

**APPLETON'S
STANDARD SPELLER**

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Appleton's Standard Speller by William L. Felter

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WILLIAM L. FELTER

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REV. OF
APPLETON'S
STANDARD SPELLER

BY

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TO THE
ADMINISTRATOR

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EDUCATION DEPT.

PREFACE

THE work of the book includes Spelling, Phonic Drill, Word Building, Word Formation and Application of Rules of Spelling, Dictation, Punctuation, Homonyms, Etymology, and Synonyms.

There are two steps before writing and composition; namely, pronunciation and spelling. The Speller works from the first step toward the third. Therefore, Phonic Drill begins in the First Year and is carried through the Fourth; and syllabication and accent begin in the Third and continue to the end of the book, being delayed so much only because the pupil should first recognize the written words as wholes. It is suggested that the teacher supplement the Phonic Drills by calling attention to some general rules of pronunciation; for example, to the short vowel before a doubled consonant, to the long vowel before a single consonant followed by *e*, and to the frequency of hard *g* and hard *c* before *a* and *o* and of soft *g* and soft *c* before *e* and *i*. In the step from pronunciation to spelling, Word Building is a help; and exercises in Word Building occur in the Second, Third, and Fourth Years.

The sentences, introduced as much to practice readiness and ease in spelling as to illustrate the meanings of words, are not always limited to the word list immediately preceding, but often give opportunity for test and review. As helpful to the work in Dictation, the uses of the simpler marks of punctuation have been explained and illustrated.

At the close of the work in Punctuation, there begins, in the Fifth Year, the systematic drill in Etymology, which is treated simply, with abundant explanation, illustration, and practice work. And as a last step toward that careful composition work for which the book is preparing is a list of Synonyms, defined. In the section for Advanced Grades, the apportionment of the material in lessons has been left to the teacher, who can best suit the work to the time and deficiencies of the particular class.

The book emphasizes the need of review and provides ample opportunity for it. For the close of the Second, Third, and Fourth Years, a short "Review" is provided. The word lists for the Advanced Grades are partially review. Homonyms are given each separately before they appear together, with test sentences. And the other kinds of exercises already mentioned draw constantly upon the word lists. But not to cramp the vocabulary, it is the *difficult element* in a word and not the word itself that is repeated frequently in the spelling lists; for example, *receive, receiving, receiver, receipt*. Ringing changes on words is a help in word formation; in applying the rules of spelling to the different formations; in learning informally prefixes, suffixes, and stems, and so gradually leading up to the later studies in Etymology; and in giving accuracy, flexibility, and elasticity to the pupil's vocabulary.

It is suggested that oral spelling be not required until the beginning of the Second Year. During the First Year the words should be recognized as wholes, and should be so taught. It is presumed that the words here selected are those that may be found in the reading work of the year. The spelling work is intended to supplement the reading work, so that the pupils will be called upon to copy only those words and sentences that they have first been taught to read. Let the teacher in the latter half of the First Year conduct frequent and rapid drills on reciting the letters in order, beginning with a certain letter and completing the alphabet, rather than on reciting the entire alphabet—when once it has been taught. Let the pupils be led to observe the distinction between vowels and consonants by finding whether the letter can stand alone or has to "lean" on some other letter. Thus: Does *a* lean on any other letter? Does *b*? Does *e*? Does *f*? In this way all the letters of the alphabet may be treated, and the pupils led to determine which are vowels and which are consonants.

The following method is suggested for the Second Year: Write the new words on the blackboard. Call on several pupils to give a story—that is, a complete statement—using each new word in turn. Have different pupils ask questions with the words as well as make statements. Call upon several in succession to spell each word. Following this method the pupil learns how to make declarative and interrogative sentences; and, in writing these, how to use the period and the question mark.

FIRST YEAR

WORDS TO BE COPIED

see	no	tell	did	That
me	the	does	Did	put
can	old	dog	Am	There
am	give	good	It	over
you	us	I	Is	want
eat	an	bed	ever	one
is	we	like	on	well
a	saw	her	end	now
at	ill	A	He	ate
he	any	find	Her	seed
do	has	boy	Here	come
not	egg	girl	How	goes
play	she	will	Have	going
it	go	Are	The	cat
cow	have	Let	This	where
hat	nest	hen	had	run
bird	and	doll	box	in
baby	write	name	red	with
fly	cup	rat	take	drink
fox	get	call	ride	fast

Inasmuch as the work in spelling usually includes the spelling of certain irregular verbs, the following list is suggested. The pupils should be called upon to make oral sentences using the words, as well as to write them. The drill upon the use of these words, and others such as these, makes an effective and necessary language lesson.

see	saw	drink	drank	come	came
eat	ate	find	found	go	went
has	had	write	wrote	take	took

SENTENCES TO BE COPIED

The teacher should make others, using words thus far taught.

Can you eat?	Did the dog play?	Is the dog well?
Can a dog play?	Do you want it?	Have you one?
Can a girl see?	Do you see?	I have one.
A boy can see.	I can see.	This is it.
A cow can see.	I see you.	Let the dog see.
Do you see it?	I can play.	Did he see?
Are you good?	Do see me.	That is she.
Are you well?	Am I well?	I like you.
Does she go?	How can I eat?	Does the boy eat?

WORDS TO BE COPIED

some	takes	work	flying	never
apple	eats	pie	are	his
to	look	plate	ink	heard
what	say	cent	apples	bell
spoon	out	so	know	tub
sold	tree	my	them	fit
horse	sell	Fred	rang	neat

milk	sings	let	must	mamma
pet	up	slate	school	all
kind	your	him	day	Sam
sing	hear	leaf	flew	buzz
pen	be	gave	week	next
May	gets	they	two	jump
for	hand	They	after	quick
grass	tin	bread	wings	home
said	dishes	far	toys	tea
yes	ripe	reads	keeps	buy
under	sang	tail	clean	wash
catch	bring	kite	drum	had
table	cold	nice	caught	loves
bad	snow	seem	seven	happy
sun	nuts	two	eight	rain
bug	stem	three	fence	leaves
ice	root	four	horse	road
hot	house	five	lives	pond
night	watch	mice	brought	bag
first	from	fed	owl	robin
mew	shut	eye	care	twig
father	open	sleep	face	pain
such	spell	full	paw	left

Let the pupils make sentences with the following irregular verbs and then write the words :

ring	rang	fly	flew	hear	heard
catch	caught	run	ran	bring	brought