automatically; for spelling is largely mechanical, like type-writing or piano playing. "Needless attention to spelling while writing is a waste of mental power."

To the modern idea that spelling may be learned incidentally much poor spelling is due. The secret of success is concentrated effort on the words that are likely to be misspelled, and on the letters where the mistake is likely to be made. "When a boy sits down to a collection of words and puts his mind on them and abstracts it from everything else until he has possessed himself of their spelling, he has acquired a mental vigor which no 'incidental' learning could give him."

To secure accuracy and thoroughness a fixed deduction should be made for each misspelled word, so that ten mistakes in a lesson of twenty-five or fifty words will give a failure for the exercise.

With the exception of an occasional spelling match or an oral review, all work should be written and it should not be accepted unless done neatly.

The work should usually be corrected by the teacher, and there is a considerable gain if the corrections can be made at once in the presence of the pupil. Mistakes may be thus corrected in writing before they become fixed in the mind, and there is no chance for a subsequent discussion as to whether a doubtful letter was meant for an *a* or an *o*, an *i* or an *e*. Plainly written papers can be corrected with great rapidity and the work of a large class can be gone over in a few minutes.

No pupil should be allowed to see any errors but his own. Each should keep a list of the words that he has misspelled and should review them frequently, for a reputation for bad spelling is usually acquired by the habitual misspelling of a comparatively small number of words.

The proper function of the spelling book is to teach the correct spelling and the accurate use of words. The short dictation exercises have been carefully prepared in order to concentrate attention on these two points. We study ancient and modern languages and learn Latin or German synonyms, but it is singular how little effort is made to teach our own language as an instrument of expression, a subject of great practical value and an excellent mental discipline. The dictation exercises need not be assigned for home study, but may be taken up in the class and made

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the basis of a profitable lesson on the fine distinctions and shades of meaning of words.

Special attention should be paid to the review lists following page 130.

A number placed after a word shows that it has at least so many well-defined uses; as, for instance, charge, 2. The *charge* was a dollar. The soldiers *charge* up the hill.

No attempt has been made to exhaust all the meanings of the numbered words. When words having nearly the same meaning come together, they have sometimes been joined by a bracket $\left\{ \begin{array}{l} \textit{weary} \\ \textit{tired} \end{array} \right.$

The pronunciation of the more difficult words has been given, but a dictionary should be consulted for the pronunciation and definition of each word about which there is any doubt on the part of the learner. The use of the dictionary should be insisted on, for the pupil will more readily retain the knowledge which he gains by his own exertions.

The writer takes pleasure in acknowledging his indebtedness to his colleagues of the De Lancey School for many valuable suggestions in connection with the work.

The diacritical marks are common to both Webster's and Worcester's dictionaries, either of which should be consulted in case of doubt.

NEW PRACTICAL SPELLER



cost	cheat	penny
value	afford	pennies
worth	owe	quarter
price	due <small>(should rhyme with few)</small>	half
expense	loan	halves
charge 2	debt	dollar
fare	borrow <small>(bórrōw)</small>	change 2
wages	earn	paid
hire	money	bargain
fee	riches	traffic
gain •	wealth	barter
profit	property	exchange
own	collect <small>(2 syllables)</small>	cheap
buy	supply	costly
bought	coin	dear
purchase	cent	scarce
sell		rare

DICTION. The *price* or *charge* is what is asked for an article; the *value* is what it is *worth*; the *cost* is what is *paid* for it. To *barter* is to *exchange* goods for other goods without the use of *money*.