

**JUNIOR HIGH
SCHOOL SPELLER**

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Junior High School Speller by Richard L. Sandwick & Anna Tilden Bacon

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JUNIOR HIGH SCHOOL SPELLER

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JUNIOR HIGH SCHOOL SERIES

JUNIOR HIGH SCHOOL
SPELLER

BY
RICHARD L. SANDWICK
AND
ANNA TILDEN BACON

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ANDY WEN
CLUB
PEARCE

A WORD TO THE PUPIL

Why You Should Learn to Spell

You cannot afford to neglect spelling. Poor spelling is a stumbling-block to success. It is a badge of inferiority. Good spelling is a recommendation. It is taken as a sign of ability. In these days of universal education the man or woman who has never taken pains to learn to spell correctly is apt to be regarded with contempt. Some business firms give a test in spelling to all applicants for a clerical position. Those who make a good grade in this test are given the preference in employment.

How to Learn to Spell

Study each lesson on two different days before reciting it. The first day look at each syllable of each word and pronounce the syllables *as they are spelled*. In this way you will observe special difficulties in the spelling. Now write each word once, copying it from the text, and then go back to check the words with the text to see if they are spelled correctly. This first day's preparation will require at least five minutes.

The next day rewrite each word, spelling out with your lips the letters as you write them—silently if in school, aloud if at home. The number of times you rewrite will be determined by the ease or difficulty with which you learn to spell—from once to four times, requiring from five to ten minutes. If you get a perfect score at each recitation by rewriting the word but once, that is sufficient.

Hand in to the teacher your written preparation at each spelling recitation. Be sure to make perfect scores; for every time a word is misspelled, a tendency to misspell that word is set up that can be eradicated with difficulty. Each word misspelled in the recitation should be correctly rewritten at least five times.

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A WORD TO THE TEACHER

Seventh Grade Work

Part One—One year's work: Make sure of preparation by calling for the words correctly written from one to ten times each according to the spelling ability of the individual pupil. In the recitation work let the class write the spelling words in a blank book, while the teacher pronounces each word twice, distinctly.

Let the pupils exchange blanks and check errors, erasures, and rewritten words as the teacher spells, marking the standing and signing names. Erasures and rewritten words count as errors.

The teacher should collect these books and look them over carefully the first two or three days of the term, and at irregular times thereafter. An unchecked error counts against the pupil who failed to check it.

Once a month the pupil collects all his errors and hands them in, rewritten correctly. A group of reliable pupils may check these corrections after school hours, and average the class standing for the teacher's reports. "Spelling down" and oral reviews should be given from time to time, at least once a month.

Eighth Grade Work

Part One—In review—two lessons at an assignment.

Part Two—Word analysis—orally at first, then written in review. Go slowly. Five affixes, roots, or words for analysis are sufficient for one lesson.

Ninth Grade Work

First Half Year—Review Part One, omitting easy words in the earlier lessons. Review Word Analysis.

Second Half Year—Finish the text.

KEY TO PRONUNCIATION

Obscure letters, *i.e.* those having the sound of *u* in *us*, are put in *italics>* thus, *infant*.

Silent letters are canceled thus, *fat~~h~~*.

<p><i>ä</i> as in <i>fäta</i>.</p> <p><i>k</i> as in <i>väcation</i>.</p> <p><i>a</i> as in <i>cat</i>.</p> <p><i>f</i> as in <i>fäther</i>.</p> <p><i>ä</i> as in <i>äsk</i>.</p> <p><i>h</i> as in <i>lawn</i>.</p> <p><i>k</i> as in <i>cäro</i>.</p> <p><i>s</i> as in <i>even</i>.</p> <p><i>ö</i> as in <i>södäta</i>.</p> <p><i>e</i> as in <i>met</i>.</p> <p><i>ö</i> as in <i>thära</i>.</p> <p><i>ü</i> as in <i>färn</i>.</p> <p><i>g</i> as in <i>prög</i> (= <i>g</i>).</p> <p><i>l</i> as in <i>lee</i>.</p> <p><i>t</i> as in <i>idea</i>.</p> <p><i>i</i> as in <i>sin</i>.</p> <p><i>l</i> as in <i>machine</i> (= <i>l</i>).</p> <p><i>r</i> as in <i>bird</i>.</p> <p><i>ö</i> as in <i>öid</i>.</p> <p><i>ö</i> as in <i>öbey</i>.</p> <p><i>o</i> as in <i>hot</i>.</p> <p><i>ö</i> as in <i>lörd</i>.</p> <p><i>q</i> as in <i>whose</i> (= <i>u</i>).</p>	<p><i>q</i> as in <i>wölf</i>.</p> <p><i>ó</i> as in <i>móther</i> (= <i>u</i>).</p> <p><i>öo</i> as in <i>ööze</i> (= <i>u</i>).</p> <p><i>öo</i> as in <i>böök</i> (= <i>u</i>).</p> <p><i>ü</i> as in <i>üse</i>.</p> <p><i>ü</i> as in <i>ünite</i>.</p> <p><i>u</i> as in <i>up</i> (= <i>ö</i>).</p> <p><i>ü</i> as in <i>bürn</i> (= <i>ö</i>).</p> <p><i>u</i> as in <i>füll</i>.</p> <p><i>ü</i> as in <i>ryde</i> (= <i>g</i>).</p> <p><i>y</i> as in <i>dye</i>.</p> <p><i>y</i> as in <i>city</i>.</p> <p><i>n</i> as in <i>French boñ</i>.</p> <p><i>n</i> as in <i>sipk</i>.</p> <p><i>z</i> as in <i>iz</i> (= <i>x</i>).</p> <p><i>x</i> as in <i>exist</i> (= <i>gz</i>).</p> <p><i>g</i> as in <i>geln</i> (= <i>j</i>).</p> <p><i>g</i> as in <i>get</i>.</p> <p><i>e</i> as in <i>eat</i>.</p> <p><i>o</i> as in <i>cell</i>.</p> <p><i>ch</i> as in <i>church</i>.</p> <p><i>t, g</i>, etc., variable to <i>ch, zh</i>, etc.</p>
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ABBREVIATIONS

<p>a. . . adjective.</p> <p>adv. . . adverb.</p> <p>Ar. . . Arabic.</p> <p>arc. . . archaic.</p> <p>A.S. . . Anglo-Saxon.</p> <p>cf. . . (confer) compara.</p> <p>compar. . . comparative.</p> <p>conj. . . conjunction.</p> <p>D. . . Dutch.</p> <p>dim. . . diminutive.</p> <p>E. . . English.</p> <p>esp. . . especially.</p> <p>exc. . . exception to rule.</p> <p>F. . . French.</p> <p>fig. . . figuratively.</p> <p>fr. . . from.</p> <p>G. . . German.</p> <p>Gr. . . Greek.</p> <p>Heb. . . Hebrew.</p> <p>H.G. . . High German. •</p> <p>Icel. . . Icelandic.</p> <p>l.a. . . (id est) that is.</p> <p>It. . . Italian.</p> <p>L. . . Latin.</p>	<p>L.L. . . . Low Latin.</p> <p>L.G. . . . Low German.</p> <p>lit. . . . literally.</p> <p>met. . . . metaphorically.</p> <p>M. . . . Middle.</p> <p>n. . . . noun.</p> <p>obs. . . . obsolete.</p> <p>O.D. . . . Old Dutch.</p> <p>O.E. . . . Old English.</p> <p>O.F. . . . Old French.</p> <p>O.H.G. . . . Old High German.</p> <p>orig. . . . originally.</p> <p>pl. . . . plural.</p> <p>p.p. . . . past participle.</p> <p>pr.p. . . . present participle.</p> <p>pref. . . . prefix.</p> <p>prep. . . . preposition.</p> <p>prob. . . . probably.</p> <p>pron. . . . pronoun.</p> <p>Sp. . . . Spanish.</p> <p>v. . . . verb.</p> <p>v.i. . . . verb intransitive.</p> <p>v.t. . . . verb transitive.</p>
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JUNIOR HIGH SCHOOL SPELLER



PART I

WRITTEN OR ORAL SPELLING

WORDS MOST OFTEN MISPELLED

Following are two thousand words most frequently misspelled — words necessary for business and for general use.

The student should not fail to commit to memory the rules of spelling. In preparing the lessons the student should *spell by syllable*.

LESSON 1	LESSON 2	LESSON 3
1. black	a ble	stop
2. warm	watch	walk
3. un less	dash	grant
4. cloth ing	com bi na tion	soap
5. be gan	fight	av e nue
6. in speet	young	teach er
7. it self (one word)	dol lar	No vem ber
8. some thing	e ven ing	a fraid
9. nurse	treas ure	press
10. wom an	in trade	un cle