

**THE MODERN
SPELLER.
BOOK TWO**

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The Modern Speller. Book Two by Kate Van Wagenen

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KATE VAN WAGENEN

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BOOK TWO

BY

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PREFACE

THE MODERN SPELLER emphasizes the following points:

Teaching Spelling by the Dictation Method. It is a well-known fact that children write a word correctly in a list, and write the same word incorrectly in a sentence. This difficulty exists because the sentence form is strange. When a pupil learns *this, see, ball*, as a list, the spelling of these three words constitutes the sum of the information gained in that lesson; but if he writes, *See this ball*, he has taken the first step in composition. It is because of this great gain that, in all modern schools, teachers are beginning to recognize the advantages of teaching spelling by the dictation method.

Grading. The exercises are carefully graded so that the vocabulary, the context, and the punctuation marks are suited to the needs and abilities of the pupils. In addition, each new lesson contains but a few new words, which are placed directly below the lessons. Every other word in the lesson is a review word.

Reviews. The dictation method, requiring the constant repetition of small, troublesome words, linked with the close grading mentioned above, constitutes a natural review. In addition, reviews are inserted in the earlier years at the close of every fourth lesson.

Meaning and Use of Words Taught from Text. As the average person obtains his knowledge of the meaning and use of words from reading, children should be urged and encouraged to learn the meaning of words, as far as possible, by reference to the context.

Interesting Content. The subjects interest the pupil, and pave the way for superior composition work. Some literary exercises are introduced, but they have not been permitted to overshadow the fact that the *Modern Speller* is designed primarily to teach spelling.

These lessons were used in manuscript form for several terms. The teachers put the exercises on the blackboard, and the children copied them for home study. It was found, however, that this method wasted time. A far weightier objection was the fact that in classes, even of careful teachers, many children made mistakes in copying. They therefore studied them incorrectly; so that the teacher, besides dealing with legitimate difficulties, bore the added burden of eradicating errors that were firmly fixed in the pupil's mind. To overcome these two difficulties, a book was prepared so that every child might have a printed page from which to study.

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SUGGESTIONS TO TEACHERS

THE lessons that form a connected narrative may be used as a basis for composition lessons. If properly presented, they stimulate the children to read the entire book on which the exercises are based.

In the grades where the review lists occur, the week's work consists of four dictation lessons and the review list immediately following. This can be accomplished by giving three or four review words with each day's dictation, leaving Friday for review.

The new words in each lesson have been placed below the dictation exercise. Every other word is a review word; consequently the review is constant, even when there are no formal lists.

Whenever unusual proper names, as Dauphin, Proserpina, etc., have not been placed below the dictation, it is wise to put them on the blackboard and permit them to remain there during the writing of the lesson.

Funk & Wagnalls' Standard Dictionary is the authority used in this book for spelling and syllabication.

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FIFTH YEAR — FIRST HALF

DAILY LESSONS

1. Live for something. Write your name in kindness, love, and mercy on the hearts of thousands you come in contact with year by year, and you will never be forgotten.

— CHALMERS.

some'thing
kind'ness

mer'cy
mer'cies

con'tact
for got'ten

2. In City Hall Park, New York, there is a statue of the young patriot, Nathan Hale. Have you ever heard why this monument was erected to his memory?

stat'ue
pa'tri ot

mon'u ment
e rect'ed

mem'o ry
mem'o ries

3. During the Revolution Washington wished to obtain some information about General Howe's plans. As Captain Hale was famous for his bravery, he was chosen to go to the enemy's camp.

Rev o lu'tion
in for ma'tion

Wash'ing ton

ob tain'
cho'sen

4. It required great courage to venture inside the enemy's lines, but Hale did not hesitate. He probably thought he would return in safety.

re quired' cour'age in side' hes'i tate prob'a bly

REVIEW

accounts	excellent	injured	instantly	copies
conduct	accustomed	excited	failure	invalid
informed	constantly	continent	anxious	famous

5. Captain Hale was unable to accomplish his purpose, for he was arrested by the English, tried, and sentenced to be hanged. He met his death with the same courage that had marked his life.

un a'ble ac com'plish pur'pose ar rest'ed hanged

6. Though he was not permitted to write to his mother, he uttered no word of complaint. When the moment for his sacrifice arrived, he said, "I regret that I have but one life to lose for my country."

per mit' ut'tered sac'ri fice lose
per mit'ted com plaint' re gret'

7. Greatly begin! though thou have time
But for a line, be that sublime.
Not failure, but low aim, is crime.

—JAMES RUSSELL LOWELL.

great'ly thou sub lime' crime

Language work. Write in a column all the adjectives on this page. Opposite each adjective in a second column show how many of them may be changed to adverbs.