

**THE NEW BARNES SPELLING
BOOKS: A LANGUAGE
SERIES, BOOK ONE, THIRD,
FOURTH AND FIFTH YEARS**

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The New Barnes Spelling Books: A Language Series, Book One, Third, Fourth and Fifth Years by Edward Mandel

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EDWARD MANDEL

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THE NEW BARNES SPELLING BOOKS

A LANGUAGE SERIES
BOOK ONE
THIRD, FOURTH AND FIFTH YEARS

BY
EDWARD MANDEL
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MANDEL

PREFACE

THE chief characteristic of these spelling books is that while the words are graded according to difficulty, the basis of compilation is *topical* and *not formal*. That is, the words are grouped into lessons, not because of orthographic difficulties, but because they are related in thought and are usually associated in context. We are not interested in learning to use or to spell words simply because they are difficult or easy; phonic or non-phonic; but because they are symbols of ideas associated with our environment, and as such we must ultimately employ them.

Words grouped *topically*, thus:

bedding	<i>bedstead</i>	bedcover	pillow
pillow-case	tick	sheet	blanket

are all related to *bedstead*, and hence they form an interesting, homogeneous group.

Words grouped *formally*, thus:

league	<i>bedstead</i>	axle	apology
thither	audience	athletic	eightieth

are unrelated to *bedstead*, and hence they form an uninteresting, heterogeneous group of orthographic difficulties. Yet this is a typical lesson from one of a great number of spelling books in which the basis of grouping is orthographic.

Unusual words, and those not within the pupil's environment have no place in an elementary-school spelling lesson, hence they are excluded from these spelling books. The words were carefully selected and graded by teachers of experience, and as a further precaution each word, prior to its selection, was subjected to a rigid class-room test.

The illustrations not only make the book attractive (children are fond of pictures), but they also serve as valuable aids in learning to spell, for they associate the *symbol* with the *object symbolized*.

A test recently given to several thousand pupils in the upper grades of elementary schools, showed that over 40 per cent could not spell such words as eyebrow, thigh, heel, knob, roll, window-sill, etc.; and fully as many failed to give the names of these

PREFACE

objects when the teacher pointed them out. To meet this situation, *special emphasis is laid in these books upon the study of every day words.*

By reading the words from left to right, the pupil can weave the words under any topic into a composition; *thus composition and conversation become the starting points of the spelling lesson, and the pupil acquires a knowledge of the content of the word before he attempts the mastery of its form.*

While recognizing the necessity for constant review, so called *review lessons* are omitted, because they are mere compilations of orthographic difficulties. To be of value, the *review lesson* should be compiled by teacher and pupil during the term, and therefore, the words necessarily change with each class. Provision for review is made as follows: (a) Difficult words are repeated wherever they fit the context; (b) words are repeated for illustrative purposes in the lessons on affixes, stems, spelling rules, and in the compound words scattered throughout the lessons. Such correlation of *advance work* with *review* is effective, for in studying the new, the pupil is strengthening his knowledge of the old.

Each sub-topic contains about the right number of words for one lesson.

SUGGESTIONS TO TEACHERS

There are three distinct steps in a spelling lesson:

1. Preparation
2. Instruction
3. Testing

Preparation

Before taking up the study of the words under any topic, the following preliminary work must be done:—

- A. The *topic*, the *words thereunder*, and the *accompanying illustration* should be made the basis of a lively conversation exercise, the pupils weaving the words given, with words of their own, into an oral composition.
- B. The *meaning and use* of all words should be fully explained.
- C. The pupils should *point out* and *name* the objects shown in the illustration.

SUGGESTIONS TO TEACHERS

If the above steps are followed, the pupil's interest ought to be aroused in the word, for, (a), the needs of composition and of conversation are made the starting points of the spelling lesson; (b), the spelling proceeds from *content to form*, and *not* from form to content; (c), the *symbol* and the *object symbolized* are associated in the teaching process.

Instruction

1. A *brief phonic drill should precede each spelling lesson*. One grounded in phonics can readily spell phonetic words and syllables when he hears them; hence he is free to concentrate his attention upon the irregularly spelled or non-phonetic words and syllables.

2. Individual words should be studied as follows:—

- a. The word should be distinctly pronounced by the teacher, by the class as a whole, and by the individual pupil.
- b. The words should be written on the board *slowly* and in *large letters*; pupils should watch the writing of the word so as to visualize the motion.
- c. The word should then be broken up into syllables, and each syllable and the letters thereof should be given their full sound value.
- d. Attention should be focused on the irregularities by various devices, such as using *colored chalk*, *underlining letters*, etc.
- e. Stories, anecdotes, historic incidents, etc., if known in connection with any word, should be told.
- f. Words (a) that come under a definite rule; (b), that have a common phonogrammic unit; (c), that resemble each other; and (d), words and their derivatives, should be taught together.
- g. Pupils should be allowed to study the words from the board, repeating them softly to themselves.
- h. The lesson should close with a test, either oral or written.

SUGGESTIONS TO TEACHERS

The Formal Test

The test should be:—

- A. Oral or written.
- B. The words should be dictated sometimes in columns, sometimes in sentences.
- C. There should be many short dictation lessons.
- D. There should be occasional spelling contests.
- E. Both teacher and pupils should keep lists of the number and the nature of the mistakes made, using these as a basis for review and future intensive study.

Testing is not teaching. It is more important to know the nature of the mistakes than to know their number. By establishing the probable cause of error, we may find a way to prevent a recurrence.

The real test of word knowledge is correct usage and correct spelling.

HOMONYMS.— With regard to homonyms, it is not the *spelling* but the *selection* of the right word which puzzles pupils. Hence homonyms should be taught contextually, that is, through the phrase and the sentence.

AFFIXES AND STEMS.— The exercises should include (a) meaning of words; (b), reducing phrases to words; (c), word building. Pupils should be led to see that through such study they derive power to formulate definitions; to enrich their vocabulary through power to build words; and to acquire terseness of expression through ability to substitute single words for phrases.

THIRD YEAR