

**TRADE SCHOOL SPELLER: FOR
USE IN THE WILLIAM HOOD
DUNWOODY INDUSTRIAL
INSTITUTE OF MINNEAPOLIS,
MINN**

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WILLIAM HOOD DUNWOODY INDUSTRIAL INSTITUTE

**TRADE SCHOOL SPELLER: FOR
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Trade School Speller
for Use in
The William Hood Dunwoody
Industrial Institute
of
Minneapolis, Minn.



Compiled by the Institute
1916

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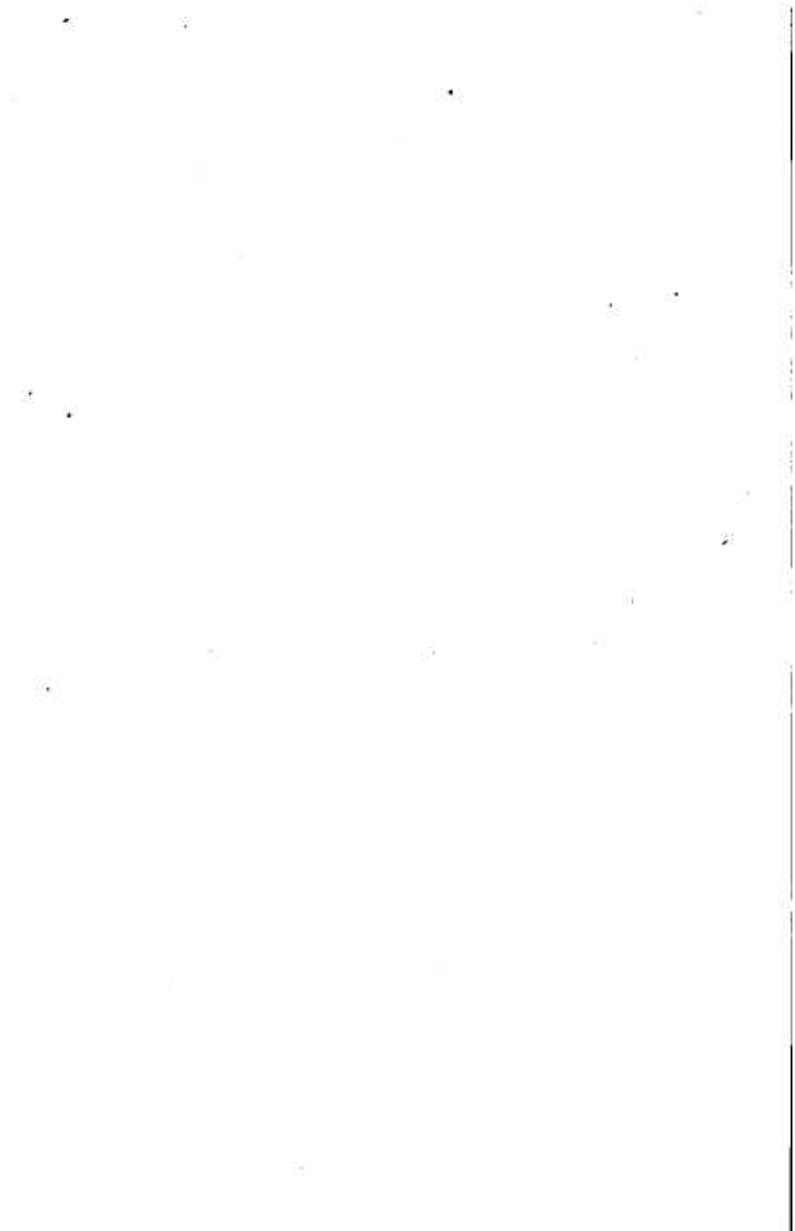
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INTRODUCTION

This speller has been made by the faculty of The William Hood Dunwoody Industrial Institute for use in the Institute, where boys receive instruction in any one of the following trades or occupations: Architectural drawing, automobile repair and construction, cabinet making, carpentry, electrical work, machine shop practice, printing and telephony. Tuition is free to the youth of Minneapolis and of the State of Minnesota. Pupils may be admitted who are over 14 years of age. In the printing and electrical courses they must have completed at least the eighth grade of the public school or its equivalent. In all other courses they must have completed the seventh grade.

The average age of pupils when admitted is 15½ years, and practically all the pupils now being admitted have finished the elementary school course. Some have had a part or all of a complete high school education in addition, and a few have taken considerable college work. Pupils spend seven hours per day five days per week during ten months of each of two years in the school. Half this time in general is given to shop practice and the other half to academic and technical subjects such as English, civics, economics, industrial and trade history, mathematics, drawing and science.

This speller has been made for use by the Institute in the school years 1916-17. It represents only a first effort on the part of the school to secure greater accuracy in spelling, particularly of trade terms, and it has many defects and weaknesses which the school hopes to correct as experience is gained in handling the problem.

The object of this speller is threefold:

1. To present lists of words which, as a minimum, a boy should know how to spell in his life as a citizen and as a worker in a particular trade; to secure efficient spelling of these words; and to provide effective ways by which pupils can be tested as to their efficiency in spelling these words.

2. To aid in familiarizing pupils with shop terms and to enlarge their shop vocabulary.

3. To provide a reference list of words in common use in the trades.

Four different kinds of words are given, as follows:

1. A foundation spelling vocabulary consisting of the thousand commonest words used in ordinary English writing, as given by Dr. Ayres in his monograph on "A Measuring Scale for Ability in Spelling."

2. A list of words taken from the regular classroom work in civics.

3. A list of words and abbreviations, arranged by separate trades, which are the names of the tools, machines, fixtures, devices, processes, material, etc., for each trade. These are words in common use in the trade shop which the instructor feels the boy should know how to spell. Separate trade lists are given for each of these lines: automobile repair and construction, architectural drafting, building construction and cabinet making, electrical work, machine shop work, printing and telephony.

4. A list of technical words and abbreviations taken from the mathematics and applied science work of the school.

The arrangement of the speller is different from that usually employed. The words in each of the trade lists, the list of technical terms and the list to be used in the drafting department are arranged in alphabetical order. This has been done so that each of these may serve as a reference list wherein words may be easily found as a part of a common shop vocabulary.

The first, or "Ayres list," consists, as the name implies, of the thousand words found to be in most common use by Dr. Ayres, and grouped according to their degree of difficulty in spelling as the result of spelling tests covering some 70,000 public school children.

No effort was made to classify or group the words of any other list, except that containing words used in civics, according to the difficulty which pupils might have in spelling them. As the result of a spelling test made with two hundred pupils of the Institute, a rough grouping of the words according to their rela-

tive degree of difficulty in spelling has been made in the civics list. It is not claimed that the test furnished anything more than a rough classification of words for the purpose of the speller during the coming year.

"Spelling is learned largely from observation in reading; and to drill on words already learned is not only a waste, but a dangerous thing to do." The sole aim of the speller is to secure the accurate spelling of words which the trade school boy must use in his life. Consequently all useless class drill on words already mastered and catch words of any kind was to be avoided. Some plan was needed whereby words, as soon as they had once been spelled correctly, could be eliminated as subjects of further study and drill and tests, and the attention concentrated from lesson to lesson upon the words which the pupil did not know how to spell.

To accomplish this the Cody plan, as given by Sherwin Cody in his monograph on "The 100% Speller," has been adopted here. The blank squares opposite the word are to be used by the pupil to check the words he misses, so that he may focus his attention upon them for the next lesson, and are to be used by the teacher to check all the words missed by anyone and everyone in the class so that he may employ only missed words in his next test.

Additional blank pages are provided at the close of each list, with the exception of the Ayres list, where the instructor may place such additional words as he may find advisable.

The Ayres list will be used by the teacher of English, the civics list by the teacher of civics, the machine shop list by the instructor in the machine shop, and so on, each teacher giving the tests on the words in his own line.

All tests are to be in writing. Whatever value oral spelling may have had in the days of the "spelling bee," our times have come to look upon the useless drill of pupils on words which they have already learned to spell as a sad waste of time and energy. Visualization and writing make for greater accuracy, and the demand upon both the citizen and the worker is for the accurate recognition of the printed, and the accurate spelling of the written word.