

**WATSON'S
GRAPHIC SPELLER:
ORAL AND WRITTEN**

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Watson's Graphic Speller: Oral and Written by J. Madison Watson

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J. MADISON WATSON

**WATSON'S
GRAPHIC SPELLER:
ORAL AND WRITTEN**

THE SPELLER THE SUBSTRUCTURE OF SCHOOLING

WATSON'S
GRAPHIC SPELLER

ORAL AND WRITTEN

By J. MADISON WATSON

*Author of the National and the Independent Readers, Spellers, and Primers;
Hand-Book of Gymnastics; Manual of Calisthenics; Tablets, etc.*



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AUTHORS and PUBLISHERS are cautioned against the use in their publications, of the original material, classifications, arrangements, methods, and other features of WATSON'S SPELLERS.



PREFACE

QUICKSANDS are too generally the sites, and perishable props the supports, upon which educational edifices are erected. Educators fail to recognize the fact that *Language* is the granite upon which to build, and that the *Spelling-book* is the substructure of schooling. The simple apprehension of facts or relations which constitutes knowledge should be augmented by formulating and using these facts or relations.

Probably the educational period of greatest interest, promise, and peril, is the first seven years of schooling. At its beginning, the intelligent youth of proper age, curious, inquisitive, observant, imitative, and enthusiastic, has no mean vocabulary, no inconsiderable knowledge of surrounding objects. Then it is as needful to provide the right facts for his normal mental growth as to supply fit food for his bodily growth. These facts must be few, simple, interesting, grateful, suggestive, and practical. They should mainly involve the simultaneous use of both mind and body, that they may be wrought into the life. It goes well-nigh without saying that "Things that have to be done should be learned by doing them."

In teaching spelling rightly, the sounds of the letters and their names must be used, the exercises must be both oral and written, and the lessons and methods strictly educational. As *FORM* is most exercised, and as *spelling* is essentially a part of *writing*, the learner must devote himself to whatever is most effective in training the eye and the hand to the formation of words *in written characters*.

THE GRAPHIC SPELLER is calculated for the educational period designated, and it is an exponent of the above views. The *Introduction* gives the necessary instruction and exercises in the elements of spelling

and pronunciation, the kinds of words, parts of speech, and lines and figures. The importance of *Slate Work* in connection with *Drawing*, *Writing*, *Sounds*, and *Spelling*, here receives a practical recognition not heretofore accorded it. Complete courses of exercises in the elements of drawing and writing, on a uniform scale, are first given, followed by numerous vignettes, copies for writing and printing, and pages of written exercises, which constitute a progressive, practical, and comprehensive system.

THE VOCABULARY contains more than 6000 of the most useful and desirable words, so graded and classified with regard to topic, use, sound, form, and length, as to add to the beauty of the page and save one third of the space. The Lessons are short and strictly consecutive. They relate to man's body, food, dress, home, life, mind, training, business, physical state, schooling, religion, etc. *Dictation Reviews* are invariably given. They contain essential definitions and discriminations, aptly illustrate the best use of the words, and test the spelling. *Pronunciation* receives unexampled provision. The powers of the letters are taught in the Introduction, ten pages of *Slate Work* are devoted to special drill, all lists of words are classed with reference to their sounds, and marked letters and accents are used every-where.

LANGUAGE LESSONS are introduced at fit intervals, suited to the progress of the pupil, and consonant with his natural desires and spontaneous efforts. Without needless technicalities, they give a practical knowledge of the parts of speech, phrases, clauses, and sentences, and many of their uses in English composition. They supply observations, facts, and applications which naturally precede the formal study of grammar. The *Appendix* contains the Rules for Spelling, Capital Letters, Punctuation Marks, Abbreviations, and illustrative Dictation Exercises.

That this little book may give a new impulse to the study of our native tongue, and exert salutary disciplinary effects by its congenial exercises, is the wish of the author.

NEW YORK, *September, 1884.*



To Instructors

CHEERFULNESS should characterize all the exercises of this book. Means fit, opportune, and ample, are supplied to encourage, direct, and satisfy the natural desire of youth to draw, write, and compose; and to train the eye, the hand, the organs of speech, and the voice, in pronunciation and spelling. The lessons are consecutive, progressive, and sufficiently short, if wisely used, to avoid even the symptoms of weariness.

THE INTRODUCTION is not designed to be learned wholly by rote, nor for consecutive use. The instruction and the exercises *at first* should be chiefly oral; and a practical knowledge of the facts, from the body of the book, should precede or accompany the rules. Special suggestions for Drawing and Writing will be found on pages 24 and 30.

IN CLASS RECITATION remember that *telling is not training*. And still as few pupils know how to study to advantage, give the necessary aid, daily in advance, and teach them how to instruct themselves. Many exercises may be made amusing, and all interesting. *Pronunciation* is the first exercise of spelling. Pupils who can write should copy the words of the lesson and pronounce and spell them from the copy: all others should read and spell the words from the book.

IN ORAL SPELLING, the teacher should pronounce the words *correctly*, without regard to their orthography; and pupils, in general, should merely name the letters of words, make a marked pause at the end of each syllable, and imitate the teacher in their pronunciation. Pupils who misspell words should be required to write them on the blackboard, as misspelled, and to correct them *in writing*, before the class. All should be trained daily in spelling by the powers of the letters, and in the use of diacritical marks.

DICTATION REVIEWS.—After pupils have pronounced the words in the columns, and spelled them *orally*, they will *read* the corresponding *Dictation Reviews* with great care, thus testing their pronunciation and recalling their attention to the *form* of the words. The teacher will read the sentences slowly and distinctly, while the pupils write them. Blackboard exercises are preferred for class use. When slates are used, they may be expeditiously examined by requiring pupils to exchange, so that each one shall become the inspector of his neighbor's work, while the teacher spells the several words. A record of the words misspelled or mispronounced should be kept by the pupils, for reviews and special drill. Plain and inexpensive blank books, of good material and moderate size, are preferable for this purpose.

THE LANGUAGE LESSONS add greatly to the interest and practical value of the speller. They are designed mainly for readings, oral instruction, and slate and blackboard work. Their success must depend chiefly upon the intelligence, tact, and enthusiasm of the teacher. Special suggestions accompany the exercises. Though the *Appendix* should be mastered at no distant day, *at first* it should be used only as needed in the daily lessons. The instructor should exercise a constant and wise supervision, encourage the pupils to do their own work, and only give the needed aid.

LET IT BE NOTED that pages 51, 53, 55, 57, and 59 should be used only for Reading Lessons, until pupils master the 20 pages of writing commencing on page 31, when they also should be used for general *Exercises in Writing*; that all columns of words should be read down; and that teaching the lessons generally in the exact order of the book will insure the most satisfactory results in systematic word training. Though adapted to precede "Watson's Complete Speller," and a fit introduction to all the higher spelling-books, this work is not simply a primary speller. It supplies a course of graded lessons in drawing and writing, and in English pronunciation, spelling, and composition, adequate for the brief schooling of the numerous youth who engage in business at an early age.

INTRODUCTION

ORTHOGRAPHY treats of the sounds and letters of speech, and their correct use in pronunciation and spelling.

2. Good Pronunciation is such an easy and clear way of speaking words as gives their correct sounds, syllables, and accent.



3. Good Spelling is the act of writing or naming the (thú) right letters of words.¹

¹ **Definitions How Taught.** For young children, the teacher will first read the beginning, printed in the leading type, and the pupil will then give the full definition, after which the teacher will give the concluding portion and the pupil

the beginning; as, **Teacher, Good Spelling—Pupil, Good Spelling is the act of writing or naming the right letters of words. Teacher, The act of writing or naming the right letters of words is—Pupil, Good Spelling.**