

**ENGLISH SPELLING AS IT IS. A
SERIES OF DICTATION LESSONS
FOR THE USE OF SCHOOLS AND
PRIVATE STUDENTS**

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English Spelling as It Is. A Series of Dictation Lessons for the Use of Schools and Private Students by A. H. Barford & Henry A. Tilley

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A. H. BARFORD & HENRY A. TILLEY

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AS IT IS.

A SERIES OF

DICTION LESSONS

for the use of Schools and Private Students.

ARRANGED BY

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NEW EDITION,

REVISED AND ENLARGED.

WITH AN APPENDIX ON SPELLING REFORM.

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1878.

PREFACE TO FIRST EDITION.

THE present little Work is intended by the Compilers to be a handbook, by the use of which teachers may put their pupils through a complete course of English Spelling, according the most approved mode of teaching that art, viz., by Dictation. The words given for practice are those which experience in the correction of papers of candidates for public appointment has shown to be the most liable to mis-spelling. The sentences have been framed in a manner that will best show the common meaning of the words to be dictated, and, at the same time, either to convey some useful truth or moral, or to cause the pupil to think and distinguish.

In the spelling of inflected words, no particular dictionary has been followed. It is assumed, that in teaching 'English Spelling, as it is,' no better guide could possibly be found than that afforded by the leading articles of the 'Times,' and of other first-rate journals, which represent the Intellect of the day. With all words of disputed spelling where

only one form is given, care has been taken that the one selected is that which is most in accordance with common usage, whenever that usage is not opposed to the derivation of the word, and the analogies of the language.

The system of giving false, although phonetic, spelling to School-boys for correction is pernicious, and does away with all that assistance which the eye affords when any perplexity in the spelling of a word arises. The Compilers are of opinion, however, that the plan they have adopted at the end of the book, of giving selections from old authors for re-writing with modern spelling, will not have that objection: on the contrary, it is hoped that, the School-boy being now sufficiently sure of his spelling, such exercises will prove beneficial, by directing his attention to the various inflexional and orthographical changes which have really taken place in the English language.

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