

**THE LANGUAGE-SPELLER:
A CORRELATION
OF LANGUAGE WORK
WITH SPELLING, PART I**

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The Language-Speller: A Correlation of Language Work with Spelling, Part I by Elizabeth H. Spalding & Frank R. Moore

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ELIZABETH H. SPALDING & FRANK R. MOORE

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THE
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A CORRELATION OF

Language Work With Spelling

BY

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PART I.

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PREFACE.

THAT it is logical to combine composition and general language work with spelling, is a reasonable assumption. One rarely has occasion to use spelling except in composition; while one acquires it, in a measure, from careful reading. A recognition of this natural association of language work with spelling and a realization of the fact that a generation of poor spellers is the result of a total neglect of the spelling book, have led to the production of the "Language-Speller."

This text-book introduces letter-writing, story-telling, and composition, together with simple rules for capitalization and punctuation; and seeks to present its subjects in a normal and progressive way. On the page opposite each lesson in language are words adapted to expression on the theme of the language work. In addition, a somewhat wide range of reading is suggested, to increase the child's vocabulary and broaden his life.

The composition work has been planned with reference to the history, geography, and natural science of the grade; in this way, material ready for expression is gained, while work in other branches than English is strengthened. The value of letter-writing is considered, as well as correctness of form for friendly and business letters. It is hoped that teachers will furnish letter paper, or note paper, and envelopes to their classes whenever letters are required as an exercise; this is necessary to insure proper folding, stamping, and superscribing. Frances B. Callaway's "Studies for Letters" will prove a charming book for reference while studying letter-writing.

The language exercises are typical rather than voluminous. The limits of the book rendered any other course impossible; the inventive teacher will readily supplement these with others which they naturally bring to her mind, and thus make her own work more interesting.

The list of books is intended to be stimulating rather than formal or comprehensive. Indeed, the book as a whole seeks to lift those who study it above the dead level of commonplace expression and inspire them with a desire for the skillful and the artistic. Books like "The Talisman" and "Ivanhoe" may be read as amended or abridged for the use of children. The literature series of many publishers now furnish editions so inexpensive that children may begin to collect their own libraries.

The history and growth of words are emphasized; the child is led to appreciate exact meanings and to exercise judgment in the selection of words.

The injunction to the pupil to rewrite correctly all misspelled words and to master those words, deserves attention. This means a conservation of energy, a concentration of it upon weak places. Recent exhaustive experiments have demonstrated the value of syllabication and the distinct pronunciation of every syllable by the child in his oral work. The syllabication follows Webster's Dictionary.

A strictly graded speller is unnatural. Children need all sorts of words to express all sorts of ideas. Therefore, while there has been an effort to have the work in spelling increasingly difficult with its progression, there has not been any attempt to have that work rigidly graded. In the spelling lists, sometimes a participial form is given, sometimes an infinitive;

sometimes a plural form, sometimes a singular. This suggests work in grammar as well as the spelling of other forms.

Part I. is arranged in five chapters of ten lessons each. The first chapter is intended for use in the first half of the fourth year; when letter-writing and composition usually begin. Each chapter contains about nine hundred new words for spelling exercises, and is intended to cover a half-year's work.

A picture illustrating the theme of any exercise and affixed to a bulletin board just before the English lesson, is likely to give zest to the work. For instance, the first lesson of Chapter I. suggests a picture of Druidical (Celtic) ruins, of Celtic ornaments, of a Norman knight, or of a viking's boat. The second lesson of Chapter III. would be helped by Rivière's "Sympathy;" lessons that treat of Greek myths might be supplemented by photographs of famous sculptures; while the third lesson of Chapter V. would gain in interest if a class had photographs of Abbey's frieze in the Boston Public Library, representing the search for the Holy Grail. At this time (1901) Earl Thompson & Co. of Syracuse, New York, furnish penny blueprints of authors, of their homes, of scenery both at home and abroad, and of great works of art.

It is hoped that this text-book will not only insure satisfactory results in spelling, capitalization, punctuation, and diction, but give some pleasure to those who use it.