

**THE NEW ERA  
WORD  
BOOK: PART 1**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649324347

The New Era Word Book: part 1 by Homer H. Kingsley

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**HOMER H. KINGSLEY**

**THE NEW ERA  
WORD  
BOOK: PART 1**



# NEW ERA SERIES

## THE NEW ERA WORD BOOK

### PART ONE

BY

**HOMER H. KINGSLEY**

*Superintendent of Schools, Evanston, Ill.*

ASSISTED BY HIS TEACHERS



**EATON AND COMPANY**

**CHICAGO**

**PUBLISHERS**

**NEW YORK**

**PREFACE.**

A well known educator recently made the assertion that high school pupils could not spell First Reader words, and in support of his statement selected one hundred words from a First Reader and made a test in several high schools in a State whose standing in educational matters is high. The results fully confirmed his assertion. Only a small percentage of the pupils could spell all the words, and the lower the grade in which the test was made, the more embarrassing became the results. The obvious conclusion from this and other similar tests is that the plan of teaching spelling "incidentally" has not been a success, and that pupils need to learn how to spell the words which form their daily vocabulary.

In preparing a new Speller for the schools, the author has had in mind a collection of words suited to every grade in school. In making this collection, he has had teachers in each grade make lists of words which are likely to be in the pupil's vocabulary, or such as he would be apt to meet in any well graded Reader adapted to his grade, as well as such words as he frequently misspells.

It will be observed that a separate list is provided for each grade from the first to the eighth, inclusive. In the first grade the list may be used advantageously for sight drill in ready pronunciation. It is not the intention that the pupils of the first and second grades shall have formal lessons in spelling from this book, nor is it expected that all pupils of these grades will be able to spell all of the words assigned to these two grades, but the lists for the first and second grades can be used judiciously and profitably in the third and succeeding grades.

As to the higher grades, the author does not claim that all the words are in the child's vocabulary; but it is believed that the number outside of his vocabulary, or outside of his intelligent interpretation, should he meet them in ordinary reading, is reduced to a minimum. The words are graded according to their content and not according to their length. The author deprecates the collecting of words whose only claim to attention is that they are hard to spell, and the arranging of words similar in form or sound in confusing proximity for no other purpose than to make spelling laborious and tricky.

These lists are alphabetically arranged; no other arrangement seems necessary. This enables the pupil to find any word conveniently and gives him a needed lesson in the use of the dictionary.

A correct visual image is the basis of good spelling. The greater part of our knowledge of spelling is obtained by the impression of the printed word upon the eye in our ordinary reading. For this reason it is thought best not to change the appearance of the words by separating them into syllables, or by disfiguring them with accent or diacritical marks, believing that the natural form of the word, as usually met with in reading, is the form which should be fixed in the pupil's mind through the power of visual imagery, and that when thus fixed, it can be recalled in its proper form as well and as easily as the face of a friend.

Children should learn to spell words as so many arbitrary collections of letters when the phonic features of the words are obscure or misleading.

Poor spelling on the part of pupils is not infrequently due to incorrect and inefficient pronunciation on the part of the teacher. He should consult the dictionary and be absolutely sure that he can pronounce properly every word in the lesson.

It is believed that one of the merits of THE NEW ERA WORD BOOK lies in the omission of much of the useless matter found in other spellers. It does not claim to be a Dictionary, a treatise on Comparative Philology, an introduction to the study of Latin and Greek, nor a Language Book. Accordingly, the usual dreary collections of prefixes, suffixes, homonyms, etc., are omitted. A few simple rules of spelling are added because they have a legitimate place in a work of this kind, and frequently furnish valuable aid to the pupils.

The author has no special suggestions to make as to methods of teaching spelling. It should be dignified by giving it as important a place in the curriculum as any other study, and the child should be kept persistently at it until he is able to spell.

This book is placed before the pupils with the belief that it will supply an ample list of words, that their arrangement is as logical as is necessary, and that the mastery of these lists will give the child an efficient and valuable working basis for accurate spelling.

H. H. K.



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