

**THREE THOUSAND PRACTICE  
WORDS: WITH AN APPENDIX  
CONTAINING RULES FOR  
SPELLING, RULES FOR CAPITALS**

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Three Thousand Practice Words: With an Appendix Containing Rules for spelling, rules for capitals by J. Willis Westlake

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**J. WILLIS WESTLAKE**

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THREE THOUSAND  
PRACTICE WORDS,  
WITH  
AN APPENDIX

CONTAINING  
RULES FOR SPELLING, RULES FOR CAPITALS, ETC.

BY  
J. WILLIS WESTLAKE, A. M.,  
PROFESSOR OF ENGLISH LITERATURE IN THE STATE NORMAL SCHOOL,  
MILLERSVILLE, PA.



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## PREFACE.

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IN teaching orthography, the want is often felt of a collection of just such words as a student needs to study, unencumbered by those of which he is already master, or which are so rarely employed as to be of but little use to him. The spelling-book and the dictionary are too large; a person has to go over too many words to find the ones he needs. This little work is printed to supply the want here indicated. It was originally prepared for the use of the author's own classes; but as an unexpectedly large demand for it has rendered a new edition necessary, he has embraced the opportunity to make such corrections and additions as a year's trial of the work has suggested, and as will more fully adapt it to the wants of schools everywhere. A statement of its plan and nature will be found in the Introduction, to which the reader's attention is invited. In this enlarged form, it is offered to the public, with the hope that it will contribute in some slight degree to the removal of that reproach of American schools, bad spelling.

J. W. W.

STATE NORMAL SCHOOL, July 4, 1874.



## INTRODUCTION.

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### EXPLANATIONS AND SUGGESTIONS.

IT may assist the teacher to give a brief explanation of the plan of this little work, and some hints as to its use. This will be done under several distinct heads.

**1. Classification.** — The words which constitute the body of the work are classified as follows: Part I., *Familiar Words*; Part II., *Difficult Words*; Part III., *Proper Names*; Part IV., *Homophonous Words*. No other classification was attempted or desired. In the study of spelling, each word should be made a distinct object of attention; but when the words are grouped, as they generally are in spelling-books, according to some similarity of structure, the spelling of one word suggests that of the next, so that each word makes but a faint impression. The division into lessons and groups is merely for convenience.

**2. Difficulty.** — Though most of the words, especially those in Part I., are in common use, they will be found to require careful study. The reason of this is, that they were selected because they are liable to be misspelled, and are therefore the very words that *need* to be studied. The pupil wants to study, not what he knows, but what he doesn't know. In Part II. are found some words that may be called "hard;" but they were inserted, not *because* they are hard, but because they are

useful. There is no word in the book that is not met with almost daily in current literature.

**3. Pronunciation.** — Spelling should be made auxiliary to reading and speaking as well as to writing; and to this end careful attention should be paid to the pronunciation of the words. To assist both teacher and student, the principal accent of each word is marked, and when the word is peculiarly liable to be mispronounced, a “dagger” (†) is placed after it, or the pronunciation, in whole or in part, is given in parenthesis, in italics.

It is recommended that the teacher pronounce the words for the class when he assigns the lesson, so that pupils may recognize them when called to spell them. Many words are misspelled either because the pupil mispronounced them in studying the lesson, or *because the teacher mispronounces them in giving them out.* The class should be thoroughly drilled in the pronunciation of words that are commonly mispronounced; such, for example, as allop'athy, hydrop'athy, recess', ide'a, oppo'nent, com'bativeness. N. B. — *Let the teacher be sure to look over the lesson in advance.*

**4. Capitals.** — It is recommended that when the written method of spelling is used, no words should be capitalized except proper nouns and proper adjectives. In Parts I. and II., the capitals that begin the first word of each group should be *disregarded*; they are used merely for typographical effect. In no case is the first word one that requires a capital. It is important to acquire a correct habit in this respect, and therefore the misuse of a capital should be counted an error in spelling.

**5. Hyphens.** — The correct use of hyphens should be insisted on, and every error in this respect noted in the corrections. In the following lessons, the hyphen at the end of the line does not in any case separate the parts of a loose compound, the words having been purposely arranged with a view to this end; therefore all terminal hyphens should be disregarded, and all others used.



**6. Unsettled Words.** — When there are different ways of spelling or pronouncing a word, the approved method — at least that which we prefer — is given first; after it, in parenthesis, the other method or methods.

**7. Miscellaneous Suggestions.** — The parts of this work may be studied in the order in which they are arranged, or in any other that the teacher may prefer. Perhaps it would be best to study the Rules of Spelling first, so that the learner may have their assistance in studying the words of Parts I. and II.

These lessons, though apparently hard, may be used by lower as well as advanced classes; but, when used by the former, only the easier words should be learned as a first course, reserving the harder ones for a second.

In connection with the spelling exercise, it is an excellent plan to have pupils write sentences containing some of the more useful words. This plan is successfully pursued by some teachers; and the exercise forms an excellent introduction or auxiliary to the study of grammar and composition.

Encourage pupils to use *the dictionary constantly*, both for pronunciations and definitions.

**8. Spelling Blanks.** — The written method of spelling is greatly preferable to the oral. This is evident from the fact that often those who excel in "spelling matches" are bad spellers in composition. (See the Remark, p. 62.) Pupils may write on the blackboard, on slates, or in ordinary composition-books; but, when practicable, they should be supplied with blank-books ruled for the purpose (see specimen page below), both on account of their greater convenience, and because it is well that each student should have a record of his work. The method we have for some time successfully employed is the following:

**How Used.** — Pupils write the words from dictation as represented below, numbering them in order. Exchange books. Some of the pupils (or the teacher) pronounce and spell the words as

written, each pupil tracing with his eyes the words of the book before him, and putting a mark opposite those that are misspelled, counting mistakes of every kind. Pupils then take their own books, and the teacher calls the roll and ascertains the number of mistakes made by each. At the next recitation the books are handed in, ruled and corrected as in the specimen page given below; and the teacher examines each student on his misspelled words. This is a very important thing, and should not be neglected. The missed words, be they few or many, are worth more to the learner than all the rest of the lesson. Of these he should make himself master: he should "leave no enemies in the rear."

**Specimen Page of Spelling Blank.**  
(Corrected.)

1	abase.		18	February.	
2	abbreviate.	×	19	feign.	
3	ability.		20	guano.	
4	able-bodied.			Errors,	5
5	abolish.	×			
6	acknowledge.		2	abbreviate.	
7	agast.	×	5	abolish.	
8	agreeable.		7	aghaast.	
9	axletree.	×	9	axle-tree.	
10	bouquet.		15	Columbian.	
11	bronchitis.				
12	Christmas.				
13	chapel.				
14	cholera-morbus.				
15	columbian.	×			
16	duteous.				
17	epitaph.				

NOTE. — If no words are missed, write "Correct" in place of "Errors," and draw a double line underneath.




## ABBREVIATIONS AND SIGNS.

<i>a.</i> denotes <i>adjective</i> .	<i>f.</i> denotes <i>feminine</i> .
<i>n.</i> " <i>noun</i> .	<i>s.</i> " <i>singular</i> .
<i>v.</i> " <i>verb</i> .	<i>pl.</i> " <i>plural</i> .
<i>m.</i> " <i>masculine</i> .	<i>pr.</i> " <i>pronounced</i> .

† placed after a word means, *consult the dictionary*.

Marked vowels are sounded as in the following words:  
*fâte, fât, fâr ; mête, mêt ; pîne, pîn ; nôte, nôt ; tûne, tûn.*

 For explanations and suggestions concerning capitals, hyphens, etc., see Introduction.

