

**WORD STUDY IN
THE ELEMENTARY
SCHOOL**

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Word study in the elementary school by Joseph S. Taylor

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JOSEPH S. TAYLOR

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By JOSEPH S. TAYLOR, P.D.D.
DISTRICT SUPERINTENDENT OF SCHOOLS, NEW YORK CITY
Author of "Art of Class Management and Discipline," and
"Composition in the Elementary School"

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Preface

Polonius — What do you read, my lord?

Hamlet — Words, words, words. — *Shakespeare*

The author of this book believes that a good elementary school in our land is known chiefly by the kind of English that is used therein. If the pupils read with fluency and proper appreciation books possessing worthy content, and speak and write their mother tongue with accuracy, clearness, and force, the school, no matter how humble its estate, or how numerous its short-comings, has not labored in vain. On the other hand, no matter how excellent may be the equipment, how elaborate the course of study, no school can lay claim to a high rank which neglects the all-important matter of expression.

The study of language is largely a study of words. The word is the first object of study presented to the child when he enters school; and there never is a time from that day until the day of graduation when the word ceases to occupy his attention. So important an element of education deserves our most careful consideration. The following chapters embody the author's effort to gather up the various phases of

word study, which are usually presented in isolated fashion, into a single volume.

It has been well said that "the thought in the thing and the law in the mind determine the method." In this book the method advocated is in every instance based upon "the thought in the thing" and "the law in the mind." The nature of the word, in its formation, spelling, and meaning, is considered from the point of view of the history of the English language. The act of spelling as a mental process is analyzed by scientific methods. The way the child puts meaning into words is investigated in the same way. On the facts thus learned are based a series of inferences in the form of propositions constituting Chapter IV. Upon these inferences, which are the raw material of method, the author has built all his elaborations contained in subsequent chapters on methods and devices of teaching the spelling, meaning, formation, and use of words.

It is believed that this work is the only attempt that has ever been made to collect all the available scientific material on word-study into a single body of assorted knowledge and suggestion. The partial bibliography given in Chapter IX shows that most of the matter here summarized is scattered in periodical publications, some of which are accessible to only the most favored teachers. Special attention is

invited to the two chapters on method (V and VII). These are the most practical parts of the subject, although their full import can not be comprehended without a careful study of the preceding chapters. Chapter VI., which treats of the meaning and use of words, is probably one of the most useful phases of the discussion, because it treats in a comprehensive way a topic that is little understood by teachers and is sadly neglected.

For convenience of references, a "summary" is provided in Chapter IX, showing at a glance the various forms of word study that should be carried on in the several grades, and offering an alphabetical list of prefixes, suffixes, and stems suitable for study in the elementary school.

JOSEPH S. TAYLOR

New York, June 14, 1909.

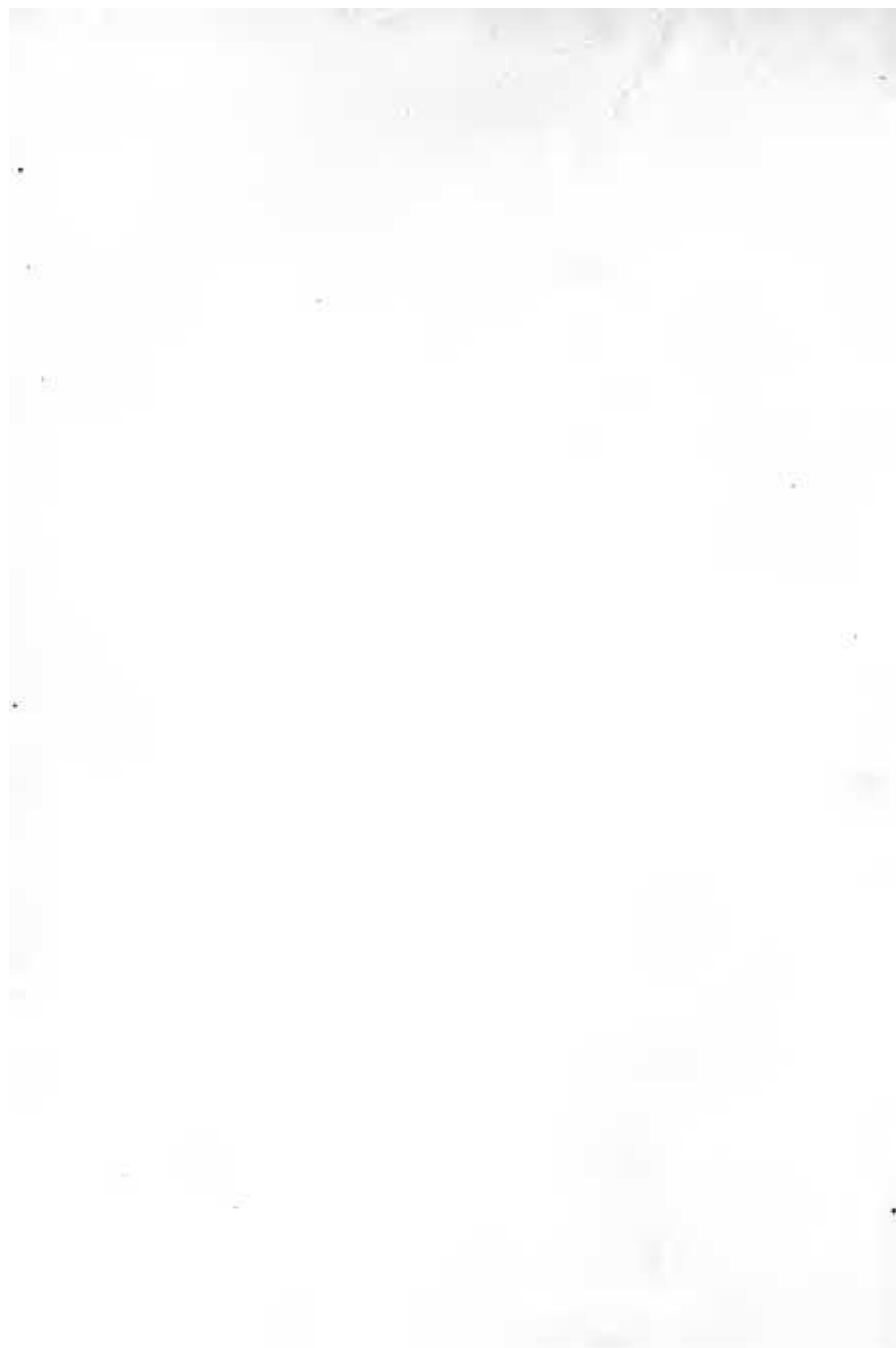


Table of Contents

	PAGE
I THE SCOPE OF WORD STUDY	I
1 Pronunciation	1
(1) Articulation	3
(a) Imitation	6
(b) Phonic Analysis	7
(c) Errors due to Defective Organisms.	9
(A) Stammering	9
(B) Lispering	10
(2) Accent	10
(3) Diacritical Marks	11
2 Capitalization	13
3 Abbreviations and Contractions	14
4 Compounds, Plurals, and Possessives	16
II THE NATURE AND VALUE OF SPELLING	18
1 Where to Begin Spelling	18
2 The Origin of the Alphabet	19
3 The Norman Conquest of England	20
4 The Practice of Authors and Copyists	21
5 The Invention of Printing	22
6 The Publication of English Dictionaries	22
7 Spelling in the Schools	23
8 Educational Value of Spelling	27
(1) Not a Culture Study	27
(2) Conventional Value	28
III PSYCHOLOGY OF SPELLING	29
1 Studies Published	29
(1) Adelaide E. Wyckoff	29
(a) Conclusions (1-4)	32
(2) W. A. Lay	32
(a) Conclusions (1-9)	34