

**THE NEW-
METHOD SPELLER**

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The New-Method Speller by W. H. Sadler

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W. H. SADLER

**THE NEW-
METHOD SPELLER**

THE
NEW-METHOD
SPELLER

BASED UPON THE

LATEST REVISION OF WEBSTER'S INTERNATIONAL
DICTIONARY, ARRANGED IN ACCORDANCE
WITH THE LAWS OF ASSOCIATION,

AND

SPECIALLY DESIGNED TO MEET THE DEMAND FROM
THE CONSTANTLY INCREASING NUMBER OF
TEACHERS WHO BELIEVE THAT
SPELLING SHOULD BE

SYSTEMATICALLY TAUGHT

AS WELL AS PERFUNCTORILY HEARD.

"The one idea no sooner comes into the understanding than its
associate appears with it."—LOCKE.

"Words must owe their powers to association."—JOHNSON.

SEVENTIETH THOUSAND.

BALTIMORE:
BADLER-ROWE COMPANY,
PUBLISHERS.

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GIFT OF THE
GRADUATE SCHOOL OF EDUCATION

June 14, 1928

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INTRODUCTION.

A LETTER written by an individual is a valuable factor in determining his adaptability to business.

If the letter is incorrectly arranged, it indicates a want of acquaintance with accepted business forms; if the writing is bad, it shows that the accounts which he would be called upon to render would not be presentable; but if the *spelling* is bad, it at once *decides* the question of desirability against the applicant.

In England it is reported that at a recent examination of candidates for Public Service, nineteen-twentieths of the class failed in spelling, and an Educational Report of that country says: "Spelling is not what it should be. What we want is to *teach* spelling, and not merely to practise spelling."

Civil Service examination papers in this country also show a remarkable deficiency in this important study.

Correct spelling is, therefore, a requisite which evidently cannot be obtained by the old spelling methods. The situation requires a text-book by which spelling may be *taught*, and this educational demand is met by the *New-Method Speller*.

It is claimed for this text-book that its methods of presentation not only produce better results than can be obtained by any other means, but that by its use the Teacher is aided in the exercise of his own individual aptness in English instruction.

In the preparation of this work, the latest edition of Webster's International Dictionary has been taken as the standard.

SUGGESTIONS TO TEACHERS.

THE words of the *New-Method Speller* are arranged in accordance with the laws of association.

The primitive word, which is printed in **broad-faced** type, forms a key to the meaning of each derivative word which follows it, and the student is assisted further by having the primitive word divided into syllables and furnished with its proper accent. To reap the full benefit of this book, each recitation should be a combination of oral and written work. The primitive word should be pronounced and explained by the teacher, and a student required to state orally all of its given derivatives. Other students should express the various modifications of the primitive, in form and meaning, when combined with its several prefixes and suffixes. The class should then be required to write such words as the teacher may select. Original investigation by students may be cultivated by encouraging them to supply additional derivative words, which the prefix and suffix tables, with the rules of spelling, enable them to form.

Students, by this method, learn the correct pronunciation and meaning of primitive and derivative words, obtain a knowledge of the different elemental parts of words and of the ideas which they represent, and thus acquire the ability to use words intelligently both in speaking and writing.

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