

**THE GRAMMAR SCHOOL SPELLER AND DEFINER:  
EMBRACING GRADED LESSONS IN SPELLING,  
DEFINITIONS, PRONUNCIATION, AND  
SYNONYMES; PROPER NAMES AND  
GEOGRAPHICAL TERMS; A CHOICE SELECTION  
OF SENTENCES FOR DICTATION; AND A  
CONDENSED STUDY OF ENGLISH ETYMOLOGY**

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The Grammar School Speller and Definer: Embracing Graded Lessons in Spelling, Definitions, Pronunciation, and Synonyms; Proper Names and Geographical Terms; A Choice Selection of Sentences for Dictation; And a Condensed Study of English Etymology by E. D. Farrell

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**E. D. FARRELL**

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THE  
UNIV. OF  
GRAMMAR SCHOOL, CALIFORNIA

# SPELLER AND DEFINER:

EMBRACING

GRADED LESSONS IN SPELLING, DEFINITIONS, PRONUNCIATION, AND SYNONYMS; PROPER NAMES AND GEOGRAPHICAL TERMS; A CHOICE SELECTION OF SENTENCES FOR DICTATION;

AND

A CONDENSED STUDY OF ENGLISH ETYMOLOGY.

BY

E. D. FARRELL.



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## PREFACE.

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THE GRAMMAR SCHOOL SPELLER AND DEFINER is designed to furnish the teacher with *one book* containing the material necessary for a thorough course of instruction in English orthography and orthoepy.

Experience proves that an excellent oral speller must not be expected to spell equally well on paper; and that a pupil who has a perfect knowledge of an extensive list of words finds it a difficult task to write an ordinary sentence from dictation. Hence the division of the work into oral, written, and dictation exercises.

The different modes in which several of the elementary sounds are represented, and the use of the same letter or combination of letters to express different sounds, render English spelling a difficult task. A series of exercises has been prepared to secure a thorough drill on the vocal elements. During this recitation the teacher will also find ample opportunity to correct faulty pronunciation.

The structure of words, the rules for spelling, and the manner of forming derivatives by means of prefixes and suffixes form an important feature of the general plan.

The groups of words arranged on the principle of association will serve as an introduction to the more serious work of definition; and the extensive collection of syno-



nymes will assist the teacher in enlarging the pupils' vocabulary, and in impressing those shades of meaning which show the cultivated mind.

No effort has been made to arrange the miscellaneous words so that the initial letter or terminal syllable shall be indicated by the preceding word. The plan of arrangement by similarity of structure has two defects: a search for such words results in the accumulation of useless material; and in study one word blends with the next, so that the pupil retains only indistinct impressions. Each word must be learned by itself. The ability to accomplish this task offers a fair test of the culture of the pupil.

The etymological division contains the principal Latin, Greek, and Anglo-Saxon roots found in our language. Generally, two forms of the Latin verb have been inserted—the indicative present, ending in *o*, and the supine (participial noun), ending in *um*, or the past-participle, ending in *us*. The genitive (possessive), in many cases, has been added to nouns and adjectives. The root-word is given and defined; next follows the radical enclosed in a parenthesis; then the derivative words.

The signification of a derivative includes the essence of each of its parts. During the early stages of the development of our language the derivative had none other than a literal meaning, but in a living language the application of words as well as the form is ever subject to change. To make the subject of etymology a source of mental discipline, it is necessary to trace the effect of each significant part and to establish a connection between the primary application of the derivative and its present definition. To teach the root-word and to neglect the derivative is to waste time.



The list of *words frequently mispronounced* contains over five hundred examples of false orthoepy. Each word has been divided into syllables and marked with the primary accent. In nearly all cases attention is called to the incorrect pronunciation. Write the lesson on the board without accent or other mark, and call upon the pupil to pronounce each word. This plan for conducting recitations has stood the test of the class-room.

No attempt has been made to manufacture sentences for dictation. Artificial sentences are sometimes necessary, but a teacher can always invent enough for the purpose of illustration. A supply for use irrespective of circumstances is a fertile source of mischief. Hardly an English word can be found that has not passed through the hands of a master. The dictionaries and books of synonymes teem with specimens embedded in the purest English. These sentences have been taken in preference to manufactured articles that begin nowhere and end without giving a clue to the meaning of the test word.

The aim has been to prepare a practical Speller and Definer. Whatever is included has undergone the test of utility. Rare words have been excluded, and those inserted, together with the definitions, have been compared with the standard dictionary.