

**TWO-BOOK COURSE.  
BOOK TWO. THE BAILEY-  
MANLY SPELLING BOOK**

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Two-Book Course. Book Two. The Bailey-Manly Spelling Book by Eliza R. Bailey & John M. Manly

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**ELIZA R. BAILEY & JOHN M. MANLY**

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Bk. II

## PREFACE

We present in this book a plan for the teaching of spelling which has been in successful use for several years. Its main features were determined some ten years ago on the basis of long experience in teaching, and the details have been subjected to the test of actual use ever since. The success of the plan in the school in which it was first tried and in which the details were worked out has led to the use of it in manuscript form in other schools, and it has been equally successful in them.

The vocabulary has been chosen and graded with the utmost care. A large number of school books and written exercises were examined, and from them were selected the best 300 words for the first year, the best 400 for the second, and so on. The words were carefully catalogued and checked as used, so that the time of the pupil should not be wasted in useless repetition, and yet that certain especially refractory or elusive words should be repeated again and again until their mastery was assured. Continued tests of these lists, both as to the words which they should contain and the proper method and order of presenting them to the child, have given results in which we feel the highest confidence. The care with which the selection and grading of material has been carried out will, we feel, become increasingly evident to any teacher using the book.

The old method of bringing together in a list words spelled and pronounced alike was undoubtedly a mistake. The pupil who could learn such a spelling lesson perfectly was often at a loss to spell the words correctly under the conditions of actual use. But the method now gaining currency in some quarters of entirely dissociating words containing similar elements, and treating each word as if it and its derivatives stood alone is equally wrong, psychologically and practically. Carried to its extreme, as it sometimes is, it refuses to accept the aid of the very modes of operation which in all the affairs of life give the memory its power of effective action. The authors have tried to avoid both these errors: on the one hand, rejecting the old formal classifications; on the other, attempting, so far as possible, to introduce each new word in such a way as to connect with, and build upon, the elements the child has already learned.

Selections have been preferred to long lists of words, for reasons which every experienced teacher will recognize and approve, and which are partially set forth in the Suggestions to Teachers. Great pains were taken to have these selections suited to the development of the vocabulary of pupils, and they will be found to be unusually free from words too difficult for the grades in which they occur. Furthermore, it will be observed that the selections are

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of excellent literary quality. They will not only interest the child in the study of spelling, but will serve to quicken a love for good prose and verse. Such changes in the wording of the selections have been made as were needed to adapt them to the uses of the book.

Besides spelling and the development of the vocabulary of the pupils, the book provides for the thorough teaching of the use of capitals, punctuation marks, and other signs employed in writing. The results already obtained from the use of the book prove that it will not only insure a thorough and economical mastery of all the common words needed in writing, but it will also add greatly to the pupil's all-round English equipment.

The special features of the book are presented in some detail in connection with the Suggestions to Teachers, which follow.

Permissions to use various selections have been granted by Elizabeth Akers; Mary Clemmer Ames; John Vance Cheney; D. Appleton and Company; The Century Company; D. C. Heath and Company; Houghton, Mifflin and Company; J. P. Lippincott and Company; Little, Brown and Company; Longmans, Green and Company; The Macmillan Company; Perry Mason Company; The McClure Company; and Silver, Burdette and Company. Acknowledgments are also due to E. P. Dutton and Company for quotations from "Christmas Tree Fairy," "Queen of the Meadows," and "I'll Tell You a Story" by R. E. Mack, "Sixes and Sevens" by F. E. Weatherly, "Wee Babies" by Ida Waugh; to Ginn and Company for quotations from "Our World Reader," "Heroes of the Middle West" by Mary H. Catherwood, "Stories from English History" by A. F. Blaisdell; to John Lane and Company for quotations from "Dream Days" and "The Golden Age" by Kenneth Grahame; to Charles Scribner's Sons for quotations from "Poems and Ballads," "Weir of Hermiston," "Prince Otto," and "Travels with a Donkey" by Robert Louis Stevenson, "Poems" by Mary Mapes Dodge, "Poems" and "Little Rivers" by Henry van Dyke, "Tales of Unrest" by Joseph Conrad, "Children's Stories of American History" by Henrietta C. Wright, "Otto of the Silver Hand" by Howard Pyle; and to Sherman, French and Company for a quotation from "Budding Time Too Brief," by Evalene Stein.

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E. R. B.

J. M. M.

## SUGGESTIONS TO TEACHERS

ENGLISH spelling is one of the most difficult of subjects, and to teach it successfully we must invoke the aid of every form of memory that can be of service to us. Individuals differ greatly in the kind of memory that serves them in spelling. Some spell from a memory of the sound of the letters. Others, when a word is spelled to them, cannot tell whether it is spelled correctly or not, but guided by the motor-memories of their vocal organs can spell it aloud. Still others are never sure of a spelling until they see a word written and can test it by the mental image of its form; and some — as good spellers as the rest — must even resort to the muscular memory of the hand, and, letting the practiced hand go its accustomed way with pencil or pen, will write correctly a word in regard to which none of the other modes of memory would have given them definite assurance.

These facts all of us know; they are among the most positive results of the inquiries which psychologists have made into the forms of memory, and they are familiar to every observing person. But we are all of us, perhaps, inclined to deal with spelling as if the minds of our pupils were exactly alike. In all subjects, doubtless, but in spelling certainly, there is for each pupil some method of approach that is easier and more effective than any other. Our business as teachers is to find this best method for each class as a whole, and, so far as possible, for each individual.

Meanwhile great care should be taken to prevent children from acquiring bad habits in spelling. Words too difficult for the children of a grade should never form a part of the regular spelling lesson. Pupils, of course, need to use many such words in written exercises in the various subjects studied, and from time to time in daily life. In the primary grades, the teachers should anticipate such words and write them plainly upon the board, so that pupils may spell them correctly. In the intermediate and higher grades, pupils should be trained to ascertain for themselves the correct spelling of these difficult words before writing them. Guessing at the proper spelling of a word must not be permitted. Every error creates a tendency, and if repeated soon becomes a habit.

A system of teaching spelling to obtain the best results should include two parts: (1) A well-considered, systematic, and carefully tested presentation of the words which every pupil must learn; this can best be given from the spelling book, as the individual teacher does not have the time to prepare lists of words which will give as good results as those found in a spelling book, the selection and arrangement of which have required years of observation and testing. (2) A constant supplement by the teacher, providing for the special needs of each class of pupils, and even the peculiar difficulties of individual pupils; this supplement should include words which are found

## SUGGESTIONS TO TEACHERS

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to be especially difficult and words required in other subjects studied. In this way it is possible to avoid the serious mistake made by teachers who, finding that the spelling book does not introduce, as they are needed, words required for the geography, history, arithmetic, or nature study lessons, throw aside the spelling book altogether, and follow the wasteful plan of making their own lists and using them exclusively.

The plan of this book provides, therefore, for three lessons a week from the book and two lessons a week to be supplied by the teacher. One of the latter may be devoted to a weekly review or test, or occasionally to a spelling match; the other to oral exercises based upon the words needing especial attention that have been collected by the teacher from the written exercises of the class, and from the other studies.

The best source of information for words requiring special attention is, of course, the written work of the pupils themselves. In regard to the method of collecting these words, it is suggested that the pupil should write his misspelled words in a blank book, so that the teacher may drill upon them economically in future lessons, and may occasionally look back over the work of each child to detect those peculiar difficulties that certain children have with certain groups of words. The misspelled words of the class, besides being made the basis of the lesson, should be written neatly on the board and allowed to remain there for several days.

In all oral work, care should be taken to insure not only correct spelling but correct syllabication and enunciation. The latter, especially, is of prime importance. Careless pronunciation is responsible for a great deal of incorrect spelling. The words "library" and "February," for instance, are frequently spelled "Febuary" and "libary," because of their faulty pronunciation. At the close of each lesson, the teacher should read the next lesson to the class, whether a selection or a list of words, pronouncing slowly, carefully, and correctly. It commonly happens that a child, left to his own devices, will pronounce a word wrong the first time it is seen and thus get the wrong pronunciation so firmly fixed as to make it difficult to correct it. The teacher should always prepare for this exercise, as there are few people who have not some pronunciation not sanctioned by good usage. In this preparation the teacher should also assist the pupils in determining the difficult points upon which they should concentrate in their study of the next lesson, thus insuring economy of effort, better results, and the formation of the right habits of study.

Sentences as well as words should form a part of the spelling lesson, so as to give pupils the opportunity of interpreting and spelling words in their context. Every teacher has been astonished at the curious — sometimes ludicrous — sentences constructed by children to illustrate the use of a word. The dictionary must of course often be consulted for definitions, but the formal definition of the dictionary is of little value unless the pupil has considerable experience in interpreting and using the word in sentences. Literary selections are therefore freely used in this book, and exercises are introduced requiring pupils to use words in sentences. The teacher should aim to have pupils gain the ability to use correctly all words that they learn to spell.



Lists of review words, under the headings of "Words often Confused," "Words often Misspelled," "Ear Lists," "Ear and Eye Lists," and "Eye Lists" will be found of great help in mastering the different sorts of memory problems presented in spelling. In the "Ear Lists" are placed words spelled as pronounced, containing no silent letters or unusual sounds of the vowels. To recognize the letters separately insures the recognition of the word; to hear the word pronounced correctly insures the correct spelling of it. The spelling of these words is therefore easily learned. In the "Ear and Eye Lists" are placed words the spelling and pronunciation of which nearly correspond, but in which one or more silent letters occur, or the vowel is represented by a combination of symbols. In dealing with these words teachers should concentrate upon the difficulty and thus establish the correct form. To illustrate one method of doing this, it is suggested that such words be written upon the board, using colored crayon for the troublesome letters, or underlining them. Thus in the word *separate*, the first *a* should be emphasized. In the "Eye Lists" are placed words containing unusual vowel or consonant symbols, such words, in short, as present few aids in the way of analogies of sound and must be learned by fixing in memory their visual form, perhaps by writing them repeatedly until they are mastered. In each grade, the review lists of all previous grades should be thoroughly reviewed; at the close of the eighth year's work, a general review of all these lists is provided for in the book. Pupils will thus make sure of mastering all the common words that might otherwise cause trouble.

In the work of the second year three new words, similar in some features to words already learned, are given in each lesson, nine new words being thus learned each week, while the more difficult of the old words are repeated again and again. These lessons should be written on the board until the forming of the script letters has become perfectly familiar to the pupils. The work of the third, fourth, and fifth years differs very little from that of the second except for the increase of new words in the daily lesson. The teacher should remember that in these early years the groundwork of good spelling and correct punctuation must be firmly laid; that the habit of neatness must be formed; that the child must learn to write from dictation, with ease and fluency, not only words, but sentences; that all these points represent separate efforts, which for the young child are often complicated and difficult.

In the work of the sixth, seventh, and eighth years, similarity is still retained as a principle for the introduction of new words, but the memorizing of word-forms is the main feature, the word being treated more as a definite and independent unit. Correct punctuation should be insisted upon, so that it may become habitual. It should of course be borne in mind that other punctuation than that given in the selections may be entirely correct. The use of the dictionary should receive special attention, and the pupils' understanding of words should be tested by the use of them in original sentences.

The lists of words given in the book are arranged to read across the page, except in the case of the review lists, which should be read down the columns.

**THE**  
**BAILEY-MANLY SPELLING BOOK**  
**FIFTH YEAR**

**1**

clat' ter      spat' ter      mill' er      rath' er      gath' er

Surely the miller thinks he is the only one who tends the mill; yet for it the birds and insects buzz and hum, joining in with its busy clatter; for it the golden-rods and asters are blooming in the little meadow. — *Theo. Brown.*

**2**

cost              lost              crest              shore              force

If you stand on the shore and look across the ocean, as far as you can see, the blue water seems to meet the sky. One can sail on the ocean many days without seeing land.

**3**

di vide'      chest' nut      al read' y      squir' rel      through

Often, when there is a storm at sea, the waves are so high and strike with such force that many ships are broken and lost.

**4**

Walking through the early October woods, I came upon a chestnut tree covered with burrs. They had just begun to divide, showing the silken lining. Shy eyes were watching me, for squirrels and jays were already there getting food for the long winter.

— *Burroughs.*

**5**

ar ray'      ar range'      ar rive'      ar' row      ar rest'

The swallows chatter about their flight,

The cricket chirps like a rare good fellow,

The asters twinkle in clusters bright,

While the corn grows ripe and the apples mellow.

— *Thaxter.*

## 6

flat      scat' ter      cor' al      an' i mal      moun' tain

In the ocean are scattered many islands. Some are so large that towns are built on them; others are so small that they are nothing more than rocks.

## 7

built      close      en close'      strange      isl' and  
real      re' al ly      un' cle      cir' cle      sur' face

Some islands are high with mountains and hills; others are flat and sandy. The strangest of all are the coral islands, built in a circle by little animals, and enclosing a lake of still water.

## 8

Early one morning in October, a large white seagull was circling above the waves, hardly moving his wings, and seeming very lazy as he floated along. He looked as if he were doing it just for fun, but he was really hoping that some silly fish would swim within reach of his big claws. — *Abbie Farwell Brown.*

## 9

bull      rude      drown      croak      frog  
great      cas' tle      col' o ny      won' der      won' der ful

Outside the castle was a pond where lived a colony of great green bullfrogs. When they heard the silver song of the harp, they began to croak, trying to drown its sweet sounds. *Brown.*

## 10

meek      cheek      lump      plump      through  
bow      gown      crown      clown      trav' el

The berry's cheek is plumper,  
The rose is out of town.  
The maple wears a gayer scarf,  
The field a scarlet gown. — *Emily Dickinson.*