

**THE CENTURY SPELLING
BOOK: A BOOK ON THE
STUDY AND USE OF WORDS;
PART TWO, PP. 85-182**

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THE CENTURY SPELLING BOOK

A Book on the Study and Use of Words

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"In words contemplated singly, there are boundless stores of moral and historic truth and no less of passion and imagination, laid up. . . from these, lessons of infinite worth may be derived, if only our attention is roused to their existence . . . well it will repay you to study the words which you are in the habit of using or meeting."

RICHARD CHENEVIX TRENCH

The Rand-McNally Press
Chicago

THE PREFACE

THE Century Spelling Book embodies, it is believed, the best orthoëpic and orthographic methods of modern teachers without surrendering the older principles which have been shown to be correct through the severe test of use in the schoolroom.

To merit approval a spelling book should make good spellers of those who study it. It should be discarded if it fail to do this, no matter what may be claimed for it.

In the preparation of the Century Spelling Book, to the end that those who study it may become good spellers, the following principles have been kept in view.

1. **GRADING:** The word-lists and directions for study have been so arranged that, beginning with the second grade, pupils in any of the grades below the High School, will experience little difficulty in using them.

2. **SELECTION OF WORDS:** The words have been selected because of their meaning and general use, rather than with a view to taxing the pupils with the mastery of long lists of words that are difficult of spelling, and rarely employed.

3. **USE OF WORDS:** Throughout the book, as far as practicable, the pupil is taught the correct use of words, and is trained in such principles of the English language as are demanded by the requirements of the work to be done.

4. **PRONUNCIATION:** The pronunciation of words, a most necessary element in spelling, is given the emphasis its importance demands. The lists and suggestions are so planned and placed that the pupil is given all needed help in learning the correct sounds of letters, and the pronunciation of words. Throughout the book pronunciation is based on Webster's Dictionary. This is also true of spelling with the exception of foreign geographical names which follow Longman's Gazetteer, and some proper names.

5. **SUGGESTIONS AND DIRECTIONS:** The suggestions to teachers and the directions for study are many and are carefully graded. They will arouse interest and incite pupils to study.

January, 1909

THE AUTHORS

SUGGESTIONS TO TEACHERS

Words are not composed of letters thrown together in a haphazard manner. In most English words, when properly pronounced, there is a direct relation between the sound of the word and the order of the letters in it. It is true that our language is so enriched by accessions from other languages that it includes a large number of words which do not conform to the usual phonetic rules. As the number of such words in common use is not great, no serious objection is offered to the study of spelling from the standpoint of phonics. However, to become a good speller more is required than a knowledge of the sounds of letters and the correct pronunciation of words, no matter how essential these may be. The eye of the pupil should be trained to recognize the correct forms of words, and he should be taught the proper use of correctly written or spelled words. It is necessary, therefore, that the ear be trained to recognize the sound, or pronunciation, of words; the eye to detect their proper forms; the hand to express them correctly in writing; and that the mind be trained to a rightful use of them, so that they may become a part of the pupil's vocabulary.

These requirements will suggest to teachers that many methods of assignment and recitation should be employed. It must not be overlooked, however, that an important part of the assignment of the spelling lesson containing words not already studied, is the correct pronunciation of all the words. The pupil should pronounce slowly and distinctly each word, and the teacher should not permit a word to be passed until the correct pronunciation has been given by the pupil.

As a preparation for this the teacher should study the dictionary and lead the pupils into the habit of using it. The dictionary is the basis of all spelling books, and if teachers would know more about the words in the lesson than the pupils, and if the pupils are to become good spellers, this book must not be neglected.

A definite time for the study of the spelling lesson should be assigned, and reviews should be frequent. Lists of words which are often misspelled should be made and studied. Pupils become good spellers through close study and much practice—both oral and written. While experienced teachers will add to the suggestions made in

this spelling book, it is believed that, if faithfully followed, the directions given will do much to lessen the criticisms of the unsatisfactory results from the teaching of spelling in the schools.

THE LETTERS OF THE ALPHABET

The letters in the English alphabet are divided into two classes. Letters that represent vocal or open sounds, are called vowels. Vowel sounds are more or less modified by the position of the vocal organs in speaking. The result is that each vowel has more than one sound, as *ā, â, ä, á, à, â, ą, and ȧ*. The regular vowels are *a, e, i, o, and u*. Sometimes *w* and *y* are vowels. Again *i* and *u* are sometimes consonants; in which case they take the sounds of consonants *y* and *w*.

Letters which represent sounds that are obstructed by different parts of the mouth, or sounds less open than vowels, are called consonants. Consonants having but one sound are *b, h, j, k, l, m, p, q, t, v, w, and y*. Consonants having more than one sound are *c, d, f, g, n, r, s, x, and z*.

DIACRITICAL MARKS

Diacritical marks are marks that are used to indicate different sounds of the same letter.

The diacritical marks used in this book are as follows:

<i>Names</i>	<i>Marks</i>	<i>Symbols</i>
Breve	([˘]) . .	ă, ě, ĭ, ŏ, ů, ŷ, ǒ
Macron	(^ˉ) . .	ā, ē, ī, ō, ū, ŷ, ǒ
One dot above	([˙]) . .	á, ó, ǵ
Two dots above	([¨]) . .	ā, ī
One dot below	(_˙) . .	ą, ȧ, ȳ
Two dots below	(_¨) . .	ą, ȧ, ȳ
Circumflex	(^ˆ) . .	â, ê, ô, û
Tilde	([˜]) . .	ẽ, ĩ, ỹ
Modified macron	(^{˘ˉ}) . .	ā, ē, ĭ, ŏ, ů, ŷ
Bar underneath	(_ˉ) . .	ᄀ, ᄁ
Bar suspended	(_˘) . .	ᄂ, ᄃ
Bar above	(^ˉ) . .	ᄄ
Cedilla	(_˘) . .	ç
Transverse bar	(⁻) . .	ç

GUIDE TO PRONUNCIATION

ā,	long,	as in	fāme, fāte, āle
ē,	long	"	ēve, mēte, se rēne'
ī,	long	"	īce, fīne, tīme
ō,	long	"	ōld, tōld, nōte
ū,	long	"	tūne, ūse, mūte
ȳ,	like ī	"	fȳ, trȳ, buy
ă,	short	"	măt, hăt, ăt tăck'
ĕ,	short	"	mĕt, ĕnd, car'pĕt
ĭ,	short	"	pĭn, fĭn, pĭt'y
ŏ,	short	"	hŏt, nŏt, ŏc cur'
ŭ,	short	"	bŭt, bŭt'ter, ŭn'der
ÿ,	like ī	"	gÿp'sÿ, nÿmph, pit'y
â,	short Italian,	as in	âsk, dânce, so'fâ
ò,	like ŭ,	as in	sòn, wòn; also like ĕ, as in ac'tór
ã,	Italian,	as in	ãrm, fãr, fã'ther
ī,	like ē	"	ma chine', va lise', pique
ə,	like ŏ	"	whət, wəş, wə'n'der
o,		"	wŏ'man; wŏlf, bŏ'som
u,		"	full, pull, push
ə,	broad	"	əll, təlk, wə'ter
o,		"	dŏ, prŏve, mŏve
u,	after r	"	rŭde, rŭ'ral, rŭ'mor
ē,		"	hĕr, in fĕr', vĕrge
ī,	like ē	"	bĭrd, fĭr, vĭr'gin
ÿ,	like ē	"	mÿrrh, mÿr'tle, zeph'ÿr
â,		"	câre, âir, pâ'r'ent
ê,	like â	"	whĕre, ĕre, thĕre
ô,	like ə	"	ôrb, fô'r'get, ab hô'r'
û,	like ē	"	bŭrn, ŭrge, hŭrl
â,	modified ā,	as in	pref'âce, rav'âge, châ ot'ic
ê,	modified ē,	"	so ci'ê ty, crĕ ate', ĕ vent'
ī,	modified ī	"	dĭ am'e ter, fĭ de'a, trĭ bu'nal
ò,	modified ŏ	"	ô bey', bil'lŏw, pŏ et'ic
û,	modified ŭ	"	û nite', na'tŭre, cen'sŭre
ÿ,	like ï,	as in	hÿ e'na, mÿ og'ra phy
e,	like ä	"	eight, vein, bal let'

Guide to Pronunciation—continued.

- oo, long, as in f^{oo}d, m^{oo}n, f^{oo}l
 öo, short " f^{öo}t, b^{öo}k, g^{öo}d
 ou, ow, as in out, how, de vour'
 oi, oy, as in oil, boy, noi'sy
 n, like ng, as in an'ger, con'gress, in^k
 s, like z " ribs, run^s, na'sal
 x, like gz " ex'ert, ex'am'ine, ex'ist'
 x, like ks " ex'it, a'pex, ex'tra
 ç, like s " çiv'il, viçe, aç'id
 e, like k " eall, aet, pie'ture
 g, hard " gum, grow, give
 ĝ, soft like j " ĝem, range, en'gine
 ph, like f " go'pher, or'phan, sul'phur
 l, like a vowel, as in a'ble, tri'fle

N represents simply the nasal tone (as in the French and Portuguese) of the preceding vowel; as in *encore* (ân kôr').

Drill on all the sounds, vowel and consonant, until the pupils associate the sound rather than the name with the character.

For the younger pupils, prepare a set of cards, about five by eight inches in size, and on each print or write a consonant.

To teach the sound of *b*, write *bat* on the blackboard and have it pronounced by a pupil. Write it again separating the parts *b-at*, and have it pronounced slowly, pointing to each part as it is pronounced. Have several pupils sound each part. Having secured the correct sound of *b*, place in sight the card with *b* printed or written on it and ask for the sound several times during the day.

In like manner teach the following sounds, reviewing daily with the cards:

b — bat	v — van	d — walked	q — quick
f — fan	w — will	n — not	ü — ink
f — of	y — yes	g — gun	ch — chat
h — hat	c — can	ç — cent	çh — chaise
j — jog	s — sat	z — zest	sh — ship
k — kid	s — runs	z — azure	th — that
l — led	r — ray	ĝ — ĝem	th — thin
m — man	r — arm	ş — rose	wh — when
p — pat	r — western	x — fox	eh — ache
t — top	d — doll	x̄ — examine	