

**KIMBALL'S
BUSINESS SPELLER**

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Kimball's Business Speller by Gustavus S. Kimball

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GUSTAVUS S. KIMBALL

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BUSINESS SPELLER**

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DESIGNED FOR USE IN COMMERCIAL SCHOOLS,
ACADEMIES, NORMAL SCHOOLS, HIGH SCHOOLS &
THE HIGHER GRADES OF THE COMMON SCHOOLS

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PREFACE

The embarrassment which results from a lack of knowledge of correct spelling is surely the most annoying. Constant use and practice and a never-failing watchfulness and correction make good spellers. No one ever became such by applying the few rules which we have given, but there must be a careful training of the ear as well as the eye to the right formation of the word. Orthography is learned almost altogether by the eye, therefore the teacher's drills in orthography must be of a nature to require the pupil to constantly observe the word forms and print them retentively upon the memory. Correct pronunciation is also an absolute aid to correct orthography, therefore in this work we have given the correct pronunciation and syllabication of each word.

We have endeavored to acquaint the learner with the words which are most essential to a practical education. It embraces about 5,000 words. Special attention is directed to the lessons on business and law, and synonyms and antonyms. There are also lessons devoted to the different occupations, professions, etc., which will be of special interest to all. We believe the book to contain a more exhaustive and a better classified list on these subjects than any other book published, and it cannot fail to be of special help to any student. The definitions are necessarily brief, and even meager in some instances, yet they meet the ordinary requirements.

It is hoped, therefore, that this book, embodying as it does the results of careful study and selection of words and containing all that experience has shown to be necessary, will receive the favor of teachers and students everywhere. We dedicate it to them, believing that it offers a list of studies which is far superior to any of its predecessors.

G. S. K.

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INTRODUCTION

The following suggestions are offered with the hope that they may lead to a more intelligent and careful study of the lessons.

Webster's International Dictionary has been the standard for pronunciation, syllabication and orthography of this work, although the Century, Standard and other dictionaries have been consulted. Capitals have been used where required, words divided into syllables, and correct pronunciation and accent marked. Compound words are separated by a hyphen. When a word has more than one spelling, the preferable form is given.

The Key to Pronunciation, if carefully studied, will aid the pupil in giving the proper sound and accent to words which are so essential in learning to spell. In fact, correct pronunciation is essential to correct spelling.

The Lessons are arranged as Miscellaneous, Classified, Synonyms and Antonyms, Dictation and Reviews, with several lessons on American and foreign cities. The Classified lessons are distributed throughout the work to relieve the sameness, while the order is all that can be desired. Every fifteenth lesson is a review, but we would suggest that reviews be more frequent at the discretion of the teacher.

The Methods of teaching spelling are many. Some teachers pursue the plan of pronouncing a lesson at random and then require the pupils to study the misspelled words for the next lesson. The author has found the following a good plan: Assign twenty-five words for the succeeding day's work which the pupil is expected to prepare together with the definitions. A careful study of the definitions will help the students to an intelligent comprehension of the words and an enrichment of their vocabulary, as well as giving them a better command of language. After the teacher pronounces the words to be spelled and defined, the pupils are allowed to exchange books and correct each other's work, checking all misspelled words as indicated in the diagram below while the teacher is pronouncing, spelling and defining the words correctly. There are other ways for checking the work, but we believe this is the least burdensome to the teacher. It is sometimes advisable to allow the pupils to take turns in pronouncing, spelling and defining the lessons in making corrections, as this stimulates their interest in the work. Mistakes of every kind should be carefully noted. The lesson fails of its complete purpose unless some method is employed to fix upon the mind of the pupil the correct spelling of the misspelled words. All such should

be carefully reviewed at the succeeding lesson. A careful record of each pupil's standing should be kept in a book for this purpose, so that it may be examined when desired.

Spelling Blanks or books prepared for the purpose should be used for all the lessons. The reasons are obvious. Below is given a specimen page of a convenient form, showing a written lesson, corrected.

LESSON —

SEPTEMBER —, 19—

belle,		an attractive young lady.	
buxom,		stout and rosy.	
comical,		ludicrous; funny.	
disobey,		not to obey; to violate commands.	
dominoes,		a game.	
enamel,		an external polish for ornamentation.	
enigma,		a riddle; an obscure saying.	
equivocal,		uncertain; of doubtful meaning.	
genealogy,		a pedigree; lineage.	
gesticulate,		to make gestures.	
inebriate,		a drunkard; to intoxicate.	
inferior,			
inveterate,		habitual.	✓
lasso,		a rope with a running noose.	
marriage,		the act of marrying; wedlock.	
monarch,		a sovereign.	
nitrogen,		an odorless gas.	
obelisk,		an upright four-sided pillar.	
peddle,	✓	a treadle.	
pedal,	✓	to sell from place to place.	
perusal,		reading with attention.	
reduplicate,		to repeat again and again.	
replenish,		to stock anew.	
resolute,	✓	firm; determined.	
tolerate,		to endure; to suffer.	

pedal,
peddle,
resolute,

Some teachers prefer to assign two lessons, pronouncing only twenty-five of the most difficult words. This method may be advisable for advanced classes.

Those who do not care to have pupils learn definitions may use the extra column for the writing of another lesson.