

**THE SILVER-
BURDETT SPELLER:
IN FOUR PARTS**

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The Silver-Burdett Speller: In Four Parts by J. A. C. Chandler & John H. Phillips

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THE SILVER-BURDETT SPELLER

In Four Parts

FOR PRIMARY, INTERMEDIATE, GRAMMAR
AND ADVANCED GRADES

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PREFACE

THE selection of words in a spelling book is always difficult. Such words as are needed in one trade or profession will not be needed in another, so that an all-inclusive word list is not possible for school purposes. In the preparation of a speller, therefore, every author will have his own distinct viewpoint.

The following features will be noted in this speller:

1. The words selected are in common use or are such words as may usually be found in readers and other textbooks of the grades.

2. Enough phonograms are introduced to teach the importance of learning words by families.

3. Diacritical marks are employed in Part II, as a preparation for the use of the dictionary.

4. In the advanced grades will be found suffixes and prefixes, together with word building and the study of synonyms.

The purpose of this book, therefore, is to teach the pupil *spelling*, and the *usage* of those words that he will need to employ in daily speech; those words that should be a part of the vocabulary of any well-educated man; and also words that he will use in his school work.

One of the greatest difficulties that confront a teacher is the correction of the pupil's slovenly habits of pronunciation. There is no better way than the constant use of phonetic drills and diacritical marks, beginning with the intermediate grades.

Whenever possible, rules for spelling should be taught. In this book they are introduced in those lessons which best illustrate their use.

SUGGESTIONS TO TEACHERS

1. Have frequent reviews. The teacher should keep a careful list of the words misspelled by her pupils in each lesson (This can be done by checking her own spelling book). A part of every recitation should be devoted to drill on these words. Each word should be studied until it ceases to be troublesome. *Do not waste pupils' time in reviewing words that all can spell.*

2. In teaching diacritical marks in the intermediate grades, give careful attention to the exercises. Select words that contain different sounds of the letters and write them on sheets of paper 8 × 11 inches in size. These words should be marked diacritically. By means of these a rapid review of diacritics could be given the class once or twice a week. Not over five minutes should be devoted to such drills, but they should be employed throughout Part II.

3. Have pupils learn the rules of spelling and observe their application, so that they will have no difficulty in spelling derivative words.

4. Give constant drills on synonyms.

5. Have pupils syllabicate and accent words as they first learn to spell them. This will overcome the common mistakes in hyphenating.

6. In giving new lessons, ten (10) words is probably the maximum that should be given; and, if they are unusual words, even a smaller number. It is well to go over all new words, write them on the board, pronounce them,

have the class pronounce them, and give a sentence using the word. Ask for careful visualization by rubbing the word off the board and having children write it.

7. Emphasize written spelling. Spelling is of no service to any one except in writing. Every word taught should, at one time or another, be written by the pupil.

8. Slovenly pronunciation is one of the curses of the day. Insist on correct pronunciation of words, and where a word has more than one pronunciation, on the preferred one. Make constant use of the Key to Disputed Pronunciations on pages 176-183.

9. Many children misuse words and phrases because of always hearing them misused. Assign short lessons in the "Glossary of Misused Words and Phrases" (pages 191-199), in connection with Parts III and IV. You cannot drill on this too much.

THE ALPHABET

The alphabet consists of 26 letters, as follows :

A a	J j	S s
B b	K k	T t
C c	L l	U u
D d	M m	V v
E e	N n	W w
F f	O o	X x
G g	P p	Y y
H h	Q q	Z z
I i	R r	

These letters are divided into two groups called *vowels* and *consonants*.

The vowels are *a, e, i, o, u*, and sometimes *w* and *y*.

The consonants are *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z*, and sometimes *w* and *y*.

When *e* is followed immediately by *e*, or *o* by *o*, in the same syllable, the *ee* or *oo* is said to be a *double vowel*. Examples : *ee* in *meet*, *oo* in *good*.

When two different vowels are pronounced together in the same syllable they form a *diphthong*; as *oi* in *oil*, *ou* in *out*, *ow* in *cow*.

The diphthongs are as follows :

<i>ea</i> as in <i>ocean</i>	<i>ie</i> as in <i>spaniel</i>	<i>ow</i> as in <i>brow</i>
<i>eu</i> as in <i>feud</i>	<i>io</i> as in <i>notion</i>	<i>oy</i> as in <i>boy</i>
<i>ew</i> as in <i>jewel</i>	<i>oi</i> as in <i>noise</i>	<i>ua</i> as in <i>equal</i>
<i>ia</i> as in <i>filial</i>	<i>ou</i> as in <i>south</i>	<i>ue</i> as in <i>conquest</i>
	<i>ui</i> as in <i>anguish</i>	

y is a consonant at the beginning of a word or syllable ; in all other places it is a vowel. Example : In *you*, *y* is a consonant ; in *fry* and *dye*, it is a vowel.

w is a vowel in the diphthongs *ew* and *ow* ; in all other places it is a consonant. Example : In *few* and *flow*, *w* is a vowel ; in *will*, it is a consonant.

Every word must contain at least one vowel and, excepting the words *a*, *I*, and *O*, also at least one consonant.

Some words can be pronounced with a single effort of the voice, while others require several with *very* slight pauses between them. Words that require only one effort are said to contain *one syllable*, while the others have as many syllables as voice efforts are required in uttering them. Examples : *please* is a word of one syllable ; *pleasant*, one of two syllables ; *unpleasant*, one of three syllables.

When a word contains two or more syllables, one of them is pronounced with more force than the others, and it is said to be *accented*. The *accent mark* (') is used to indicate which syllable is accented.

Letters that are not sounded in the pronunciation of a word are called *silent letters* ; as *e* in *pale* ; *k* in *knob*.