HAZEN'S GRADE SPELLERS: THE SECOND BOOK OF WORD AND SENTENCE WORK, OR, EASY STEPS IN SPELLING

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THE SECOND BOOK

OF

WORD AND SENTENCE WORK

OR

EASY STEPS IN SPELLING.

BY

M. W. HAZEN, M. A.

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INTRODUCTORY OUTLINE.

Position and Plan of the Book.—This is the Second Book in the Grade Series of Spellers. It continues the simple yet carefully matured plan followed in the First Book of the series, with such enlargement as the increased ability and greater need of the pupils justifies. Taken together the two books offer a complete and systematic course covering the first eight years of school work. The words are grouped in such a way as to render the lessons easy, impressive, and helpful to the pupil who is striving to master the many difficulties of English spelling. That there are difficulties we all know. The chief of these which should be had in mind by both teacher and pupil are: first, there are many symbols for the same sound; second, many sounds are represented by the same letter; third, many sounds are represented by the same diphthong; fourth, doubled consonants and single consonants are sounded alike at the end of syllables or between vowels; fifth, some letters, both vowels and consonants, represent no sound when used in words.

It is believed that the lessons in this Grade Series of Spellers are so arranged as to differentiate these difficulties, and the words so grouped as to illustrate them. The result is that many of the usual obstacles are removed from the path of the pupil, who, as he advances, not only acquires facility in spelling, but also gains an insight into the derivation, the growth, the forms, and the beauties of the English language.

Flexibility of the Course.—This course in spelling has been made more flexible and more valuable through grading the lessons by weeks, months, and years, thus rendering it possible to do work during four days of each week in the Speller,

and to have ample time on the fifth day for special lessons covering such words as each teacher finds most desirable for her particular class.

On the other hand, since the close grading shows the amount of work to be done, the teacher can, if she desires, group several lessons into one, thus covering a week's work in one or two days, or condensing a year's work into a few months. This elasticity of arrangement adapts the Grade Series of Spellers to the thoroughly graded schools, as well as to those whose terms do not permit a fixed amount of work to be laid out for each year. The books thus lend themselves to all conditions of school work.

Correlation of Spelling with Other Studies.—The interdependence of school studies is well understood, but in our zeal to develop other subjects, we should not let them overshadow the main object of the study of spelling. The endeavor should be to make the other branches assume their proper relations to the real study of the hour. To group words arbitrarily, without regard to their proper sound relations, in order to show what words are or can be used at any time by anybody in certain studies or pursuits, is neither correlation nor common sense. But when these words have come up in their proper spelling connections and have been acquired, their relative use in studies or pursuits becomes a suitable object of thought, and they may be grouped according to their uses, for practice, review, derivation, etc. This is the plan pursued in the present Grade Series of Spellers.

Sentence-spelling.—Sentence-spelling and word-spelling are combined throughout the Second Book for many reasons, the chief among which are: first, when a word is written from dictation in its ordinary relation to other words in a sentence, the eye retains the impression of the word-form, which is made more lasting in this way than by oral spelling; second, the meaning of words can be thus brought out, taught, and made definite;

third, the practice given in writing words enables the pupil to become automatic in forming words with the pen, and so decreases the liability to error which is found among those who can spell almost any word orally, but who hesitate when called upon to write. But outside of these results the time given to sentence-spelling will be far from wasted.

Each of these lessons is so constructed as to teach something. Most of them summarize in good form what pupils have studied on previous pages. This fixes in the pupil's mind the principles taught, and makes them definite, clear, and helpful.

Vocabulary.—The vocabulary in general includes only such words as every well-informed graduate of our common schools should know. Many of these words can be classified naturally, but enough to form a notable exception are a law unto themselves. These have been collected into lessons, their difficulties indicated, and a thorough drill given upon them.

The derivation and composition of words are so treated as to offer few of the usual difficulties to the beginner.

Thoroughness.—Thoroughness is sought by giving brief lessons, constant reviews, and by several complete summaries of the difficult principles and words previously taught, while a Test Speller, combined with a general review of the common words that are often misspelled, is added at the close of the book.

Teachers' Notes.—At the suggestion of many teachers, the author has added complete Notes for Teachers, taking up each distinct feature in detail, and making a brief outline of suggestions as a basis for more extended work.

Additional Features.—Many additional features are worthy of mention, such as the reference pages of English Synonyms; the Tables of Prefixes and Suffixes; Guides to Correct Spelling; Guide to Pronunciation, and Tables showing how words are derived from other languages.

HAZEN'S GRADE SPELLER.

THIRD YEAR.

FIRST MONTH. SUMMARY OF FIRST BOOK.

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1. ă, ā. FINAL *e* SILENT WITH ā.

pan	pane	de base'	e rase'
fat	fate	re late'	e vade'
cap	cape	cre ate'	in vade'
man	mane	un made'	un der take'

2. SILENT VOWEL JOINED TO ā.

steak	vain'ly	dain'ty	a fraid'
break	main'ly	braid'ed	ob tain'
great	faint'ing	stain'less	re gain'
break'ers	drain'ing	brain'less	un paid'

3. DICTATION.

When any letter in a word is not sounded, it is said to be *silent*. Thus final *e* is silent in — and —.

In — and —, ā is represented by *ea*, and in — and —, by *ai*. In such words *a* is long, and *e* and *i* are silent.

Long *a* is also joined to a silent letter in *gael*, *gauge*, and *day*.

If a syllable contains one long vowel sound, all other vowels in the same syllable are silent.