

**HAZEN'S COMPLETE SPELLING-BOOK: FOR ALL
GRADES OF PUBLIC AND PRIVATE SCHOOLS:
CONTAINING THREE PARTS. ADAPTED TO
PRIMARY, INTERMEDIATE, GRAMMAR AND
HIGH SCHOOLS. CONTAINING THREE PARTS.
ADAPTED TO PRIMARY, INTERMEDIATE,
GRAMMAR AND HIGH SCHOOLS**

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AND HIGH SCHOOLS.

BY

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PREFACE.

A SPELLING-BOOK is a necessity. It should be used every day in every grade of school.

No study is of more importance than this study of words. It includes enunciation, pronunciation, reading, conversation, writing, a knowledge of the meanings of words, and accuracy in using them.

Properly taught, it must also result in an enlarged vocabulary, as well as in an increased ability to gain, and to express, ideas.

In this book, the author has attempted to aid in reaching these results.

In the Primary Division of the book, such words as the child uses and hears daily are first given, so that each word may represent an idea to him.

Based on this *known* word and idea, an attempt is made in each lesson to teach something *not before known*, in such a way as to enlarge the power of thought and expression, to fix the forms and meanings of words in the mind, and to strengthen the memory.

In this way, the sounds are taught, synonyms and opposites are gradually introduced, and the pupil is led to see the various meanings a word may have through its connection with other words. He is also taught to form sentences to illustrate these meanings, and to show that he understands them. The lessons have been so carefully graded that great improvement must result, even if no drill on sentences, such as is recommended, be given. But the author

hopes that the many excellent teachers, aided by progressive committees, will carry out the simple, practical plan of the book, and thus raise spelling to its proper high position among our common-school studies.

Attention is called to the following special features :—

1. There are three books (or divisions) *adapted* to the *different school grades*.

2. The *easiest* words have been placed first, and, to facilitate teaching the *sounds* of the letters, the columns of words in each lesson, at first, contain but *one new vowel-sound*.

3. Words have been selected without regard to length, *provided* they are *familiar to the child*, and do not contain *too difficult combinations of letters*.

4. The first twenty-four pages present the words in script and in print.

5. The sentences are to be dictated by the teacher and written by the pupil. The words in *Italic* should be also spelled orally, and their synonyms given, *as far as they have synonyms*, or synonymous expressions, *known* to the pupil or *given* in the *lists of words*.

6. The grading is a special feature, great care having been taken in regard to the selection of words, their use in sentences, and the kind of work to be done by the pupils.

7. The sentences are in many cases from standard authors, are models of sentiment and style, and should be thoroughly studied and understood. They may be read by the pupils, and, *being natural*, must aid in *teaching proper expression* in reading.

8. The *repetition* of words in *reviews*, *synonyms*, and *sentences*, will ensure *familiarity* with their *forms* and *uses*.

9. The pupil is *led* to *define* words from *his own knowledge* in such a way as to *enlarge* his *vocabulary* and to *increase* his *power of expression*.

10. As soon as the pupil is prepared for such work, a *systematic* teaching of *synonyms* and *opposites* is introduced.

11. Words spelled *alike* and pronounced *differently*, and words spelled *differently* and pronounced *alike*, are given in sentences, to show their meanings, and, in some cases, in columns, with their definitions.

12. The Intermediate and Grammar Divisions carry out the same plan, but, by a different way of presenting the subject, break up the monotony of the study.

13. Words spelled differently by Webster and Worcester are carefully noted.

14. Rules for spelling are so given as to help the pupil to *spell, define, and use new words.*

15. Prefixes and Suffixes are taught, to enlarge the vocabulary, and to show the *composition* and *exact meanings of words.*

16. The *Test Speller* includes a *general review*, with words so grouped as to teach more than a mere miscellaneous list of words.

17. The *arrangement of synonyms in groups* must be of great advantage in this especially profitable study.

18. The foot-notes give valuable hints to teachers. Several full pages of notes have been given, to lead to systematic work.

In conclusion, the author would gratefully acknowledge his obligations to those personal friends and eminent educators who have so kindly encouraged and aided him in his work, and also to MESSRS. J. S. CUSHING & Co., the printers, to whom the credit of the typography is due.

NOTES FOR TEACHERS.

STUDY the plan of the book, understand its successive steps, know just what each lesson is meant to teach, and then carry out the plan as carefully as possible.

The book should be put into the pupil's hands as soon as he begins to read.

Read the sentences, and let the pupil read them after you. Be sure he pronounces each word correctly and gives the proper accent and inflection. Read the lists of words in the same way, paying particular attention to distinct enunciation.

Teach the sounds of letters by reading several words having the sound you wish to teach; *e.g.*, Lesson 1: To teach the short sound of *a*.

Teacher. Rat, cat, mat, bat, — *ä, ä, ä, ä* (giving the *sound* of *a*, not its name).

Pupil. Rat, cat, mat, bat, — *ä, ä, ä, ä.*

When this sound is well understood, and given correctly, the sound of *t* should be taught in the same way; *e.g.*, —

T. Rat, cat, mat, bat, — *t, t, t, t.*

P. Rat, cat, mat, bat, — *t, t, t, t.*

This is the best way to teach sounds to any class of pupils; but if the class is older, and cannot give sounds correctly, the teacher should drill them every day on the "Key," p. 86, Grammar Division, in the way indicated.

Teach the children to spell by letter in the same way; *e.g.*, —

T. Rat, — *r, a, t, rat.*

P. Rat, — *r, a, t, rat.*

Go through each lesson in this way until the class can read and study it without help.

The aim of the book is to teach pupils to write and to spell words intelligently. To do this, the lessons should be written, sentences formed from the lists of words to show that their meanings are understood, and children *should be taught to study* the lesson for themselves. Let the class copy the words and sentences in script. Do not hurry

on these first lessons. Take a week, if necessary, on each one. Do the work thoroughly, if it takes a month to a page.

This covers the work as far as Lesson 18, where words with similar meanings are introduced.

Go on with the above plan as far as p. 26, but add to it a few exercises like this, —

T. What word means the same as "binds"?

P. Tie.

T. What word means the same as "cords"?

P. Ropes.

T. Give the sentence using these words.

P. "They tie him with ropes."

This drill on synonyms will prove of great value. Use it, as you find in the lessons words whose synonyms are known to the class. *Observe the foot-notes.* Silent letters can be indicated by drawing a line through them.

Lesson 49. From this point dictate each lesson, and have all the words written. Let the class also spell orally the words in *Italic* and in the columns, and give or write sentences containing the words in the columns.

Notice the words in *Italic*. 1. They should all be spelled orally, to fix them in the mind as they are on the page. 2. Some of them have synonyms given in the list of words. These synonyms should be substituted in the written sentence or *written above* the word. 3. Some of them have synonyms known to the child, and not given in the list of words. These should be written above the words in *Italic*. 4. Some of them have opposites that will serve to show that the child knows their meanings. These opposites should generally be given orally.

The words in the columns have been carefully selected: 1. To give some synonyms for words in the sentences; 2. To give another meaning to some word previously used; 3. To give practice in spelling common words that the pupil uses, hears, or sees, in his reading; 4. To give opposites for words in the lessons.

Lessons 1 and 2 of the Intermediate will show some new work. *In addition to the plan in the Primary*, the aim should be to show the different meanings the same word may have in different sentences. This is best done by using the word in two or more sentences; *e.g.*, Lesson 1 "bad."

Select a few words in each lesson. Let the pupils write each in two or more sentences, to show as many uses. Then substitute, as in Les-