

**THE IDEAL SPELLER
(REVISED) FOR
GRAMMAR GRADES**

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The Ideal Speller (Revised) for Grammar Grades by Edgar Lincoln Willard & Frances Ward
Richards & Julia R. Brophy

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**EDGAR LINCOLN WILLARD & FRANCES
WARD RICHARDS & JULIA R. BROPHY**

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(REVISED)

FOR

GRAMMAR GRADES

BY

EDGAR LINCOLN WILLARD
Superintendent of Schools, Natick, Mass.

AND

FRANCES WARD RICHARDS
Principal of the Newburyport Training School

AND

JULIA R. BROPHY
Public School Fifty, New York City

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Preface

That a few words well learned are preferable to many words half learned has been the controlling motive in the compilation of *The Ideal Speller*.

In grades two, three, four and five, an arrangement of two words a day is provided; in the sixth year, three words; in the seventh year, four and five words, and in the eighth year, five words. Though there is ample authority for not attempting to teach a greater number of words per day than those specified, for the convenience of those schools where the course of study calls for a larger list, this book presents an aggregate number of words for grades two to eight, inclusive, as follows: 350, 450, 600, 600, 600, 600, 600; total 3,800.

Besides these words there are approximately 400 additional words presented in the lists of Contractions, Abbreviations, Homonyms, Prefixes, Suffixes, Synonyms and Word Study.

The words finally selected are those that have been found by recognized authorities to be the most useful in everyday life. All of the so-called "Sage List" and most of the "Cook and O'Shea List" are included.

The authors have purposely omitted historical and geographical names, as such words should be taught in connection with the work in history and geography.

No effort has been made to give ability to spell difficult words except such as are considered eminently useful.

Dictation exercises which include the words of the text are provided in the work of the second to the sixth years, inclusive, while selected quotations are substituted in that of the seventh and eighth years. Throughout the lessons for the second, third, and part of the fourth year, no word occurs in any sentence that has not been taught in some preceding lesson.

In the primary grades it has not been deemed wise to syllabicate words of more than one syllable, as it is intended that the teacher shall develop such words on the board. In the grammar grades all words of more than one syllable are accented and syllabicated.

Webster's Dictionary has been used as the authority in accent, pronunciation, spelling and syllabication.

The authors gratefully acknowledge their indebtedness to Mr. Edwin G. Broome and Mr. Jacques W. Redway for many excerpts from "A Syllabus in Spelling and Pronunciation," which has been incorporated as a part of this work under the title *Suggestions to Teachers*, and to the publishers, Thompson, Brown & Company, for permission to use the same.

The selections from Longfellow, Holmes and Emerson are used by permission of and arrangement with Houghton, Mifflin & Company, and are also gratefully acknowledged.

Acknowledgments are made for the use of the rules for spelling from the *Concise Standard Dictionary*, by permission of Funk and Wagnalls, Publishers; to Newson Company

for the selections from Kipling; to Silver, Burdett & Company for several quotations from Guide Book to English, Book II; to D. Appleton & Company for many excerpts from "Choice Selections" by Northend and Carleton; to Ella Lyman Cabot, Edmund L. Pearson, and Charles F. Dole for one quotation each taken from their writings; to the Russell Sage Foundation for the several lists and percentage data taken from "A Measuring Scale for Ability in Spelling" by Leonard P. Ayres.

Attention is called to the study of "Contractions," "Homonyms," "Abbreviations," "Prefixes," "Suffixes," "Synonyms" and "Word Building" in the appropriate grades; also the Phonic Series following the 3B Section.

Memory Gems approved by leading schools are presented for the successive grades.

The attention of teachers is called to the suggestions on the following pages. Care in following out these suggestions in detail, and in faithfully conducting reviews, will bring the desired results.

E. L. W.

F. W. R.

J. R. B.

February 1, 1916.

NOTE:—In the SUGGESTIONS TO TEACHERS, all material not preceded by the asterisk is from "A Syllabus in Spelling and Pronunciation," by Messrs. Broome & Redway.

Suggestions to Teachers

I. *Steps in the Preparation of the Lesson.*

No word has been mastered by a pupil until he knows its pronunciation, its syllabication (if a word of more than one syllable), its meaning or use, and its spelling.

Pupils should be trained to observe these four requirements in preparing a new lesson.

II. *Methods to be Employed in the Preparation of a Lesson.*

1. **PRONUNCIATION.**—In the primary grades the teacher must be the authority in pronunciation. In assigning the new lesson, the teacher should pronounce each new word correctly, slowly, and distinctly, the children repeating.

In the grammar grades, the children should be taught to use the dictionary in the preparation of the lessons.

2. **SYLLABICATION.**—In the primary grades the teacher should write the syllabicated words on the board.

In this work, it has been thought wise to syllabicate the words in the book for the grammar grades.

3. **MEANING AND USE.**—Do not waste time in defining common words, like horse, house, man. Concentrate effort on the new and unusual words.

In the primary grades the teacher will usually supply the meanings of such words as are new or in any way unusual. In the grammar grades the children should consult the dictionary. Considerable care is necessary to induce pupils to select the most appropriate meaning of the several meanings given.

4. There are several ways in which a pupil may prepare the spelling of a word. Writing the word on paper five or ten times is NOT recommended. The following procedure is suggested: The pupil notes the words in the assigned lessons which appear unusual,

or which he CANNOT spell. He concentrates his attention upon these words, one at a time, as follows: (1) He looks closely at the word as printed in the book or written on the board; (2) he writes it ONCE on paper, dividing into syllables (if a word of two or more syllables); (3) he scrutinizes closely the written word; (4) he closes his eyes, or turns the paper over, and spells the word mentally, trying to form a picture of it; (5) he looks again at the written word, if necessary, and writes it on the back of the paper from memory. After he has dealt with each word in this manner, he should try to write the whole list from memory. The object of this method is not only to provide several approaches to the new word, but also to train the memory to retain its form. MERE REPETITION, WHETHER WRITTEN OR ORAL, WILL NOT PRODUCE A LASTING IMPRESSION.

III: *Both Written and Oral Spelling should be practiced.*

It is a good plan to have the words spelled orally before they are written. In dictating the words a teacher's pronunciation should be strictly accurate, and her enunciation distinct. The meaning of each word, excepting the most common ones, should be brought out. The following method has brought excellent results: The teacher gives a sentence which illustrates the meaning of the word, and then repeats the word; for example, "The eel is a kind of fish—eel." The pupils write the word, syllabifying, if a word of two or more syllables.

Another successful method is as follows: The teacher pronounces each word slowly and distinctly; the pupils write the words as given. After each word is written a pupil is called upon to recite orally a sentence illustrating the meaning of the word. In the upper grades giving the definition will usually suffice. Also, in the upper grades the pupils may be required to use the last half of the spelling period for writing original sentences, using the words of the day's lesson.