

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

Published @ 2017 Trieste Publishing Pty Ltd

ISBN 9780649284696

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

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

All rights reserved.

Edited by Trieste Publishing Pty Ltd.  
Cover @ 2017

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

[www.triestepublishing.com](http://www.triestepublishing.com)

**ERNEST HORN & ERNEST J. ASHBAUGH**

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



LIPPINCOTT'S  
HORN-ASHBAUGH  
SPELLER

FOR GRADES ONE TO NINE

BY

ERNEST HORN, Ph.D.

PROFESSOR OF EDUCATION AND DIRECTOR  
OF THE UNIVERSITY ELEMENTARY SCHOOL  
THE STATE UNIVERSITY OF IOWA

AND

ERNEST J. ASHBAUGH, Ph.D.

PROFESSOR OF SCHOOL ADMINISTRATION  
AND  
ASSISTANT DIRECTOR, BUREAU OF EDUCATIONAL RESEARCH  
OHIO STATE UNIVERSITY

PART TWO

GRADES V AND VI



DEPARTMENT OF  
JUN 5 1925  
AND STAFFS  
FOR CHILDREN

PHILADELPHIA, LONDON, CHICAGO  
J. B. LIPPINCOTT COMPANY

596982

C

COPYRIGHT, 1920, BY J. B. LIPPINCOTT COMPANY

COPYRIGHT, 1922, BY J. B. LIPPINCOTT COMPANY

I-IX EDITION

NUMBERS OF NEW WORDS BY GRADES

	Minimum	Supplementary
Grade I . . . . .	150	
" II. . . . .	340	
" III. . . . .	528	80
" IV. . . . .	620	80
" V. . . . .	620	40
" VI. . . . .	640	80
" VII. . . . .	600	60
" VIII. . . . .	500	240
" IX. . . . .	340	20
Total . . . . .	4,338	600

PRINTED BY J. B. LIPPINCOTT COMPANY  
AT THE WASHINGTON SQUARE PRESS  
PHILADELPHIA, U. S. A.

---

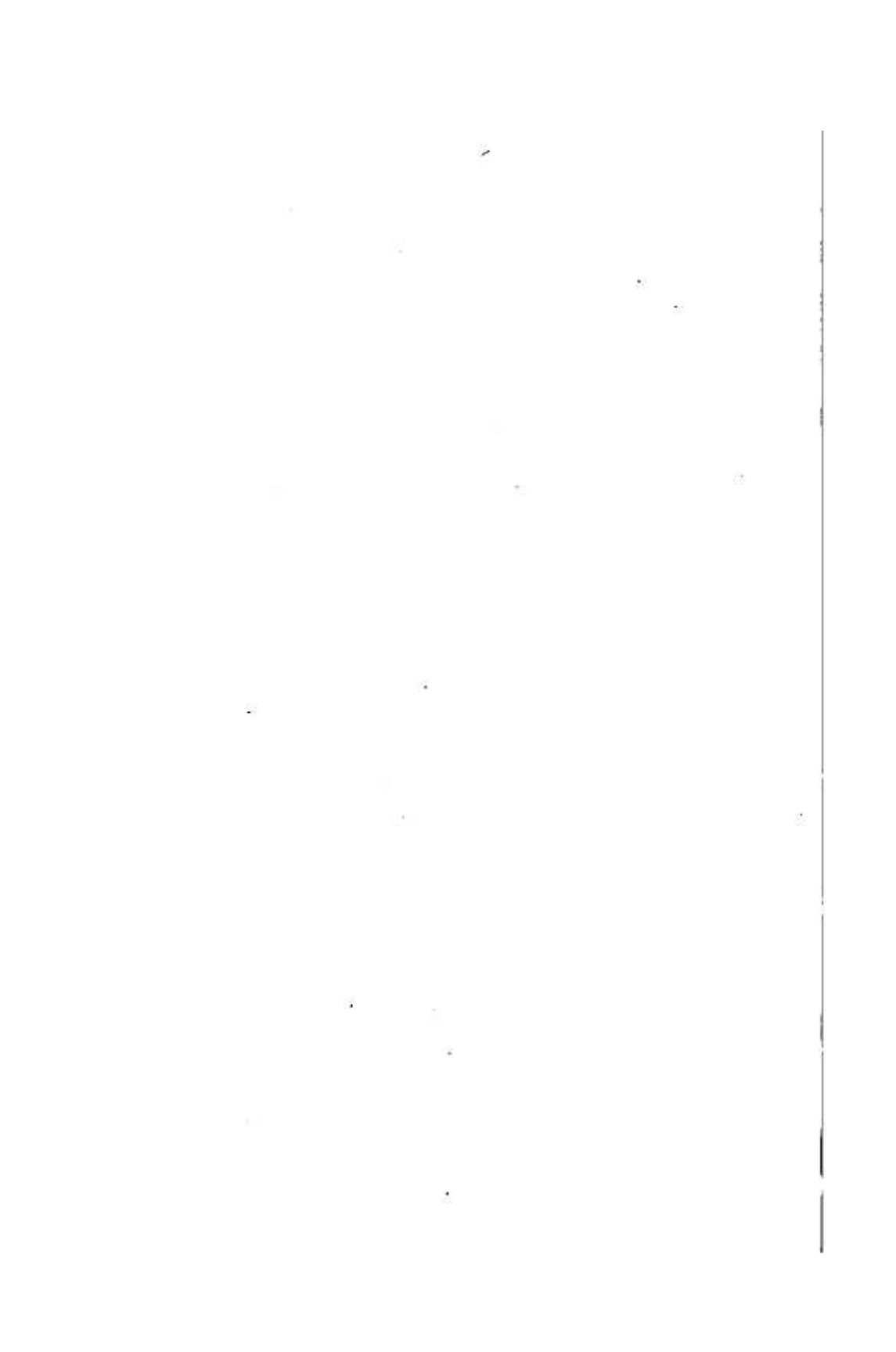
## PREFACE

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