

**THE PEIRCE SPELLERS: A
TWO-BOOK COURSE IN
SPELLING FOR GRADES
THREE TO EIGHT. BOOK TWO**

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The Peirce Spellers: A Two-book Course in Spelling for Grades Three to Eight. Book Two by
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A TWO-BOOK COURSE IN SPELLING FOR
GRADES THREE TO EIGHT

BOOK TWO

BY

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PREFACE

The making of this series of spellers has been guided by the following simple principles :

First, that there is a large number of English words that present no spelling difficulty, words that one cannot well misspell if he tries, and that these words should not be put in a spelling book to be studied, since they need no study, and simply dissipate, rather than concentrate, attention. Examples of such words are *top, sit, fat, spring, desk*, etc. This class of words has been excluded from these books, though it is the custom to "pad" spelling books with great numbers of them.

Second, that there is another class of words, usually found in large numbers in spelling books, which really belongs only in dictionaries. This class includes words rarely or never used by school children and seldom used even by adults. Many of these words belong only to the vocabularies of specialists, and will be learned as needed in the years after school life. On the rare occasions when they need to be used by the average person, they may be looked up in the dictionary, just as we look up out-of-the-way places in an atlas, rather than try to remember the location of every locality on the globe. As examples of this class of words we take the following from well-known spelling books : *congruity, banditti, hauberk, monotheism, mendacity, yucca, crappie, hauteur, hegira, auk*, etc. Such words will not be found in these books.

Third, that for the most part spelling is an art and not a science, and must be learned as any other art is learned, by practice, repetition, drill. With this in view, but few words have been introduced in a lesson, that the teacher may have time to thoroughly drill the pupils on them and thus fix the spelling habit. Few as are the words in a lesson (and the number has been fixed by years of actual testing in the schoolroom to find how many the average child can really learn), the books as a whole contain over thirty-five hundred words. If there are added to this number the words learned in the primary grades before the spelling book is used, the hundreds of words in common use that need no special study, and the hundreds of others that come under the rules taught in these books, it makes a list as large as is ever used by the average man or woman, while the number of words to be learned in any year is not too large to be actually learned, not simply skimmed over. This gives both teacher and pupil a definite task, and one that each may feel he can complete, and so may enter upon with spirit and confidence. The habit once formed of carefully looking at words to see how they are spelled, in the high school and in the years after school new words will be learned as they are needed.

Fourth, that there are a very few rules for spelling that can be readily learned and applied and that are applicable to a large number of common words. These rules are taught, not simply as sentences to be committed to memory, but by actual application to the words whose spelling they govern.

Fifth, that spelling is learned chiefly through the eye, and that the word should therefore be printed in a large,

plain type, without any diacritic marks to complicate or blur the image.

Sixth, that a difficult word usually has but one difficult place that needs special attention, and that pupils should be drilled to look for this difficult place.

The word lists here given have been tested and revised by years of use in the schoolroom by many teachers, and have been carefully compared with various spelling lists used as examination lists and with the words in other books.

Grateful acknowledgment is made to Mr. J. W. Sweeney, County Superintendent of Schools, Elk County, Pennsylvania, and to Mr. C. D. Koch, Pennsylvania State High School Inspector, for a careful reading of the manuscripts and for many most valuable suggestions. The author is also under obligation to Dr. J. George Becht, Secretary of the Pennsylvania State Board of Education, for valuable suggestions and encouragement in the preparation of the books, and to many teachers in his own schools, whose faithful carrying out of experiments and plans has made these books possible.

W. M. P.

10. $2x^2 + 3x - 5$

11.

12.

13.

14.

15.

16.



TO THE TEACHER

HOW TO USE THIS BOOK

This is not a preface; it is a part of the book, without which the rest is of comparatively small value. We shall make the explanations that follow as brief as possible, but without them a large part of the book becomes a mere list of words and not a spelling book.

This book has been prepared in the belief that the day for *hearing* spelling classes is past, and that the day for *teaching* spelling has arrived. If you read these directions, you will, we believe, agree that they present a clear, simple method for teaching the art of spelling, and that this method is correct, because it is based on those actual laws of the mind which are always brought into use when one really learns to spell. In order that these laws may be clearly understood, and so may be utilized in the teaching of the spelling lessons, we call attention to them here.

A person learns to spell a word, say the word *senior*, in some one or all of the following ways. A normal child uses them all, but he depends on some much more than on others.

1. **By recalling how the word looks;** that is, by using the image-making power of the mind to make an imaginary picture of the word as it appears on the written or printed page. Do you do this? Do you *see* the

word you wish to spell? Most children depend on this more than on any other of the mental processes. While this is not the only important principle, it is by far the most important. The key to correct spelling lies most largely in the ability to visualize. A clear and correct mental picture is, in almost every case, an absolute necessity in spelling. The picture may be obtained by a careful study of correct forms and by frequently copying them. The incorrect form should not be placed before the eyes of pupils lest an incorrect image be fixed in the mind.

2. **By recalling how the letters of the word sound when uttered in succession;** that is, by using the auditory image-making power of the mind to recall in imagination the sounds or values of the successive letters as they are pronounced in spelling the word. Do you do this? In this process we are in the habit of associating the letters in a certain order, so that each recalls the following one. To illustrate this: when you say the alphabet, *a* recalls *b* by a habitual association with it; *b* recalls *c*, and so on, so that you easily run off the letters in the right order. In fact, when the repetition of the alphabet is once started, it "says itself." You will appreciate this the more fully if you try to say the alphabet backward. In precisely the same way in spelling the word *senior*, when you think of the *s* as *the beginning of the word senior*, it recalls the *e* by association with it, the *e* recalls the *n*, and so on through the word. In this case again, try to go through the process backward, and you will find that while you know the positions of the letters very well, you have considerable difficulty in putting them in the right order to spell the word backward, because you have not been in the habit of associating them in that order.