

**LIPPINCOTT'S HORN-  
ASHBAUGH SPELLER: FOR  
GRADES ONE TO NINE, PART  
TWO, GRADES V AND VI**

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Lippincott's Horn-Ashbaugh Speller: For Grades One to Nine, part two, grades V and VI by  
Ernest Horn & Ernest J. Ashbaugh

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**ERNEST HORN & ERNEST J. ASHBAUGH**

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## PREFACE

It is the intention of the authors to include sufficient discussion and directions to teachers so that this book may be taught with the highest possible degree of efficiency. Under general directions to teachers will be found a discussion of those points which concern all teachers regardless of grade. In addition, preceding the word list for each grade will be found supplementary directions to aid the teachers in facing the problems peculiar to that grade.

Special attention is called to the elaborate provision for making the pupil intelligent and responsible in his attack on his own spelling problems. This result is achieved by the testing plan which discovers to the pupil his deficiencies; by the standard scores which enable him to compare his accomplishment with that of other children; by the efficient method of study which is provided; and by the unusually rigorous follow-up work given in the review lessons. The authors therefore present this book to the pupils and teachers of the United States as a contribution to the solution of the problem of developing a nation of good spellers.

THE AUTHORS.

DECEMBER, 1920.

# LIPPINCOTT'S HORN—ASHBAUGH SPELLER

## GENERAL DIRECTIONS TO TEACHERS

**How the Teaching of Spelling May be Improved.**—The teaching of spelling may be improved in three ways: first, by selecting a better list of words for the pupil to study; second, by placing before the pupils of each grade the words that are most appropriate for them; and third, by introducing economical procedures in learning. The first is the problem of the course of study; the second, the problem of grading; and the third, the problem of method.

**The Vocabulary.**—To solve the first problem one must insure that the pupils will study all words they are likely to use in life outside the school. One must also insure that the pupils' time will not be wasted through their being required to learn words which they will never use. This problem has been solved for you by the authors of the text. The vocabulary of these lessons is taken from a compilation which Dr. Horn has made of 11 investigations of the words most commonly used in writing letters, and from a study of the words used in keeping minutes. These investigations represent the careful analysis of nearly a million running words. If you will analyze one letter, you will see what a very great amount of work these investigations have required. It seems very unlikely that any word commonly and frequently used should have been overlooked in all of these investigations.

These studies contain all of the information which is available at the present time concerning what words are likely to be used in adult writing. Accordingly, there is no word in this speller which has not been reported in one or more of these investigations. In addition, this vocabulary has been carefully

compared with all of the other types of reading and writing vocabularies.

Among these are the studies of children's themes, such as those by Jones, by the teachers of New Orleans, Kansas City, and Richmond, Virginia; the compilation of reading vocabularies by Thorndike, aggregating over 3,000,000 running words; and with Dr. Horn's compilation of studies of the spoken vocabulary of children, aggregating nearly 200,000 running words. No word has been taken from these studies which did not occur in the investigations of the vocabulary of personal and business letters. On the other hand, these studies showed quite clearly that the words found as the result of the analysis of nearly a million running words of correspondence and minutes are really basic in any writing vocabulary.

If you will examine the book, you will see that most of the lessons are numbered with arabic numerals. These lessons contain the words found to be used most frequently. You will notice, also, that beginning with grade three there are in each grade supplementary lessons, marked S-1, S-2, etc. These lessons include additional words which are somewhat less frequently used. The supplementary lessons are distributed by grades, so that pupils who finish the minimum work for any grade will have additional lessons to study for the remainder of the year. However, before undertaking these supplementary lessons, the teacher should make sure that her pupils have learned thoroughly the minimum list which contains the important words.

**Plan of Review.**—The provision for the complete elimination of spelling errors is particularly efficient and thoroughgoing. Not only are those words which most commonly give difficulty arranged for, but the method of testing insures that each pupil will eliminate his own peculiar errors. No pains have been spared to obtain this thoroughness without wasting the pupils' time in mere routine review.

During the week in which each lesson is taught for the first time, each pupil is tested three times on every word in the lesson.

He spends his time in concentrated attack on the words which have given him difficulty. One month later this lesson is given as a test, and the words missed by each pupil re-learned by him. At the end of the week this lesson is again given as a test.

In addition, at the beginning of each grade above the first, the words which have been previously taught, but which according to Doctor Ashbaugh's investigation still give difficulty, are thoroughly reviewed. Finally, in the seventh grade, the words which are most frequently missed by grammar grade pupils are given additional review.

It must be kept in mind that these reviews are not haphazard, nor are they a matter of guesswork. Each review list is made up on the basis of the most careful scientific study of persistent errors.

**Grading.**—The lessons in each grade are those which the pupils in that grade may most profitably study. The words have been graded in the following manner: On the basis of Doctor Horn's compilation of correspondence vocabularies, all of the words now contained in both minimal and supplementary lists were ranked according to the frequency of occurrence in these studies. On the basis of Doctor Ashbaugh's study of the difficulty of these words in the various grades, the words were arranged in order of ease of spelling. With these two sources of data, the lessons are arranged so that in general the easiest words and those most commonly and frequently used are placed in the lower grades. In addition, on the basis of scientific analysis of the vocabulary of first, second, and third readers, the authors determined which words occurred most often in these readers. The words included in the lessons for the first three grades are not only easy and fairly common, but are found also in popular readers of the grades in which they are placed. For example, the word "and" was found 27,248 times in the various investigations upon which the book is based; and it is misspelled by but four second grade children out of a hundred. It also occurs in every one of ten commonly used first readers. Since it is one of the very commonest words, is easy to spell, and is found in all



first readers, it is placed in the first list in the book. In a similar way every lesson in the first three grades has been a matter of computation. The lessons in grades above the third have been made in the same careful fashion, except that occurrences in readers were not taken into consideration. It is clear that the lessons increase gradually in difficulty in each successive grade, and that a pupil who is forced to leave school at the end of grade six or seven will have learned the words which he is most likely to need in writing.

**Standard Scores.**—By means of standard errors at the close of each lesson, the pupils and teachers may compare results with those of other grades and with those obtained in the country at large. These standards were taken from the Ashbaugh Scale and from a supplementary study conducted by Doctor Ashbaugh and Doctor Horn to determine the standards for words not included in the original scale. It must be kept in mind that these standard errors are high, being the result of the present unfavorable conditions of the teaching of spelling in the country at large. They are used merely for the purpose of comparison. The ideal to keep before your class is that they should learn their lessons so that they will not misspell a single word, but this ideal is intensified by the use of the standard errors.

**How to Teach the Lesson.**—Four points must be kept in mind as more important than any others:

1. The teacher must test her pupils on each lesson before they begin to study.
2. Each pupil should study only the words which he misspelled on the test.
3. He must be taught an economical method of study.
4. He must see clearly what progress he is making.

Detailed suggestions for teaching the lessons are given in the paragraphs which follow. These suggestions are based upon the investigations reviewed by Doctor Horn in the Eighteenth Yearbook of the National Society for the Study of Education. The method has been tried out thoroughly in public school classrooms, and has proved uniformly successful. Teachers are

urged to follow it as closely as possible. If, however, the teacher prefers another method of study, she may use it. The book may be used with any method.

**Getting Started Right.**—The first few lessons may well be spent in systematising class procedure and teaching pupils how to study a spelling lesson. Begin by pointing out the importance of spelling. Give cases, if possible, where people have been discredited because of spelling errors in letters. Discuss with the class how the words in this book were selected, how the standard errors at the close of each lesson were secured, and how the method of study was determined. The pupils may now be introduced to the procedure which will be used in conducting the spelling class, and to the method of study.

**Teaching Pupils How to Work.**—Many teachers have found the following procedure very satisfactory. Have the pupils open their books at the first lesson for their grade. Explain to them that a great many men have spent much time and money in finding out the best way to learn to spell, and that the method which is to be used is based on what these men have recommended. Have the class read the directions to pupils given on pages xiv-xvi. After the directions have been read, have several pupils summarize them. When you have made sure that the class has the main points clearly in mind, the actual work of habituating the method may be begun. The first few lessons in each term should consist of practice in the method of study. This practice should be continued until you are satisfied that the pupils understand thoroughly how to go about their work. Remember that even though teachers in the preceding grades are using the method, there may be pupils in your grade who are new to the system, as well as some who have forgotten how to study. From the nature of the method, it is easy to detect any child who is not using it. Insist that the correct method be used from the outset. As soon as the pupils have learned the method of study, the regular work of learning the lessons may begin.

**How the Lessons Should be Taught.**—The lessons are planned to be completed in a week. A week's work, therefore,

consists of twenty new words and twenty review words except in grade one, where the week's work consists of ten new words and ten review words. The following schedule is recommended.

**Monday.**—The first step in teaching a lesson is an exercise in pronunciation. Have the pupils open their books at the advanced lesson. Pronounce each word, enunciating the syllables very distinctly. Each word which in your judgment is not understood by the class should be used in a sentence. All homonyms should be so used. Have the pupils pronounce each word after you in concert, enunciating the syllables very distinctly. Insist on careful pronunciation on the part of every pupil.

This exercise precedes the spelling test because of the importance of pronunciation in the method of study, and because of the probability that this initial attention to the correct form of the word is desirable. Since the pupils undoubtedly learn something as a result of this exercise, they may be expected to make somewhat better scores than those given in the book. These scores are the results of tests given without such a preliminary exercise in pronunciation.

After all the words have been pronounced, have the pupils close their texts and prepare papers for a written test. This test will include the new lesson. It may be written on any sort of paper, the words being written in columns of twenty to correspond to the arrangement of the words in the book. Pronounce each word once only. Pupils should write the words without hesitation. No alterations in the first attempt at spelling the word should be allowed.

After the words have all been dictated, have the pupils exchange papers for the purpose of correcting. Be sure that each pupil understands that he is marking his neighbor's paper, so that errors which have been made may be corrected. Instruct the class to mark a word wrong if it is misspelled, if it cannot be read, or if any change in the first attempt at spelling has been made. Be sure that each pupil understands that, until he is able to write a word correctly the first time, he has not sufficiently learned it.

The words may be corrected on the basis of the teacher's oral