

**THE TWENTIETH
CENTURY SPELLERS: IN
TWO BOOKS, BOOK I**

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The Twentieth Century Spellers: In Two Books, Book I by William L. Felter & Libbie J. Eginton

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TWENTIETH CENTURY
SPELLERS

IN TWO BOOKS

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BOOK I



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P R E F A C E

IN presenting this series of spellers to the school public the authors have garnered from the fields of many years of class-room experience. In fact, the books have grown out of such experience, and hence they have been made a *posteriori*.

The books have been compiled because there is a well-grounded belief among educators that words chosen exclusively from the reading lessons fail to give a sufficient spelling vocabulary. Moreover, there is an undoubted tendency to return to the use of the spelling-book. For many years the pendulum has swung toward the other end of the arc, and pupils have learned to spell only those words which their successive teachers have seen fit to select. Probably, in many cases, the words of a grade were repetitions of words previously taught. In many cases the selection for reading did not afford the proper choice. The result in many instances has been to turn out poor spellers—and too often the critical public has been justified in its criticisms.

There is no royal road to spelling, but there may be helps along the road: carefully selected and graded word-lists, illustrative sentences, lessons in capitalization, punctuation, grammatical forms, and elementary letter writing. These the authors have endeavored to use skilfully, so that progress

over the road may be made easy and continuous. Appeals have been made to the self-activity of the child in forming word-lists and, occasionally, in completing elliptical sentences. The dictionary must be used in getting definitions. Various methods of word-study are suggested; but it has not been the purpose of the authors to exploit any one method, nor to ride any educational hobby.

The books presuppose a teacher. It is suggested that the teacher prepare the lesson with the class. She should pronounce the words and read the sentences. If necessary, the meaning of particular words should be given. If there is any peculiarity in form or pronunciation, attention should be called to this. Finally, every written lesson should be carefully corrected and returned to the pupil for the rewriting of the misspelled words. Occasional oral reviews are recommended. The various selections from standard literature may commend themselves as being worthy of being committed to memory. The authors have consulted courses of study from all parts of the country, and they have tried to compile spellers for general use.

The poem "Opportunity," by Sill, and the poem "Song," by Longfellow, are used by permission of Houghton, Mifflin & Co., publishers of Sill's poems and of Longfellow's poems.

TO TEACHERS

It is suggested that oral spelling be not required until the beginning of the second year. During the first year the words should be recognized as wholes and should be so taught. It is presumed that the words selected will be found in the reading work of the year. The spelling work is intended to supplement the reading work so that the pupils will be called upon to copy only those words and sentences which they have first been taught to read.

Let the teacher in the latter half of the first year conduct frequent and rapid drills on reciting the letters in order, beginning with a certain letter and completing the alphabet, rather than in reciting the entire alphabet, when once it has been taught. Let the pupils be led to observe the distinction between vowels and consonants by finding whether the letter can stand alone or has to "lean" on some other letter. Thus: Does *a* lean on any other letter? Does *b*? Does *e*? Does *f*? In this way all the letters of the alphabet may be treated, and the pupils led to determine which are vowels and which are consonants.

It is also suggested that the daily lesson for the first half of the second year do not exceed three new words, and for the second half, four new words. There should be a slight increase from term to term, or year to year in the number of new words in the daily lesson. It is better to restrict the

amount of daily work to the above named limits than to attempt more and do it imperfectly. First, write the new words on the blackboard. Call on several pupils to give a story using each new word; i. e., let each word in turn be used in a complete statement. Have some pupils ask questions with the words as well as make complete sentences. Call upon several pupils to spell each word. Following this method the pupil learns how to make declarative and interrogative sentences; and in writing these, how to use the period and question mark. The same method can be used throughout all the remaining primary grades.

The pupils should write the words at the head of the lesson as well as the sentences following. It is advisable to have the sentences copied first, then written from dictation. The words in columns can then be written or spelled orally, or both written and oral lessons be given upon them. Attention should be called to capitalization and punctuation. It is scarcely necessary to remind teachers that constant review, especially upon words frequently misspelled, is required in order to teach spelling successfully. Let the pupils after the second year keep lists of words which they individually misspell, and write these frequently. When once a word has been mastered, it may be struck from the list.

FIRST YEAR: FIRST HALF

WORDS TO BE COPIED

see	no	tell	did	That
me	the	does	Did	put
can	old	dog	Am	There
am	give	good	It	over
you	us	I	Is	want
eat	an	Do	ever	one
is	we	like	on	well
a	Can	her	end	now
at	ill	A	He	ate
he	any	Does	Her	seed
do	has	boy	Here	come
not	egg	girl	How	goes
play	she	will	Have	going
it	go	Are	The	cat
cow	have	Let	This	where

Inasmuch as the work in spelling usually includes the spelling of certain irregular verbs, the following list is suggested. The pupils should be called upon to make oral sentences using the words, as well as to write them. The drill