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## A Re-Allocation of the Words in the Chicago Spelling List

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**A Re-Allocation of the Words in the Chicago Spelling List.**

**by**

**Margaret M. Feeney**

**Thesis submitted in partial fulfillment of the requirements  
for the degree of Master of Arts**

**in**

**Loyola University**

**1930**

LOYOLA  
UNIVERSITY

## Preface

The problem of insuring success in any subject in the classroom requires a serious study of the subject itself, as well as its presentation and methods. This is done best by efficiently trained teachers, who are in close contact with the children and who have a wise understanding of childrens' interests, their needs, capacities, and experiences.

Spelling, like most subjects of the Curriculum has claimed the attention of both teachers and educators for some time past. The failures evinced in daily life, its pursuits and occupations, prompt a keener interest in this as well as other subjects of the Curriculum, in order to determine weaknesses, eradicate same, and insure greater success.

The past decade has been one of research and measurement in the fundamental subjects of the school. Each subject has its adherents for reform. All labor for the best interests of the school and particularly for greater effectiveness and achievement on the part of the child. The interest in Spelling has been aroused by present day demands for efficiency, not only in Spelling but also the allied subjects; English, History, and Geography. At no time in the history of man has there been so keen a rivalry for success. One must not only be right, but be right in his initial performances. It is then, to keep pace with modern movements in other fields of endeavor and achievement that teachers and those interests in Education are paralleling their efforts in determining the factors that make for success. It is to this end, that the present study was made.

# A Re-Allocation of the Words in the Chicago Spelling List.

## Introduction

We are all more or less acquainted with the research studies made within the fields of spelling and which have been carried through by Ayres, Buckingham, Cody, Corman, Rice and Thorndike. Still, one is confident that these same eminent authorities would be the first to recognize certain imperfections of their technique in endeavoring as many of them did, to arrive at a correctly selected list of words for the teaching of spelling at the various grade levels.

The present study does not attempt to suggest methods nor define technique in the teaching of spelling; its specific aim is to present the Chicago Word Lists in a re-arranged form. The procedure necessary for the reallocation of the words on the basis of difficulty is herein given together with the lists as determined by that procedure.

The Chicago Lists as they appear are arranged alphabetically. There is no suggestion or indication of the difficulty of the words. The teacher is free in her choice of word selection for study. The words selected may or may not be adequate in meeting the mental development of the child or functioning economically at the time they are given. Choice is a matter of chance. Because of this apparent weakness in the selection of the words for study, and the unsatisfactory results accruing from same, this study was undertaken by the principal and teachers of the Earle School in order to secure greater and better results in spelling with a less expenditure of time and effort.

The words as listed for each semester grade are in a logical sequential order with the index of difficulty expressed in terms of the number of repetitions necessary for the mastery of the given word. These indices represent approximations of difficulty rather than positive mathematical evaluations. They are given to show the relative difficulty of all the words in the given list for the grade.

Studies in spelling of various kinds, have attempted to meet the spelling needs of children generally. The scientific researches and investigations carried on by eminent scholars and educators present these facts specifically, as to the choice of words and the number of words best suited for the child to learn as spelling words at the several grade levels. These studies, while invaluable to principals and teachers generally, aid in the better teaching of spelling, yet they do not meet the immediate needs of certain localities and districts. The problem confronting the teachers in the Chicago Public School System, is not what words should be taught, nor the number of words, since these facts are pre-determined and prescribed by the adopted course of study, but how should the words be selected and presented to the classes in order that they attain mastery with the least expenditure of time and energy, and which will make for successful acquisition on the part of the child. It was to meet this specific need, and assist in the proper choice of the words in the order of their difficulty, that this study was made carefully and whole heartedly. The results of the study are herein given for the use of those teachers working in the same field.

#### Research Studies in Spelling

Ayres, in his study to standardize a spelling scale, made an investigation relative to the most commonly used words in the Eng-

lish Language. In making his study, he was primarily concerned with the words which were most commonly used in daily life. After a scientific evaluation of the thousands of words assembled, Ayres, selected 1000 words which he found to have been most frequently used. These he listed and has designated it as a scale by which children may be graded in their spelling ability.

The words selected are the result of careful analysis of written material, including personal letters and selected prose. They were classified on the basis of frequency of mis-spelling for each word when tested out in the several elementary grades, as well as the per cent of correct spelling for each word. The words showing the greatest per cent of correct spelling were placed at the top of the list in the order of their percentages. The standards thus attained by Ayres are given as words in a dictated sentence to the children without any previous study of the words. The scale is primarily a means to measure the ability of children to spell the foundation words of the English Language; and that is precisely what it does and no more, since it has no relation to the adopted lists of the various school systems.

Buckingham, like Ayres, as given in his Thesis for the Doctorate of Philosophy,\* Columbia University, 1913; attempts to derive a scale for the measurement of spelling ability and to show its use and application in given situations. It attempts an approach to measure the ability of the individual, and the group, more objectively than Ayres attempted to do. In his study Buckingham attempts to evaluate a standard spelling norm.

Buckingham, in his study of some 5000 words compiled an "Original List" which was used as the basis of his study and experimenta-

\* "Spelling Ability; Its Measurement and Distribution".

tion in several of the schools in New York City. The study was made in that city for two reasons, namely - Buckingham was working in the system and secondly New York City afforded an excellent opportunity to try out a list of this kind because of its cosmopolitan character. From the 5000 word list the "Original List" consisting of 270 words was eventually selected for the specific study. The words thus chosen were selected on two principles: - 1, That all the words selected were sufficiently common in the speaking vocabulary of third grade children. 2, That the spelling difficulty of many of them be great enough to test the ability of the eighth grade child. In refining this list to the "Selected List" numbering 100 the words were incorporated in sentences and given in four schools of New York.

The words comprising the "Selected List" are arranged in a linear projection, so that the easier words appear at one end and designated as the zero point. From this point the words are arranged in a linear progression according to the degree of difficulty of the words. The zero point, is the place on the scale which indicates the absence of any spelling ability, the gradations of difficulty of the words are indicated by fixed points which determine the individual's ability to spell any word in the scale. The scale is arranged to measure the spelling ability of children from the third grade through the eighth grades.

In arriving at this "Selected List" which was refined to definite and scientific accuracy, Buckingham made extensive studies of individual and group errors, innumerable tables and data were secured to show the individual ratings and evaluation which affected in no small measure the efficacy of the scale. One of the outstanding characteristics shown in the distribution of individual ratings is the extreme variability of children in the several

grades and the absence of clearly defined modes, hence the difficulty encountered by Buckingham in determining a workable scale that would bear the seal of scientific approbation. Group variability was conspicuously evident, showing an overlapping from grade to grade. The data permitted the possibility of locating grade medians and this was successfully done and determined. By this means the grade group ability may easily and accurately be determined. In selecting the words for the final list, Buckingham, assumed that the normal surface of frequency as shown in the linear scale, represents the distribution of the spelling ability in each grade, and in this way it determines the correct placement of the words in his list.

Unlike Rice and Corman, Buckingham's list or scale is arranged with the idea of gradation of difficulty of the words chosen and placed in that order for grade evaluation. The same cannot be said of Rice's test list. Words were chosen for the Rise List which were not refined to the degree of difficulty which the Buckingham list shows. Words of equal weight cannot be used indiscriminately through the grades for testing to attain or measure the spelling ability at the several grade levels. And that is what Rice did, the words chosen did not have the acid test and the refining experimentation in grade placement as his successors used. Of course, Rice was the pioneer in this subject and to him all honor is due for his study in this field. To him we are indebted for giving to the study of spelling the importance which it now claims. He was the pioneer, in noting the importance of effectual spelling methods and was note worthy in his attempt to measure the effectiveness of that method and procedure.

The impetus for study of the course of study, particularly, the academic studies was aroused by Rice shortly after his trip



abroad in 1894. Under the influence of the German psychology and the economical methods observed in use at Jena and Leipsic, Rice was fired with enthusiasm and vim, for a reformation in the teaching of the curricular subjects, particularly as regards loss of time and energy by the child in the acquisition of learning. This conviction led Dr. Rice into the field of educational research in order to determine guides or measurement by which standards of achievement might be established. This was Dr. Rice's particular contribution to education at that time. In this field he was to blaze the trail for the present scientific studies and researches in the field of education which are now going on.

At first, Dr. Rice's efforts were denounced as foolish and absurd, wholly indefensible. He was the subject of ridicule and attack. His claims were criticised and ignored by most of the educators of the time. They little knew that ~~he~~ was laying the foundation for the present type of scientific investigation and research which attempts to measure educational products. It was a report given by Rice to the Department of Superintendents, assembled in Indianapolis in February 1897, that paved the way for the movement in scientific measurement in education. The storm of protest and vehement denunciation which characterized that meeting and led to dissension and dis-agreement cleared the air for contemplation and thought.

Some time after this meeting, Professor Hanus of Harvard, made a statement relative to the Rice claims substantiating in a great measure his assumptions. Hanus became a staunch supporter of Rice in his findings and gave whole hearted support publicly to Rice. This public acknowledgement lent credence to the Rice assertions and the tide of public acclaim rewarded this eminent pioneer. To him was given the title of the "Inventor of Educa-

tional Measurement." Professor Hanus published the article substantiating the claims of Rice in "The Forum", April 1902, under the title; "Our Chaotic Education."

To Rice is due the credit for blazing the trail in educational measurement and the interest in educational research. In this field his contribution to education is incalculable.

During the time Dr. Rice was making his initial efforts in the field of educational measurements, Edward L. Thorndike, was a student at Columbia University. His interest was centered in education and no doubt he was taking a personal interest in the assertions of Rice since Thorndike himself at the time was deeply concerned over the same situation in regard to education. In his work at Columbia with Professor Boas, Thorndike was enmeshed in educational data and statistical methods and finding his job not an easy one. But the difficulty did not deter the youthful student from relinquishing his job not seek the laurels of lesser value. The fire and enthusiasm of his predecessors was the spur which led Thorndike on to greater efforts and higher achievement as now attested by his many substantial and worthy contributions to education in general.

Thorndike's specific interest seems to lie in educational measurements in the various curricular subjects. He predicates his philosophy in his general works on Psychology. His educational measurements have been in many fields, particularly, spelling and mathematics. In defining his premises for educational measurement Thorndike predicates the facts in this way; - "Whatever exists at all, exists in some amount. To know it thoroughly involves knowing its quantity as well as its quality".\* From this assumption

\* "The Nature, Purpose and General Methods of Measuring Educ. Products". (Monograph)

he proceeded to expound his thesis of objective measurement in terms of educational products. Thorndike explains, that the purpose of educational measurement in terms of objective products is to provide some one with the knowledge he needs in terms of a difference or a relation. That somebody may be the teacher, the scientific investigator or the supervisor. As to the value which these measurements assure and define there can be no doubt, since they have so materially affected teaching methods.

One of Thorndike's greatest contributions to the study of education is the compilation of his "Teachers Word Book". The book contains some 10,000 words used or read by persons in the various avocations of life. The sources of the words are many, and extend over a wide range. Childrens' Literature contribute the largest share of the words selected.

The words are listed alphabetically and indexed with a credit number which indicates the range and frequency of use. As Thorndike states the list is not a perfect measure of the importance of the words, since the importance is relative in terms of the person using the word and the use he makes of it. Quoting Thorndike, in reference to the selection of the words, he says; - first, "A word may be very important for a pupil or a graduate to know and yet not figure largely in the world's reading, secondly, a complete list would be an inexhaustible study subject to frequent changes."\*

The purpose of the "Word Book" as it functions in its use with the teaching body is in indicating the relative difficulty of the words and assisting one in making a ready choice in the use of the word with children. In arriving at the list as given in the "Word Book", Thorndike labored some ten years in the assembling

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\* Introduction to "The Teachers Word Book".

of the material from forty-one different sources. The list is not a spelling list although many persons designate it as such. It is a word list showing definitely the relative importance of words in one's vocabulary. The importance of many of the words for spelling does not diverge greatly and may serve at times for a spelling list, but that was not its original function nor purpose. It does not indicate spelling difficulty, but rather exemplifies the range and frequency of word use.

All of these studies in the general field of spelling and word study have awakened an interest in spelling and brought about inestimable results. They prove to those interested in education the inadequacy and ineffectual spelling which have been in use throughout the country, as well as the need for revised texts and modern methods in the teaching of spelling.

The initial work of Rice was the first attempt at measuring education objectively. To him great credit is due for the impetus and enthusiasm given this particular phase of educational research.

The Ayres Scale was an outgrowth of the Rice investigations; its reliability is unquestioned. It purports to do one thing, and that it does effectively; namely to measure childrens' spelling ability in reference to the basic words of the English Language. While its use is not so universal as formerly, still it is unique in being the first measuring rod as applied to spelling ability.

Buckingham, like Ayres was interested in devising a scale and in establishing a standard norm in spelling for the children in the Elementary Schools. He went one step further than Ayres in his research, by not only determining the standard grade norms, but evaluating word difficulty and suggesting grade placement.

Thorndike, became the innovator in this field and digressed from the path of his educational forebears by lending his efforts to

the study of - their frequency of use, and range. His studies parallel the of his predecessors but substantiate, in to, their investigations and findings. His contributions in this field lends weight to the work previously done, while they give rise to a newer approach to word study.

#### A New Interest in the Subject of Spelling.

These studies, particularly those of Ayres and Buckingham have aroused the teachers generally with new interest toward the adequacy of work spelling tests. Many reforms are urgent in the revision of the texts and standardization of same for local needs. The teachers have expressed themselves of their inability to attempt reforms, since they infrequently participate in making. Many of them feel that the failure in this subject is due not so much to ineffectual methods, or inability of the child to learn as to the use of antiquated texts. In these texts are words of mature connotation and use, which have little or no significance in the vocabulary of the child. placement of words and of word allotment for the grades mark these texts so unsuited for study and unattainable in results.

Spelling, of all the fundamental subjects, in the course of study is in need of the most radical change since the lists were wholly inadequate to meet the needs of the child, the school and the job. No wonder, that the charge was frequently made, that our country was being flooded with pupils, both from the Elementary and High school who were decidedly deficient in the ability to spell properly. Teachers felt the charge was justifiable, but were unable to cope with the problem or remedy same, since they had little voice and partake so infrequently in Curriculum-making.

In the summer of 1929, Mr. James W. Barrett, city editor of the New York World, was invited to give a course in Journalism to

the students of the University of Colorado, (his Alma Mater).

During his stay in Boulder, Mr. Barrett was interviewed frequently on many topics of interests. When asked about the training necessary for successful work in Journalism, his reply was such as to make one realize how serious the problem of good spelling has become in national life and its pursuits.

"The thing that impressed me most during my experience as a teacher of Journalism was the realization that we are permitting men and women to go into Journalism, a highly specialized field, without a proper foundation. The plain and simple fact is that a great many of them can neither spell, write or read a newspaper intelligently. Instead of taking a course in feature and editorial writing, they should take high and grammar school English. Some teachers in the English Department at the University of Colorado told me that bad spelling had become such an acute problem that it has been necessary to reduce the required minimum for a student from 5,000 to 2,000 words."\*

These facts, probably serve to substantiate in part, at least, the statement made by Wallin in his Cleveland Survey; namely, that 7.22% of the pupils' time while given to the study was failing in bringing about commensurate results. This statement was made relative to the ten leading cities of the United States. No doubt, this condition was the result, on the part of the compilers, of improper selection and gradation of the words in the list, thus producing a lack of uniformity between the several texts and resulting in failure to establish norms and standards. This alarming failure and unpreparedness of students in active life was the means of precipitating inquiry and investigation in the several curricular subjects in order to determine the cause and extent of the failures. Texts were studied and examined throughly to note the discrepancies and lack of uniformities. As a consequence, surveys of a more extensive nature were made in order to arrive at

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\* Mr. James W. Barrett--"Silver & Gold", University of Colorado,

some common understanding of the essentials of good spelling and determine standard achievements. From these studies, queries of many kinds arose, such as the following; "What words should the pupil learn at the various grade levels of mental growth? What means has the educator at hand in determining this choice when setting up norms and standard for those levels of mental growth?"

#### Basis of Word Selection

Fundamentally, the teaching of spelling involves two major objectives; first, the selection of the words on the basis of their immediate use, understanding and permanency for the child; second the training of pupils in effectual habits for learning new words by the employment of sane pedagogical methods. The first consideration, that of selecting and grading words in accordance with the mental maturity of the child is of vital concern not only to the makers of the curriculum but to the instructor as well; while the second consideration, in terms of the child, has to do with his training in the acquisition and use of his vocabulary which is paramount. Obviously, there is a difference between the colloquial vocabulary of one section of the country with that of another; between the vocabulary of the child and the adult; and between the vocabularies of the several individuals of the group.

The list of words common to most children is at the present time a variable quantity, but there is hope that at some future time it will become sufficiently constant to serve as the norm or standard for individuals of the same grade group. The possibility of arriving at a basic vocabulary for spelling is quite as reasonable as the possibility of determining a reading vocabulary.

In a check-up made recently between two standard texts it was found that less than ten words per grade were common to both

lists. In a check- of some ten standard texts, the same lack of correlation prevailed, but not in so marked a degree. Surely, this evidence convinces one that the lack of uniformity in the selection and gradation of words for the same grade-group may be one of the deterrent factors which has effected the results of good spelling so materially. This marked variation of choice in the selection of words in the several texts evince the choice of the two schools represented by curriculum makers; those who advocate the adoption of subject matter for the curriculum from the activities of the adult, and known as the sociological school; and those persons advocating choice of subject matter based on childrens' experiences, thought, life, and activities. This latter group make up the psychological school. The adherents of the former school advocate the selection of the word list from the vocabulary of the adult; while on the other hand the disciples of the psychological school select the spelling list from the oral and written themes of children. Fortunately, there lies the middle road for the conservative.

Educators and teachers representing the sociological school, maintain that children true to ~~instinct~~ imitate their elders in a more marked degree than they do their companions; and that they readily accept and incorporate the vocabulary of the adult into their own easily and unconsciously. As to the validity of this belief there is some doubt; since other influences tend to modify the choice; such as association with other members of the same grade group, and reading in and out of school. The latter activity plays a very significant part in enlarging and determining the child's vocabulary, as it does the adult.

As to advantages of either choice, the adult or the child-theme vocabulary, much has been said for and against the two selec-



tions. Opponents of the adult selection argue that words chosen from this source are in advance of the growth of the child and lie beyond his intellectual grasp and understanding. Those who defend the adult selection accuse their opponents in the child-theme selection of accepting words for their spelling list which are so simple that they lack the necessary challenge and stimulus for growth. Recent investigations, however, reveal the fact that a compromise may be effected between both tests because of the fact that many of the words used by children are duplicated by adults, especially the foreign born adult. In the development of the child there is rarely need for the teacher to anticipate the teaching of adult usage, since the child is engrossed in his daily individual needs and obligation. "Sufficient for the day is the evil thereof."\* Many of the children reared in homes of greater intellectual advantages are fortunate in their inheritance and environment and use a vocabulary quite in keeping with the adult usage. This variation in the use of words between the two groups of children necessitates a provision for the variation. Such a provision may thus take place in the unitary division of each specific grade list by arranging said list into minimum, maximum, and supplementary norms of achievement. This recognition of individual differences necessitates provision for individual growth and attainment, if all the children of the group are to be served equally.

In the daily activities and duties which the teacher assumes, there is present in her mind the goal of proficiency and mastery which she is constantly setting up for pupil attainment. With this ideal as a guide, her labors are directed in providing the necessary

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\* Mathew VI, 34

experiences for the child that he may arrive in due time to adult concepts and behavior; but it is most unwise and unpedagogical to impose adult thought and behavior upon the child too early lest such procedure end disastrously. The sane and more profitable way is to permit the child to progress in a natural development and arrive at maturity in his own good time. Vocabulary study for the child must grow in both the oral and written work as the daily situation and demands arise. Why impose the artificial when the natural inheritance and development is so easy and attainable? Does not the imposition of any adult form of learning and behavior deprive the youth of his inherent right of choice, originality and creativeness?

In the subsequent notations relative to present day investigations on the adult and child-theme phase of spelling, one's attention is directed to the selection of the words, their gradation, placement and numerical assignments.

Mr. Nicholas Bauer, Superintendent of Schools at New Orleans, made a survey regarding the spelling as used in his city and examined compositions and themes of the school children of New Orleans. His examinations of some 2,500,000 running words reveal the fact that these children used 19,000 different words. This is somewhat startling in view of the fact that Mr. Franklin W. Jones, former head of the Department of Education (University of South Dakota, 1911-1919) in making a similar study of child-theme vocabularies found that in 75,000 themes examined and containing about 15,000,000 running words that only 4,500 different words were used.

Mr. Willard F. Tidyman, in a published report of his survey of the "Writing Vocabularies of Public School Children in Connecticut," has much the same report as Bauer. In this report he states that in the compositions of the children from grade three to nine

inclusive, 3,850 different words appeared out of some 538,500 running words.

In the various articles contributed to the "Elementary School Journal," October-December, 1925, Mr. Frederick S. Breed, Associate Professor of Education (University of Chicago) substantiates the facts as found by Bauer and Tidyman; in that the range of words found in childrens' themes, approximates about 4,000 different words. To be specific the range is between 3,000 and 5,000 words. From these studies, one may feel assured of the fact that this range is quite correct and can easily serve as a basis for the selection of word lists for most places. A working list may be formulated, encompassing the range, 3,000 to 5,000 by dividing the entire range into three sections suggested, namely minimum, maximum and supplementary groups. In this way the minimum assignment of 3,000 words could be easily mastered by the slower groups and the 5,000 words by the accelerated. The minimum assignment of words chosen for mastery fortunately often duplicates the vocabulary of the adult since many of the foreign-born parents use a vocabulary quite as simple as the child. Because of this the words chosen may thus serve the needs of the child at the present time and the adult as well, (with other words added as the needs of the child become evident.) Our national population is a racial amalgamation, and the language of the foreign-born adult, of whom there are many, is as simple in form and use as the child's. This identity of the vocabularies of parent and child, viewed in this way may predicate a list of basic words common to all. Hence the need for a flexible list as well as a simple one, so that pupil advancement may be secured according to individual maturity.

Dr. Ernest Horn, in his several vocabulary studies, advocates the teaching of words which are most commonly used by adults and

are of permanent value. A Comparison is made by him between "The 1003 Words Most Frequently Used by the Kindergarten Children" (Childhood Education, November, 1926) and the 5,000 commonest words of adult writers, as determined in the Commonwealth Investigation. He cites the fact, that out of 500 most commonly used by the children in the kindergarten, only ten were not found among the commonest 5,000 used by adults. Horn contends, that the words most commonly used by adults should be the basis and choice for the vocabulary studies of children, since most of the words of children are acquired through imitation of the adult, and are necessarily of permanent value and use.

The Commonwealth List, which is based primarily on the adult usage vocabulary was compiled from sources such as the following; Letters of Appreciation, Highly Personal Correspondence, Business Correspondence, Excuses of Parents to Teachers, and Letters of a Single Individual. In all the number of words studied were over 5,000,000.

Other educators have made similar studies as Horn in regard to adult vocabularies, in order to determine words of greatest value and usage for spelling lists. Mr. W. N. Andersen, in the "Determination of a Spelling Vocabulary Based upon Correspondence" (Iowa Studies in Education, University of Iowa, 1921), reports a list of some 9,223 different words in a possible 361,184. Most of the studies of this type advocate the adoption of words most commonly used by adults as a basic spelling list, graded of course in a sequence of difficulty, and corresponding to the growth and mental maturity of the child.

#### Factors Involved in the Study of Spelling

The task of selecting words for a spelling list is not an easy one. Variance of opinion in the choice of words, have made the

lists unreliable. This fact has been brought to light by the several scientific investigations made relative to the subject. The urge for accuracy and some sort of workable program is manifest in the several genuine studies of childrens' needs and capacities in order to formulate a grade list which insures success and proficiency. Such lists are possible, if compiled as suggested, from reliable data and research lists which conform to the varying ability of the several individuals not only in the several grades, but for the individuals of the same grade-group. A list that may serve all, the slow, the average, and the accelerated child.

When lists are made up in the tri-divisional units, it then devolves upon the particular school to adapt the spelling list in terms of its needs. By so doing it will serve the group and individual most effectively. Provision of word selection in the choice of mastery secures for the child a learning mastery conformable to his powers and gives him a readiness to express himself easily and accurately in his written themes with greater facility. The ability to master and spell correctly even the simple words give one an assurance of success. And after all, the real value of spelling is its manifestation in the efficient response of the individual in all the written work.

We know, that the word and its spelling must always be a subservient factor to the expression of the thought itself, that its essential value is in the correctness of word form and use. However, that function does not minimize its importance nor detract from its value. Hence the argument for a simple vocabulary mastered to the degree of automatization.

The child can easily be taught to discriminate in the choice of an easy vocabulary in order that the mind may be free for the

concentration or effort in the expression of the thought. In this way the ease and mastery which the individual will exhibit will reveal itself in the strength and facility of the thought. With ease of expression there comes a desire on the part of most individuals to increase their vocabulary and so express their thoughts in a better and more forceful way. Such a practice makes the individual self-critical and leads to greater independence. Surely this is greatly to be desired;-self-education, in this as well as the other subjects.

The words which are prescribed in the spelling list for the grades can and never will be exhaustive for any specific level, because of the existence of individual differences and capacities. Hence the suggested arrangement of the grade list into the three fold arrangement; minimum, maximum, and supplementary units. The latter unit, supplementary, may be compiled from the more difficult words of the grade or those which the individual may need in his own particular status. It is immaterial how they are chosen as the activities determine choice. After all, this is the major objective in the written English work; that the individual seek the best way to express truth and beauty when describing his feelings and emotions. It is to this end that spelling as a subject justifies the time and labor expended on it.

Specifically, the chief aim in the teaching of spelling is to habituate the child in correct performances. Such performances premise growth and mastery. To accomplish this end, the child may be assisted in the development of his ability by provision of work conformably to his power, so that through the gradation and sequence of subject matter he may grow to his full mental stature step by step. At first it may be effected through the mastery of the minimum assignment, but when this unit is mastered and the

habit for correct correlation is assured, then the individual is on the way to increased effort and greater achievement.

And how can this condition be brought about unless through daily practice and perfect performances? We know that learning is economically effected by providing correct perceptions, or in other words, conditioning the individual to profitable reactions. This provision for conditioning the individual in effective work premises high achievement. Spelling, when taught with these objectives in mind, namely; to provide experiences for the child in the subject taught at a level which conforms to the level of his intellectual growth, cannot fail in producing the desired results, not only in the subject of spelling, but in English, History and Geography as well. The child evolves through a series of correct practices to a level comparable to his power, besides these compensations there is a corresponding conservation of the child's efforts as well as a saving in time and teaching.

Spelling, like its kindred and related subjects, English, etc., is essentially a social tool, and the master of the tool acclaims the workman. This is evinced daily in the demands upon one in his business and social obligations. At all times there is a need for accuracy that a violation or weakness in one's reactions is looked upon as an evidence of failure.

The study of spelling affords a wide field, not only for the consideration of correctness of word form, but permits the study and choice in the use of words for the expression and definition of a detail with the minutest shade of meaning or connotation. Such a study to the linguist is always attractive and has a fascination for most people: "A new word, which expresses the worthy conception or more fully expresses an old one, adds not only to human knowledge, but to human progress and happiness as well, and

its beneficial service will continue down through the centuries. The person, who adds such a new word to his vocabulary adds to his thought, to his power, to his enjoyment, and to his happiness."\*

Present day psychologists advance the theory that verbalization is indicative of one's mental status and development. That one grows through the expression of one's thought. That the practice in verbalization affords the opportunity for a keenness and finesse of thought. While this theory is not well defined among educators as yet, there is a commendable feeling for the theory to date. In these days of educational progress, we hear and learn much of the "conditioning" of children, or providing profitable experiences for the child which will give zest to his learning and challenge his maturity in order to stimulate his curiosity and creativeness.

School life is the period of habit formation. Habits of success and achievement eventuate power. For this reason, correct performances must not be overlooked nor minimized. since its importance is so fundamentally stressed in the psychology of learning and the demands of daily life. In the stress and strain of daily living, there is need constantly for proficient service, even in one's initial performances. And how can this be effected unless through habitual practice and perfect co-ordination of one's mental and motor powers. Learning, as stated above can be done economically and effectively if at first correct perceptions and conditioning of the child for a series of experiences are provided. Spelling may well provide those experiences of correct practice if words are given for learning that are simple enough for assimilative use.

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\* Mr. Frank E. Parllil -- "The Conquest of Words." Ginn & Co.



Right attitude and right feelings are thus engendered and encouraged from the start. The child feels his power and learns along the lines of his capacity without fear or failure. The feeling of success is a mighty incentive. It is the lever of all profitable and inspiring undertakings. The child, particularly needs to feel its invigoration.

In the several phases studied in connection with spelling, one must not ever block the several steps in the development of the subject of which the teacher must be fully cognizant. These steps are considerations of what words are to be taught to the group; in what order the presentation may be best made; and what standard may one expect of the group studying the spelling as assigned.

With these things in mind, and the possibility to make the necessary adjustment to the more modern methods of presentation, an investigation was undertaken for said purposes. The main consideration in the investigation was that of re-arrangement of the Chicago Word List, the one prescribed for use by the Board of Education in Chicago. The obligation incumbent on all teachers in the Chicago School System to use the text is binding; while the selection of the words and the order of their presentation is left wholly to the choice and discretion of the individual teacher. This method on many occasions proved in-accurate and unreliable, as well as unscientific. The results in examinations and tests prove the unreliability of haphazard choice. Many words which apparently looked simple were the very ones which gave evidence of the greatest spelling difficulty. The whole problem for this investigation resolved itself into one of gradation and re-arrangement and possible replacement. The study of the problem was precipitated by the results in the spelling lessons and years of

attempting to master spelling difficulties. It was for the best interests of the child and the school that the investigation was finally made for the re-allocation of the Chicago lists.

There were many serious difficulties confronting the investigator relative to the way such an undertaking could be effectively accomplished. To make it worth while the investigation must be of value to those concerned in the teaching of the spelling in Chicago, it must be undertaken as scientifically as possible, and the results given honestly for a tryout in other localities of the same system. The work was undertaken and the material, as arranged in the appendix, **submitted** to various schools dis-similar in racial inheritance and training from the one where the experiment originated. The results are now pending. One of the greatest problems in the undertaking was the reliability of grading. From the statistics gathered in our own field there is evidence that they will be substantiated quite uniformly in other fields and bear a close correlation to our findings. "There, is, as yet no general agreement among experts as to the precise principles to be employed in grading material. It is difficult today to find a single scientific study for this problem. More progress, however, has been made in the field of spelling than in any other subject. It seems clear that the underlying principle in the allocation of words to the several grades is psychological, which means that the primary consideration is this: after the words are selected they should be placed where they can be most economically learned. Ultimate ease of mastery is the determining factor."\*

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\* Frederick S. Breed--"The Breed-French Speller" p. vii

## Statement of the Problem

The attempt of this investigation was not to predicate a new list of spelling for the children of the Chicago Public Schools, but rather to accept the present list as prescribed by the Board of Education, and subject it to a process of experimentation in order to determine in a simple way the degree of difficulty of each word in the given grade list. The testing is made for the purpose of re-arranging the words in the order of difficulty into units of minimum, maximum, and supplementary achievements.

The present Chicago Word List consists of about 2,300 words. It was compiled by a Committee of Principals working under the direction of an English Committee some few years ago in Chicago. Both committees were making investigations and surveys relative to the English work in the Chicago Public Schools.

The lists in its present form was compiled by a process of selection and elimination in the study of some 15,000 selected words used in standard texts. To quote from the preface of the Chicago Text, ---

"The list contains the most commonly used words in the language, the greatest number of words will be found in the lower grades. In placing the words in the grades, the difficulty of the words has been disregarded and the words have been placed where a majority of the children have been found to need them."

As stated, no recognition was made relative to the difficulty of the words as listed nor the presentation of same. The lists were primarily selected and arranged on the basis of use only, with little thought given to the difficulty. The lists as found in the text make use of the alphabetized form. In this form there is little to guide on in the selection of easy words except as one selects them on the basis of chance. Such a method or procedure is both unscientific and unreliable.

The text in its present form is not agreeably accepted.

Teachers in Chicago have felt that it is not adequately meeting the needs of their respective groups. There is a feeling of dissatisfaction as to the choice of words, the apportionment of the words to the several grades and lastly, to the general alphabetized form.

To cite one outstanding feature relative to the effectiveness of the lists. It is found that some of the most commonly misspelled words in the English Language are prescribed for children of the second, third, and fourth grades, or in other words for the six, seven, and eight year olds; 92% of the so-called "Jones Demons" are found in these grades. In the same list of words are found words which require little or no study. The range of difficulty is quite noticeable. However, these are not indicated in any way.

These phases of the spelling problem have claimed attention among the teaching force in Chicago for sometime, and necessarily need solution. Our attention, then is centered on these problems, but most essentially on the difficulty of the words as found in the lists as well as the loose arrangement of same.

The conditions under which this experiment was undertaken are these; the school is located in a district where the children are of average mentality. The membership in each grade is approximately forty-six pupils per room. The teachers conducting the experiment are of excellent or superior rating and pedagogically fit to undertake this project effectively.

In order to carry on the experiment scientifically the project was discussed freely in faculty meetings and plans formulated for its success. The procedure which follows was agreed upon before

the work was undertaken.

1. The total word lists in grades one, two, three, four, five, and six, were studied in its present arrangement, the alphabetized.

2. The list for each grade was divided into two parts, the first half was studied by the beginning group of the specific grade, and the remaining half by the advanced group.

3. The method was left wholly to the discretion of the individual teacher, with this exception, that a preliminary test was given each time before a new unit of study was undertaken.

4. At the close of the semester, the data was assembled.

5. The words of each grade were listed according to the degree of difficulty of each word, together with the number of repetitions necessary for its mastery, as noted in the appendix. Each semester grade list was arranged in the sequence of difficulty, as a guide for use.

6. Grade 1A gave the units during the entire semester.

7. Grades 2, 3, 4, 5, 6, gave ten words per week during the first half of the semester, fifteen words during the second half of the semester.

8. The weekly and monthly tests of the units were studied; the results recorded.

#### Record Sheets:

At the outset record sheets such as the following were supplied the teachers. The data recorded was conformable to the specific directions. Below is a record sheet for two successive weeks in a 4B grade.

Record of ProgressDate February 27, 1929Room 205 Membership 46Word ListRepeaters

<u>Pre-test</u>	<u>E</u>	<u>L</u>	<u>E</u>	<u>L</u>	<u>E</u>	<u>L</u>	<u>E</u>	<u>L</u>	<u>E</u>	<u>*</u>	
base	0	-	0	-	0	-	0	-	1		base
battle	1	1	1	2	0	-	0	-	0		
beads	1	1	1	2	0	-	1	3	2		beads
beans	3	1	0	-	0	-	0	-	0		
beat	2	1	0	-	1	2	0	-	0		
beauty	15	1	1	2	0	-	1	3	0		
bee	0	-	0	-	0	-	0	-	0		
beginning	10	1	3	2	2	3	3	4	0		
behave	0	-	0	-	1	1	0	-	0		
beef	6	1	2	2	1	3	0	-	0		
	36		8		5		5		3		

\* E -- number of errors  
L -- is the formal lesson

Record of ProgressDate March 6, 1929Room 205 Membership 46

Word List	Repeaters									
	Pre-test	L	L	E	L	E	L	E	L	E
base	0	-	0	-	0	-	1	1	0	
beads	0	-	1	1	0	-	0	-	0	
blind	3	1	0	-	0	-	0	-	0	
bold	3	1	0	-	0	-	0	-	0	
broken	3	1	1	2	1	3	1	4	0	
brush	5	1	3	2	1	3	0	-	0	
bushel	8	1	3	2	4	3	1	4	0	
button	11	1	3	2	4	3	1	4	1	button
cabbage	15	1	0	-	0	-	0	-	0	
camp	5	1	0	-	0	-	0	-	0	
	56		21		16		7		1	

1. As shown above, each teacher kept weekly record sheets for the grade.
2. The pre-test was followed by four successive days of teaching and testing, as designated by the letter "L" which means "lesson".
3. The number of errors was noted daily.
4. These tabulations of errors helped the teacher to plan the necessary drill and remedial work.
5. The advantage of the pre-test in the presentation of the weekly unit (ten words) revealed the number of errors made by the class; and the need for concerted effort on the part of the teacher and the individual pupils to eradicate same.
6. The four recitations or lessons which followed aimed specifically at these deficiencies; and to attain mastery and 100%

achievement on the part of the child and the class.

7. At the close of the semester each teacher arranged the words for her semester grade on the basis of difficulty. Notation of words are noted in the graphs as to those words falling into minimum group (ranging from 1-5 repetitions), the maximum group (5-10 repetitions) and the supplementary group of 10 or more repetitions.

8. The lists which appear in the appendix are the results of this experiment. The degree of difficulty appears as an index of their learning acquisition.

9. The investigation has some educational value it is hoped in that the means for acquiring the information was done honestly and fairly; the project was carried through with discrimination and care; and may serve a suggested plan for constructed reform.

Twelve teachers conducted the experiment since each grade was represented by two teachers, the beginning and advanced group of the grade.

Conditions under which the teachers conducted the experiment necessitated specific directions, in order to unify the elements which affected the success of the investigation. The directions are as follows:

Procedure:

1. List the unit of study on the record sheet at the beginning of each week.
2. The time unit for each specific unit is five days.
3. Fifteen minutes per day is the time allotment for the work in spelling.
4. In case of two grades, allow ten minutes daily for each class.



5. Keep the records of each class separately.

6. The first presentation of the unit is a pre-test given on the first day of the week. This is followed by the formal teaching of the unit.

7. Continue the study of the individual word until 100% is attained by all.

8. When repeaters (words) are carried into the next unit, do not include them in the pre-test for the week. Present new words only.

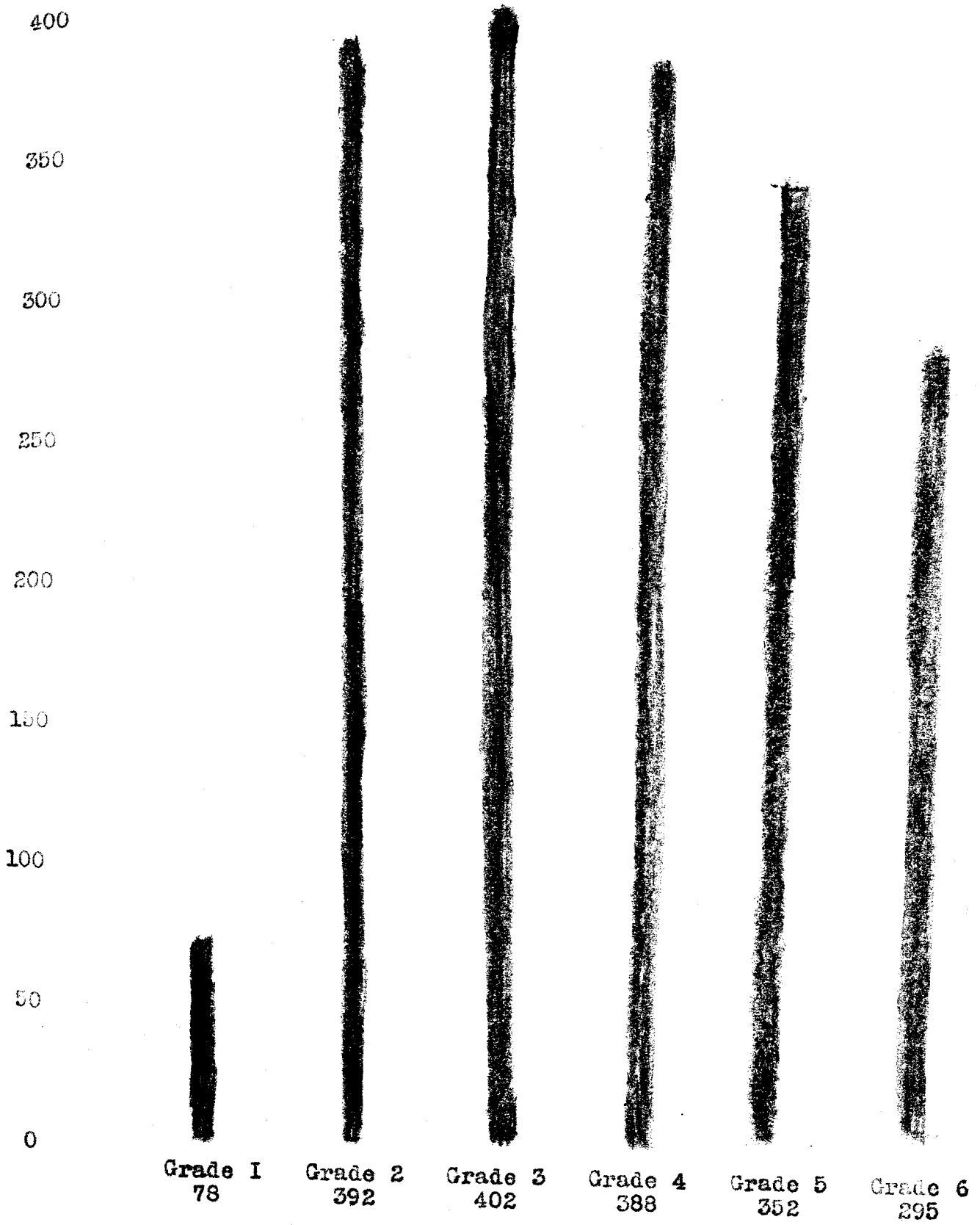
9. In case of a chronic mis-speller, whose I. Q. rates him as a special case, count him out at the end of three weeks. The lists are for average children.

10. In grade 1B study the unit during the last ten weeks of the semester.

RECOMMENDATIONS SUBMITTED TO THE CURRICULUM MAKERS  
OF CHICAGO

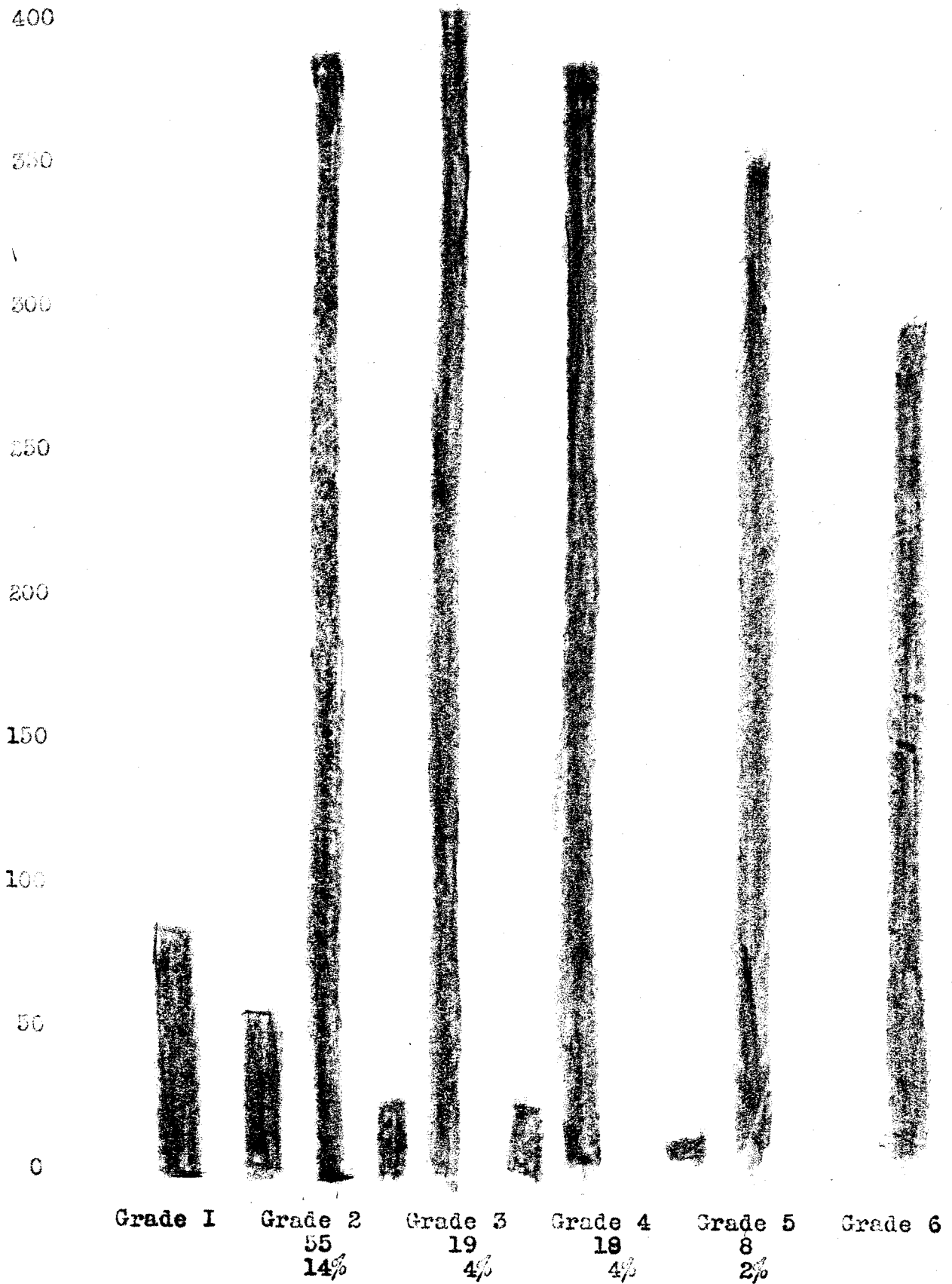
1. In order to enliven and vivify spelling as a school subject there is need for a Word Book instead of a Word List Text Book.
2. That the Word Book incorporate the study of words, their meaning, connotation, use, and spelling.
3. That methods of study be suggested in the texts, but choice of method left wholly to the teacher.
4. That the number of words per grade be increased by the addition of simple words, and that the greatest number of words ascend in the order of grades.
5. Proper placement of words, where they can most easily and economically be learned.
6. That the list for each grade be arranged according to the degree of difficulty, into units of minimum, maximum, and supplementary units of achievement.
7. That the so-called "Jones Demons" be placed for study in the grades where they are most frequently used and easily assimilated.
8. That the First Grade be exempt from formal writing of spelling as such; but taught as incidental and when required in the written story work.
9. That the maximum and supplementary units be made up of the difficult words of the grade and words which the group or the individual may use for his written work.
10. That the entire lists be increased for the eight grades, approximating some 4,000 words for these grades.

Relative Number of Words per Grade. (Chicago List.)



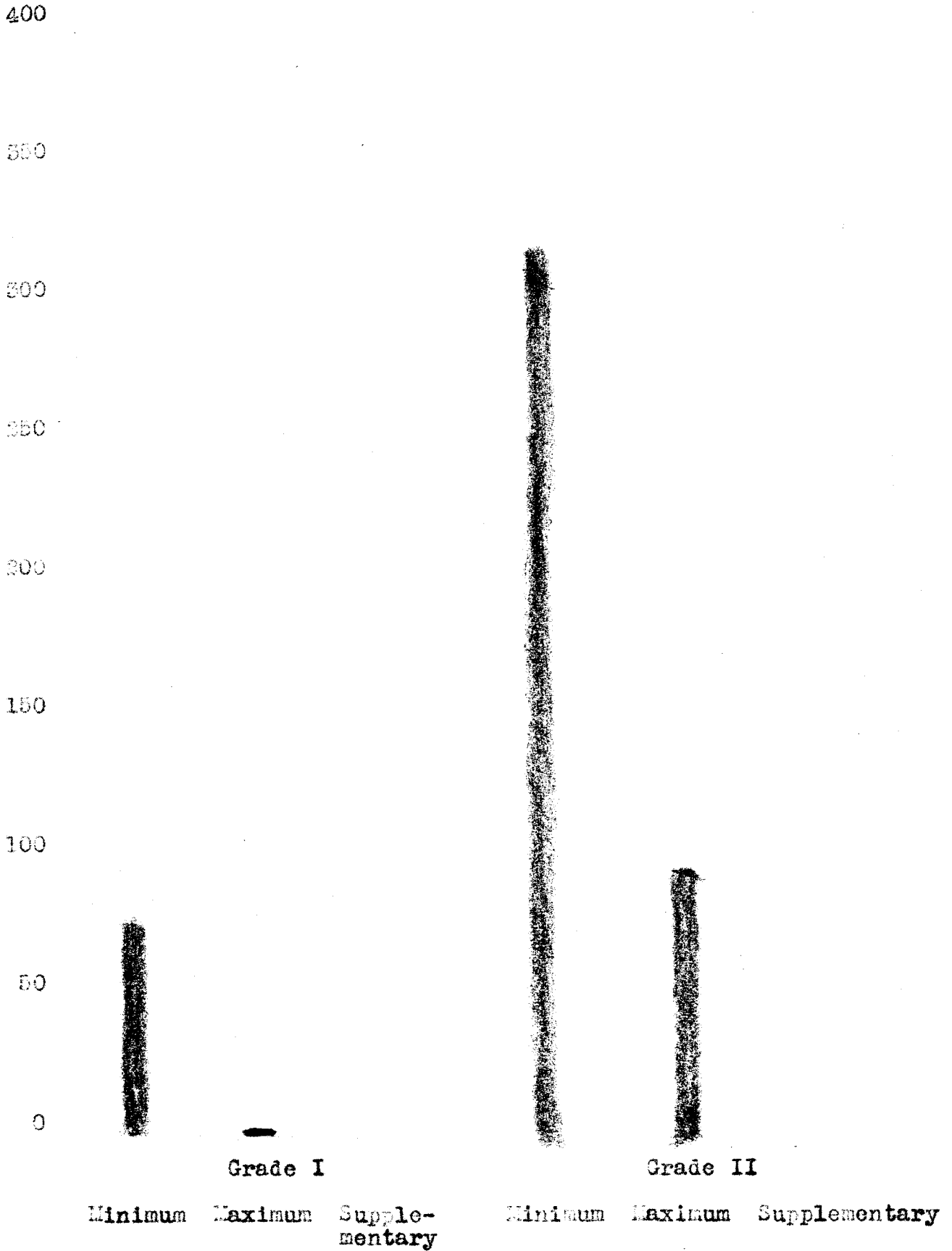
Number of "Jones Demons" per Grade

Percentage of Grade List.



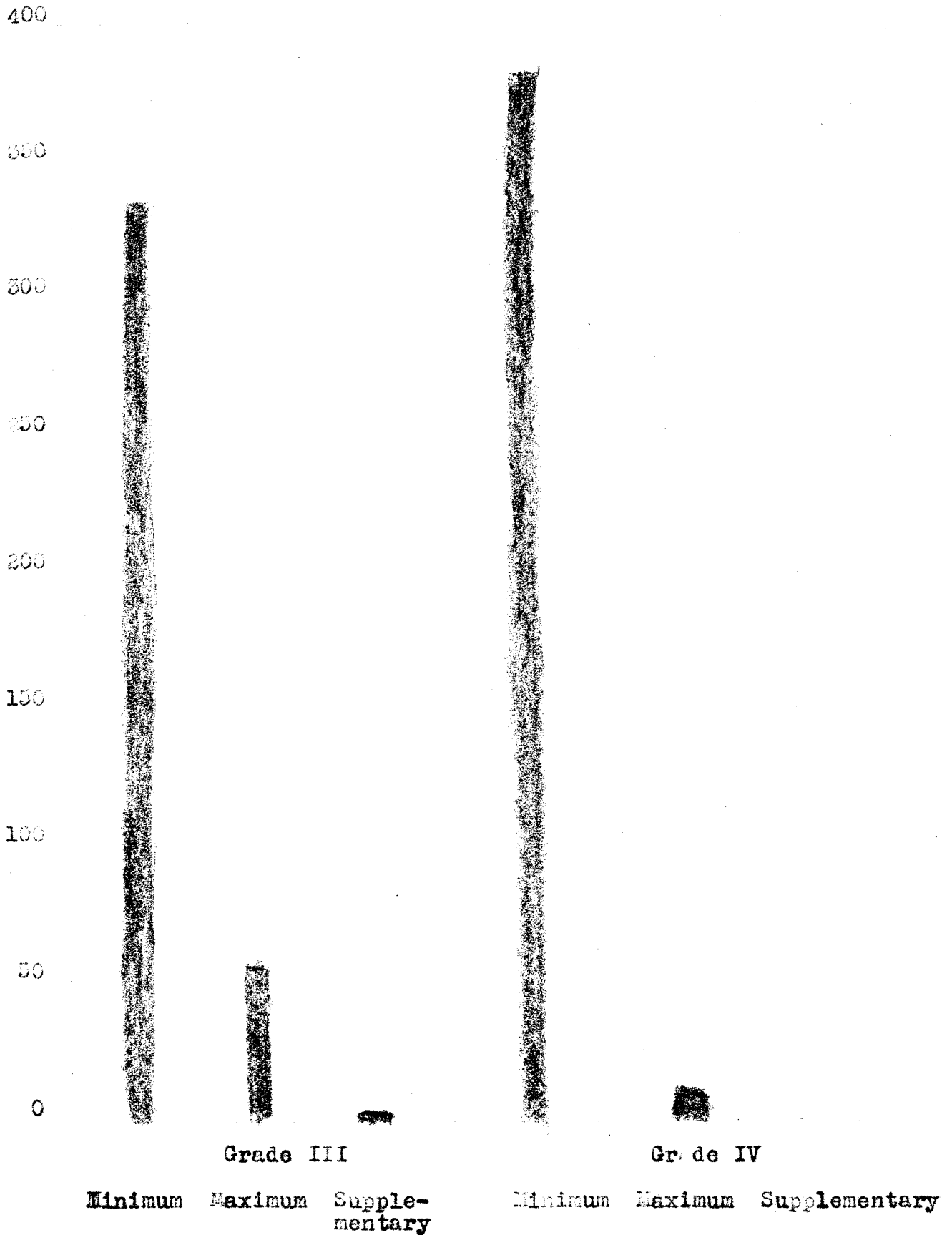
Number of Words per Grade as Listed. Grades 1-2.

Minimum-Maximum-Supplementary Units



Number of Words per Grade as Listed. Grades 3 -- 4

Minimum - Maximum - Supplementary Units



Number of Words per Grade as Listed. Grades 5 -- 6

Minimum - Maximum - Supplementary Units

400

350

300

250

200

150

100

50

0



Grade V

Grade VI

Minimum Maximum Supplementary

Minimum Maximum Supplementary

SPELLING -----FIRST GRADE

I ----- 1	can ---- 3	she ---- 4	big ---- 4
to ----- 1	do ---- 3	red ---- 4	good --- 4
me ----- 1	go ---- 3	out ---- 4	bird --- 4
see ----- 1	he ---- 3	no ---- 4	boy ---- 4
man ----- 1	come --- 3	not --- 4	by ---- 4
so ----- 1	dog ---- 3	was ---- 4	her ---- 4
run ----- 1	hen ---- 3	toy ---- 4	did ---- 4
we ----- 1	sun ---- 3	of ---- 4	doll --- 4
in ----- 2	ran ---- 3	one ---- 4	him ---- 4
it ----- 2	men ---- 3	home --- 4	for ---- 4
will ----- 2	may ---- 3	am ---- 4	fun ---- 4
is ----- 2	you ---- 3	all ---- 4	get ---- 4
old ----- 2	play --- 3	an ---- 4	girl --- 4
yes ----- 2	look --- 3	and ---- 4	has ---- 4
on ----- 2	my ---- 4	are ---- 4	give --- 4
up ----- 2	us ---- 4	at ---- 4	had ---- 4
little --- 2	the ---- 4	be ---- 4	his ---- 5
a ----- 2	let ---- 4	bed ---- 4	baby --- 9
cat ----- 2	this --- 4	hat ---- 4	ball --- 9
day ----- 2			have --- 9



SPELLING ----- SECOND GRADE

wet ----- 0	Miss ----- 1	eat ----- 2	yard ----- 2
tree ----- 0	meet ----- 1	dust ----- 2	why ----- 2
top ----- 0	making --- 1	ear ----- 2	when ----- 2
today ----- 0	poor ----- 1	egg ----- 2	were ----- 2
that ----- 0	age ----- 1	fall ----- 2	water ----- 2
yet ----- 1	as ----- 1	far ----- 2	wall ----- 2
year ----- 1	ate ----- 1	fast ----- 2	walk ----- 2
wrote ----- 1	cake ----- 1	fine ----- 2	wagon ----- 2
writing --- 1	cap ----- 1	got ----- 2	under ----- 2
write ----- 1	car ----- 1	hide ----- 2	two ----- 2
west ----- 1	deep ----- 1	hill ----- 2	till ----- 2
well ----- 1	fed ----- 1	hit ----- 2	three ----- 2
week ----- 1	feed ----- 1	hold ----- 2	thing ----- 2
way ----- 1	feet ----- 1	hot ----- 2	ten ----- 2
told ----- 1	fill ----- 1	ice ----- 2	teeth ----- 2
tell ----- 1	fat ----- 1	if ----- 2	tame ----- 2
street ----- 1	hop ----- 1	ill ----- 2	tall ----- 2
sold ----- 1	kiss ----- 1	into ----- 2	swing ----- 2
sky ----- 1	air ----- 2	kill ----- 2	stove ----- 2
rose ----- 1	arm ----- 2	kind ----- 2	star ----- 2
pen ----- 1	coat ----- 2	king ----- 2	spring --- 2
roll ----- 1	cold ----- 2	six ----- 2	soon ----- 2
or ----- 1	cow ----- 2	smoke --- 2	soft ----- 2
oh ----- 1	cry ----- 2	sit ----- 2	soap ----- 2
noon ----- 1	dry ----- 2	yellow -- 2	sleep ----- 2

SECOND GRADE

sister --- 2	open ----- 2	found ----- 3	spell ----- 3
sing ----- 2	now ----- 2	free ----- 3	song ----- 3
shop ----- 2	moon ----- 2	green ----- 3	sung ----- 3
shoe ----- 2	milk ----- 2	gun ----- 3	small ----- 3
school --- 2	lips ----- 2	horse ----- 3	sell ----- 3
say ----- 2	add ----- 3	how ----- 3	seed ----- 3
rug ----- 2	alike ----- 3	its ----- 3	soup ----- 3
room ----- 2	ask ----- 3	key ----- 3	snow ----- 3
ring ----- 2	asleep --- 3	your ----- 3	pull ----- 3
ride ----- 2	bad ----- 3	wore ----- 3	plant ----- 3
real ----- 2	call ----- 3	word ----- 3	pencil --- 3
read ----- 2	cart ----- 3	with ----- 3	pay ----- 3
pot ----- 2	comb ----- 3	window --- 3	party ----- 3
pony ----- 2	cup ----- 3	wind ----- 3	paper ----- 3
pond ----- 2	cut ----- 3	who ----- 3	over ----- 3
pole ----- 2	die ----- 3	tin ----- 3	other ----- 3
pink ----- 2	door ----- 3	time ----- 3	only ----- 3
pin ----- 2	ever ----- 3	these ----- 3	once ----- 3
pie ----- 2	every ----- 3	there ----- 3	nut ----- 3
pick ----- 2	eye ----- 3	thank ----- 3	nose ----- 3
pet ----- 2	face ----- 3	take ----- 3	nine ----- 3
pass ----- 2	find ----- 3	table ----- 3	new ----- 3
park ----- 2	fish ----- 3	sweet ----- 3	neck ----- 3
papa ----- 2	six ----- 3	story ----- 3	move ----- 3
paint ----- 2	fly ----- 3	stand ----- 3	mouth ----- 3

## SECOND GRADE

more ----- 3	shirt ----- 4	barn ----- 4	dear ----- 4
mice ----- 3	sat ----- 4	begin ----- 4	deak ----- 4
meat ----- 3	put ----- 4	bagun ----- 4	dirt ----- 4
march ----- 3	rain ----- 4	bell ----- 4	fire ----- 4
made ----- 3	rode ----- 4	bill ----- 4	floor ----- 4
loud ----- 3	peanuts --- 4	bite ----- 4	flower --- 4
lot ----- 3	our ----- 4	black ----- 4	foot ----- 4
lost ----- 3	house -----4	body ----- 4	four ----- 4
live ----- 3	mud ----- 4	book ----- 4	freeze --- 4
like ----- 3	never ----- 4	box ----- 4	fresh ----- 4
life ----- 3	nest ----- 4	brick ----- 4	from ----- 4
letter --- 3	next ----- 4	bring ----- 4	full ----- 4
leg ----- 3	what ----- 4	bug ----- 4	game ----- 4
left ----- 3	nice ----- 4	came ----- 4	garden --- 4
led ----- 3	make ----- 4	candy ----- 4	gave ----- 4
lay ----- 3	love ----- 4	card ----- 4	glad ----- 4
work ----- 4	long ----- 4	ware ----- 4	God ----- 4
winter --- 4	leaves ----- 4	careful -- 4	goes ----- 4
white ----- 4	leaf ----- 4	cook ----- 4	going ----- 4
went ----- 4	about ----- 4	cost ----- 4	gold ----- 4
tail ----- 4	lazy ----- 4	could ----- 4	grass ----- 4
store ----- 4	any ----- 4	cross ----- 4	hand ----- 4
step ----- 4	aunt ----- 4	dare ----- 4	hang ----- 4
sick ----- 4	away ----- 4	dark ----- 4	head ----- 4
show ----- 4	band ----- 4	dead ----- 4	himself -- 4

SECOND GRADE

house ---- 4	bank ----- 5	city ----- 5	half ----- 5
hungry --- 4	basket --- 5	class ---- 5	happy ---- 5
hunt ----- 4	bear ----- 5	clean ---- 5	hard ----- 5
hurt ---- 4	bean ----- 5	clock ---- 5	having --- 5
jump ----- 4	before --- 5	dinner --- 5	held ----- 5
keep ----- 4	belong --- 5	dish ----- 5	hello ---- 5
kitten --- 4	best ----- 5	does ----- 5	help ----- 5
lake ----- 4	blue ----- 5	done ----- 5	here ----- 5
land ----- 4	boat ----- 5	down ----- 5	knife ---- 5
last ----- 4	boil ----- 5	draw ----- 5	laid ----- 5
late ----- 4	bread ---- 5	dress ---- 5	large ---- 5
very ----- 5	bright --- 5	drink ---- 5	turkey --- 6
wash ----- 5	brother -- 5	drop ----- 5	then ----- 6
they ----- 5	brown ---- 5	drum ----- 5	stone ---- 6
than ----- 5	buggy ---- 5	each ----- 5	still ---- 6
smile ----- 5	bush ----- 5	father --- 5	name ----- 6
shall ---- 5	but ----- 5	first ---- 5	must ----- 6
skate ---- 5	catch ---- 5	five ----- 5	them ----- 7
mother --- 5	cent ----- 5	gone ----- 5	seat ----- 7
low ----- 5	chair ---- 5	great ---- 5	saw ----- 7
after ---- 5	chicken -- 5	ground --- 5	much ----- 7
apple ---- 5	child ---- 5	grow ----- 5	said ----- 9
back ----- 5	chop ----- 5	hair ----- 5	road ----- 9

SPELLING ----- THIRD GRADE

across ---- 1	just ----- 1	shed ----- 1	doctor ---- 2
act ----- 1	lemon ---- 1	sheep ----- 1	dozen ----- 2
age ----- 1	line ----- 1	short ----- 1	early ----- 2
alley ---- 1	loaf ----- 1	spend ----- 1	earn ----- 2
bath ----- 1	lunch ---- 1	summer ---- 1	east ----- 2
better --- 1	mean ----- 1	Sunday ---- 1	family -----2
butter --- 1	met ----- 1	teach ----- 1	felt ----- 2
coming --- 1	might ---- 1	teacher --- 1	flew ----- 2
copy ----- 1	mind ----- 1	think ----- 1	flour ----- 2
date ----- 1	mine ----- 1	tonight --- 1	forgot ---- 2
dig -----;1	money ---- 1	wake ----- 1	grew ----- 2
don't ---- 1	nor ----- 1	wednesday - 1	heart ----- 2
dream ---- 1	off ----- 1	again ----- 2	herself --- 2
drive ---- 1	parlor --- 1	bark ----- 2	hid ----- 2
drove ---- 1	plain ---- 1	beg ----- 2	hole ----- 2
earth ---- 1	point -----1	blew ----- 2	hour ----- 2
farm ----- 1	rent ----- 1	blow ----- 2	knee ----- 2
fell ----- 1	rest ----- 1	buy ----- 2	knock ----- 2
feel ----- 1	rich ----- 1	carry ----- 2	know ----- 2
forget --- 1	salt ----- 1	change ---- 2	lamb ----- 2
fork ----- 1	says ,;----- 1	cool ----- 2	lamp ----- 2
Friday --- 1	sea ----- 1	corn ----- 2	law ----- 2
good-by -- 1	seem ----- 1	cover ----- 2	leave ----- 2
July ----- 1	seen ----- 1	crew ----- 2	light ----- 2
June ----- 1	send ----- 1	spent ----- 1	mail ----- 2

### THIRD GRADE

many ----- 2	sugar ----- 2	clothes ----- 3	hall ----- 3
May ----- 2	sheep ----- 2	clothing ----- 3	lesson ----- 3
myself --- 2	talk ----- 2	cloud ----- 3	listen p--- 3
noise ---- 2	thought --- 2	color ----- 3	lose ----- 3
north ---- 2	tooth ----- 2	corner ----- 3	mark ----- 3
paid ----- 2	town ----- 2	count ----- 3	Monday ---- 3
part ----- 2	train ----- 2	cousin ----- 3	need ----- 3
peach ---- 2	think ----- 2	cream ----- 3	night ----- 3
pear ----- 2	voice ----- 2	died ----- 3	nine ----- 3
please ---- 2	wait ----- 2	easy ----- 3	people ---- 3
porch ---- 2	want ----- 2	end ----- 3	pretty ---- 3
pound ---- 2	warm ----- 2	fair ----- 3	push ----- 3
prize ---- 2	afternoon - 3	fairy ----- 3	quart ----- 3
rabbit --- 2	around ---- 3	fence ----- 3	quarter --- 3
reach ---- 2	balloon --- 3	few ----- 3	right ----- 3
river ---- 2	began ----- 3	fight ----- 3	round ----- 3
roof ----- 2	bone ----- 3	finish ----- 3	Saturday -- 3
rope ----- 2	both ----- 3	follow ----- 3	scare ----- 3
same ----- 2	bottle ---- 3	fond ----- 3	sew ----- 3
sent ----- 2	broom ----- 3	food ----- 3	shake ---- 3
set ----- 2	built ----- 3	grade ----- 3	ships ----- 3
should --- 2	chalk ----- 3	grandmother - 3	sheet ----- 3
sorry ---- 2	children -- 3	gray ----- 3	side ----- 3
speak ---- 2	church ---- 3	grocery ----- 3	sight ----- 3
spin ----- 2	clear ----- 3	guess ----- 3	

THIRD GRADE

sir ----- 3	wood ----- 3	became ----- 4	dollar ----- 4
something -- 3	world ----- 3	become ----- 4	eight ----- 4
spoon ----- 3	would ----- 3	behind ----- 4	enough ----- 4
stamp ----- 3	young ----- 3	below ----- 4	elephant -- 4
start ----- 3	month ----- 3	beneath ----- 4	even ----- 4
stay ----- 3	stood ----- 3	birthday --- 4	fail ----- 4
steep ----- 3	happen ---- 3	block ----- 4	front ----- 4
stop ----- 3	hear ----- 3	born ----- 4	fruit ----- 4
string ----- 3	heard ----- 3	bottom ----- 4	funny ----- 4
study ----- 3	heavy ----- 3	bought ----- 4	gift ----- 4
such ----- 3	high ----- 3	brave ----- 4	glass ----- 4
suit ----- 3	holiday --- 3	breakfast -- 4	honey ----- 4
supper ----- 3	hope ----- 3	bundle ----- 4	hurry ----- 4
sure ----- 3	hundred --- 3	case ----- 4	knew ----- 4
swim ----- 3	invite ---- 3	chase ----- 4	March ----- 4
taste ----- 3	laugh ----- 3	cheese ----- 4	maybe ----- 4
their ----- 3	lady ----- 3	Christmas -- 4	mile ----- 4
tie ----- 3	lace ----- 3	circle ----- 4	mill ----- 4
twelve ----- 3	kitchen --- 3	circus ----- 4	morning --- 4
twice ----- 3	above ----- 4	close ----- 4	most ----- 4
until ----- 3	afraid ---- 4	cloth ----- 4	Mr. ----- 4
upon ----- 3	almost ---- 4	country ---- 4	Mrs. ----- 4
use ----- 3	alone ----- 4	dance ----- 4	music ----- 4
wish ----- 3	another --- 4	danger ----- 4	naughty --- 4
without ---- 3	awake ----- 4	didn't ----- 4	near ----- 4

### THIRD GRADE

nickel ----- 4	south --- 4	blossom --- 5	bury ----- 7
note ----- 4	stair --- 4	board ----- 5	besides -- 7
nothing ---- 4	stem ---- 4	breath ---- 5	biggest -- 7
obey ----- 4	stocking 4	burn ----- 5	bowl ----- 7
often ----- 4	straw --- 4	caught ---- 5	branch --- 7
outside ---- 4	third --- 4	excuse -----5	broke ---- 7
own ----- 4	those --- 4	empty ----- 5	brought -- 7
page ----- 4	thread -- 4	inside ---- 5	expect ----7
piece ----- 4	throw --- 4	iron ----- 5	while -----7
place ----- 4	tried --- 4	steal ----- 6	wear ----- 8
queen ----- 4	trip ---- 4	struck ---- 6	which ---- 8
quick ----- 4	try ----- 4	whip ----- 6	apiece --- 8
quite ----- 4	Tuesday - 4	always ---- 6	ashes ---- 8
race ----- 4	turn ---- 4	among ----- 6	between -- 8
ready ----- 4	uncle --- 4	ankle ----- 6	bridge --- 8
recess ----- 4	vacation 4	anything -- 6	friend --- 8
ribbon ----- 4	watch --- 4	anyway ---- 6	threw ---- 9
running ---- 4	wheel --- 4	blade ----- 6	through -- 9
Santa Claus 4	where --- 4	blaze ----- 6	Thursday - 9
save ----- 4	whole --- 4	build ----- 6	number --- 9
seven ----- 4	yesterday 4	busy ----- 6	orange --- 9
since ----- 4	along --- 5	carried --- 6	whistle --10
son ----- 4	also ---- 5	climb ----- 6	whisper - 10
robin ----- 4	autumn -- 5	cough ----- 6	because - 11
rubber ----- 4	banana -- 5	else ----- 6	break --- 11
	berry --- 5	April ----- 7	



SPELLING ---- FOURTH GRADE

behave ----0	lie ----- 1	fade ----- 1	wolf ----- 1
master --- 0	lad ----- 1	explain --- 1	win ----- 1
market --- 0	knot ----- 1	eagle ----- 1	wild ----- 1
marble --- 0	kept ----- 1	drank ----- 1	wide ----- 1
goat ----- 0	kettle ---- 1	broken ---- 1	wheat ----- 1
frost ---- 0	island -----1	drain ----- 1	weep ----- 1
flat ----- 0	inch ----- 1	double ---- 1	wave ----- 1
ditch ---- 0	hoping ---- 1	door ----- 1	vote ----- 1
dash ----- 0	history --- 1	chain ----- 1	unless ---- 1
crack ---- 0	hay ----- 1	center ---- 1	ugly ----- 1
cannot --- 0	grand ----- 1	cattle ---- 1	twice ----- 1
candle --- 0	grain ----- 1	cast ----- 1	trunk ----- 1
bee ----- 0	goose ----- 1	carpet -----1	true ----- 1
wonder --- 0	glove ----- 1	camp ----- 1	travel ---- 1
war ----- 0	giant ----- 1	bold ----- 1	trade ----- 1
snake ---- 0	getting --- 1	blind ----- 1	track ----- 1
slow ----- 0	geese ----- 1	bit ----- 1	torn ----- 1
shade ---- 0	gather ---- 1	belt ----- 1	tore ----- 1
sand ----- 0	gate ----- 1	beans ----- 1	too ----- 1
meal ----- 0	gas ----- 1	battle ---- 1	thunder --- 1
matter --- 0	fur ----- 1	attend ---- 1	team ----- 1
flag ----- 1	flow ----- 1	ahead ----- 1	steamer --- 1
lumber --- 1	flock ----- 1	able ----- 1	steam ----- 1
list ----- 1	fit ----- 1	wrong ----- 1	state ----- 1
lift ----- 1	fasten ---- 1	won ----- 1	spot ----- 1

FOURTH GRADE

spoil ----- 1	own ----- 1	flight ----- 2	shower ----- 2
sound ----- 1	oil ----- 1	thumb ----- 2	shell ----- 2
somebody -- 1	news ----- 1	threat ----- 2	shadow ----- 2
slipped --- 1	needle ---- 1	thousand --- 2	sale ----- 2
silk ----- 1	navy ----- 1	though ----- 2	safe ----- 2
shook ----- 1	nail ----- 1	thief ----- 2	rule ----- 2
shout ----- 1	motor ----- 1	thick ----- 2	rough ----- 2
shore ----- 1	minute ---- 1	themselves - 2	rear ----- 2
shape ----- 1	middle ---- 1	tenth ----- 2	ripe ----- 2
scatter --- 1	merry ----- 1	taught ----- 2	remember -- 2
sad ----- 1	melt ----- 1	sum ----- 2	quit ----- 2
root ----- 1	match ----- 1	subtract --- 2	quiet ----- 2
rod ----- 1	yourself -- 2	stream ----- 2	question --2
report ---- 1	worth ----- 2	storm ----- 2	present --- 2
race ----- 1	worn ----- 2	stir ----- 2	potato ---- 2
print -----;1	women ----- 2	stick ----- 2	police ---- 2
price ----- 1	woman ----- 2	square ----- 2	poem ----- 2
post-office 1	wolves ---- 2	spoke ----- 2	plan ----- 2
post ----- 1	wife ----- 2	sour ----- 2	pillow ---- 2
pocket ---- 1	whose ----- 2	sore ----- 2	pigeon ---- 2
plate ----- 1	weeds ----- 2	slip ----- 2	piano ----- 2
pipe ----- 1	weather --- 2	slide ----- 2	perfect --- 2
picture --- 1	twenty ---- 2	slept ----- 2	penny ----- 2
parade ---- 1	touch ----- 2	skin ----- 2	peace ----- 2
palace ---- 1	tomorrow -- 2	size ----- 2	past ----- 2

## FOURTH GRADE

pair ---- 2	lion ----- 2	December --- 2	mad ----- 3
pail ---- 2	idle ----- 2	crowd ----- 2	lying ----- 3
ought --- 2	hook ----- 2	creep ----- 2	lucky ----- 3
orchard - 2	honest --- 2	cotton ----- 2	limb ----- 3
October - 2	heat ----- 2	cottage ---- 2	lawn ----- 3
o'clock - 2	hate ----- 2	company ---- 2	jewel ----- 3
notice -- 2	hammer --- 2	coffee ----- 2	January ---- 3
noisy --- 2	guard ---- 2	bend ----- 2	Indian ----- 3
neat ---- 2	fourth --- 2	club ----- 2	healthy ---- 3
nearly --- 2	fought --- 2	clay ----- 2	groceries -- 3
monkey -- 2	flood ---- 2	cheap ----- 2	geography -- 3
mischief 2	follow --- 2	capture ---- 2	further ---- 3
lonesome 2	February - 2	blanket ---- 2	furniture -- 3
lock ---- 2	feather -- 2	bitter ----- 2	frog ----- 3
load ---- 2	fare ----- 2	biscuit ---- 2	forty ----- 3
lightning 2	express -- 2	believe ---- 2	form ----- 3
leap ---- 2	enjoy ---- 2	heat ----- 2	forest ----- 3
loan ---- 2	eleven --- 2	base ----- 2	fold ----- 3
lead ---- 2	dying ---- 2	bare ----- 2	finger ----- 3
ladder -- 2	drowned -- 2	August ----- 2	field ----- 3
joy ----- 2	division - 2	answer ----- 2	fear ----- 3
itself -- 2	divide --- 2	aboard ----- 2	farther ---- 3
indeed -- 2	depot ---- 2	map ----- 3	everybody -- 3

FOURTH GRADE

evening ---- 3	amuse ----- 3	soldier ---- 3	curl ----- 4
engine ----- 3	already --- 3	sleigh ----- 3	coal ----- 4
drown ----- 3	addition ---3	September -- 3	clerk ----- 4
dismiss -----3	ache ----- 3	sentence --- 3	chimney --- 4
discover --- 3	absent ---- 3	second ----- 3	cabbage --- 4
dentist ---- 3	written --- 3	row ----- 3	bushel ---- 4
crawl ----- 3	wraps ----- 3	quarrel ---- 3	beginning - 4
collar ----- 3	wrapped --- 3	prove ----- 3	automobile 4
cloak ----- 3	worse ----- 3	proud ----- 3	arrow ----- 4
chief ----- 3	waist ----- 3	prison ----- 3	village --- 4
cheese ----- 3	visitor --- 3	president -- 3	shoulder -- 4
carriage --- 3	truly ----- 3	power ----- 3	scissors -- 4
capital ---- 3	trouble --- 3	poison ----- 3	pumpkin --- 4
brush ----- 3	toward ---- 3	plenty ----- 3	public ---- 4
bind ----- 3	surprise -- 3	pleasure --- 3	niece ----- 4
bicycle ---- 3	strong ---- 3	order ----- 3	saucer ---- 5
belief ----- 3	strike ---- 3	onion ----- 3	pour ----- 5
beef ----- 3	straight -- 3	nurse ----- 3	handle ---- 5
beauty ----- 3	stole ----- 3	November --- 3	check ----- 5
bake ----- 3	station --- 3	neither ---- 3	author ---- 5
bag ----- 3	squirrel -- 3	heel ----- 4	button ---- 5
army ----- 3	spread ---- 3	grandfather 4	beads ----- 6
animal ----- 3	speech -----3	fifteen ---- 4	guide ----- 7
angel ----- 3	sparrow ----3	dessert ---- 4	everything 9

SPELLING ----- FIFTH GRADE

afterward - 1	hotel ----- 1	tire ----- 1	screen ----- 2
area ----- 1	intend ---- 1	visit ----- 1	ticket ----- 2
auto ----- 1	leather --- 1	voyage ---- 1	treat ----- 2
beyond ---- 1	loop ----- 1	whom ----- 1	trim ----- 2
blame ----- 1	mack ----- 1	wine ----- 1	trust ----- 2
chance ---- 1	pack ----- 1	wipe ----- 1	tumble ---- 2
cheer ----- 1	package --- 1	wire ----- 1	upper ----- 2
coast ----- 1	pile ----- 1	wise ----- 1	useful ---- 2
damp ----- 1	pure ----- 1	wool ----- 1	vegetable -- 2
dangerous - 1	purse ----- 1	woolen ---- 1	view ----- 2
defeat ---- 1	rid ----- 1	mix ----- 2	whether ---- 2
fact ----- 1	shirt ----- 1	office ---- 2	within ---- 2
fifty ----- 1	smell ----- 1	pasture --- 2	address ---- 2
file ----- 1	smooth ---- 1	press ----- 2	aid ----- 2
forenoon -- 1	soil ----- 1	problem --- 2	alarm ----- 2
fortune --- 1	solid ----- 1	range ----- 2	arrest ---- 2
gasoline -- 1	sort ----- 1	rather ---- 2	artist ---- 2
grant ----- 1	sow ----- 1	return ---- 2	attack ---- 2
heaven ---- 1	spare ----- 1	rise ----- 2	barrel ---- 2
hinder ---- 1	test ----- 1	sail ----- 2	bathe ----- 2
hoarse ---- 1	thin ----- 1	sailor ---- 2	blot ----- 2
hollow ---- 1	thirty ---- 1	scream ---- 2	boast ----- 2

FIFTH GRADE

bruise --- 2	foolish ----- 2	human --- 3	difference --- 3
cabin ----- 2	forth ----- 2	husband --3	different ---- 3
cause ----- 2	frozen ----- 2	instead - 3	dispute ----- 3
cement ----- 2	handsome ----- 2	jail ---- 3	dull ----- 3
chilly ---- 2	harvest ----- 2	juice --- 3	elevated ----- 3
cities ---- 2	horn ----- 2	linen --- 3	entrance ----- 3
concert --- 2	however ----- 2	lining -- 3	escape ----- 3
curtain --- 2	hung ----- 2	loose --- 3	examination -- 3
debt ----- 2	job ----- 2	account - 3	exam ----- 3
delay ----- 2	least ----- 2	allow --- 3	except ----- 3
deserve --- 2	lend ----- 2	birth --- 3	faint ----- 3
drill ----- 2	less ----- 2	bunch --- 3	faithful ----- 3
driven ----- 2	library ----- 2	business 3	mistake ----- 3
dropped --- 2	lilies ----- 2	canoe --- 3	newspaper ---- 3
duty ----- 2	fault ----- 3	charge -- 3	ocean ----- 3
edge ----- 2	flame ----- 3	cheat --- 3	omit ----- 3
enter ----- 2	funeral ----- 3	collect - 3	orphan ----- 3
equal ----- 2	gain ----- 3	comfort --3	pail ----- 3
extra ----- 2	grapes ----- 3	daily --- 3	passenger ---- 3
factory --- 2	handkerchief -33	daughter 3	perhaps ----- 3
fever ----- 2	health ----- 3	deliver - 3	person ----- 3
fifth ----- 2	hospital ----- 3	destroy - 3	pitcher ----- 3

FIFTH GRADE

pity ----- 3	tongue --- 3	sharp ----- 4	beautiful --- 4
postage -- 3	transfer - 3	sheet ----- 4	border ----- 4
queer ---- 3	umbrella - 3	shelf ----- 4	breast ----- 4
raise ---- 3	wonderful 3	shepherd ---- 4	burst ----- 4
really --- 3	meadow --- 4	shot ----- 4	cocoa ----- 4
reason --- 3	meant ---- 4	shovel ----- 4	common ----- 4
recover -- 3	measure -- 4	silent ----- 4	correct ----- 4
refuse --- 3	member --- 4	silver ----- 4	court ----- 4
repair --- 3	motion --- 4	single ----- 4	coward ----- 4
reply ---- 3	mountain - 4	sneeze ----- 4	during ----- 4
result --- 3	narrow --- 4	swear ----- 4	English ----- 4
reward --- 3	neighbor - 4	Thanksgiving 4	fertile ----- 4
sixth ---- 3	offer ---- 4	tower ----- 4	figure ----- 4
sixty ---- 3	pleasant - 4	unable ----- 4	forward ----- 4
starve --- 3	polite --- 4	understudy -- 4	fragrant ---- 4
steady --- 3	prepare -- 4	worst ----- 4	frighten ---- 4
steel ---- 3	pupil ---- 4	wound ----- 4	height ----- 4
sudden --- 3	purple --- 4	wreck ----- 4	higher ----- 4
suppose -- 3	raisin --- 4	wrist ----- 4	lack ----- 4
tailor --- 3	rapid ---- 4	absence ----- 4	language ----- 4
torn ----- 3	secret --- 4	accept ----- 4	folks ----- 4
together - 3	share ---- 4	angry ----- 4	lawyer ----- 4

FIFTH GRADE

length ----- 4	proper --- 5	scratch ---- 6	journey ----- 7
loss ----- 4	publish --- 5	sense ----- 6	cushman ----- 7
luncheon --- 4	remain --- 5	swallow ---- 6	medicine ---- 7
machine ---- 4	robber --- 5	tax ----- 6	metal ----- 7
manner ----- 4	rush ----- 5	usual ----- 6	several ----- 7
manufacture 4	saucy ---- 5	valley ----- 6	sparkle ----- 7
against ---- 5	score ---- 5	waste ----- 6	stretch ----- 7
American --- 5	scout -----5	weak ----- 6	region ----- 8
beggar ----- 5	select --- 5	butcher ---- 6	separate ---- 8
borrow ----- 5	settle --- 5	column ----- 6	serve ----- 8
bother ----- 5	sincerely 5	equator ---- 6	although ---- 8
breathe ---- 5	steak ---- 5	garage ----- 6	awful ----- 8
direction -- 5	strange ---5	injure ----- 6	errand ----- 8
guest ----- 5	tear ----- 5	madam ----- 6	gentlemen --- 8
inspect ---- 5	telegram - 5	arithmetic - 7	subject ----- 9
known ----- 5	telephone 5	avenue ----- 7	tobacco -----10
odd ----- 5	worry ---- 5	celery ----- 7	none -----10
picnic ----- 5	ourselves 5	colonies --- 7	receive -----11
position --- 5	model -----5	collar ----- 7	nature -----11
praise ----- 5	period --- 5	comma ----- 7	review ----- 11
prisoner --- 5	product -- 5	cruel ----- 7	composition 12
promise ---- 5	railroad - 6	fountain --- 7	weight ----- 13
			telegraph -- 14



SIXTH GRADE

almanac ---- 2	distant ---- 2	arctic --- 2	occasionally - 2
jacket ----- 2	distance --- 2	advice --- 2	national ----- 2
direct ----- 2	introduce -- 2	adopt ---- 2	percentage --- 2
inform ----- 2	dictionary - 2	admit ---- 2	memory ----- 2
include ---- 2	diamond ---- 2	action --- 2	measles ----- 2
idea ----- 2	dew ----- 2	acre ----- 2	peninsula ---- 2
icicle ----- 2	delight ---- 2	traveler - 2	interest ----- 2
damage ----- 2	government - 2	tone ----- 2	innocent ----- 3
furnish ---- 2	consider ---- 2	thirteen - 2	increase ----- 3
flesh ----- 2	connect ---- 2	theatre -- 2	guilty ----- 3
final ----- 2	clever ----- 2	support -- 2	groan ----- 3
favorite --- 2	chisel ---- 2	strength - 2	grammar ----- 3
favor ----- 2	check ----- 2	stock ---- 2	governor ----- 3
fancy ----- 2	chapter ---- 2	route ---- 2	gentle ----- 3
famous ----- 2	cereal ---- 2	puzzle --- 2	freight ----- 3
failure ---- 2	excellent -- 2	proof ---- 2	desire ----- 3
central ---- 2	ceiling ---- 2	private -- 2	decorate ----- 3
entertain -- 2	carpenter -- 2	preach --- 2	decide ----- 3
enemy ----- 2	calm ----- 2	possible - 2	customer ----- 3
electric --- 2	burglar ---- 2	port ---- 2	custom ----- 3
elect ----- 2	baggage ---- 2	pledge --- 2	surve ----- 3
earnest ---- 2	attention -- 2	merely --- 2	course ----- 3
due ----- 2	attempt ---- 2	join ---- 2	contain ----- 3
drawn ----- 2	article ---- 2	negro ---- 2	concern ----- 3
		ninth ---- 2	complete ----- 3

SIXTH GRADE

companion --- 3	satisfy ----- 3	frigid ---- 4	volume ----- 6
commence ----- 3	restaurant -- 3	freckles -- 4	thirsty ----- 6
coarse ----- 3	principle --- 3	expel ----- 4	success ----- 6
climate ----- 3	nephew ----- 3	envelope -- 4	request ----- 6
choice ----- 3	museum ----- 3	easily --- 4	recipe ----- 6
chocolate --- 3	liquid ----- 3	deceive --- 4	receipt ----- 6
certain ----- 3	jealous ----- 3	continue -- 4	describe --- 6
celebrate --- 3	wander ----- 4	chorus ---- 4	familiar --- 6
calendar ---- 3	victim ----- 4	broad ----- 4	immediately 7
brief ----- 3	valuable ---- 4	alphabet -- 4	source ----- 7
appetite ---- 3	unite ----- 4	fierce ---- 5	scene ----- 7
amusement --- 3	union ----- 4	invitation 5	scarce ----- 7
agriculture - 3	title ----- 4	inquire --- 5	pronounce -- 7
accurate ---- 3	temperature - 4	exercise -- 5	possible ---- 7
accident ---- 3	succeed ----- 4	description 5	ninety ----- 9
welcome ----- 3	probably ---- 4	vessel ---- 5	nervous ----- 9
weapon ----- 3	prefer ----- 4	thorough -- 5	wrinkle --- 10
wealth ----- 3	necessary --- 4	severe --- 5	scholar --- 10
treble ----- 3	imagine ----- 4	serious --- 5	yield ----- 11
torrid ----- 3	isthmus ----- 4	scenery --- 5	weigh ----- 11
terrible ---- 3	insist ----- 4	prairie --- 5	wrestle --- 12
circus ----- 3	industry ---- 4	practice -- 5	pursue ----- 15
stomach ----- 3	ignorant ---- 4	patient --- 5	search ----- 16
special ----- 3	general ----- 4	patience -- 5	

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