

**CHAMPION SPELLING
BOOK: FOR PUBLIC
AND PRIVATE SCHOOLS**

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Champion Spelling Book: For Public and Private Schools by Warren E. Hicks

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WARREN E. HICKS

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CHAMPION
SPELLING BOOK

FOR PUBLIC AND PRIVATE SCHOOLS

BY

WARREN E. HICKS

**ASSISTANT SUPERINTENDENT OF SCHOOLS
CLEVELAND, OHIO**



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PREFACE

FOR years teachers, principals, superintendents, and school boards everywhere have been wearied by the cry of business men, "The boys that you send to us can't spell." In Cleveland an educational commission of prominent citizens made an investigation in 1906 and reinforced the cry. But two years later, Cleveland girls and boys won their famous victory in the National Education Association spelling contest of 1908. The methods by which the reformation was wrought and the victory won underlie this book, hence its name.

The intensive teaching of two new words daily and the employment of spelling contests, making drill and review effective, are the prominent features that led to success. There is no reason why similar results may not be secured elsewhere by following similar methods, as explained more fully in the following pages.

The course includes six sections, numbered I, II, III, IV, V, and VI. Each section is designed for a year's work.

Grateful acknowledgment is made to the thousand or more Cleveland teachers, from whose grade lists the vocabulary of the *Champion Spelling Book* has been selected.

CLEVELAND, OHIO, January 3, 1909.

SUGGESTIONS TO TEACHERS

Intensive Teaching.—This book presents about 1200 words each year, and teaches 312 of them with clearness and intensity. Two words are made prominent in each lesson. Their pronunciation, division into syllables, derivation, phonetic properties, oral and written spelling, and meaning, are all to be made clear to pupils. (Full diacritic marking will be found in the alphabetical list at the end of each year's work.) The prominent words are to be used in intelligent sentences *made by the pupils*. Center your energy on securing mastery of these two words; the eight subordinate words of each lesson are largely review words and not difficult—although you should make sure that the meaning of each is understood. Use the markings only to establish pronunciation; write the word always as a whole, without markings or division into syllables; drill much on enunciation of vowel sounds; establish the power to use the dictionary; frequently make the recitation a combination of oral and written work. These processes contribute much to the plan of intensive teaching.

Systematic Drill.—Systematic review is provided throughout the book. Each of the ten prominent words taught intensively in a week is listed as a subordinate word within the next two weeks; included in a spelling contest at the end of eight weeks; again in the annual contest at the end of the school year; and again as a subordinate word in the following year's work;—used five times, in all, within two years. Eighteen hundred and seventy-two words often misspelled are, in this manner, intensively taught and effectively reviewed.

Spelling Contests.—The contests, when properly conducted, stimulate the schools to their highest effort. They are more effective than the spelling bee, or the spell-down. The contest

requires all pupils to write all words given, and in addition all words which the pupils have actually misspelled. After this is done, the papers are collected and the words are spelled orally. Record is made of oral errors. The papers are then marked and teachers report, as follows:

1. Number of pupils enrolled.
2. Number taking part in the contest.
3. The total number of words misspelled in the oral contest.
4. The total number of words misspelled in the written contest.
5. The total number of errors in both.
6. The average number of errors per pupil taking part.
7. The number of pupils making no errors.

The average number of errors is posted in the schoolroom. It may be reported to the principal or superintendent, and comparisons made between the same grades of a building, the same grades of different buildings, the different grades of the same building, all grades of all buildings. Buildings, grades, and schools may learn their rank in the community, and trace the record to girls and boys who are responsible. Thus, all join with the public in a worthy effort for improvement, centering effort on the poorer spellers.

Other Features. — It is important that the dominant plan of the book be followed closely, by teaching intensively two new words daily. The subordinate words will be found arranged in helpful groupings. The supplementary lessons will serve as aids in teaching sounds of vowels, homonyms, rules of spelling, abbreviated forms, suffixes, prefixes, use of hyphens, plurals, dictation work, and word building. The words used in the National Education Association contest are given at the end of Section VI.

Has stood the Test. — This book aims to be a spelling book only. The selection of words, their gradation and presentation; the system of intensive teaching with methodical reviews; the spelling contests; and the supplementary features, — all have stood the test of class-room use.

CHART OF VOCALS AND VOWEL SUBSTITUTES

SYMBOL	NAME	KEY WORD	SUBSTITUTE SYMBOL	KEY WORD
ā	long	mate	e	prey
ă	short	mat		
â	circumflex	care	ə	where
â	Italian	ah, far		
á	short Italian	ask		
â	broad	fall	au, aw	author, saw
â	modified long	preface	ô	nor
ē	long	me	ee	seen
ē	short	met	i	marine
ē	tilde	fern	ä	liar
ē	tilde	fern	i	bird
ē	tilde	fern	ö	sailor
ê	modified long	create		
ī	long	tine	y	my
ī	short	tin	y	abyss
ī	modified long	idea	y	hydraulic
ō	long	bone		
ō	short	not	a	what
ō	modified long	obey		
ōō	long	boot	o	do
ōō	long	boot	y, ew (after r)	rude, threw
ōō	short	foot	o	wolf
ōō	short	foot	u	push
ū	long	use, tune	ew	few
ū	short	up	o	done
ū	circumflex	urge	u (before r)	work
ū	modified long	unite		
ou		sound	ow	cow
oi		oil	oy	boy

CHART OF CONSONANT SOUNDS

(COGNATES ON THE SAME LINE)

SUBVOCALLS			ASPIRATES		
SYMBOL	KEY WORD	SUBSTITUTE	SYMBOL	KEY WORD	SUBSTITUTE
b	bet		p	pet	
d	dot		t	tin	sometimes final ed
g	get		k	kit	e, ck, q
			h	hat	
j	jet	g, dg	ch	chin	tch
l	lid				
m	mit				
n	not				
ŋ	finger	ng			
r	rat, tar				
th	that		th	thin	
v	vat		f	fat	ph, gh
w	woe	u (especially after q)	wh	when	
x	exist	gz, gʒ	x	box	ks, es, eks
y	yet	i			
z	buzz	ʒ	s	sin	ç
z (h)	azure	ʒi (followed by o)	sh	shot	çh; also ce, ci, si, or ti (followed by a or o)

Italic letters are silent.

Webster's International Dictionary is followed as the standard authority in spelling, syllabication, and pronunciation. To avoid confusing the pupil, only the preferred spelling or pronunciation is given in the case of words that may be spelled or pronounced in more than one way.

RULES FOR SPELLING

1. Final *y*, preceded by a vowel, is retained before any suffix.¹ Examples: *played, playful, monkeys, obeying*.

2. Final *y*, preceded by a consonant, is retained before a suffix beginning with *i*, but is changed to *i* before any other suffix.² Examples: *drying, copyist; dried, dries, countries, lazier, lazily*.

3. Final *e* is retained before a suffix beginning with a consonant.³ Examples: *lovely, movement, wireless*.

4. Final *e* is usually dropped before a suffix beginning with a vowel.⁴ Examples: *loving, movable, noticing, changing*. BUT:

5. In endings *ce* and *ge*, final *e* is retained before a suffix beginning with *a* or *o*. Examples: *noticeably, changeable, outrageous*.

6. In endings *oe* and *ee*, final *e* is retained before any suffix except one beginning with *e*. Examples: *hoeing, shoeing, seeing; freer*.

7. Final *ie* is changed to *y* before a suffix beginning with *i*. Examples: *dying, lying*.

8. Monosyllables and words accented on the last syllable, ending in a single consonant preceded by a single vowel, double the final consonant on taking a suffix beginning with a vowel.⁵ Examples: *stopping, regrettable, preferred, transferring, excellent*.

9. Words do not double a final single consonant on taking a suffix beginning with a vowel, if the final consonant is preceded by two vowels, or if the word is accented on any syllable except the last.⁶ Examples: *moaning, traveling*.

¹ Exceptions: *daily, laid, paid, said, saith, slain*.

² Exceptions: *dryly, dryness, shyly, shyness, slyly, slyness; beautiful, bouctuous, plenteous, duteous*.

³ Exceptions: *abridgment, acknowledgment, judgment, lodgment, argument, careful, duly, duty, truly, wholly, nursing, wisdom*.

⁴ Exceptions: *acreage, mileage, singeing, tingeing, dyeing*, and words covered by rules 5, 6, and 7.

⁵ Exceptions: *gases, gaseous; preferable, transferable, preference*, and other derivatives of words ending in *-fer*, with suffixes other than *ed* and *ing*. Final *r* is never doubled.

⁶ Exceptions: *cancellation, tranquillity, woolly*; derivatives of *crystal, metal, humberg*, and *pericis*, as *crystallize, metallic, humberged*, etc. In *quizzing, equipped*, and other such words, the *u* is not really a vowel.