

**GRADED LESSONS IN
SPELLING,
SIXTH, SEVENTH, AND
EIGHTH YEAR GRADES**

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649027958

Graded Lessons in Spelling, Sixth, Seventh, and Eighth Year Grades by William C. Doub

Except for use in any review, the reproduction or utilisation of this work in whole or in part in any form by any electronic, mechanical or other means, now known or hereafter invented, including xerography, photocopying and recording, or in any information storage or retrieval system, is forbidden without the permission of the publisher, Trieste Publishing Pty Ltd, PO Box 1576 Collingwood, Victoria 3066 Australia.

All rights reserved.

Edited by Trieste Publishing Pty Ltd.
Cover @ 2017

This book is sold subject to the condition that it shall not, by way of trade or otherwise, be lent, re-sold, hired out, or otherwise circulated without the publisher's prior consent in any form or binding or cover other than that in which it is published and without a similar condition including this condition being imposed on the subsequent purchaser.

www.triestepublishing.com

WILLIAM C. DOUB

**GRADED LESSONS IN
SPELLING,
SIXTH, SEVENTH, AND
EIGHTH YEAR GRADES**

GRADED LESSONS IN SPELLING

**SIXTH, SEVENTH, AND EIGHTH
YEAR GRADES**



GRADED LESSONS IN SPELLING

SIXTH, SEVENTH, AND EIGHTH
YEAR GRADES

BY

WILLIAM C. DOUB

EX-SUPERINTENDENT OF SCHOOLS FOR KERN COUNTY, CALIFORNIA
AUTHOR OF "EDUCATIONAL QUESTIONS," "TOPICAL DISCUSSION OF
GEOGRAPHY," "TEACHERS' MANUAL AND COURSE OF STUDY
IN HISTORY AND CIVICS," "A HISTORY OF THE
UNITED STATES," ETC.

DOUB & COMPANY

SAN FRANCISCO

1907

All rights reserved

COPYRIGHT, 1907
BY DOUB & COMPANY

EDUCATION LIBER.

Set up, electrotyped, and published February, 1907

LB 1574
D6
Education
Library

PREFACE

Some twenty-five or thirty years ago spelling was taught almost entirely by the oral method. Since then it has come to be taught almost entirely through written exercises. Many people believe that the school children of today cannot spell as well as could those of twenty-five years ago, and some have attributed the cause to this change in method. Others have attributed it to the fact that the subject of spelling is not given as important a place in courses of study as in former years. While there is much merit in the last contention, it is not the main reason why better results are not being secured in the schools from the time devoted to spelling. The failure to employ in the school room the principles of pedagogy which underlie teaching and learning to spell, constitutes the main reason, and it is to these principles that special attention is directed.

When a person spells a word correctly he does so as a result of one or more of these three conditions: (1) He remembers the letters and their positions in the word as a matter of memory purely, as he remembers the color and order of a number of houses on a street he has frequently traveled; (2) he determines the letters and their positions in the word from the sounds resulting from its proper pronunciation, bearing in mind, as a matter of pure memory, those words in which a letter has not its ordinary sound or is not sounded at all; (3) he remembers the letters and their positions in the word from the mental picture which he has of it, in the same way that he recalls the details of a building or landscape which he has seen and of which he has a mental picture. It follows, therefore, that the main factors in teaching and learning to spell are the

M5770.16

memory, the letter sounds and word pronunciation, and the word picture or image,—the memory, of course, being important also in connection with word pronunciation and word image.

These three factors have given rise to several methods for teaching spelling, the two more important being the oral method and the written method. As stated above, the oral method was employed some twenty-five years ago almost exclusively, but has since been displaced by the written method. The oral method always emphasizes the memory factor and usually the factor of word pronunciation, the pupil being drilled in pronouncing words as well as in spelling them orally. The written method emphasizes the factor of word image, and incidentally the factor of memory, the word image being stamped on the memory through the sense of sight. The written method does not provide for oral spelling nor for word pronunciation on the part of the pupil.

It is no doubt true that the oral method, by actual results secured, has proven itself superior to the written method. Daily drill in oral spelling, and the "spelling down" and "going ahead" practice, contribute strongly to the making of good spellers. The drill in pronunciation is also a strong factor in favor of oral spelling, and this is admitted even by those who are inclined to emphasize unduly the importance of the fact that letters have not a constant sound value in the syllable. The strongest point in favor of the written method is the fact that it stamps the word image on the memory through the sense of sight—the most keenly trained and highly developed of the senses. That this is most important is indicated by the fact that many persons in deciding how to spell a word will write it to see if it "looks right," or, in other words, to recall its picture or image. But while the word-image factor is very important in spelling, just how important it is cannot be de-

terminated. Nor is it of vital importance to determine the relative value in learning to spell, of memory, of word pronunciation, and of word image. All of these facts are of prime importance, and the great mistake made has been not in a failure to determine their relative importance, but in using a method that emphasizes one to the detriment of the others, the result of the exclusive use of either the oral or the written method. These two methods should be combined in the teaching of spelling to the end that the best results of each shall be secured. This can easily be done. For a more detailed discussion of these points, and a discussion of the value of word work in connection with spelling, see "Explanatory and Suggestive" a few pages further on.

WILLIAM C. DOUB

San Francisco, California
October, 1906