

**THE PRACTICAL
SPELLER FOR
HIGHER GRADES**

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The Practical Speller for Higher Grades by William C. Jacobs

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WILLIAM C. JACOBS

**THE PRACTICAL
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HIGHER GRADES**

THE
PRACTICAL SPELLER

FOR HIGHER GRADES

DESIGNED TO PRESENT AS NEARLY AS POSSIBLE IN THE NATURAL
ORDER OF ACQUISITION THE WORDS REQUIRED IN THE WORK
OF THE GRAMMAR AND HIGH SCHOOL, AND TO LEAD THE
PUPIL TO A CLEAR UNDERSTANDING OF THE
COMMON USAGE OF CAPITAL LETTERS
AND OF PUNCTUATION MARKS

BY

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PREFACE.

THE experience of observant teachers and the experiments of scientific educators have conclusively demonstrated that the natural order of words in learning to spell is the order of the acquisition of words. It is valueless for a child to learn the succession of letters in a word, however easy it may be, before his mind has the power to grasp, in some degree at least, its significance. The grading of this book, therefore, is based wholly on the commonness of words. The natural growth of the pupil's knowledge and language has been the governing principle in selecting the words for, and determining the order of, the spelling exercises.

Therefore, the pupil's text-books, supplemented by his conversations and miscellaneous reading, have furnished the words for the *Practical Speller*, but the order in which they appear in the various exercises of the book is based on the courses of study in the leading cities of the United States. The spelling of words will, therefore, be presented to the learner at the time of their most frequent use — the time when he has occasion to use them in his daily conversations and written recitations.

In childhood and youth, thinking is to a great extent a relation of images; the memory of past events, a reproduction of mental pictures. In learning to read, the pupil is doing little more than associating word-pictures with thought-pictures. He has learned to read a sentence only when the picture of the

word on the printed page will produce in his mind its associated mental picture; and, *vice versa*, we may say he has learned written language only when the mental picture produces in his mind its associated word-picture. In view of these natural characteristics of the child-mind, it is plainly evident that as the learner sees the word in his reader so should he see it in his speller. Therefore, the corrected proof-sheet appearance often given to the pages of spelling books by the use of multitudes of diacritical marks, and the phonic spelling of pronunciations of hundreds of words that are seldom mispronounced, are carefully avoided as elements which tend to confuse and give wrong images to the learner.

The exercises on homonyms and words frequently confused, which have a prominent place in the *Practical Speller for Lower Grades*, are continued in the *Practical Speller for Higher Grades* in a form adapted to higher grade work. Strong emphasis is placed on these exercises, for experiments have shown that they furnish a very large percentage of misspelled and misused words.

In late years the dictation exercise has been universally recognized as a very important part of the work in spelling; but, as every child and the great majority of teachers have with sorrow learned, the difficulties in the dictation exercise lie not so much in the orthography as in the use of capital letters and punctuation marks. For this reason an effort has been made to express, in accordance with a well-graded plan, the common rules for the use of capital letters and of punctuation marks in language suited to the age and progress of the pupil; and to select such exercises as would not only give additional drill in the spelling and use of words, but would plainly illustrate the use of capital letters and punctuation marks.

The selecting of dictation exercises on the spur of the moment — a common practice of teachers — is open to many objections. Exercises chosen in this way are seldom well adapted; the pupils do not have an opportunity to study the lesson; the teacher does not have an opportunity to call attention to words which are likely to be misspelled, and to the use of capital letters and punctuation marks at the proper time — preliminary to the study of the lesson. The dictation exercises of the *Practical Speller* have been selected with great care, and it is believed that with the judicious help of the teacher they will afford such practice for the pupil as will give him additional power in the spelling and use of words, and will speedily lead him to a clear understanding of the common usage of capital letters and of punctuation marks.

W. C. J.

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THE PRACTICAL SPELLER.



SECTION I.

1. People May Be —

shy	numb	jol ly	hon est
weak	e vil	sil ly	bash ful
mean	cru el	wit ty	skill ful
pert	no ble	fee ble	mirth ful
bald	mer ry	mod est	trif ling

2. Things May Be —

sour	loose	spi cy	com plete
tart	coarse	bit ter	tire some
firm	ug ly	mel low	fright ful
harsh	noi sy	love ly	fa mil iar
stale	jui cy	brit tle	beau ti ful

3. In the Dining-Room and Kitchen.

pail	tow el	pitch er	iron-ware
bowl	sau cer	tumb ler	sauce-pan
tray	dip per	skil let	case-knife
tongs	ket tle	skim mer	oven-grate
knives	grid dle	strain er	salt-cellar

4. Relating to Schools and Pupils.

term	speech	whis per	ex am ine
lass	stud y	pu pils	pro nounce
youth	re cess	teach er	va ca tion
write	re ward	tat tling	pro mo tion
solve	list en	strip ling	com mit tee
laugh	chat ter	scrib bling	sus pen sion

5. About Sentences.

1. The first word in every sentence should begin with a capital letter.

2. A sentence which makes a plain statement should end with a *period*; as, The sun shines.

3. When a question is asked, the sentence should end with an *interrogation point*; as, Does the sun shine?

4. When the sentence expresses great excitement or other intense feeling, it should end with an *exclamation point*; as, Oh, how the sun shines!

NOTE. — An exclamation point is frequently placed after one or more words in a sentence when they express strong or sudden emotion; as, The foe! they come! they come!

(Copy the following. Supply missing words and punctuation points.)

Were you ever at Niagara Falls in ——

Idle pupils waste many precious ——

Look look the house is ——

I come I come ye have called me long

An island is a body of land surrounded by water