

**SANDERS' TEST-SPELLER:  
DESIGNED FOR THE USE OF THE  
HIGHER CLASSES IN SCHOOLS,  
AND FOR TEACHERS' INSTITUTES**

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Sanders' Test-Speller: Designed for the Use of the Higher Classes in Schools, and for Teachers' Institutes by Charles W. Sanders

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By CHARLES W. SANDERS, A.M.,

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"ELEMENTARY AND ELOCUTIONARY CHART," ETC., ETC.

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P R E F A C E.

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THE present work is but the proper sequel to the **UNION SPELLER**. It comes forth in response to a call, long since made and often repeated, for some exercises in spelling, suitable for the higher classes in Schools and for Teachers' Institutes.

The standard adopted is the new Illustrated Edition of Webster's American Dictionary. No orthographical, or orthoëpical principle, rule, analogy, or tendency, therefore, laid down and approved in that great work, is here left without ample illustration.

The number of words introduced is about five thousand. These include all those about which people are most apt to differ, or to be at a loss. And wherever, in such cases, the doubt is removable by appeal to established rule, or to reputable usage, the rule, or the usage is either given, or referred to, in a brief explanatory note.

Where, as often happens, the *ear* is likely to mislead the *eye*, as in spelling *dae' tyl*, (*tyl*), and *due' tile*, (*tile*), *re cede'*, (*cede*), and *sue ceed*, (*ceed*), the words presenting such points of resemblance, are purposely put under each other. This is done in order to inculcate these differences by the force of comparison.

In more than half of the Exercises the words are all defined. Many, moreover, are further explained in notes; while all are divided into syllables and duly accented.

Such, in brief, is the **TEST-PELLER**; in the preparation of which the author has kept steadily in view the particular want to be supplied, and thus sought to obviate the very natural objection to an ordinary Spelling-book for advanced pupils.

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Entered, according to Act of Congress, in the year 1886, by

CHARLES W. SANDERS,

In the Clerk's Office of the District Court of the United States, for the Southern District of New York.

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## TO THE PUPIL.

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IN the KEY TO THE PRONUNCIATION, on the next two pages, you will find, for your guidance, a number of little marks or signs *over*, *under*, or *across* the several letters to indicate their sounds. It is necessary to be perfectly familiar with these.

Observe, also, in studying your lessons, how each word is divided into syllables, and which syllable bears the mark (') of the accent. This last is very important; for (among other reasons) a change of accent often involves an entire change of *meaning*. Thus, *col lect'* means *to gather together*; but *col' lect* means a *short prayer*.

Between the two words *coun' sel or* and *coun' cil or*, you notice, there is little, or no difference in *sound*. But, in the *spelling*, there *is* a difference. In *coun'-sel or*, you observe, the second syllable is *sel*; in *coun'-cil or*, the second syllable is *cil*.

Differences of this kind often lead to mistakes in spelling. Hence, when such cases occur in the lessons, as often they will, they must be carefully noted, for this will serve to fix them in your mind.

Some of the marks, as the star (\*), the dagger (†), &c., point to notes at the foot of the page. Make it always a part of your lesson to know accurately what these notes teach.

## TO TEACHERS.

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THERE are few things in which *the art of questioning* can be more attractively and effectively employed than in the conduct of exercises such as the following.

Every *mark* or *sign*, accompanying the letters, whatever its office, to say nothing of the various offices of the letters themselves, will furnish opportunities for the use of this method.

Why, for example, we may ask, in the word *yacht*-ing, are the letters *ch* printed in *italics*? What means the mark (') over the first syllable? Does the mark of the accent affect a particular *letter*, or a particular *syllable*? How does *accent* differ from *emphasis*? What is the meaning of the dot under the *a* in *yacht*-ing? Does it denote one of the *Regular* or one of the *Occasional* sounds of that letter? How many *Regular* sounds has each of the vowels? How many *Occasional*? Has the letter *a* any sound except those laid down in the KEY, as *Regular* and *Occasional*? (See Sanders' Union Speller, p. 37.)

These questions may take any desirable range. They should bring out, at least, everything, whether in the TEXT or in the NOTES, that may serve to illustrate the words under notice.



# S A N D E R S' T E S T - S P E L L E R .

## E X E R C I S E 1 .

an' a lyze  
crit' i cise  
the' o rize  
an' o dyne  
cel' an' diere  
an' te past  
an' ti pode  
ap' po site (-zít)  
ap' ro pos  
an' ti type  
är' ehe type  
bou quet' (-kã)  
bãr ri cade'  
cat' e ehige  
cau' ter ize

an' nu al  
man' u al  
Im man' u el  
an te cede'  
su per sede'  
at' ti tude  
be at' i tude  
gu' ri cle  
ör' a cle  
av' e nue  
ret' i nue  
ba rouché'  
car touch'  
ci vil' ian  
de cill' ion

ac cör' di on  
me lo' de on  
eha me' le on  
æ o' li an  
ne ces' si ty  
a pos' ta sy  
gu toc' ra cy  
as sim' i late  
dis sim' u late  
brag ga do' ci o  
ca tas' tro phe  
da guërre' o type  
e mol' lient (*yent*)  
e mol' u ment  
er y sip' e las

## E X E R C I S E 2 .

co ö'r' cion  
as pör' sion  
ex ö'r' tion  
col on nade'  
lem on ade'  
cyl' in der  
fare well'  
wel' fare  
frol' ic some  
frol' ick ing \*  
ab' sence  
li' cense  
non' sense

de tach'  
dis patch'  
e lix' ir  
ex cheq' uer  
fal' chien  
fal' la cy  
pol' i cy  
gran' a ry  
tan' ner y  
gïr' an dole  
äp' ish  
a pos' ðe  
är' ehives

e vis' cer ate  
ex hil' a rate  
fas ci na' tion  
av oir du poig'  
coun' ter poise  
as cet' i eigm  
fe roç' i ty  
ver bos' i ty  
gym na' si um  
hal lu ci na' tion  
mu nic' i pal  
mus co va' do  
näu' se ä (-she-)

\* Why is *k* found in *frollicking*, and not in *frollicsome*? See Sanders' Union Speller, p. 61.

## EXERCISE 3.

hāl lōw een'	•hal' i but	hār'le quin ( <i>kin</i> )
hal' cy on	haut' boy ( <i>hōt'</i> )	hy poc' ri sy
hand' i work	hem' or rhage	de moc' ra cy
hāre' lip	hol' i' dāy	id i oc' ra sy
hāre' lip ped	hol' ly hock	in nu en' do
hi' e rareh	hi a' tus	in tel' li gence
hip' po drome	hy e' nā	i ras' ci ble
hyp' o crīte	in vēi' gle	ka lei' do scope
i' cī cle	kan ga roo'	Lil i pu' tian
i' sin glāss	lēop' ard	mal' le a ble
liq' ua ble	shep' herd	man' tuā-māl' er
liq' ue fy	lifhe' some	mil' li ner y
liq' ui date	lōafh' some	mil' le na ry
mill ion āire'	lōrgn ette' ( <i>-yet</i> )	neç' es sa ry
mi rāge' ( <i>rāzh</i> )	māel' strom	ne go' ti ate
mus' kal lōnge	miç' de toe	as so' cī ate

## EXERCISE 4.

nōv' ice	mol' li fy	Nie a rā' guā
no vī' ti ate	cal' e fy	no' tice a ble*
of fī' ci ate	numb' ness	ob scen' i ty
oc' cu py	num' skull	op po sī' tion
oc' u lar	op' er ate	prop o sī' tion
os' cil late	sep' a rate	o rang'-qu tang
os' si fy	pal' li ate	pār lia ment' a ry
paç' i fy	re tal' i ate	al i ment' a ry
clas' si fy	pār' a site	pal la' di um
paç' eānt ry	pār' ri cide	pan e gŷr' ic
pal' lid ness	pho' to graph	pa ral' y sis
pet ri fy	phthis' ick y ( <i>tiz</i> )†	pec ca dil' lo
pu tre fy	phy sī' cian	phil o pe' nā
poign' an cy	pe lisse'	po lit' ic al
preç' i pice	po lice'	an a lyt' ic al
preç' e dent	va lise'	pōrte-mōn naie'
preç' i dent	ca price'	pōrt fol' io

\* To what rule of orthography does noticeable form an exception?  
See Sanders' Union Speller, p. 68.

† See note on frolicking, p. 7.

## EXERCISE 5.

ple be' ian	pic a yune'	phre nol' o gy
pneü mat' ies	piqu' an ey	pí à' no-för te
pös til' ion	pol' li wig	prac tí' cian
quad rill' ion	pol y ehord	prac tí' tion er
quay' age ( <i>lês-</i> )	re lig' ion	reç i proç i ty
rail' ler y	ren' dez vous	re con' naís sance }
sal' a ry	( <i>ren' de voo</i> )	re con' noís sance }
gal' ler y	re vail' le	re doubt' a ble
cel' er y	( <i>re vail' ya</i> )	rep a ra' tion
rasp' ber ry	rey' nard	re sus' ci tate
reç i pe*	rail' ment	rhi noç' e ros
re gat' tá	sab' a oth	sac' ri fice ( <i>-fize</i> )
sat' el lite	sab' bath	sarsa pa ril' lá

## EXERCISE 6.

scal' lop	se ces' sion	scin til la' tion
trol' lop	Scyth' i an	su per in tend'
jal' ap	ser' geant ( <i>sar-</i> )	tër ra' que ous
shal' lop	shil la' lah	tic dou lou reux' ( <i>roo</i> )
wal' lop	shek' el	ty ran' ni cide
es cal' op	speck' le	u biq' ui ty
seir' rhus	sol' emn	ven tril' o quigm
scis' gors	col' umn	ver i sim' i lar
scribe' ner	au' tumn	ab o rig' i nés
scür' ril ous	vol' ume ( <i>yum</i> )	Ab ys sin' i an
shel' drake	stadt' hold er	ac clâim'
shell'-fish	stat u esque'	ac cla ma' tion
shel' duck	stryeh' nîne	ac knöwl'edg ment
singe' ing†	sub pos' ná	ad ven tí' tious
in fring' ing	suf fice' ( <i>-fize</i> )	ag ri cult' ure
sóm' er sault }	sul' phur	al lo path ic
sóm er set }	cam' phor	al to gëth' er

\* The letter *e*, when *final*, is always *silent*, except in words of one syllable containing no other vowel, and in some words of classical origin, such as *sim' i le*, *roc' i pe*, etc., etc.

† Why, in *singing*, is the *e* retained, while, in forming *infringing* from *infringe*, the *e* of the latter is omitted? See Sanders' Union Speller, p. 68.