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A SPELLING INVESTIGATION
IN ELEVEN PRIMARY GRADES OF
NORTH CAROLINA

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A Thesis submitted in partial
fulfillment of the requirements
for the Degree of Master of Arts
in the Department of
Primary Education

by

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EAST CAROLINA TEACHERS COLLEGE

1934

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ABSTRACT

The aim of this study is to investigate the teaching of spelling in eleven primary grades, to make analyses of words and methods used, and to obtain any educational implications that might be beneficial in the teaching of spelling. It is divided into four chapters. Chapter I states the problem and tells how the data were procured. In Chapter II a study is made of the spelling words used. The words are tabulated according to the number of times taught, the times reviewed, the number of words missed, and those asked for by the children. The words were compared with the Jones "Spelling Demons" (See North Carolina Course of Study, p. 225), the Thorndike Teacher's Word Book, the Gate's Primary Word List, and the Breed Category of subjects most interesting to children. Chapter III gives a review of previous studies with reference to the problem in this study. Chapter IV concerns itself with the teaching procedures. There are summaries, findings and educational implications.

The findings may be concluded and summarized as follows:

1. Of the 4106 running words taught, 58% were listed as new words, 19% review words, and 23% were words asked for by the pupils. Words used both in second and third grades were sometimes missed most in the second

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grades, then, again a word used in both grades would be missed by the most number of children in the third grades.

2. Almost one-half of the words does not appear in the lists compared with. This might indicate that North Carolina schools need a spelling list of their own.
3. Study-Test Methods were preferred and showed best results in outcomes.
4. The full time allotment, or more, was required by all eleven grades.
5. North Carolina seems to need a State system of supervision for selection and number of words used each week in grades, and for a more uniform system of grading and testing.
6. There is need for further investigation along this line.

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1. INTRODUCTION

A. The Problem

The following study was undertaken in order to make some discovery about the practice of teaching spelling in certain schools of North Carolina. In the study of spelling there are two questions involved: the choice of words, and the methods of teaching and learning the words after they have been selected. (36, p. 2.)

The first part of the problem in this study was to find: what words were used; the number of times these words were taught, and how much review was considered necessary. It was thought equally important to determine: whether words were given by the teacher or asked for by the children; what words were missed most; what parts of speech occurred most frequently; whether nouns were abstract or concrete; and, lastly, this part of the problem was to report a comparison of the spelling words procured in the data with other lists of spelling words in order to determine how many of the words of this study occurred in these other lists.

The second part of the problem was to obtain data in regard to the methods of teaching and learning these spelling words. The factors considered were

as follows: teaching procedure; teacher's individual activities; helps for individual differences; time devoted to spelling; special textbooks and supplementary books used; bases for selecting new words; combination of the teaching of spelling with other subjects; consideration of errors; number of words used each week including new words, review words and words asked for by the children; the total number of words used while procuring data; and, finally, educational implications found in this kind of data.

B. How Data Were Procured

The following schools furnished the data for this study of spelling; in Greenville, North Carolina; the Training School of East Carolina Teachers College, two second grades and two third grades; West Third Street School, one second grade; West Greenville School, two second grades and one third grade; and in Kinston, North Carolina; Lewis School, one second grade and one third grade; and the Harvey School, one third grade. These schools are all representative schools in towns of about 10,000 population.

In the grades listed above there was a total of 520 children representing numerous classes of society. Among them were professional classes; the

trades and industrial classes; land owners, and the tenant farmers included in these schools.

The eleven teachers are progressive in attitude and are well trained. Seven of them are grade teachers, four of them are critic teachers in the Training School of East Carolina Teachers College

The equipment of these school buildings is modern. It is on a good average with that of other schools, and as a whole the work carried on provides for a fairly free activity program.

The study was divided into two twelve-week periods. The Greenville schools collected their data the first twelve weeks, (during February, March, and April of 1933) The Kinston schools collected their data during the last twelve weeks, (November, December of 1933, and January of 1934.)

In order to facilitate the procuring of the word lists, the following blanks were sent to six second grade teachers and six third grade teachers (one third grade teacher was unable to get data on account of illness):

SPELLING REPORT

School----- Grade ----- Teacher -----

City ----- Number on roll for the week -----

New words for wk. Times Missed New Words for wk. T. M.

Review words for the week

Words: Times Missed

Words: Times Missed

Words children ask for that come up in English and
other written work:

Words Missed

Words Missed

Most of the teachers kept these blanks under the blotter on their desk and checked them as the words accumulated.

Included with the twelve blanks were the following directions:

Directions for filling in spelling reports

1. Please fill in the blanks at the top.
2. List the new words for the week. By the word please write the total number of times that that particular word was missed at the final spelling test of the week, or test that that word was used in during the week.
3. List the words reviewed during the week; and after the review, please write the number of times the word is still missed. We want to find out just how difficult each word is for the child.
4. Under the last heading we wish to find out what words the children are asking for to help them in their written work.

The teachers who have filled in these blanks tell us that they have found them a great aid to them in checking up their spelling needs. A good plan is to keep the sheet for the week under your desk blotter, and each afternoon fill it in. In this way it only takes a minute.

Thanking you for this help,

Sincerely,

And, in order to make a study of the methods in which the word lists were taught and learned, the following questionnaire was presented with each word list:

Spelling Questionnaire

City----- School ----- Teacher ----- Date-----

1. What is your teaching procedure or method?
2. Is this method given in the North Carolina Course of Study or in any textbook?
3. List your own special methods, activities also.
4. How much time do you give to spelling each week?
5. How much time do you give to spelling each day?
6. Do you use a spelling textbook?
7. If so, what book?
8. What is your basis for selecting your word list?
9. What is your basis for review words?
10. Do you combine spelling with writing?-----Phonics?--
11. With what other subjects do you combine spelling?
12. What do you consider a misspelled word?

II

AN ANALYSIS OF THE WORD LISTS OBTAINED
FOR THIS STUDY

The word lists of the second and the third grades were examined as separate units according to total number of words taught, reviewed, asked for by the children, and missed most. The lists were examined at the same time in studying the number found in other word lists, parts of speech, subjects that children are interested in; and the second grade list was compared with the third grade list to find what words appeared in both lists and the variance of their difficulty.

The lists were compared with Jones' "Spelling Demons" (19.) because the 100 "Demons" were composed of the words most frequently misspelled in children's compositions, and nine-tenths of them are for second and third grades (27; Chap.V, pp. 225 f.) and four-fifths of them are found in the Ayers Scale (3.) for measuring abilities in spelling.

The lists were checked with vocabulary of the Thorndike Teachers Word Book (33.) as the first, second, and third 1000 words of this book include most of the words of standard literature that children need to know. (8; p. 64.)

Then the lists of this investigation were compared

compared with Gates' Primary Reading Vocabulary(13.). Though this vocabulary is not accepted as a basic spelling text, it is considered very significant as a check list in measuring the vocabulary needs of children because the first 1000 words are found in children's writings. (8; p. 62.).

Each spelling list was divided according to parts of speech as designated in the Winston Dictionary (24.); and the nouns were adjudged as concrete or abstract. (11; p. 113.) (30; p. 12.)

Breed (6.) made a study of childhood vocabularies prepared by Bauer, Jones, Smith, Studley and Ware, and Tidyman. Analysis of the words found only in the writing of children led to the adoption, by Breed, of twelve categories under which the words of interest to children were listed. The words of this study were tabulated according to Breed's category, and the subjects in which North Carolina children were most interested were noted.

The words of the second grades were compared with the words of the third grades to see if there was duplication, and if so, if there was a variance in the ability to spell the same word.

Tabulation of Second Grade Word Lists

From a tabulation of the second grade word lists, which are in the appendix, there were these findings:

The total number of words used by the second grades was 1942 words.

The total number of words listed as new words was 1167, or 60 % of the total

The total number of words listed as reviewed was 363 words, or 19% of all words used.

The total number of words listed as asked for by the children was 412, or 21% of the total number of words used.

The total number of times words were missed was 2612.

The following words were taught the greatest number of times:

words T. T.	words T. T.	words T. T.
dear 8	first 6	school 6
hope 8	from 6	clock 5
with 8	grade 6	many 5
sick 7	hear 6	sing 5
seven 7	like 6	that 5
five 7	near 6	have 5
thank 7		

The words that were missed by the greatest number of pupils, and the frequency of times they missed them were:

words - missed, words - missed, words - missed

very	62	hope	30	Greenville	23
first	35	looked	26	thank	23
from	35	pretty	26	wind	23
rabbit	33	rain	26	when	21
birthday	32	having	25	ever	21
blue	31	flowers	24	about	20
second	31	like	24	chair	20
went	31	white	24	give	20
				hear	20
				Valentine	20

A comparison of the words most often taught with the words most frequently missed show that dear, hope, and with, the three words taught the oftenest were not among the 24 words missed as much as 20 times.

While very was missed more than any other word it was listed as taught 3 times and reviewed 3 times(See appendix, Second Grade word List).

Of the words taught the most 31% were among the least with the highest frequency of errors; while 23% of the words reported missed the most number of times were among those taught the most.

Many words were reviewed 1. 2. or 3 times. Those reviewed more than three times were:

word	T. Reviewed	word	T. Reviewed
from	7	fly	5
went	6	like	5
chair	5	have	4
hope	5		

With the exception of fly these words were all in the list with the highest frequency of errors.

In checking the word lists with the "One Hundred Spelling Demons" it was found that the following 31 "Demons" were used:

word	T. T.	T. M.	word	T. T.	T. M.
been	2	2	many	5	18
blue	4	31	much	2	15
busy	1	2	read	3	16
dear	88	3	said	4	0
doctor	1	0	there	3	3
does	4	4	their	3	0
early	1	11	Tuesday	1	0
every	3	2	two	2	0
friend	4	9	too	1	1
guess	1	4	very	3	62
having	4	25	wear	1	9

"Demons" used continued-

word	T. T.	T. M.	word	T. T.	T. M.
hear	6	20	Wednesday	2	13
heard	1	1	where	1	4
just	2	8	would	3	2
know	1	1	write	2	9
making	1	1			

Two words, blue and very in the list missed over 20 times were listed in the "Spelling Demons". With the exception of very, blue, having, hear, early, much, and wednesday the "Demons" were not the words which gave the most difficulty.

tabulation of Third Grade Word List

From a tabulation of the third grade word list it was found that:

The total number of words used by the third grades was 2164 words. (See appendix for word lists.)

The total number of new words taught was 1246 or 58 % of all words used.

The number of words reviewed was 408, or 19% of all words used.

The third grade children asked for 508 words, or 23 % of all words used.

The total number of times words were missed was 2, 656.

The words taught the most number of times were:

words	T. T.	words	T. T.	words	T. T.
much	5	danger	3	sent	3
multiply	5	gifts	3	skip	3
dead	4	light	3	sound	3
pack	4	matter	3	started	3
ready	4	meet	3	story	3
smoke	4	music	3	stride	3
speak	4	news	3	study	3
tea	4	paint	3	talk	3
think	4	picture	3	their	3

Words taught the most number of times continued:

word	T. T.	word	T. T.	word	T. T.
village	4	plate	3	there	3
ashes	3	pole	3	tired	3
asked	3	press	3	trip	3
catch	3	pretty	3	truth	3
church	3	reading	3	valentine	3
city	3	saint	3	whale	3
cream	3	seat	3	woke	3

Two percent of the words were taught as many as 3 times. No word was taught more than 5 times.

The words missed by the most number of pupils were:

word	T. M.	word	T. M.	word	T. M.
true	28	stuck	17	gift	14
later	28	macaroni	17	fray	14
clothing	23	dead	17	much	14
lettuce	23	ahead	17	paint	14
robin	22	picture	17	party	14
friend	21	class	16	story	14
farmer	21	rabbit	16	wretch	14
sound	21	seat	16	about	13
certainly	20	gather	15	bunch	13
breast	19	heavy	15	family	13
very	18	music	15	plant	13
pretty	18	wreck	15	speak	13
church	18				

Of the words missed the most number of times much, dead, speak, church, gift, music, paint, picture, seat, story, pretty, and sound were those in the list of words that were taught most. They make 21 % of the list, and 32 % of words missed most.

The words that were reviewed most frequently were:

word reviewed, word reviewed, word reviewed

body 3 danger 3 noise 3

color 3 much 3 split 3

crawl 3 picture 3

No word was reviewed more than 3 times. Much was the only word in the number missed most that was reviewed as many as 3 times. True, missed more than any word except later was reviewed twice, also seat, gather, and music. The remainder of the words showing the most frequency of errors were reviewed only once with the exception of dead which was not reviewed.

The "Spelling Demons" used in the third grade list were:

word	T. T.	T. M.	word	T. T.	T. M.
ache	2	3	read	2	2
built	2	0	ready	2	5
color	3	0	said	3	1
could	1	0	sure	1	12
easy	1	1	their	3	1

"Spelling Demons" used in third grade list continued:

word	T. T.	T. M.	word	T. T.	T. M.
enough	1	0	there	3	1
February	1	8	through	1	0
friend	1	21	tired	3	2
heard	1	2	Wednesday	2	9
hour	3	11	where	2	3
making	2	1	would	1	0
many	2	0	write	1	2
much	5	14	wrote	1	3
none	1	1	very	1	18
piece	2				

The only duplication with words missed most were friends, very and much. This tabulation shows that 29 % of the "Demons" were used. And .03 % only were among the words giving most difficulty in the third grades.

From the alphabetical lists of both grades these findings were procured:

All words used in the Thorndike list (33.) were:

Grades	1st. 1000	2nd. 10000	3rd. 1000	total used	not in T. W. B.
2	381	70	37	488	88
3	<u>397</u>	<u>173</u>	<u>80</u>	<u>650</u>	<u>321</u>
2and3	778	243	117	1138	409

This shows:

Second grades; 66% in the 1st. 1000

12% in the 2nd. 1000

.07% in the 3rd. 1000

15% not in 1st. 3000

Third grades; 41% in the 1st. 1000

18% in the 2nd. 1000

.08% in the 3rd. 1000

33% not in 1st. 3000

The words used in the Gates list (13.) show:

Grades	1st. 500	2nd. 500	3rd. 500	Total used	not in list
2	305	113	68	486	90
3	<u>174</u>	<u>165</u>	<u>121</u>	<u>460</u>	<u>511</u>
2and3	479	278	189	946	601

In percent this shows

grades	1st. 500	2nd. 500	3rd. 500	Total used	not in list
2	53%	20%	12%	85%	15%
3	18%	17%	12%	47%	53%

The words were divided into the following parts
of speech:

grades	noun	pronoun	adj.	verb	adv.	prep.	conj.	Tot.
2	236	24	80	182	36	10	8	576
3	<u>483</u>	<u>10</u>	<u>149</u>	<u>294</u>	<u>30</u>	<u>2</u>	<u>3</u>	<u>971</u>
2and3	719	34	229	476	66	12	11	1547

In percentage this table shows:

grades	noun	pronoun	adj.	verb	adv.	prep.	conj.
2	41%	.04%	14%	32%	.06%	.02%	.01%
3	49%	.01%	15%	30%	.03%	.01%	.01%

In both lists the largest percent of words were nouns; the next were verbs. These comprise 75% of all parts of speech with adjectives in third place. There were few abstract nouns.

In checking the two lists with the breed category it was found that the words were divided among the following subjects in this manner:

Subject	Number of words	
	2nd. grades	3rd. grades
School	57	120
Story and Adventure	59	109
Home	53	60
Conduct	74	60
Animals	30	61
Play	57	36
Food	20	56
Health and Anatomy	21	43
Farm	17	16
Plants	17	36
Clothing	44	19

Subject, continued;	Number of words	
	2nd. grades	3rd. grades
Travel	33	53
Cities and Countries	17	71
Holidays	3	14
Weather and Time	29	29
Miscellaneous	85	188
Total	<u>576</u>	<u>971</u>

School, Stories, and Home subjects predominate. The second grades showed much interest in behavior. The third grades showed a developing interest in peoples of other lands.

When the second grade list was compared with the third grade list it was found that 114 words were used in both lists. Thirty-five of the words were missed more times in the second grades than in the third grades. Forty-one of the words were missed more times in the third grades than they were missed in the second grades while thirty-eight words had the same frequency.

This might suggest a variance in the child's ability to spell

Summary and Conclusions of Analysis of the Word Lists

In the second grades 1942 words were used, and in the third grades 2164, making a total of 4106 words.

Of these, 2415 or 58 % were listed as new words taught; 771 or 19 % were review words; and 920 or 23 % were words asked for by the children.

There was a larger frequency in the number of times words were taught in the second grades. This may be explained by the fact that in the third grade there was one grade fewer than in the second grade group.

Many words asked for were not reported as missed, from this it might be concluded that they were not tested.

The words missed were taught a number of times and were also reviewed.

The total number of words missed was 5268, almost evenly divided between the two groups.

A comparison with the "Spelling Demons" shows that they were not the words with the most difficulty in this study.

The alphabetical list of words totaled 1547.

There were 1138 or 83 % of the words found in the Teachers Word Book, with the largest majority of them in the first 1000 words.

The words found in the Gates List totaled 946 or 60 % of those listed. The majority of these words was within the first 500; especially is this true in the second grade group.

The last two comparisons seem to show that the words used were chosen from words children need to know and words children use in writing.

The majority of nouns and verbs used would indicate that the children's writings are direct and simple, with little need for elaboration.

From the list of concrete nouns it may be concluded that children did not use abstract nouns frequently.

The subjects that these children were most interested in were these: school, stories, home, and conduct, while play had an important place in the second grade group; and the words typifying children of other lands in the third grades.

The comparison of the second grade list with the third grade list would indicate a moderately large variation in the ability to spell.

Educational Implications

Words asked for by the children form an important basis for the selection of spelling lists, for they are the words needed by those same children.

As there is a variance in word difficulty no special list might be appropriate for all pupils or grades.

The fact that 75 % of the words in any spelling list are found in the recognized studies of words for children might be taken as a basis for a strong argument for the use of that list.

It would seem that the vocabulary needs of children demand a majority of concrete nouns and words of action.

Children's chief interests are in the things right around them, or concerning them personally; therefore words chosen from these interests are economical in learning for possibly their meaning have already been established.

As a variance in spelling ability is shown, frequent reviews and, also, repetitions of words from one grade to the next might be advisable.

III A REVIEW OF PREVIOUS STUDIES OF THE TEACHING OF SPELLING WITH REFERENCE TO THE PRESENT PROBLEM

In order to make a comprehensive study of the questionnaires giving data on methods used for teaching and learning spelling, the following analyses of previous studies of spelling were made:

The mental ability and individual differences of pupils are among the first psychological factors involved in the teaching of spelling. (28.) In his study of Bright and Dull Pupils, Baker (5; p. 39-40) contends that bright and dull pupils should be taught spelling by the use of different methods. Bright children are interested in numerous devices, rules and associations and are motivated by a spelling conscience (5; p. 50.); while dull children learn spelling by rote for which repeated drill is much the safer procedure. (5; p.39.)

Garrison and Garrison(12; p. 358.) say that visual presentation of the spelling words is superior to any other presentation of the words; however, the words must also be heard, written, and spelled orally under attentive conditions. Wheat (37;pp. 288,ff.) says that the teacher's task, also, is to present a word as a unit, by syllables, and by letters in such a way as to make easy the recall of its meaning.

Tidyman (34; p.248) says the pronunciation must

must be clear and accurate. Pronunciation may be combined with writing, imitation of a sound model, through phonograms, syllabification or diacritics. Of these, Garrison and Garrison (12; pp.369-370.) contend that the imitation of a sound model is the best method.

Before a child can have a need for a word he must have an idea of its meaning. Definitions have been found to have less value in establishing the meaning of a word than the significance of its use in a sentence. (34;pp.47-48.) It is said that correct usage and correct spelling have a tendency to go together. (29;pp. 225-267.)

Motivation is a factor of great value in the learning and retention of spelling. Some of the ~~unit~~- main points of motivation are: definite assignments; note books; review and pretest; (25;pp.201-207.); mastery and rivalry through individual and class records; desire for approval; (29;pp.253-254.); creating a need through numerous written work; and otherwise making content vivid and appealing. (37; p. 296.)

Whatever principles are involved here seem to be included in most of the suggestions outlined in spelling textbooks. The North Carolina Course of Study on Spelling (10; pp. 225-232.) suggests three methods of teaching and learning spelling: the Study-Test method; the Test-Study method and the Assignment-Test-Study method. There has been much controversy as to which is better, the Study-Test method or the Test-Study method (21; pp521-528: 22; pp.126-129.). Some spelling texts used in primary schools -

The McCall Speller (26;pp.x-xvi.), the Horn Ashbaugh Speller (17; pp. 1-36.) and the Jones Speller (20;pp.VI-IX.) suggest the Study-Test method of procedure for primary grades; while the vanWagenen Modern Speller (35;p.iii,ff.) and Starch and Mirich's Test and Study Speller (32;p. 1,ff.) present their words in stories first. Other methods of teaching spelling are: syllabication of words(38;pp.7-11.), the story spelling method of Kniss's(23.), and Gilbert's flash-card method, (14; pp 337-351.).Cornman(9;p.39.) says that the wise teacher should acquaint herself with as many methods and activities as possible in order to obtain the best results.

There appears to be an agreement as to the amount of time devoted to spelling. Ayers (4;p.139.) in investigating 49 large cities found from 82 to 87 minutes per week used. Horn (16; p.59.)suggests 15 minutes per day. The N. C. Course of Study (10; pp. 240-247.) suggests from 75 to 100 minutes a week. However, Garrison and Garrison (12; pp.375-376.) say that studies seem to show that there is little relation between the amount of time and the result achieved. Furthermore Reed (29;p. 232.) contends:"There is no guarantee that 120 minutes include more repetitions than 75 minutes. The efficacy of the repetitions is determined by their intensity and by the purpose of the learner."

Errors may be classified "from the standpoint of the error and from the standpoint of the individual making the error." (12; pp 382-383.) In the former standpoint, errors are caused from some form of wrong letter sequence or wrong pronunciation. In the latter, from lapses, inventions, habitual errors or idiosyncracies.

Spelling vocabularies have been selected from a basis of adult usage, a basis of child usage, a combination of adult and child usage (8; p.14.), and from misspelled words of children (6; pp.118-131.). Breed contends that vocabularies based on both the written work of children and the correspondence of adults seem to promise the best results. Coleman in his discussion of selecting vocabularies says (8; p. 22.): "When the child attempts creative writing every word that he does not know tends to stop or restrict the flow of thought. If words are selected from the writings of children there is a great chance of their putting these words into immediate use, thereby increasing further writing, automatic review, and the chances of correct transfer from the spelling lesson to the writing are increased."

Tidyman (34;p.19.) states that there is little agreement among authors of textbooks on the theory and practice of grading words. The most satisfactory rule seems to be to place the word in the ~~grade~~ grade where it is used, and where it needs to be taught.

Summary

Some of the psychological factors involved in the teaching of spelling are: mental ability; individual differences; presentation, pronunciation, meaning and use of words; motivation; and transfer.

Some methods suggested for teaching spelling are: Study-Test method; Test-Study method; Assignment-Test-Study method; Story methods and Flash-card teaching. Of these the Study-Test method appears to be generally recommended for primary grades.

There appears to be a fair agreement for the amount of time allotted to spelling; however, it has been conceded that the intensity of the teaching is more important than the length of time used.

Errors may be considered from the standpoint of the error, and from the standpoint of the one making the error.

Vocabularies have been selected from the following bases: child usage, adult usage, child and adult usage, and misspelled words. Child and adult usage, with a predominance of the former, seems to be the best basis for the selection of a primary spelling vocabulary.

It may be concluded that the teaching of spelling involves much technique and a variety of procedures;

therefore it behooves the teacher to become acquainted with as many of them as possible; whereby an ability to spell the word when needed, a spelling conscience and consciousness, and a study technique(12; pp. 252-254.) may be the outcomes secured.

IV AN INVESTIGATION OF SPELLING METHODS USED IN ELEVEN PRIMARY GRADES OF NORTH CAROLINA

Second Grade Procedures

The questionnaires of the second and third grades were divided into two separate groups. Those of the second grades were studied first. The data were divided into eight tables. and the outcomes from the following findings were enumerated:

TABLE I METHODS USED IN TEACHING

Grades,	H.A.,	McC.,	O.T.,	S.T.M.,	T.S.M.,	O.M.,	S. A.
1	Yes						Booklets
2		Yes			Yes		
3	Yes						Booklets Spelling matches
4		Yes				Sentence dictation	Games and matches
5		Yes				Sentences on board with spell- ing words	Games and matches
6		Yes				Much quick drill	Flashcards Charts with Families

In TABLE I, H.A. stands for Horn Ashbaugh; McC. for McCalls; O.T. for other texts; S.T.M. for Study-test method; T. S. M. for Test-Studt method; O.M. for other methods; S. A. for special activities of the teacher.

Table I shows that two of the teachers used the method of teaching spelling as suggested in the Horn Ashbaugh Speller (17;pp. 15-20.). The words were presented, pronounced distinctly, written on the board, their

meaning and use established, and then tested. Monday, Wednesday and Friday were the testing days and Tuesday and Thursday supervised study days. Two teachers used the McCall Speller as a basic text, and followed the outlines in "Teacher's Foreword" (26; pp.iii-viii.) and "Pupil's Instructions" (26; pp.ix-xvi.) One teacher used the McCall spelling list and taught the Study-Test method as outlined in the N. C. Course of Study (10; p. 227.). In this a few words of the list are presented and studied each day for the first four days of the week; then all words are tested on Friday. The other teacher used the McCall words with the Test-Study method (10; p.228.) of procedure. Two of the teachers supplemented their spelling lessons with sentence dictation. In two of the grades spelling booklets were used for motivation. Spelling matches were held in three grades. Games were used in two grades. One teacher reported much quick drill and use of flash cards and charts with word families. This teacher gave extra help to the weaker pupils.

TABLE II TIME ALLOTMENT FOR SPELLING
MINUTES

Grade	Per Week	Per Day
1	100	20
2	100	20
3	100	20
4	150	30
5	100	20
6	120	30 or more

In Table II it is shown that each grade used as much as the State allotment of time for spelling. One grade spent half again as much time as the allotment, and one other grade did not limit itself for time. It is very probable that the teaching of spelling and writing together may have required the full time allotment. A large enrollment should affect the number of minutes needed if individual differences are cared for.

TABLE III BASES FOR SELECTION OF WORDS

Grade	Basal	Other	Basis for New Words,	Basis for Review Words
1	Text B., Horn Ashbaugh	Text B., McCall	In grade lists Misspelled words, Words children need to know	Words misspelled or used most
2	McCall		Words asked for in activities and written work	Words missed most during week
3	Horn Ashbaugh	McCall	Activities, written work, grade lists	Words missed most during week
4	No		Activities Better writing Difficult Reading	Words missed most words asked for again by children
5	McCall		McCall list grade II asked for by pupils previous week	words missed in spelling and read ing, Gen'l review
6	McCall		McCall textbook	Missed in spellin and asked for in written work

Table III shows the use of only two spelling textbooks. The McCall Speller was used as a basal speller in three of the second grades, and a supplementary speller in two of the grades. In these two grades the Horn Ashbaugh book was used as the basal text. One grade did

not list a textbook. For selecting new words for spelling lessons this grade used words needed in activities and in letter writing, and simple words giving trouble in reading. The other five grades reported bases for selecting word lists as follows: from second grade lists, two grades; from words children need to know, one grade; from words children need in written work, three grades; from words asked for by the children, two grades; from words needed in activities, two grades; and only one grade reported textbook, alone, as basis for selection of new words.

All of the teachers used the words misspelled the most as basis for review words. Other bases for selecting review words were: words asked for by the children and words missed frequently in reading.

TABLE IV TEACHING OF SPELLING IN COMBINATION
WITH OTHER SUBJECTS

Grade	Phonics,	Writing,	Language,	Reading,	Other Subjects
1	Yes	Yes	Yes		
2	Yes	Yes	Yes		Activity work
3	First of year but not later	Yes	Yes		Activity work
4	Yes	Yes	Yes	Yes	
5	Initial and final letters phonic games	Yes	Yes	Yes	
6	Yes	Yes	Yes		

From Table IV it was found that all of the second grades teachers taught spelling in combination with

phonics; however, one used phonics and spelling together for the first half of the year only; and another teacher used phonics in order to teach the initial or final letter in a series. In each grade spelling and writing were taught together. Five of the teachers used words from language lessons with spelling, while two teachers used words giving trouble in reading, included in basal spelling lists. Two teachers found much use for spelling in their activity work.

TABLE V WHAT IS CONSIDERED AN ERROR

Grade	Wrong Letter Sequence	Words not in order dictated	Use of Capitals	Improper Letter Formation	Erasing	Neatness
1	Yes			Yes		
2	Yes			Yes	Yes to certain degree	
3	Yes	Yes	Proper nouns with small letters	Yes	Yes	When written over
4				Yes	Yes	
4			"	Yes	None allowed	
5	Yes	Yes				
6			Lack of capitalization			

In Table V errors are considered. Four teachers gave wrong letter sequence as errors. Two teachers did not give credit for words not placed in order as dictated. Three teachers considered it an error if proper nouns were not capitalized; however, one teacher counted no

error of other words than proper nouns were capitalized, explaining on her questionnaire that such mistakes were easily made by children seeing capital letters at the beginning of sentences. All six teachers counted as error letters improperly formed such as "e for i, a for o, n for m, etc." Four teachers counted all erasing, error; while one teacher allowed erasing to a certain degree. One teacher counted it an error if a word was written over.

TABLE VI AVERAGE NUMBER OF WORDS
TAUGHT EACH WEEK

Grade	New Words	Rev. Words	w. Asked for by Children
1	10	6	12
2	6	7	5
3	13	5	5
4	11	4	18
5	7	3	7
6	21	12	6
Average	<u>11.33</u>	<u>8</u>	<u>9</u>

In the study of Table VI it is noticeable that there is a lack of uniformity in the number of words selected for a spelling lesson. Only one grade used over 15 new words a week, and that grade used double the number used by two other grades. The teacher in this grade taught on an average 3 more new words each week than the total of review words and those asked for by the children.

Each grade except one averaged fewer review words than new words. The new words taught ranged, by grades, from six to twenty-one. The number of words reviewed were more nearly uniform except in the case of one grade where the number of review words were double the other review word list; three times as many as one grade list; and four times as many as another grade list.

There was also a great disparity in the number of words asked for by the children in the second grades. The grade in which the most words were asked for by the children had three times as many words as the average from the four grades having the least number of words asked for, and it had one-third more words asked for than the grade with the next highest list of words asked for, yet Table VII shows that it is not the grade with the highest enrollment of pupils. The range, from the total average of words taught by each grade, is more than the smallest average taught, showing that the largest average is more than double the smallest average.

TABLE VII AVERAGE ATTENDANCE

Grade	Average Number Children on Roll
1	38
2	36
3	25
4	35
5	28
6	54
Average for group	36

In order to procure Table VII the grade enrollment for each separate grade was added and, then, divided by 12 the total number of weeks in which the number on roll was given. This gave the average number of children taught each week as listed in this table, which indicated that the grade numbered 6 taught more than twice as many children as the grade numbered 3, and almost twice as many as second grade 5. Grades numbered 1, 2, and 4 did not vary much from the total average of pupils per week.

It would seem that individual differences and spelling difficulties could receive more consideration in the grades with the smaller average enrollment and while second grade numbered 6 would require methods of group teaching or, as was reported, a free allowance of time for spelling.

TABLE VIII OUTCOMES IN RECORDS

Grades	Source of Record	Grade average or norm	Average or norm from Source
1	Stanford Ach. Test, Form X	24	26
2	Stanford Ach. Test, Form X	16	26
3	Class Records	2.6	3
4	Class Records	2.6	3
5	Class Records	2.4	3
6	Class Records	B or 92.9	

The data for Table VIII (also Table XVI, see Third Grade Procedures.) were obtained in the following manner:

Those data from the Stanford Achievement Tests were copied from the graphs included with the tests. For those using grades of 1. 2. 3. etc., it was necessary to copy the final grade of each pupil, add these, then divide by the total number of pupils, thus procuring the grade average. The grades using A. B. C's. stated that A was 95-100 and B was 85-94. It was assumed that C might be from 77.5 to 84 and D from 70 to 77. Upon this basis the grades were added, using the mid-point, then divided by the total number of pupils in the grade and the average re-converted into letters.

Table VIII shows that the scholarship of the second grades was above the average as generally conceded. The spelling outcomes were far above average except in those grades using Stanford Tests. In the grade with the lowest results the Test-Study method was used, the smallest number of words were taught, and the enrollment averaged 36 pupils. All of the grades giving final outcomes from class records scored averages of 2plus rather than 3.

The grade with the most words asked for by the pupils reported the highest average in results. The grade that taught the most new words and review words showed class records as averaging B or 92.9. This grade also had the largest enrollment.

The number of children on roll did not seem to affect the outcomes of the spelling.

Although the grade using the most number of minutes a week scored high, other grades made averages in outcomes that were just as high.

Summary of Second Grade Procedures

The results and conclusions that may be drawn from the study of these second grade spelling procedures may be listed in the following order:

The Study-Test method of teaching as suggested in McCall and Horn Ashbaugh spellers has a decided preference over other methods.

It would seem that only one of the grades tested before the children studied the words. In the teachers' special activities, spelling matches seem to predominate, while booklets and games were used equally.

Sentence dictation and the children's written work were used as means of transfer.

No teacher required less than 100 minutes a week for her spelling program. This might be caused from teaching spelling and writing together, or from a lack of intensive supplementary materials.

Each teacher selected her review words from those words missed most frequently.

Spelling was taught with the other subjects in the second grade. It was taught most often with writing, phonics, and written language.

Improper letter formation and substitution of one letter for another were considered errors in all of the grades. Wrong letter sequence was considered the next

largest number of times as error. Lack of capitalization was counted error in three grades; and five of the grades counted it an error if a word was erased and written over.

There is a great difference in the average number of words taught each week in these second grades. In fact, there are no two lists of new words or review words with an equal number of words.

The children in two grades asked for an average of five words a week. This was the only duplication.

As the words that children ask for are those that are used or needed in written work, it might be concluded from the small number of words asked for that the written work of these children is very similiar, probably due to a formal teaching situation.

There is a large difference, also , in the number of children each teacher has to teach.

The outcomes of grades given in class records were much higher than the outcomes from the Stanford Tests.

The grades using Study-Test methods reported the highest outcomes.

The number of words used, the number of pupils on roll, and the time allotment did not influence the results.

The high averages might suggest that the spelling was too easy for the groups as a whole, and did not present a challenge to all pupils.

Third Grade Procedures

When the investigation of the second grade questionnaires was completed the data from those of the third grades were tabulated into similiar tables and showed the following results:

TABLE IX METHODS USED IN TEACHING SPELLING

Grade,	H.A.,	McC.,	O.T.,	S.T.M.,	T.S.M.,	O.M.,	S.A.
1	Yes						
2	Yes				Yes		Special help new sounds, difficulties, use and mean- ing.
3				Yes			Use of board, games, matches
4		Yes		Yes		Divides Word hospi- McC. words tal. Special into groups help for general rev.individual Thurs. test differences Friday.	
5		Yes		Yes			Special help weaker pupils

H.A. stands for Horn Ashbaugh Speller; McC. for McCall Speller; O.T. for Other Texts; S.T.M. for Study-Test method; T.S.M. for Test-Study Method; O.M. for other methods; and S.A. for Special Activities.

From Table IX it was found that one of the third grades used the methods of procedure as outlined in the Horn Ashbaugh Speller. Two of the third grades followed the outlines of procedure in the McCall Speller which is a Study-Test method of presentation. One teacher divided the McCall's weekly list into three groups, using one group each, on Monday

Tuesday, and Wednesday; gave a general review on Thursday; and tested all of the words on Friday. Another teacher listed special helps on new sounds, new difficulties, and on use and meaning. Still another teacher reported blackboard practice, spelling games and spelling matches. Only one teacher used a word hospital; while one reported a special study of each pupil's difficulty, and another gave extra help to the weaker students.

TABLE X TIME ALLOTMENT (MINUTES)

Grade	Week	Day
1	100	20
2	100	20
3	150	30
4	100	20
5	100	20

A tabulation of the time allotment as given in Table X would show that all of the third grades used 100 minutes a week for spelling, but one teacher used half again as much time for her spelling lessons. The minutes per week were divided equally among the number of days taught each week.

TABLE XI . SOURCES OF WORD SELECTION

6

Grades	Basal Texts	Other Texts	Bases for New Words	Bases for Review Words
1	Horn Ashbaugh	McCall	Needs of class in written work	Most frequently missed
2	McCall		Needs of class in written work	Most frequently missed
3	McCall	Mastery of Words Lang.)B Geog.)Q Music)O Arith.)K Art)S	Needs of class in any subject in third grade curriculum	Most frequently missed
4	McCall		" " "	Most frequently missed and children are liable to forget
5	McCall		" " "	Words continually or most frequently missed

From Table XI it was found that all of the third grade teachers selected spelling words from the McCall Speller. Four teachers used the McCall words as the basal source for selection; while one teacher used the Horn Ashbaugh Speller as a basal source for words and the McCall Speller to supplement her lists.

Bases for the further selection of new words were from the needs of the class in written work, and from books used in other grade subjects.

Review words were selected from those words most frequently missed; and in one grade from words children are likely to forget.

TABLE XII COMBINING SPELLING WITH OTHER SUBJECTS

Grade,	Phonics,	Writing,	Language,	Reading,	Other Subjects
1	Yes to small extent	Yes	Yes		
2	Yes (families)	Yes	Yes		
3	Yes	Yes	Yes		Geog. Arith. Music Art
4	Yes with all spelling words	Yes	Yes	Yes	Geog. Arith.
5	Yes (families)	Yes	Yes		

Table XII shows that spelling was combined with teaching of phonics in all of the third grades, although one grade used phonics only to a small extent, and another grade used phonics with all words studied. Spelling was combined with writing and language in all the third grades, with reading in one grade, and with geography and arithmetic in two of the third grades.

TABLE XIII WHAT IS CONSIDERED AN ERROR

Grades	Wrong Letter Sequence	Words not in Order Dictated	Use of Capitals	Improper Letter Formation	Erasing and Lack of Neatness
1	Yes	No	Yes	Yes	No
2	Yes		Yes	Yes	Under some circumstances
3				Yes	
4	Yes, Letters added, omitted or misplaced		Yes		
5			Yes	Yes	

From Table XIII it may be seen that three grades considered wrong letter sequence as an error in spelling. Three grades counted as errors capitals incorrectly used or omitted. Four grades considered improper letter formation or substitution as errors.

Erasing and lack of neatness were not considered as errors in four of these grades, and only under some circumstances (not stated) in one grade.

Listing words not in order as dictated was only reported in one grade. It was not considered as an error.

TABLE XIV NUMBER OF WORDS TAUGHT EACH WEEK

Grades	Average No. New Words	Average No. Rev. Words	Average No. Asked for by children	Total
1	14	Rev. Weeks		14
2	15	Rev. Weeks	15	15
3	24	8	29	59
4	23	5	8	36
5	21	11	4	36

From the data in Table XIV there seems to be a disparity in the number of words used in the spelling lists though not so wide a difference as shown in the second grade lists. (See Table VI, page 39.)

Two teachers reported that reviews were held on certain weeks rather than with each lesson. The word list from one third grade seemed to indicate that 15 words were asked for by the children were used as a

spelling lesson on some specific week. An examination of the word lists furnished by three third grades showed much use of phonetic families; these were in the larger lists.

While the lists of new words used in two third grades did not exceed the number of new words suggested in the N. C. Course of Study (10;pp.225-227.) for second grades, still the number of new words used in the other three third grades are within those suggested in the Course of Study for grammar grades.

There was a wide range in the number of words that children asked for, and in the total number of words taught each week.

It might be of interest to recall in this connection that the third grade having an average of 59 words presented, or taught, each week required half again the maximum time allotment for that grade, and those having less words required less time.

TABLE XV AVERAGE NUMBER OF CHILDREN ON ROLL

Grade	Average
1	33
2	36
3	39
4	42
5	52
General Average	<u>40</u>

Table XV shows that there was an average of 40 pupils in the third grades. The average per grade ranges

from 33 to 52. There were three grades with less than the average per grade, and one grade with an average of two, only, exceeding the general average. The heaviest load fell upon the remaining teacher with an average of 12 pupils more than the general average per grade.

TABLE XVI OUTCOMES FROM THE SPELLING PROGRAMS

Grades	Source of Records	General Scholarship for Grade	Spelling Average or norm for Grade	General Spelling Average or norm
1	Stanford Ach. Test, Form X	47.6	40	45
2	Stanford Ach. Test, Form X	47.6	40	45
3	Class Records	2.6	2.4	3
4	Class Records		96 or A.	
5	Class Records		94 or B plus	

The data for Table XVI were obtained in the manner as described for Table VIII. (See page 41.) It might be well to state that in averaging the final grades, it was found that a few of the pupils made a grade of 4 or 5 in the first three grades. In the third grade numbered 4 not a pupil made a final grade of less than B, and in the third grade numbered 5 only two pupils scored as low as C; all others were scored A or B.

There was heterogeneous grouping of pupils in all grades of this study.

In these outcomes as given by the teachers it was found that:

The grade norms for spelling in the Stanford Achievement Tests were 40. The norm for third grade given in the Test was 45. The general scholarship norm for these grades was 47.6 on the tests. The grades using these tests had the smallest average of new words; however, that is the average generally suggested for primary grades. The teachers taught review words on certain weeks, and had the smallest number of children on roll.

The class records show very high averages in final spelling grades. The grades reporting class records used the greatest number of words and the full time allotment. They also had the largest enrollment of pupils.

The grades using the Study-Test methods of teaching reported the highest averages in outcomes.

One grade scored as high as the grade using 150 minutes for spelling each week, and another grade scored even higher.

Summary

From the data as shown in the preceding tables the results may be summarized and the conclusions drawn as follows:

The Study-Test method was used in four of the five grades. The Test-Study method was used in one grade only.

Only one teacher listed an individual method with which she supplemented her teaching.

It is indicated that words were presented visually, through hearing them pronounced and writing them.

Use, meaning and motivation were enumerated under Teacher's activities.

The maximum amount of time was needed in all of the grades.

All teachers used the McCall Speller as a text for the selection of words. Only two teachers used any supplementary texts.

New words were also selected from children's needs in writing; and review words were chosen from those words that were missed most frequently.

Spelling was taught in combination with most of the third grade curriculum. The predominating subjects taught with spelling were writing, language and phonics.

Wrong letter sequence, improper use of capitals, and improper letter formation were the factors considered as errors in spelling.

There was a wide variance in the number of words taught. While two third grades used an average of 15 words a week, two more of the third grades used an average of 36 words a week, more than double the former two; and the other third grade used an average of nearly four times as many words a week as the shorter lists.

There was a variance in the average number of children on roll, ranging from an average of 33 to an average of 52 in the five third grades. This would infer that the teaching problem was not equally distributed.

There is a wide difference in the outcomes from the records.

Those grades using the Study-Test method showed the highest averages.

The outcomes were not influenced by the number of words used, the grade enrollment, nor the time allotment.

From the high averages in spelling it might be concluded that the program did not provide opportunity for the growth of the bright pupil.

SUMMARY AND IMPLICATIONS OF METHODS OF SECOND AND THIRD GRADES

SUMMARY

In a comparison of the questionnaires submitted by the teachers of the second grades with those submitted by the teachers of the third grades it was found that:

The Study-Test method was used predominantly over other methods, However there is a variance in the interpretation of the Study-Test method, and all study was teacher directed.

All of the eleven grades required the maximum time allotment suggested in the State Course of Study, and three of the grades required even more than the allotment.

The second and third grades which required more than the maximum of time were the grades in which the greatest number of words were asked for by the children.

textbooks were used in the selection of words, primarily from the McCall Speller, and secondarily from Horn Ashbaugh Speller.

While all grades selected words needed most in written work, other bases for selecting words were language, school activities, and other subjects in the grade curriculum.

All of the teachers combined spelling with writing lessons. Phonics was used with spelling in every grade and ranged from a small extent at the beginning of the year to the phonetic sounds of all words taught. Spelling was taught with language lessons and to a small degree with reading, geography, and arithmetic.

In considering errors in spelling the improper formation of letters was the error considered by the majority. Wrong letter sequence was the error second in frequency of mention. Lack of capitalization was mentioned equally in second and third grades.

There was a great difference in the consideration of erasing. In the second grades five teachers counted an error for erasing; one teacher did not report; while in the third grades only one teacher reported erasing as an error and that to only a small extent.

There was a variance in the number of words taught each week. This variance did not seem to be so great among the third grades, with the exception of one grade, as it did in the second grades. (See Tables VI and XIV.)

The average enrollment by grades was not so large in the second grades as it was in the third grades. The range between the grade average was not so great in the third grades as it was in the second grades. (See Tables VII and XV.)

There was a wide difference in outcomes from standardized tests and class records. The latter showed a much higher average.

EDUCATIONAL IMPLICATIONS FOUND FROM STUDY OF METHODS

While there still seems to be an open discussion regarding the superiority of the Study-Test method or the Test-Study method, there is very little difference in the two methods as outlined for primary grades.

As study habits are primarily formed in the first three grades there should be a predominance of supervised study in a spelling program.

If spelling lists are derived from the written work of children and from words children ask for in order to write, the implication would be that there is very little need for spelling matches as they involve much transfer from the oral to the written word.

As intensity of motivation affects the learning of spelling rather than the time allotment, it might be well to use as many supplementary texts and methods as are available in order to break the monotony, increase interest, and care for both bright and dull pupils.

There is a need for an informal teaching of spelling closely associated with creative writing. For in such a situation as Coleman (8.) suggests, the need is felt for the word, the meaning established, also use, and review and transfer inevitable.

The best methods of selecting words to be taught appears to be those words needed in the daily life of the group and also appearing in established lists.

The data on combining spelling with other subjects tend to show that spelling can be taught readily with other subjects, especially in the language group. This combining of spelling with writing, etc., would make for economy in teaching.

As letter formation and motor control appear to be classified as predominant errors, then it might be well to conclude that the teaching of spelling and writing together is a necessary procedure. With this there seems to be a uniform agreement among the teachers who furnished the data.

If erasing is considered is considered a spelling error would it not thwart a child's spelling conscience, or retard a spelling consciousness, to see a word misspelled from lack of motor control and not be able to correct it? It seems that some provision should be made whereby a child could correct a mistake he sees before turning in his paper.

This study shows a great disparity in the number of words selected each week in the various grades. From appearances the pupils in some grades study twice as many words during a week as the pupils of other grades study. This might create a hardship upon a pupil who is transferred from one school to another, especially should he be transferred to a grade with the larger lists. It seems that a more definite suggestion concerning the number of words taught should be made. This might be accomplished

through a State program of supervision.

A State program of supervision might also include a more nearly uniform system of grading and testing.

And, finally, it may be concluded that there is a need for further investigation in the field of spelling, as so far it seems that little has been done along that line in North Carolina.

APPENDIX

A RESUME OF RESEARCH FOR THE SELECTION OF
SPELLING WORDS

At first long lists of spelling words were selected from the dictionary, or else the dictionary was used as a spelling text. Words were taught as an aid to reading, or as a form of discipline. (12; pp. 351-352.)

In 1910, Chancellor studied schools and dictionaries. He investigated 20,000 words and selected 1000 most important ones for a spelling list. Dr. Chancellor used no scientific tabulations, but his study marked a beginning. (1; pp. 174-175.)

In 1911, Eldridge made a list of spelling words using articles from newspapers. (1; pp. 174-175.)

In 1913, Ayers investigated 2000 short business letters and personal letters in order to find a fairly definite body of words. (4; pp. 138-141.)

In 1913, Jones was studying children's compositions in order to list the words used. (1; pp. 174-175.)

In 1914, Nicholson compiled a Speller for the Use of the Teachers of California, which contained words from four original investigations made by teachers and supervisors from daily lessons, and a Barrel Factory contributed 100 business letters. (31; pp. 176-185.)

In 1914, also, Cook and O'Shea were making an unique study of the extent of the vocabularies from a family correspondence, (Thirteen people with one another). The number of running words were 200,000; the number of different words were 5,200. (36; pp. 751-763.)

In 1914, Cook and O'Shea furthermore made a comprehensive study of The Child and his Spelling. (7.)

In 1914, Knoles was making a spelling list from the passages in the Bible. (31; pp. 176-185.)

In 1915, a measuring scale for ability in spelling was the study made by Ayers. He found that nine words recur so frequently that they constitute one-fourth of all the words we write; and that the ten commonest words in written English are probably: the, and, of, to, I, a, in, that, you, and for. (2;pp. 138-141.)

In 1916, the New Orleans Public Schools and the Kansas City schools made word lists from children's school work and teachers' judgment of necessary words. In New Orleans, Baver investigated 18,000 children's themes from which 2,500,000 words were arranged alphabetically and the frequency recorded. Of these 3,037 words had a frequency of 40. (1;pp.174-175.)

In 1916, Jones made a new investigation to determine what words grade children use, and what words they need to know how to spell. He examined from 56 to 105 themes per student. The frequency of the misspelling of each word led to the selection of the "Spelling Demons."
(31; pp. 176-185.)

In 1916, House investigated the letters of farmers. (31; pp.176-185.)

In 1918, Horn investigated the correspondence of bankers to bankers. Later, he studied 200,000 kindergarten children and 70,000 children in first grades. He found that 5000 different words were recorded with a frequency of from 15 to 25. This list has proven useful in Primary lists. (1; pp. 174-175.)

In 1922, Dr. Horn started an investigation of all investigations previous to that date. (31; pp.176-187.)

In 1927, Dr. Horn compiled the 10,000 commonest words used in writing, (18; pp. 167-171.) and the vocabulary in the Horn Ashbaugh Speller is taken from this list. (17; pp. vii, FF.)

Thorndike investigated reading vocabularies. Words found in both writing and reading were of more importance than words found in either writing or reading but not in both.

Bryne and Yocum of new York City schools (31; pp. 180- 183.) investigated the word contribution of every subject suggested in the New York City primary grades. This study was for the purpose of determining the relative worth of each word and the relative ease or difficulty. (1; pp. 174-187.)

Gates investigated the reading and writing

vocabularies of primary children and published a primary word list. (13.)

In 1931, Coleman investigated some vocabulary researches and made a critical study of thirty-three word lists, (8.) .

There are various other investigations for the selection of spelling words, however, further data were not available for this study.

In conclusion it might be said that spelling lists have been selected from barrel factories to Bibles.

A KEY FOR THE WORD LISTS

T.T. means number of times word was taught.

Rev. means number of times word was reviewed.

A.B.C. is asked for by children.

T.M. is number of times word was missed by child.

Conc. is for concrete.

Abst. is for abstract.

P.O.S. is for Parts of Speech: N. for noun; pro. for pronoun; adj. for adjectives; v. for verb; adv. for adverb; prep. for preposition; conj. for conjunction; There were no interjections.

T.W.B. means words found in Thorndike's Teacher's Word Book. The numbers over 49 indicate the word is in the 1st 1000; from 29 to 48 are words in the 2nd 1000; from 18 to 29 are words in the 3rd 1000.

G.L. means Gates Primary Word List. X indicates words in 1st 500; V indicates words in the 2nd 500; O indicates words in the 3rd 500.

* by a word means it appears in both 2nd and 3rd grade lists.

SECOND GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Comc., Abst., P.O.S., T.W.B., G.L.

about	3	2	3	20		adv.	172	X
add	2	2				v.	75	0
afraid	1		1			adj.	54	0
ago	2	1	2	2		adv.	74	0
air	3	4		3	1	n.	91	V
am	3	1	1	3		v.	90	X
and	2	1		3		conj.	210	X
apple	1	1			1	n.	78	X
April	3		2	8	1	n.	39	
are	2	2		3		v.	183	X
arithmetic	1		1		1	n.	6	
around	1			1		adv.	95	X
art	1			6	1	n.	68	V
ask	1	3		6		v.	94	X
asked	1					v.		
asleep	1					adj.	48	V
at	2	2		3		prep.	203	X
ate	1	1	1			v.	33	X
aunt	2	1		1	1	n.	40	V
away	3	2		6		adv.	125	X
baby	1	2	1	5	1	n.	61	X
back	3	1	1	9		adv.	133	V
bark	1					v.	48	

SECOND GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

barked	1			2		v.		
barn	1		1		1	n.	41	V
bat	2		2		1	n.	19	
be	1	1	1	1		v.	206	X
bear	2	2	2	1	1	n.	92	X
because	2		1	7		conj.	108	X
bee	1	1	1	2	1	n.	58	X
been	2		2	2		v.	159	X
beg	2		2			v.	45	0
began	1			6		v.	73	V
begin	1		1	5		v.	97	V
bell	2		2		1	n.	66	X
best	1			4		adj.	107	X
bid	3			3		v.	42	
big	2	1	2	1		adj.	89	
bill	2	1		1	1	n.	67	0
bird	1	1			1	n.	79	X
birds	1	1	1	7	1	n.	79	X
birthday	3		1	32	1	n.	34	X
bite	1			1	1	n.	37	0
black	3	2	1	14		adj.	99	X
blew	1			3		v.	27	0
bloom	1					v.		
blooming	1		1			v.		

SECOND GRADE LIST

Words,	T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.								
blow	1						v.	84	V
blowing	1		1	7			v.		
blows	1			9			v.	84	V
blue	4	3	1	31			adj.	82	X
boat	2		1	1	1		n.	58	X
book	1		1	4	1		n.	114	X
books	1						n.	114	X
borrow	1		1				v.	27	
both	2	3		6			adv.	115	
bottles	1		1	15	1		n.	47	0
bright	2	1	1				adj.	74	X
bring	3	2		13			v.	110	X
brings	1	1		13			v.	110	X
broke	2	1	1	5			v.	28	0
broken	1		1				adj.	59	0
brother	2	1	1	13	1		n.	87	X
brought	1		1				v.	76	V
brown	2		1	9			adj.	69	X
build	1		1	7			v.	77	V
bull	1		1	4	1		n.	26	
busy	1			2			adj.	57	V
buy	3	2		9			v.	80	X
by	2	1		1			prep.	191	X

SECOND GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

cab	2		1	1	1	n.	10	
cake	3	1	3	4	1	n.	56	X
calf	1		1	2	1	n.	16	V
calves	1		1	15	1	n.	10	
came	3	1	2	6		v.	113	X
canals	1		1	6	1	n.	25	
candy	3	2	2	5	1	n.	30	X
care	2	1	1	3		v.	98	X
cart	2	2		2	1	n.	27	V
cat	2		2		1	n.	46	X
caught	1		1			v.	47	O
cent	1		1		1	n.	51	X
chair	4	5		20	1	n.	59	X
chest	1			5	1	n.	29	
child	4		3	1	1	n.	85	X
chop	1			3		v.	24	0
churn	1		1	1		v.		
clean	2	2	1	8		adj.	67	X
clock	5	2	2	8	1	n.	53	
cocoon	1		1	5	1	n.	3	
cold	4	1	1	3		adj.	104	X
colored	1		1			adj.		
colors	1		1		1	n.	84	X

SECOND GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

come	4	3	2	7		v.	151	X
cool	2	1		4		adj.	61	0
cookies	1		1		1	n.	7	X
corner	1	0	1	2	1	n.	69	0
cost	1	0	1	8		v.	70	0
could	3	0	1	8		v.	123	X
country	1	0	1		1	n.	110	V
course	1	0	1		1	n.	91	0
cousin	2	1	1	3	1	n.	40	0
covers	1	0	1			v.	98	0
cow	1				1	n.		
cows	2	1	1	16	1	n.	54	X
crack	1	0		5		v.	33	
cream	1	0	1		1	n.	39	0
cry	2	1		2		v.	74	X
cent	1	0		1	1	n.	59	X
Daddy	2	0	1		1	n.		X
dairy	1	0		1	1	n.	20	
day	4				1	n.	89	X
dear	8	3	10	3		adj.	87	X
deep	3	2	3	1		adj.	91	
den	2		1		1	n.	25	V
did	3	1				v.	140	X

SECOND GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

die	3	1				v.	102	0
dig	2	1	2	1		v.	31	
dime	3	1	1	1	1	n.	15	
dine	1					v.		
dinner	1		1		1	n.	70	X
doctor	1		1		1	n.	51	V
does	3	2	1	1		v.	101	X
dog	1	2	2	2	1	n.	73	X
dogs	1					n.		
door	3	1	1			n.	107	X
down	3		1	2	1	adv.	144	X
draw	2		1			v.	89	X
dress	3	1	1	5		v.	99	X
drink	2	1		6		v.	79	X
dry	3			4		adj.	69	X
Dutch	1	1	1	8		adj.	26	
ear	3	1		2	1	n.	77	X
early	1		1	2		adv.	92	Ø
Easter	2			1	1	n.		V
eat	2	1		3		v.	88	X
egg	2				1	n.	78	X
eggs	2			1	1	n.	78	X
end	3	1		8		v.	126	V

SECOND GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

enjoy	1			5		v.	8	
ever	3	2		21		adv.	117	V
every	3	1	2	2		adj.	151	X
eye	2	1	1	3	1	n.	120	X
eyes	1				1	n.	120	X
each	1			1		adj.	142	X
face	3	1	1	15	1	n.	107	X
fad	1	1		1	1	n.		
fade	1					v.	35	
fair	1	1		8		adj.	114	V
fairly	4	2	1	18	1	n.	34	V
farm	3	1		6	1	n.	67	X
fast	4	1	1	9		adj.	79	V
fat	2	1		1		adj.	50	V
father	4	4	1	17	1	n.	114	X
fear	1			1		v.	79	V
feed	2		1	4		v.	63	V
feeds	1							
feeding	1		1			v.		
fell	5					v.	67	V
few	1			3		adj.	99	V
field	1		1	2	1	n.	92	V
fill	2	1		2		v.	94	X

SECOND GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

fills	1								
find	1					v.	131	X	
finds	1		1			v.	131	X	
fire					1	n.	111	X	
first	6	3		35		adj.	136	V	
fish	2			8	1	n.	66	X	
five	9	4		18		adj.	101	X	
fix	4	2		6		v.	55	V	
fixed	2		1	4		v.			
flag	2	1		3	1	n.	43	X	
flew	1			4		v.	33	V	
flowers	4	3	2	24	1	n.	94	X	
fly	7	5	2	7		v.	76	X	
fold	1			1		v.	42	O	
food	1		1	3	1	n.	78	X	
foot	2	1		5	1	n.	99	X	
for	1	2		15		prep.	201	X	
found	2	2		2		v.	114	X	
four	4	3		13		adj.	114	X	
Friday	1				1	n.	36		
friend	4	2	2	9	1	n.	106	X	
from	6	7	3	35		prep.	195	X	
full	3			3		adj.	108	X	

SECOND GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

fur	2	1		1	1	n.	47	X
fine	1			8		adj.	108	X
garden	2		1		1	n.	86	X
gardener	3		2	10	1	n.	19	
gate	4	1		1	1	n.	64	X
gave	2	1-		6		v.	92	X
get	3	1		8		v.	136	X
girl	1		2	2	1	n.	98	X
girls	1		2	2	1	n.	98	X
give	4	3	1	20		v.	145	X
glad	2	2	3	7		adj.	79	X
glass	1		1		1	n.	70	0
go	3	1		2		v.	160	X
goes	2	1		2		v.	29	X
gold	3				1	n.	91	X
golden	1		1			adj.	55	0
gone	1	2		2		v.	64	0
good	4	2	2	11		adj.	168	X
grade	6	3	2	19	1	n.	31	0
green	2		1	8		adj.	81	X
Greenville	4	1	2	23	1	n.		
grew	1					v.		
grind	1		1	2		v.	29	
grow	1	1		5		v.	94	X

SECOND GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

grown	1		1	1		v.	94	
guess	1	1	1	4		v.	57	V
gum	1		1		1	n.		0
hair	1	1		3	1	n.	84	X
ham	2	1		1	1	n.	19	
hand	2	1		1	1	n.	148	X
hands	1		1	3	1	n.	149	X
hang	2					v.	71	0
happy	3	1	3			adj.	88	V
hard	2		1	1		adj.	103	V
hat	2	2		6	1	n.	67	X
hatchet	1		1		1	n.		
have	5	4	2	17		v.	194	X
having	4	3		25		v.		
hay	2				1	n.	47	X
hear	6	2	1	20		v.	114	V
heard	1		1	1		v.	74	V
hearing	1			3		v.		
heart	2	1	1	5		n.	92	0
hen	3				1	n.	43	X
here	3	1	1	12		adv/	151	X
hid	1					v.	35	0
hide	1					v.		

SECOND GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

high	1			2			adj.	141	V
higher	1						adj.	141	V
hill	1			1	1		n.	88	X
hit	1			6			v.	32	V
hold	2			1			v.	106	X
Holland	2		2	6	1		n.		
home	1			2	1		n.	128	X
honor	2	1	1	4		1	n.	60	
hop	1			1			v.	27	X
hope	8	5	2	30			v.	93	0
hoped	1	1		8			v.		
hopes	1	1	5	6			v.	27	0
house	4	2		4	1		n.	147	X
how	1			4			adv.	171	X
hung	1						v.		
hunt							v.	60	V
hurried	1		1				v.		
I	1			2			pro.	138	X
ice	2				1		n.	61	X
if	2	1	1	1			conj.	178	X
I'll	1		1				pro.	34	X
I'm	1						pro.	34	X
is	1			1			v.	187	X
it	2	1		1			pro.	199	X

SECOND GRADE LIST

Words,	T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.									
Jack	1			2			n.	38		
jam	2	1	1	1	1		n.			
just	2	1		8			adj.	140		
jump	1		1	2			v.	49	X	
jumped	1		1	2			v.		X	
keep	4			2			v.	112	X	
kind	1		1	4			adj.	118	X	
kill	1			2			v.	81	0	
kiss	2						v.	52	0	
kite	2		1	2	1		n.		X	
know	1	1		1			v.	171	X	
lamp	1			2	1		n.	47	0	
land	2				1		n.	122	V	
lark	1	1			1		n.	25	0	
last	2	1					adj.	149	V	
late	2	1	1	8			adj.	98	V	
later	1						adj.			
lay	1						v.	95	X	
lays	1			5			v.	95	X	
left	1		1				adj.	119	V	
less	2						adj.	84	0	
lessons	1		1		1		n.	56		
let	2	1		1			v.	132	X	

SECOND GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

letters	1	2	1	17	1	n.	93	X
lick	1			3		v.	18	0
lid	2				1	n.	19	
life	1		1	3	1	n.	117	0
light						adj.	120	X
like	6	5	2	24		v.	172	X
liked	1		1	4		v.		
likes	2				1	v.	172	
lime	1				1	n.	19	
line	1				1	n.	97	V
listen	1					v.	56	0
little	4	2	3	12		adj.	162	X
live	4	1	1	11		v.	139	X
look	1			4		v.	144	X
looked	2	2	1	26		v.		
love	2	2		12		v.	112	X
loves	1	1		6		v.	112	X
low	1		1	2		adj.	91	V
made	3			4		v.	107	X
making	1			1		v.		
mama	3			1	1	n.	28	X
man	1			2	1	n.	175	X
many	5			18		adj;	153	X

SECOND GRADE LIST

Words,	T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.						
marble	1		2	1	n.	35	X
March	5	1	18	1	n.	74	0
May	1	1	1		n.	149	X
may	2	2			v.	149	X
meat	1		1	1	m.	60	X
meet	1		3		v.	104	V
men	3		2	1	n.	119	X
met	3	1	16		v.	59	X
mice	1		2	1	n.	18	X
mill	1		2	1	n.	18	X
milk	2	1		1	n.	84	X
mine	4	1	1		pro.	77	V
mind	2		1	1	n.	88	0
mold	1		2	1	n.		
Monday	2		4	1	n.	38	0
money	3	2	3	1	n.	109	X
month	1	1	1	1	n.	82	0
mop	1		2	1	n.		
more	2	1	1		adj.	117	V
morning	1	1	4	1	n.	102	X
moth	2	1	4	1	n.		
mother	2	1	3	1	n.	109	X
move	4	1	2	3	v.	84	0

SECOND GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

much	2	1	1	15		adj.	157	V
music	1		1		1	n.	71	V
must	3	2		11		v.	115	X
myself	1			1		pro.	57	X
my	2					pro.	152	X
name	1	2		1		v.	134	X
nap	2		1		1	n.	15	
near	6	1	1	10		adv.	117	X
neck	1		1	3	1	n.	58	V
nest	1		1	5	1	n.	51	X
never	1			7		adv.	111	X
new	2			6		adj.	160	X
nice	4	1		1		adj.	56	V
night	2	1		5	1	n.	122	X
nine	1			1		adj.	59	X
no	2					adv.	181	X
now						adv.	174	X
number	1			5		v.	184	O
of	2	1		1		prep.	205	X
off	1	1	1			adv.	105	X
old	2			4		adj.	155	X
older	2					adj.		
on	2			1		prep.	200	X

SECOND GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

one	3	2	1	1		adj.	199	X
or	2		1			conj.	181	X
orange	1		1		1	n.	44	V
our	2	1	1	4		pro.	172	X
out	3		1	4		adv.	193	X
owe	1-		1			v.	46	
own	1	1		1		adj.	117	X
papa	2		1		1	n.	25	V
paper	1		1		1	n.	92	X
part	3	1		5	1	n.	145	O
party	5		4	7	1	n.	65	X
parties	1				1	n.	65	X
pat	2					v.	22	V
paw	2	1		2	1	n.	23	X
pen	1				1	n.	51	V
pencil	4			8	1	n.	34	V
penny	2				1	n.	35	V
people	4	1	4	4	1	n.	126	V
person	2		1	7	1	n,	76	V
pet	2	1		2	1	n.		X
pig	2			3	1	n.	39	X
plant	1				1	n.	95	X
play	3	1	2	5		v.	103	X

SECOND GRADE LIST

Words,	T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.									
please	1			2	1		v.	93	X	
pieces	1		1		1		n.	91	V	
pick	2		1	2			v.	53	X	
picture	1		1	4	1		n.	80	X	
poor	3	1	2	6			adj.	101	V	
pond					1		n.-	33	0	
pull	1			4			v.	58	X	
purple	1		1				adj.	33	0	
pretty	4	1	2	26			adj.	81	X	
prize	1				1		n.	36		
promise	1		1	1-	1		n.	75	0	
put	1						v.	131	X	
rabbit	2	3	2	33	1		n.	31	X	
rain	4	2		26			v.	83	X	
rang	2		1				v.	18		
rat	2				1		n.	32	X	
read	3		2	16			v.	109	X	
reading	2	1	1	13			v.		X	
red	3		2	5			adj.	93	X	
rest	1				1		n.	111	X	
rice	1			2	1		n.	23		
rich	1						adj.	90	0	
rid	1						v.	25		

SECOND GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

right	1		1			adj.	120	X
ring	1				1	n.	69	
road	2	1	2	3	1	n.	89	X
rock	2			1	1	n.	85	V
rocks	1				1	n.		
row	1			5		v.	54	V
run	1					v.	115	X
said	4		2			v.		
same	2					adj.	129	V
Saturday	1			1	1	n.	31	
sat		1				v.	51	V
saw	5		1	5		v.	102	X
say	2					v.	140	X
scent	1		1		1	n.		
school	6	3	2	14	1	n.	104	X
seat	2	1		5	1	n.	71	X
second	4	3	1	31		adj.	92	V
seed	3			2	1	n.	63	X
seeds	1				1	n.	63	X
seen	2		1	2		v.	89	V
self	2		2		1	pro.	51	
sell	2					v.	68	V
send	4	1	1	13		v.	95	V

SECOND GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

sent	4			10		v.	84	0
set	2	1				v.	110	X
seven	7	2	2	8		adj.	73	X
shade	1			2	1	n.	51	
shall	2		1	1		v.	116	X
shook	1			5		v.	36	V
show	2		2	4		v.	123	X
short	1	1	1	5		adj.	94	V
shut	1	1	1	2		v.	51	V
sick	7		3	5		adj.	60	0
sight	1		1		1	n.	77	0
sing	5	1	2	12		v.	80	X
singing	1			2		v.		X
sister	3		1	6	1	n.	78	X
six	4	3	3	9		adj.	91	X
skate	1			4		v.	20	V
slate	2	1		6	1	n.		
sleep	4	2		9		v.	92	X
smart	1			4		adj.	25	
so	2					adv.	188	X
sold	3		1	4		v.	57	V
some	6	2	2	7		adj.	181	X
something	3		2	5	1	n.	86	V

SECOND GRADE LIST

Words,	T.T., Rev., A; B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.							
song	3	2	1	4	1	n.	68	X
soon	1	1	1	10		adv.	130	X
sorry	3	1	1	4		adj.	42	0
spade	2			2	1	n.	21	
spelling	1		1	5	1	n.		
spent	2			2		v.	40	
spill	2	1	1	2		v.		V
spring	3		1	7	1	n.	100	V
stamps	1			4	1	n.	40	0
stand	2	1		3		v.	118	V
star	3	1	1	5	1	n.	72	X
stay	4	2	1	5		v.	84	V
stick	2		1	5		n.	68	X
still	2	1	1	2		adj.	114	V
stop	1			2		v.	95	X
store	3		3		1	n.	81	X
story	4	2	2	11	1	n.	84	X
street	3	2	1	12	1	n.	91	X
subtract	2	1	2	19		v.		
such	1	1		1		adj.	157	V
sun	1				1	n.	94	X
Sunday	1			1	1	n.	49	0
sure	1		1			adj.	94	V

SECOND GRADE LIST

Words,	T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.							
sweet	2		1	11		adj.	86	V
swing	1			2	1	n.	36	V
table	1		1		1	n.	90	X
tack	1			2	1	n.		
taking	1					v.		
tall	2	1		1		adj.	56	V
talk	2		1	3		v.	92	V
talking	2		1	1		v.		V
taxi	1		1	2	1	n.		
Taylor	1	1	1		1	n.		
tea	2	1		5	1	n.	46	O
tell	2					v.	121	X
ten	1					adj.	90	X
test	1			3	1	n.	34	
than	1	1				conj.	151	V
thank	7	3	2	23		v.	83	X
that	5	2	2	7		pro.	209	X
the	3	1	1			pro.	208	X
their	3					pro.	177	X
them	2	2	1	6		pro.	181	X
then	2	2		8		adv.	173	X
there	3		2	3		adv.	194	X
than	1		1	1		conj.	157	V

SECOND GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

these	2		4	4		pro.	142	X
they	1			6		pro.	194	X
thing	4	2	2	11	1	n.	157	X
things	1	2	1	19	1	n.	157	X
think	3	1	3	5		v.	124	X
this	2	1		2		pro.	191	X
those	1			4		pro.	107	X
thought	1		1			v.	90	V
three	2	1	1	3		adj.	136	X
threw	1			4		v.	37	V
Thursday	1		1		1	n.	35	
time	3		1	5	1	n.	183	X
to	1					prep.	208	X
tobacco	1		1		1	n.	25	
today	2	1		4	1	n.	80	X
together	1		1			adv.	97	X
told	4		1	1		v.	75	V
tomorrow	4		3	3		adv.	61	V
too	2		1			conj.	119	X
took	1			2		v.	79	V
top	1			1	1	n.	90	X
town	3	1	1	3	1	n.	93	V
train	1		1		1	n.	83	X

SECOND GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

tramp	1		4	1	n.		0
trip	1		2	1	n.	68	0
truck	1		4	1	n.		0
try	3		3		v.	95	X
Tuesday	1			1	n.	31	
tulips	1	1	5	1	n.		V
turn	1		3		v.	124	V
turned	1	1	2		v.		V
twice	1		4		adv.	43	
two	3	1			adj.	151	X
uncle	2	1	2	1	n.	54	V
under	4	2	19		prep.	126	X
upon	4	2	5		prep.	132	X
us	1	1	1		pro.	134	X
use	1				v.	137	X
Valentine	3	1	2	20	n.		V
very	3	3	2	62	adj.	161	X
visit	1		1	1	n.	81	V
wade	1		5		v.		
walk	4	2	4		v.	108	X
want	4	1	3	1	v.	110	X
wanted	2		1	6	v.		X
warm	1		3		adj.	88	X

SECOND GRADE LIST

Words,	T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.							
was	1			3			v.	188 X
wash	2		2	10			v.	72 X
watch	1		1		1		v.	84 V
water	4		3	19	1		n.	139 X
way	2		1		1		n.	167 X
weak	1		1	3			adj.	58
wear	1		1	9			v.	75 0
won	2		2				v.	40 0
wood	1	1		8	1		n.	92 X
Wednesday	2	1	1	13	1		n.	33
week	5	1	1	6	1		n.	84 V
well	4		1	1			adv.	160 X
went	3	6	1	31			v.	94 X
were	3		1	9			v.	180 X
West	1		1	3	1		n.	72 0
what	2	3	1	15			pro.	188 X
when	4	3	1	21			adv.	193 X
where	2	2	1	4			adv.	166 X
while	1		1				conj.	138 V
white	4		2	24			adj.	120 X
who	4	2	1	4			pro.	184 X
why	4	1	1	4			adv.	143 X
will	4	2	1	1			v.	166 X

SECOND GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Gonc., Abst., P.O.S., T.W.B., G.L.

wings	1	1		1	1	n.	56	V
wing	4	2	1	23	1	n.	89	X
windmills	1		1	6	1	n.		
windy	1		1	1		adj.		
wish	1	1		3		v.	104	X
wishing	1			1		v.		X
with	8	2	4	3		prep.	208	X
word	1			5	1	n.	114	V
work	2		1	4		v.	151	X
would	3		2	2		v.	166	X
wouldn't	1		1			v.	15	
write	2			9		v.	93	X
year	4	2	1	10	1	n.	151	V
years	2		1	3	1	n.	151	V
yellow	3	1	1	7		adj.	50	X
yes	2	1		3			75	X
yesterday	2	1	1	10	1	adv.	55	V
you	1		1			pro.	188	X
your	4	2	3	10		pro.	159	X

THIRD GRADE LIST

Words, T.T., Rev., A.B;C;, T.M., Conc., Abst., P.O.S., T.W.B., G.L.

abroad	1			5		adv.	15	
about	1	1	1	13		prep.	172	X
Abraham	1			6		n.	14	
ache	2		1	3				
act	1	1				v.		
added	2	1	1	7		v.	70	V
afraid*	2	2	2	6		adj.	54	O
after	1		1			adv.	158	X
afternoon	1	1		12	1	n.	59	V
again	1	1		2		adv.	151	X
ahead	1	1		17		adv.	20	
air	1	1		4		n.	91	V
alive	1					v.	41	
alphabet	1		1		1	n.	5	
Alpine	1		1		1	n.		
Alps	1		1		1	n.	9	
angel	1	1	1	5	1	n.	40	
Angelus	1		1			n.		
angry	1		1			adj.	47	
animal	1					n.	70	
another	2			2		pro.	116	V
apple*	1	1		4	1	n.	18	X
April*	2		1	6	1	n.	30	

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

aquarium	1		1		1	n.	4	
are*	1	1		3		v.	183	X
arithmetic	1		1		1	n.	6	
ark	2					n.	12	
arms	1		1		1	n.	96	X
army	1			1	1	n.	59	
arose	2	1	1	8		v.	27	
artist	1			2		n.	21	
asking	1	1		8		v.		
also	1	1		3		adv.	119	0
ashes	3		1		1	n.	23	
asleep*	1			4		adj.	48	V
asked	3	1	1	2		v.		
babies	1	1	1	1	1	n.	61	X
back*	2	1		2	1	n.	133	X
bacon	1	1		1		n.	18	
badly	1			2		adv.		
bag	1					n.	56	
baking	2		2			v.		
balk	1			1		v.	4	
ball	1	1			1	n.	76	X
banks	2	1		8	1	n.	83	V
bark	1	1				v.	84	V

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.D.S., T.W.B., G.L.

barn*	2			5	1	n.	41	V
barns	1			3	1	n.	41	V
basket	2		1	5	1	n.	54	V
bat*	1	1		2	1	n.	19	
Bay	2	1	1		1	n.	52	
beak	2		1	2	1	n.	12	
beast	1			3		v.	69	V
beat	1	1				n.	24	
beautiful	2	1	2			adj.	75	V
bed	1				1	n.	105	X
beds	1				1	n.	105	X
beets	1				1	n.	11	0
beggar	1		1	2		n.	6	
begged	1		1			v.		
begging	1	1				v.		
behind	2	1	2	3		adv.	95	V
belong	1			1		v.		
below	1		1			adv.	16	0
beside	1	1		12			58	V
bet	1	1		2		v.	9	
Bethlehem	1		1			n.	5	
between	1		1			prep.	119	V
birch	1		1		1	n.	14	

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

bird*	1			2	1	n.	79	X
birds*	1			4	1	n.	79	X
birthday*	1			7	1	n.	34	X
bit	1					v.	50	V
bite	1			2		v.	37	0
black*	1					adj.	99	X
bleach	1			5		v.	9	
bleak	1			5		adj.	9	
bleat	1			5		v.	12	
bleed	2	1				n.	18	
block	1	1		2	1	n.	47	V
blood	1		1	4	1	n.	57	
blossom	1			2	1	n.	38	0
blow	1					v.	84	V
blue	1		1				82	
bluebells	1		1	2	1	n.	4	
Blynken	1		1			n.		
boat	1	1		1	1	n.	31	
body	2	3	1	6	1	n.	83	V
boiled	1		1			v.		
bold	1		1	1		n.	18	
bones	1		1	1	1	n.	59	0
book*	1	1			1	n.	114	X

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

booth	1			4	1	n.	12	
born	1		1			v.	59	
bottom	1		1		1	n.	58	0
boxes	2	1		2	1	n.	75	X
boy	1			1		n.	122	X
branch	1		1		1	n.	63	0
brass	1			3	1	n.	28	
brave	2	1	2	3		adj.	55	0
bread	1	1	1	3	1	n.	78	X
breakfast	1		1		1	n.	50	V
breast	1	1	1	19	1	n.	44	
brick	2	2		7	1	n.	40	0
bright*	2	1		15		adj.	74	X
brings*	1		1	7		v.	110	X
broad	1		1			adj.	54	
broke	2	1		6		v.	28	0
brother*	1		1		1	n.	87	X
brought*	1	1		10		v.	76	0
brushes	1			3	1	n.	38	0
built	2		2			adv.	55	0
bumps	1		1			adv.	9	V
bunch	1	1		13	1	n.	27	0
burned	1		1			v.		

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

burst	2	1	1	8	v.		
busy*	2	1	2	4	adj.	57	V
buried	1		1		v.	38	
buy	1			1	v.	50	X
cabbage	1		1	3	n.	15	0
cabin	2		1	2	n.	20	
called	2	1		4	v.		
calls	1			1	v.	146	X
canals	1				n.	47	X
candy	1	1		6	n.	30	X
cannon	1		1		n.	4	
canoe	1		1		n.	14	0
cape	1		1		n.	26	0
capital	1		1	1	n.	35	
captain	1	1		1	n.	56	0
care	1	1		7	n.	98	V
carols	1		1		n.	7	
carriage	2		2		n.	39	
carried	2		2		v.		
carrots	1		1	5	n.	6	0
carry	1		1		v.	108	X
case	2	1	1	2	n.	77	0
castle	2		2		n.	46	

THIRD GRADE LIST

Words,	T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.							
catch	3	1	1	7	1	v.	69	V
cathedral	1		1			n.	15	
caught*	1			5		v.	47	O
cave	1				1	n.	31	O
certainly	1	1	1	20		adv.	5	
chair*	1	1		4	1	n.	59	X
chalk	1			2	1	n.	13	V
chance	2	1	1	4	1	n.	55	
changed	1		1			v.		
charge	1		1			v.	71	
cheap	1			2		adj.	34	
cheaper	1					adj.	34	
check	1	1		9	1	n.	43	
cherries	1		1		1	n.	33	V
cherry	1		1		1	n.	33	V
Christmas	2		2	2		n.	62	
choice	2	2		6	1	n.	37	
Cosette	1		1			n.		
church	3	1-	1	18	1	n.	81	V
circle	1			5	1	n.	49	
city	2		2		1	n.	114	X
class	1	1		16	1	n.	60	V
clean*	2	2		12		adj.	67	X

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

cliff	2	1	1	6	1	n.	24	
climb	2	2		2		v.	22	0
close	1			1		v.	105	X
cloth	2			6	1	n.	54	V
clothes	1			9	1	n.	68	0
clothing	1	1		23	1	n.	50	
club	1	1		2	1	n.	34	
clung	1			1		v.	8	
coal	1			3	1	n.	57	V
coast	2	1	2	2	1	n.	54	
coat	1		1	2	1	n.	74	X
coffee	1			1	1	n.	38	0
color	2	3	2	10	1	n.	84	X
colors*	2	2	3	3	1	n.	84	X
coming	1					v.		
contest	1			7	1	n.	21	
cook	1	1		1		v.	57	X
cooking	1	1		2		v.		
coon	1			4	1	n.		
consonant	1		1	1		n.	25	
cost*	1	1	1	8	1	n.	80	
corner*	2	1		12	1	n.	69	0
could*	1	1	1			v.	125	X

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

comes	1	1		2		v.	151	X
counted	1			3		v.		
counting	1					v.		
cousins	1		1		1	n.	40	0
cow	1				1	n.	54	X
cows*	1				1	n.	54	X
cover	1					n.		
covered	1		1			v.		
crack*	1				1	n.	33	V
cracks	1		1		1	n.	33	V
crawl	1	3				v.		
creak	1			5		v.	7	
cream*	3	1	1	5	1	n.	39	0
croon	1			6		n.		
cross	1		1			v.	88	V
cutting	1	1		6		v.		
daises	1			3	1	n.	25	V
dancing	1			2				
dandelions	1			3	1	n.	7	V
danger	3	3		9	1	n.	48	X
dangerous	2		2			adj.	34	
dare	1	1		3		v.	59	
dark	1	1	1	1		adj.	83	V

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

date	2			1	n.	34	0
days	1		2	1	n.	176	X
dead	4		17		v.	80	
dearest	1	1			adj.	87	
December	1	1		1	n.		
decided	2	1	1	9	v.		
declined	1		1		v.		
deck	1			1	n.	33	
deed	1		1	1	n.	46	
desk	2	1	1	8	n.	38	V
didn't	2	1		3	v.	25	V
different	2		1	5	adj.	63	0
dine	1				v.	34	
dinner*	1	1		10	n.	70	X
dirt	1	1				21	0
disappoint	1		1	1	v.		
divide	1			1	v.	67	V
done	2				v.	98	X
doubt	1		1		v.	60	
down	1		2		adv.	144	
drag	2	1			v;	20	
dragon	1		1	1	n.	22	
draw*	2	1		3	v.	89	X

THIRD GRADE LIST

Words,	T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.							
drawing	2	1		8		v.		
dressed	1		1			v.		
drifting	1		1			v.		
drink	2	1		8		v	79	X
drinking	1			7		v.		
drove	1		1	7		v/	31	V
duck	1				1	n.	35	X
duckling	1		1		1	n.		
ducks	1				1	n.	35	X
dull	2					adj.	25	
each	1			2		adj.	142	X
eagle	1		1		1	n.	28	0
ear*	1	1	1	5	1	n.	79	X
early*	1					adv.	92	0
earn	1	1	1		1	v.	47	
ears	1				1	n.	79	X
Easter*	1	1	1	1	1	n.	16	V
eastern	1			1		adj.	27	
easy	1	1		1		pro.	68	0
egg*	1	1	1	6	1	n.	78	X
eight	2		1	2		adj.	70	X
elm	1				1	n.	21	
empty	2			1		adj.	44	

THIRD GRADE LIST

Words,	T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.							
engine	1		1				n.	35 0
England	3		2				n.	60
enjoy	1	1	1	11			v.	8
enough	1		1				adj.	104 V
enter							v.	80
Eve	1		1				n.	27
everything	2		1	10	1		n.	61 0
eyes	1	1	1	6	1		n.	120 X
failure	1		1		1		n.	13
faint	2	1		1			adj.	36
fair	2						adj.	114 V
fairy	1	1	1	4	1		n.	34 V
faithful	1		1				adj.	43
fall	1	1					v.	126 X
falls	1		1				v.	126 X
family	1	1	1	13	1		n.	83 V
farmer	1	1		21	1		n.	59 X
feast	2	1		3	1		n.	41
February	2		1	8	1		n.	30
fed	1						v.	30
field*	1		1	2	1		n.	92 V
fifteen	1		1				adj.	43
fight	2	1					v.	69 0

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

fighting	2		1	3		v.		
file	1			4	1	n.	26	
finger	1			2	1	n.	54	V
finish	1			3	1	n.	72	0
fish	1				1	n.	66	X
fishes	1			2	1	n.	66	X
fishing	2	1		8		v.		
fist	1	1				n.	20	
fit	1	1		3		v.	68	V
flake	1	1			1	n.	25	
fled	1					v.	30	
float	2	2				v.	33	
flock	1				1	n.	34	
floor	2	1				v.	59	0
flour	2	2		3	1	n.	39	V
flow	1			2	1	n.	79	X
flower	1	1	1	9	1	n.	94	X
flowers*	3	1	1	12	1	n.	94	X
flying	1			2		v.		
fold	1	1			1	n.	42	0
fond	2			2		adj.	39	
foolish	1		1			adj.	34	
foot	1	1				n.	99	X

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Cone., Abst., P.O.S., T.W.B., G.L.

forgetmenotl			2	1		n.		
fought	1		1			v.	38	
fourteenth	1		1			adj.	22	
fox	1			1		n.	39	X
foxes	1			1		n.	39	X
France	2		2		1	n.	49	
Francois	1		1			n.		
frost	1		1			n.	45	V
freedom	1		1		1	n.	43	
friend*	1	1	1	21	1	n.	106	X
fuel	1	1	1		1	n.	20	
full*	1	1		12		v.	108-	X
fur	1	1		6	1	n.	46	V
games	1			5	1	n.	69	X
garden	1	1			1	n.	86	X
gather	2	2		15		v.	67	0
gem	2				1	n.	28	
gentle	1	1				adj.	62	
George	2		2	5		n.	45	
getting	2	1	2	6		v.		
gift	3	1	1	14	1	n.	44	V
gifts	1		1		1	n.	55	V

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

glacier	1			8	1	n.	8	
glad	2		1	3		adj.	79	
glass	2	1	1	2	1	n.	70	0
gloves	1	1			1	n.	35	
gnash	1			5		v.	, 5	X
gnat	1			2	1	n.	8	
gnaw	1			3		v.	13	
goat	1	1			1	n.	47	X
God	2	2		5	1	n.	81	V
goes	1	1		9		v.	160	X
gold*	1			1	1	n.	91	X
gondola	1		1		1	n.		
good*	1		1			adj.	168	X
grandma	1			3	1	n.	18	X
grass	1				1	n.	64	X
gray	1	1	1	14		adj.	56	0
graze	2	1	1	3		v.	22	
great	2	1	1	4		adj.	159	V
green	1					adj.	81	X
Gretel	1		1			n.		
growl	2	1			1	v.	13	
gulf	1			2	1	n.	29	
gum	1			1	1	n.	10	0

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S.; T.W.B., G.L.

hair	1	1	1	6	1	n.	84	
hairpin	1				1			
halo	1		1		1	n.		
handkerchief	3	2	2	2	1	n.	32	0
happy*	2	1	1	1	1	adj.	88	V
hatchet	1		1		1	n.	12	
hate	1	1					45	
head	2			1	1	n.	132	X
heard	1			2		v.	84	V
heat	1	1		1	1	n.	62	0
heavy	1	1	1	15		adj.	58	
held	2	1		12		v.	71	0
help	1		1			v.	109	X
hem	2	2				n.	16	
herdsman	1	1	1	6	1	n.	5	
hide	1	1				v.	58	X
high	2	1		2		adj.	141	V
hills	1		1		1	n.	88	X
hold	1	1	1	1		v.		
holder	1			1	1	n.	15	
hole	2	2	1	2	1	n.	60	V
Holland	1		1		1	n.	15	
hope*	2				1	n.	93	0

THIRD GRADE LIST

Words,	T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.							
horn	2		1		1	n.	46	V
hotter	1		1			adj.	80	
hour	2	1	1	11	1	n.	105	V
house	2					n.	147	X
hug	1	1				v.	11	
humpbacked	1		1			adj.		
humps	1		1			v.		
hundred	1			3		adj.	97	V
hung	1			1		v.	37	
hunt	1	1	1	3		v.	60	V
hurt	2	1				v.	55	X
ice*	1	1		1	1	n.	61	X
ill	1		1	1		adj.	59	V
I'll	2					pro.	34	X
imagine	1		1			v.	38	
impatient	1		1		1	adj.	13	
improved	1		1			v.	32	
instruments	1		1		1	n.	38	
interest	1		1		1	n.	68	0
interesting	1		1			adj.		
iron	1					n.	74	0
island	1		1		1	n.	66	
Italian	2		3	11		adj.	28	

THIRD GRADE LIST

Words,	T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.							
Italy	1		1	2	1	n.	28	
Jack	1		1			n.	38	
Jacques	1		1		1	n.		
Jeanne	1		1			n.		
job	1				1	n.	25	
jump*	1			7		v.	49	X
Katrina	1		1			n.	99	
kept	2					v.	67	0
kick	2	1		1		v.	34	0
killed	1		1			v.	81	
kind*	1		2			adj.	118	X
king	1		1		1	n.		
kites	1				1	n.	14	X
knock	2	1		8		v.	39	
kitten	1			4	1	n.	25	X
kittens	1			3	1	n.	25	X
knocked	1		1			v.		
lace	1			1	1	n.	32	
lack	1					v.	40	
lad	1		1	7	1	n.	51	0
lamb	1	1		1	1	n.	39	V
language	1			8	1	n.	48	
lap	1	1		4	1	n.	34	V

THIRD GRADE LIST

Words,	T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.							
large	1				1	adj.	123	V
lark	1					n.	25	O
later	1	1		28		adv.	96	X
lead	1			2	1	v.	80	O
leaf	1	1	1		1	n.	11	V
leak	1	1		3	1	n.	8	
lean	1	1	1	1		v.	37	
leap	1		1			v.	44	
leave	2	2		12		v.	117	V
led	1	1		7		v.	51	O
left	2	2		1		adj.	119	O
legs	1		1		1	n.	65	X
lemons	1		1		1	n.	18	
lend	2	1		2		v.	28	
lent	1					v.	14	
less	1					adj.	84	X
lesson	2	2		2		n.	58	
letting	2	1	2	12		v.	132	V
lettuce	2	1	2	23	1	n.	20	
lie	1					v.	74	V
light	3	1	1	2		adj.	120	X
lift	1	1				v.	58	V
like	1	1	1	1		adj.	172	

THIRD GRADE LIST

Words,	T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.							
line	1					n.	97	V
lines	1	1		1	1	n.	97	V
lions	2		1			n.	52	V
listening	1		1			v.		
live*	1					v.	139	X
lived	1		1	3		v.		
living	1			2		v.		
loaded	1			2		v.	50	
lock	1	1		1		v.	45	0
longest	1			2		adj.	174	
lonesome	1		1			adj.	12	
look	1	1	1	1		v.	430	
lose	1	1		3		v.	63	
louder	2		1	2		adj.	57	
love*	1					v.	112	X
lovely	1		1			adj.	44	
lower	1		1			adj.	51	
lung	1			2	1	n.	15	
macaroni	2		1	17	1	n.	3	
machine	1		1		1	n.	42	
mail	1	1		12	1	n.	49	V
magnet	1			3	1	n.	6	
magnetize	1			4		v.		

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

making*	2			1		1	v.		
mall	1						v.		
many*	2		2			1	adj.	153	X
March	1			2			n.	74	0
mark	2						v.	96	V
mass	1			1			adj.		
match	1			3			n.	41	
matches	1	1		8			n.	41	
matter	3	1		3			n.	107	0
May*	1	1		1			n.	149	V
Mayflower	1		1			1	n.	5	
meal	1	1		12			n.	45	V
mean	2		1	3			adj.	100	0
meaning	1		1				adj.		
means	1	1		6			v.	100	0
meet	3	1	1	2			v.	104	V
mended	1			3			v.		
merry	1		1				v.	49	
metal	1			1		1	n.	32	
mice*	1	1		2		1	n.	18	X
mid	1						adj.	16	
middle	2		1			1	adj.	65	
might	2						v.	107	

THIRD GRADE LIST

Words,	T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.							
mind	1	1		8	1	n.	88	0
mist	1				1	n.	26	
mistake	1		1		1	n.	40	
mix	2	2				v.	45	
Molly	1	1		1		n.	8	
monastery	1		1		1	n.	8	
money	1		1			n.	109	X
month*	1			1	1	n.	82	0
moon	1			2	1	n.	65	X
more*	1		1	1	1	adj.	167	V
morning*	2	1	1	1	1	n.	102	X
moss	1				1	n.		
most	2	2				adj.	125	
mountains	1		1		1	n.	77	0
mouse	2	1			1	n.	36	X
mouth	2	1		5		n.	69	V
mouths	1		1		1	n.	69	V
Mt. Vernon	1		1		1	n.		
much	5	3	3	14		adj.	157	V
muddy	1			1		adj.	9	
multiply	5		4	2		v.	24	
muscle	1		1	2	1	n.	9	
mused	1		1			v.		

THIRD GRADE LIST

Words,	T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.								
music*	3	2	1	15	1	n.	71	V	
name	1	1	1	5	1	n.	134	X	
Nannette	1		1		1	n.			
Naples	1		1		1	n.			
narrow	1		1			adj.	57		
naught	1			9	1	n.	10		
naughty	1			9		adj.	10	V	
nearly	1		1	3		adv.			
neat	1			2		adj.	27	V	
neck*	1	1		9	1	n.	58	V	
necks	1		1		1	n.	58	V	
need	1	1				v.	109	O	
needed	1			1		v.			
needles	1			2	1	n.	33	V	
nestled	1		1			v.	9		
news	3	2			1	n.	160	O	
New Year	1		1		1	n.			
next	1		1	1		adj.	97	V	
nice	1	1	1	6		adj.	56	V	
Nicholas	1		1		1	n.	8		
night	1				1	n.	122	X	
Noah	1		1		1	n.	8		
noise	2	3	1	5	1	n.	49	V	

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

moisy	1	2		4		adj.	8	
noiselessly	1		1			adv.	9	
none	1			1		pro.	58	0
noon	1	1		7	1	n.	58	0
north	1		1		1	n.	88	0
nose	1			2	1	n.	50	X
not	1					adv.	203	X
number	1			4	1	n.	104	0
oak	1				1	n.	51	X
obey	2	1		1		v.	57	
ocean	2	1	1		1	n.	51	
octopus	1		1		1	n.		
odor	1		1		1	n.	22	
onions	1			7	1	n.	19	0
only	1					adj.	156	X
older	1	1	1	5		adj.		V
olives	1		1		1	n.	25	
open	1	1				adj.	126	X
operations	1		1		1	n.	29	
orange*	1			2	1	n.	44	V
oranges	1	1		2	1	n.	44	X
oriole	1		1		1	n.	6	X
oven	1		1		1	n.	168	0

THIRD GRADE LIST

Words,	T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.									
pack	4	1		12			v.	38		
paint	3	2	1	14			n.	51	X	
pair	2			2	1		n.	60	0	
pan	1				1		n.	34	X	
parent	1			1	1		n.	41		
park	1				1		n.	42	V	
party	1	1		14	1		n.	65	X	
pasture	1		1		1		n.	31		
patch	2	1		3			v.	26		
patches	1	1	1	8			v.	26		
patient	1		1				adj.	36		
peace	2		1	4	1		n.	64	V	
peach	1			1	1		n.	24	0	
peak	1			2	1		n.	15		
peas	1						n.	25		
peat	1			1	1		n.			
pencil*	2		1	3	1		n.	34	V	
penny*	2			5	1		n.	35	V	
people*	2		3	1	1		n.	126	V	
permission	1		1		1		n.	14		
picked	1		1				v.			
picnic	2		1	5	1		n.	15	X	
picture	3	3	3	17	1		n.	80	X	

THIRD GRADE LIST

Words,	T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.							
pie	1				1	n.	37	X
piece	2		1	3	1	n.	91	V
pigeons	1		1		1	n.	15	V
pilgrim	1		1	1		n.	18	
pill	1	1		1	1	n.	13	
pilller	1			3	1	n.	17	
pine	1				1	n.	35	
pink	1	1	1	2		adj.	29	
pioneer	1		1		1	n.	11	
pirates	2	2	1	8	1	n.	10	
pitcher	2	1	1	3	1	n.	19	
place	1		1		1		156	V
plant	1	1		13	1	n..	95	X
plate	3	2		5	1	n.	46	
playing	2			2		v.		
pleasant	2		2	1		adj.	64	0
please	2	2	1	7		v.	93	X
plenty	1		1		1	n.	43	
plum	1			2	1	n.	25	V
Plymouth	1		1	1		n.	5	
pole	3	2		2	1	n.	47	0
pond	1	2	1	1	1	n.	33	0
poodle	1			1	1	n.		

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

poor*	1		1			adj.	101	V
post	2				1	n.	55	0
postoffice	1		1		1	n.	11	
potatoes	1			5			33	V
potted	1			1		adj.		
pray	1		4			v.	45	
praying	11		1			v.		
president	1		1	5	1	n.	45	
press	3	2		3		v.	55	
pretty*	3	1	2	18		adj.	81	X
price	1			3	1	n.	59	
proud	1		1			adj.	62	
prove	1			2		v.	63	
pudding	1		1		1	n.	22	
pulled	2	1		11		v.		
pulling	1			2		v.		
pumpkin	1		1		1	n.	13	V
purple*	1		1			adj.	33	0
put	1					v.	131	X
puts	1					v.	131	X
quack	1			1		v.	12	
question	1		1			n.	74	0
quiet	1	1		11		adj.	62	0

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

rabbit*	1	1	1	16	1	n.	31	X
race	2	2		11	1	n.	46	V
rack	1				1	n.	25	
raft	1		1		1	n.	6	
rag	1					n.	24	0
rainbow	1		1		1	n.	32	
rainy	1		1	3	1	adj.	18	
rather	1	1		8		adv.	59	0
rays	1		1	2	1	n.	35	
reached	1		1	6		v.	93	
read*	2	1		2		v.	109	X
reading*	3	1		6				
ready	4		2	5		adj.	82	0
real	1					adj.	54	0
reap	1					v.	21	
reason	2		1	3	1	n.	81	
red*	1	1	1	2		adj.	93	X
rented	1		2			v.		
repair	1		1			v.	39	
resolution	1		1			n.	13	
rest*	1	1		1	1	n.	111	X
rheumatism	1		1		1	n.	7	
ribbon	2		1	7	1	n.	33	V

THIRD, GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

rice*	1		1		2	1	n.	23	0
ride	1		1				v.	81	X
right	2						adj.	120	X
ripe	1		1				v.	33	0
rise	1						v.	72	0
river	2	1	1		1		n.	102	V
road	2			2	1		n.	89	X
roared	1		1				v.		
roaring	1		1				v.		
rob	1						v.	30	
robin	1	1	1	22	1		n.	33	X
rode	1			2			v.	34	
roll	1	1					v.	80	X
room	1				1			89	X
root	1			1			n.	46	0
roses	1			3	1		n.	75	V
rough	1			1			adj.	48	
rowing	1			1			v.		
rubber	2	2		6	1		n.	24	0
rung	1			1			v.	9	
Rupert	1		1				n.		
sad	1	1		3			adj.	61	0
said	1	1		2			v.	115	X

THIRD GRADE LIST

Words,	T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.									
sail	1	1						v.	82	V
saint	3		1	11				n.	36	
sake	1	1								
Salerno	1		1		1			v.	115	X
sang	1	1						v.	34	V
Santa Claus	1		1					n.	18	
saved	1		1					n.		
Saul	1				1			n.		
scrape	11	11		5				v.	20	
scared	1		1					v.		
school*	1		1		1			n.	104	X
schooner	1		1		1			v.		
scissors	1			2	1			n.	13	
sea	2			4	1			n.	100	X
seam	2				1			n.	14	
seat*	3	2		16	1			n.	71	X
seen	2							v.	89	V
seized	1		1					v.		
sending	1	1		8				n.		X
sent	3	1		1				v.	84	0
sentence	1				1			n.	27	
sets	1	1		9	1			v.	110	X
setting	1		1		1			n.		X

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

seven*	1			2		n.	73	
sew	1			2		adj.		
sewing	2	1		8		v.		
shall	2	1	1	1	1	v.	116	X
shake	1	1		5		v.	50	V
shape	1		1	2		v.	28	
shaped	1		1			v.		
sheet	1				1	v.	46	
shining	4					adj.		
ship	2				1	n.	87	V
shivered	1		1			v.		
shocked	1		1			adj.		
shoot	1			1		v.	39	0
shot	1		1			v.	40	
should	1	1	1	3		v.	130	W
shows	1	1		8		v.	123	X
shut	2	1		10		v.	51	V
sight	2					n.	77	0
silent	2			4		adj.	44	
silkworm	1		1		1	n.	3	
silly	1			3		adj.	17	
silver	2	1		5	1	n.	80	0
silvery	2		1	6		adj.	8	

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

sisters	1			1	1		n.	78	X
sitting	1		1				v.		
skates	1		1				n.	20	V
skip	3	1					v.	20	V
skirts	1	1		6	1		n.	37	
sky	1				1		n.	69	V
sleigh	1	1					n.	13	
slice	1			2			v.	14	
slip	2						v.	46	
small	1			3			adj.	118	X
smelled	1		1				v.		
smoke	4	1	1	8	1		n.	53	0
snail	2		1	8	1		n.	20	
snaps	1		1	2			v.	28	
some*	1			2		1	adj.	181	
something	2			4	1	1	n.	86	V
sometime	1			2			adv.	83	
son	1				1		n.	82	V
songs	1		1				n.	68	X
sorry	1			1			adj.	42	0
soldier	1		1				n.	77	V
sound	3	1		21	1		adj.	42	0
soup	1		1	3	1		n.	25	V

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

soul	2	1			1		n.	56	
south	2	1		7	1		n.	77	0
southland	1		1		1		n.		
sour	1	1					adj.	15	
speech	1			4	1		n.	45	
speak	4	2	1	13			v.	87	0
spelling*	2		1	2	1	1	n.		
spend	1						v.	60	0
spent	2		1				v.	40	
spice	1			2	1		n.	20	
spin	1		1				v.	24	0
spit	2						v.	15	
split	2	3		3			v.	21	
spoke	3			7			v.	52	
sprang	2	1					v.	28	
spread	2			4			v.	67	
spring*	2		1	2		1	v.	100	V
sprung	1		1	5			v.	18	
squeak	1			10			v.	12	
St.	1	1					n.	28	
stack	1				1		n.	8	
stair	2	1			1		n.	40	0
stalk	1			1	1		n.	17	

THIRD GRADE LIST

Words,	T.T., Rev., B.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.									
stall	1				1		n.	21		
stamp*	1			3		1	n.	40	0	
stand*	1	1		7	1	1	v.	118	V	
standing	1		1				v.			
started	3		1		10		v.			
steam	1			1	1		n.	43		
steamer	2	1	1		5	1	n.	20		
steel	1			1	1		n.	45		
steep	1		1				adj.	36		
step	2	1	1		1		n.	80	V	
stem	1		1		1		n.	27		
stood	1						v.	69	0	
St.Mark	1		1		1		n.			
stone	2	1		2	1		n.	82	V	
stop	1			1			v.	95		
story*	3	2	2	14	1		n.	84		
strange	1	1		3			adj.	66	0	
strike	3	2					v.	63	V	
strong	2	1	1	2			adj.	98	0	
stuck	2	1		17			v.	19	0	
study	3	1					v.	68		
stung	1			4			v.	9		
subtract	4		4				v.	8		
such	1		1				adj.	157	V	

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

sum	1	1	1	2	1	n.	45	V
summer	1		1		1	n.	87	X
sunbonnet	2	1	1	2	1	n.		
sunflower	1		1	2	1	n.	5	
sung	1			1		v.	22	
sunshine	1		1		1	n.	34	V
supper	1		1		1	n.	46	V
sure*	1	1	1	12		adj.	94	V
sweet*	1	1	1	12		adj.	85	V
Switzerland	1		1		1	n.	9	
swung	1		1	6		v.	5	
tables	1		1		1	n.	90	V
tack*	1			3	1	n.	9	
tag	2	1				n.	9	
taken	1			2		v.		
takes	1					v.	162	X
tall	1	2		4		adj.	56	V
talk*	3	1		2		v.	92	V
talks	2	1		6		v.	92	V
taught	1			4		v.	49	
tea	4			2		n.	46	0
talking	1					v.		
teach	2	1		1		v.	67	0

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

Teacher	1			1	1	n.	60	0
team	2			1		n.	31	
tease	2	1		1		v.		
teasing	1					v.		
tear	2	1		3	1	n.	60	0
tells	1			2		v.	121	X
test	2	1		1	1	n.	34	
than	2		1			conj.	157	V
thank*	1	1		8		v.	83	X
Thanksgiving	1		1			n.	10	V
thankfulness	1		1			n.	28	
their*	3	2	2	1		adj.	177	X
there*	3	1	2	3		adv.	194	X
things*	1		1		1	n.	157	X
think*	4	1	3	5		v.	129	X
thorn	1					n.	4	
those	1	1		7		pro.	107	X
thought	1		1			v.	96	V
thousand	2		2			adj.	94	0
thread	2	1		7	1	n.	49	
three*	2	1		7	1	adj.	136	X
through	1		1			prep.	149	V
thumb	1			3	1	n.	20	

THIRD GRADE LIST

Words,	T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.							
tie	1		1		1	n.	124	V
tied	1		1			v.		
time*	2	2	1	7		v.	183	V
times	1		1			v.	183	V
tin	1				1	n.	25	
tinsel	1		1			n.	9	
tiny	1	1				adj.	36	
tip	1				1	n.	39	
tire	1				1	n.		
tired	3	1	2	2		v.		
today	2					adv.	80	X
together*	1			1		adv.	87	X
told*	1	1		8	1	v.	75	V
tomatoes	1		1	3	1	n.	12	
ton	2				1	n.	8	
too*	1	1				adv.	119-	X
toot	1	1				v.	5	
tooth	2		1	6	1	n.	29	V
torch	1		1		1	n.	14	
touched	1		1			v.		
track	1				1	n.	36	0
treat	1			4		v.	47	

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

trick	1			2	1	n.	33	
trip*	3	2	1		1	n.	68	0
truck*	1		1		1	n.	13	0
true	2	2		28		adj.	95	0
trust	2		2	2	1	n.	56	
truth	3	1	1	2	1	n.	67	
tulips*	1	1	1	4	1	n.	5	V
tumble	1	2				v.	21	
turn	3			1		v.	124	V
turned	1		1			v.		
turning	1			4		v.		X
twenty fifth			1			adj.		
twenty second	1		1			adj.		
twice*	1			5		adv.	43	
twelve	1		1			adj.	56	
two*	1		1			adj.	151	
understand	3		3	4		v.	62	
United States	1			6	1	n.		
until	2		2			prep.	108	V
upper	1		1			adj.	41	
use	1	1	1	4		v.	137	X
used	1					v.		
vacation	1		1		1	n.	32	

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

Valentine	3		2	4	1	n.	9	V
valleys	1		1		1	n.	60	
vase	1					n.		
Venice	1		1		1	n.	8	
very*	1	1	1		18	adj.	161	
village	4	1	4	3	1	n.	50	
vine	1	1				n.	31	
violet	1		1	2	1	n.	26	0
violets	1	1	1	5	1	n.	26	
visit	1	1			1	n.	81	V
voice	2	1		8	1	n.	84	0
volcano	2		1	3	1	n.	7	
vowel	1		1		1	n.	7	
wagon	1			2	1	n.	38	V
wake	2			3		v.	48	0
walk*	1	1				v.	108	
walking	1			2		v.		
wall	1				1	n.	97	X
wanted	1	1				v.		
wants	2	1		4		v.	110	X
warm	1		1	1		adj.	88	X
wash*	1	1	1	1		v.	72	X
washed	1			4		v.		

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

washing	1	1		12		v.	37	
Washington	2		1	6	1	n.	37	V
waboh*	1		1			v.	84	V
watching	1		1			v.		
water*	1	1			1	n.	139	X
waterfall	2		2		1	n.	12	
wave	1	1		4	1	v.	62	V
weak	1		1			adj.	58	
Wednesday*	2		1	7	1	n.	33	
weigh	1			9		v.	43	
well*	1			5		adj.	160	X
Western	1		1			adj.	39	
whack	2	1	2			v.		
when*	2	1	1	1		adv.	193	X
where*	2	1	1	3		adv.	166	X
which	2	1	1	2		pro.	181	X
while*	2	1	1	1		conj.	138	V
whip	1	2				v.	32	0
whistling	1		1			v.		
white	2	1	1	1		adj.	120	X
whole	3	1	2	1		adj.	97	0
whom	1	1				pro.	74	V
wiggling	1			6		adv.		

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst., P.O.S., T.W.B., G.L.

will*	1	1	1			adv.	166	X
window	1		1	3		n.	84	X
winter	1	1		1		n.	91	X
wire	1					n.	33	
wish*	1			1		adv.	104	X
with*	1					prep.	208	X
woods	1			1	1	n.	92	X
woke	3			8		v.	16	
won't	2	2	1	3		v.	29	V
world	1	1		2	1	n.	121	0
would*	1	2	1			v.	166	X
wouldn't*	2	1	2			v.	15	0
wrap	1	1				v.	30	
wreath	1			6	1	n.	27	
wreck	2	1	1	13	1	n.	26	
wren	1			2	1	n.	13	
wretch	2	1	1	14	1	n.	16	
wring	1	1				v.	11	
write*	1	1		2		v.	93	X
wooly	1		1			adj.	3	
written	1			4		v.	43	
wrong	1			3		adj.	63	0
wrote	2	1		5		v.	32	0

THIRD GRADE LIST

Words, T.T., Rev., A.B.C., T.M., Conc., Abst/, P.O.S., T.W.B., G.L.

Wynken	1		1				
year	1		1		n.	151	V
years*	1		1	2	n.	151	V
yellow	2		2	5	adj.	50	V
you*	1			1	pro.	188	X
young	1		1		adj.	97	0
your*	1	1	1	3	pro.	159	X
yourself	1		1	5	pro.	49	0
wharf	1		1		n.	6	
women	1	1	1	4	n.	120	0
wheat	1			3	n.	52	V
writing	1			4	v.		

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