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AN ANNOTATED BIBLIOGRAPHY OF SOURCE MATERIALS
RELATED TO THE TEACHING OF
ENGLISH SPELLING

By

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LIST OF ABBREVIATIONS

Cath Sch J	Catholic Schools Journal
Col Eng	College English
E L T	English Language Teaching
Ed	Education
Ed Rec B	The Educational Record Bulletin
Ed Res B	The Educational Research Bulletin
El Eng	Elementary English
El Sch J	The Elementary School Journal
Eng J	English Journal
Gr Teach	Grade Teacher
J Ed Psych	Journal of Educational Psychology
J Ed Res	Journal of Educational Research
J Ap Psych	Journal of Applied Psychology
J Ex Ed	Journal of Experimental Education
J Read Special	Journal of the Reading Specialist
Psych B	Psychological Bulletin
Rev Ed Res	Review of Educational Research
Teach Col Rec	Teachers College Record

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	ii
LIST OF ABBREVIATIONS	iii
INTRODUCTION	1
Part	
I. BIBLIOGRAPHIES	9
II. GENERAL REFERENCES	11
III. THE CURRICULUM	17
A. Word Lists and Vocabulary Studies	17
B. Linguistic Approaches to Spelling	22
C. Interrelationships of Spelling to Other Language Skills	24
IV. PRINCIPLES AND METHODS OF TEACHING AND TESTING	28
A. Abilities Related to Spelling Achievement	28
B. Methods and Techniques of Teaching	32
C. Error Analysis and Remedial Teaching	37
D. Testing: Studies and Tests	41
V. TEACHING SPELLING TO FOREIGNERS	43
APPENDIX	46
INDEX	51

INTRODUCTION

Purpose, Sources, Scope, and Organization

I. Purpose. The purpose of this bibliography is to cover the field of present knowledge in areas directly bearing on the improvement of the teaching and learning of English spelling. For this purpose, the writer has prepared a list of the source materials he has been able to find covering the period extending from 1936 to 1966. Studies prior to this period have already been covered in other bibliographies. (See Scope, p. 5.)

The annotation and the resulting information about the materials listed in this bibliography will be of use to researchers, textbook writers and classroom teachers. Researchers will be able to identify the needs for further research,¹ especially in the field of teaching English spelling to foreigners. Furthermore, they will be able to find and to review the literature relevant to their studies quickly and thoroughly. Textbook writers and

¹ For needed studies, see Hanna (20) and Hildreth (21). (Throughout this bibliography, numbers in parenthesis refer to bibliography entries.)

teachers will find studies to build upon in their attempt to develop spelling programs that meet their particular teaching situations. More specifically, this bibliography will be a quick and clear guide to studies related to the following problems usually encountered by all those working in the field of teaching spelling.

A. The Curriculum

1. What and how many words should students attempt to learn to spell?
2. How should these words be graded and presented?
3. What subjects other than spelling help develop spelling ability? How can the teaching of spelling be integrated with the teaching of these subjects?

B. Methods of Teaching

1. What are the factors that influence spelling ability?
2. How may students' and teachers' interest in spelling be increased?
3. What are the various methods of teaching spelling, and what are the merits and limitations of each one?
4. What teaching techniques, devices, games, etc. are, or may be, helpful to the teacher?

5. Remedial teaching

- a. How may students' spelling errors be analyzed and classified?
- b. What teaching techniques may teachers use to remedy these errors? How can teachers provide individual help for poor spellers?

C. Testing

1. What are the types and purposes of existing tests?
2. How and when should students be tested?

D. Teaching Spelling to Foreigners

This is an area which needs investigation. We need to know, for example, what words foreign students should learn to spell, and what teaching methods are effective. The materials claimed to be concerned with these questions (see Part V) are brief and, in most cases, vague summaries of studies limited to the teaching of spelling to native speakers of English. We need, therefore, to find solutions to the problems mentioned in the three previous categories, taking into consideration that the learner is a foreign student of English. To those problems, we may also add the following:

1. What are the difficulties that foreign students may encounter in learning spelling?

2. What is the relation between students' pronunciation and their spelling?
3. What are the effects of transcription- phonetic, phonemic, or i. t. a.- on learning spelling?
4. To what extent are the existing studies applicable to the teaching of spelling to foreigners?

II. Sources. The attempt at a wide coverage rests upon several sources of information.

1. The Educational Index.
2. The Encyclopedia of Educational Research.
3. Earlier bibliographies.
4. Selected bibliographies appended to books, articles, or research summaries.

These sources have yielded a comprehensive list of materials related to spelling. The writer's purpose has been to collect and annotate these materials. Unfortunately, some of these materials have not been available in Beirut, and the writer has been able to get only a few of them through direct order or through inter-loan library service. Therefore, the task of collecting, annotating and classifying those unavailable sources is an area which may be of interest to other investigators.

For annotation, the writer has read or, in some

cases, skimmed through every source to give the reader a clear idea of the issues discussed in it. However, a few annotations of unavailable sources have been quoted from other selected bibliographies. These annotations appear in this work in quotation marks and followed with the name of the original annotator whose work is entered in the section on Bibliographies.

III. Scope. The beginning date for a systematic coverage has been set at 1936 because the earlier research in this field has been referred to by other investigators. (See Part I.) The writer has, however, included a few research studies prior to 1936. These studies are either bibliographies, which would help the reader find the literature completed before 1936, or standardized tests. Within the period selected for coverage, the following types of materials have been included:

1. Experimental research.
2. Linguistic studies in spelling.
3. Surveys of research.
4. Materials that express essentially personal opinions based upon long experience in the field of teaching English spelling.

IV. Organization. The categorical scheme of this bibliography

arose¹ from its central purpose- to represent the field in order to help researchers and teachers find the information they need in the literature on spelling. The scheme is, therefore, made to represent the main problems of teaching and learning spelling, and is worked up inductively from the discovered data.

The collected materials fall into two types: (1) Sources that deal with only one particular problem such as word lists, teaching methods, or error analysis; these sources are classified into subject-headed categories and subcategories. (2) Sources that discuss almost all the issues related to spelling; they are entered, therefore, in a separate category headed "General References," so that repetition of entries can be avoided.

More specifically, this bibliography is organized into the following categories:

Part I. Bibliographies

Part II. General References

Part III. The Curriculum

A. Word lists and vocabulary studies

B. Linguistic approaches to spelling

¹ This bibliography is organized according to the instructions given in L. Robinson, Systematic Bibliography (London: Clive Bingley, 1966), chaps. 2 and 3.

C. Studies of interrelationships of spelling to other language skills

Part IV. Principles and Methods of Teaching and of Testing

A. Abilities related to spelling achievement

B. Methods and techniques of teaching

C. Error analysis and remedial teaching

D. Testing

Part V. Teaching Spelling to Foreigners

Throughout the bibliography, entries are numbered consecutively and, within each subcategory, are organized in alphabetical order.

Furthermore, unavailable sources are appended to the bibliography for the purpose of comprehensiveness of sources, and for the convenience of those who may need to review the literature on a particular issue. These sources are organized into the following categories: (1) the curriculum, and (2) teaching methods. This classification is based on a careful reading of research summaries and surveys which indicate, although briefly, the content of a given source. Undoubtedly, however, this classification is subject to a considerable degree of modification upon rigorous investigation of these sources.

V. Limitations.

1. The attempt at a wide coverage does not exclude the possibility that some sources are still unknown to the writer.
 2. The question of availability is always a serious limitation to any comprehensive and annotated bibliography. One clear example of this is that some British journals, for example, The British Journal of Educational Research, etc. are not represented in this bibliography. Therefore, the writer must admit that his attempt at a wide coverage has not been achieved. Other investigators, however, may find it valuable to continue this work.
 3. The purpose of annotation has been to give the reader a clear idea of the content of a source; evaluation has not been attempted at all.
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PART I

BIBLIOGRAPHIES

1. Breed, Fred S., "Spelling," J Ed Res, V (February, 1935), pp. 83-88.
2. Dale, E. Bibliography of Vocabulary Studies. Columbus: Bureau of Educational Research, Ohio State University, 1949.
3. Foran, T. G. and R. T. Rock, "An Annotated Bibliography of Studies Relating to Spelling: Supplement No. I," Ed Res B, V, No. 1 (1930), pp. 24-111.
4. Guiler, Walter S., "Selected References on Elementary School Instruction: Spelling," El Sch J, LIII (October, 1952), pp. 108-110. 16 annotated references.
5. Horn, Ernest, "Spelling," Encyclopedia of Educational Research, 3rd. ed. ed. C. W. Harris. New York: The Macmillan Co., 1960. 217 items some of which are very old.
6. Irmina, Sister M., Sister M. Visitation, and Sister M. Gaberiel, "An Annotated Bibliography of Studies Relating to Spelling," Ed Res B, III, No. I (1928), pp. 56-74.
7. Kavanaugh, Keith, "Selected References on Elementary School Instruction: Spelling," El Sch J, LIV (October, 1953), pp. 108-109. 14 annotated references.
8. Lamana, Peter A., "A Summary of Research on Spelling as Related to Other Areas of the Language Arts," J Read Special, VI (October, 1966), pp. 32-39.
9. Spache, George, "Spelling Disability Correlates I- Factors Probably Causal in Spelling Disability," J Ed Res, XXXIV (April, 1941), pp. 578-586. 148 items.
10. _____, "A Critical Analysis of Various Methods of Classifying Spelling Errors, I," J Ed Psych,

XXXI (February, 1940), pp. 132-134. 47 items.

11. Sudweeks, Joseph, "Practical Help in Teaching Spelling: Summary of Helpful Principles and Methods," J Ed Res, XVI (September, 1927), pp. 106-118.
 12. Tidyman, W. F. The Teaching of Spelling. Yonkers: World Book Co., 1924. 187 items.
 13. Watson, Alice E. Experimental Studies in the Psychology and Pedagogy of Spelling. Contributions to Education, No. 638. New York: Bureau of Publications, Teachers College, Columbia University, 1935.
 14. Williamson, Edmund G. "Mental Abilities Related to Learning to Spell," Psych B, XXX (December, 1935), pp. 743-751. 39 items.
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PART II

GENERAL REFERENCES

15. Cole, Luella. Elementary School Subjects. New York :
Rinehart and Co., Inc., 1946. Chaps. IX and XII.

Suggests practical solutions to problems of (1) selection of words, (2) teaching spelling rules, and (3) error analysis. Also reviews the literature on "remedial work in spelling," and gives helpful suggestions based upon research findings.

16. Fitzgerald, James A., "Children's Experiences in Spelling," Children and the Language Arts, ed. Virgil E. Herrick and L. Jacobs. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955.

Offers detailed, concise and practical solutions to the following "vital questions" in spelling: (1) What are the situations in which children use spelling? (2) How can spelling words be best selected and graded? (3) How can spelling instruction be organized for effective learning? (4) How is spelling integrated into language and living?

17. _____ . The Teaching of Spelling. Milwaukee: Bruce Publishing Co., 1951.

"Designed to cover the chief problems in spelling instruction, such as selection and gradation of words, methods of teaching, testing, guidance of

study, enrichment activities, development of word power, and diagnosis and remediation."

(Guiler, W.)

18. _____, "The Teaching of Spelling," El Eng, XXX (February, 1953), pp. 79-85.

"Discusses what investigations are basic for selection and for grade placement of words and for the selection of methods in teaching spelling; the words most important in spelling; effective methods of learning to spell and good plans for teaching spelling."

(Kavanaugh, K.)

19. Gates, Arthur I. The Psychology of Reading and Spelling, with Special Reference to Disability. Contributions to Education, No. 129. New York: Bureau of Publications, Teachers College, Columbia University, 1922.

A brief survey of experimental studies in cases of disability in reading and in spelling. Describes a method of diagnostic procedure and the main results of its use on a number of cases. Provides suggestions concerning specific remedial treatment and general methods of instruction.

20. Hanna, Paul R. and Others, "Needed Research in Spelling," El Eng, XLIII (January, 1966), pp. 60-66.

Points out contrasts between previous spelling research and a linguistic-based approach to spelling, and outlines the major areas of needed research. These areas are: the linguistic description of the

orthography, the neurological and psychology of spelling, the spelling program in relation to the language arts, and the measurement and evaluation of spelling achievement.

21. Hildreth, Gertrude. Teaching Spelling: A Guide to Basic Principles and Practices. New York: Henry Holt and Co., 1955.

Discusses (1) the changing trends in spelling instruction and the psychology of the learning process in spelling and word usage, and (2) the instructional techniques on three levels: the primary, the intermediate and the college levels. Concentrates on simplification of word lists, planning the spelling program, effective methods of word study, the use of spelling exercises and drills, and meeting the practical problems of individualizing instruction. Also mentions areas of needed research, pp. 297-299.

22. Horn, Ernest, "Spelling," Encyclopedia of Educational Research, 3rd. ed. ed. C. W. Harris. New York: The Macmillan Co., 1960, pp. 1337-1353.

A comprehensive survey of research studies in problems of teaching and learning spelling. The presentation of findings is divided as follows: (1) Historical survey of spelling reform; (2) The curriculum in spelling: objectives, vocabulary needs, the relationship of spelling to other areas of the curriculum, the selection of words, etc. ; (3) Methods of teaching:

General plans of teaching procedures, the presentation of words, and diagnostic and remedial work;

(4) Construction and use of tests: standard tests and scales, and tests as guides to instruction.

23. _____ . Teaching Spelling. Washington, D. C.: National Education Association, 1954.

An attempt to report to classroom teachers the most important suggestions for the teaching of spelling which have been produced by research. Provides recommendations concerning the construction of curriculum, the teaching method, and evaluation.

24. Marksheffel, Ned D., "A Spelling Improvement Program," El Sch J, LIV (December, 1953), pp. 223-229.

Presents a workable program for children who need special help with spelling. Suggests basic word lists, a method of teaching and methods of testing and reviews.

25. McEwen, Gilbert D. How to Be a Better Speller. New York: Thomas Y. Crowell, 1953.

Aims at helping adults who are no longer at school. Emphasizes "ten basic spelling faults" and suggests ways for eliminating them. Various informal tests, which may be of value to teachers, are included.

26. Pollock, Thomas C. and W. Baker. The University Spelling Book. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1955.

Based on the latest research in the teaching of spelling,

and is designed to help college students master correct spelling. Concentrates attention on the learning steps and on carefully selected words which need special study such as difficult or commonly misspelled words.

27. Shane, Harold G., M. E. Reddin and M. C. Gillespie. Beginning Language Arts Instruction with Children. Ohio: Charles and Merrill Books, Inc., 1961. Chaps. VI and XIV.

A comprehensive discussion of various practices in teaching spelling. Emphasizes a functional approach to spelling. Suggests procedures, techniques and games, and integrates them with the teaching of other subjects.

28. Tidyman, Willard F. and M. Butterfield. Teaching the Language Arts. New York: McGraw-Hill Book Co., Inc., 1951. Chap. XVIII.

Attempts to develop a "functional individualized program" based upon a synthesis of research findings in teaching spelling. Discusses various theoretical problems in areas of curriculum, grade placement of words, teaching methods, and testing.

29. Wallace, Eunice Ewer. Principles of Spelling. Chicago: Lyons and Carnahan, 1967.

Designed to help learners recognize patterns of spelling, and associate the spelling of new words with these patterns. Words presented in this book are grouped into families such as derivatives, plurals and possessives, suffixes, etc. General information

is presented sequentially in frames. Each frame carries its own answer, to make it possible for the learner to check his own work before going to the next frame. Two lists of commonly misspelled words (troublemakers) are appended. This book can also be used for reference or individually.

PART III

THE CURRICULUM

A. Word lists and Vocabulary Studies

30. Coleman, William H. A Critique of Spelling Vocabulary Investigation. Greeley, Colorado: Colorado State Teachers College, 1931.

Evaluates the validity of the method used and the reliability of the results obtained by investigators who have engaged in scientific study to determine spelling curricula. Analyzes critically thirty-three word lists. Offers conclusions concerning selection and placement of words.

31. Fitzgerald, J. A. A Basic Life Spelling Vocabulary. Milwaukee: Bruce Publishing Co., 1951.

A list of 2,650 words based upon a careful analysis of vocabulary investigations made by Horn, Breed, Dolch, etc. and described as "a basic core of words most important for writing in childhood and adulthood." Provides data on frequency, credit and occurrence of each word. The list is divided into three lists which may be useful in providing a differentiated curriculum. The first list comprises 499 words, the second 970 words, the third 473 derivatives which "are the most used in children's writing."

32. Gates, A. I. A List of Spelling Difficulties in 3876 Words. New York: Bureau of Publications, Teachers College, Columbia University, 1937.

Analyzes and indicates the difficult spots in each of these words and discusses factors that cause spelling difficulties. Some of these difficulties are word length, vowel difficulties, unusual combination of letters, etc.

33. Hall, Frances Adkins and E. H. Brenes. Spelling Patterns: A Review Speller. Ithaca, N. Y.: Linguistica, 1960.

Based on the American Vest Pocket Dictionary and the Thorndike-Lorge frequency count, the word list in this book includes the 5000 most frequently used words in current American English. The first section includes words in which the graphemes stand in one-to-one correspondence with the phonemes. Each of the following sections takes up one type of departure from the norm.

34. Hildreth, G. H., "An Evaluation of Spelling Word Lists and Vocabulary Studies," El Sch J, LI (January, 1951), pp. 254-265.

Criticizes the lack of usefulness of most spelling texts and prepared lists. She says: "Spellers in common use today in Grade II through Grade VIII are heavily loaded with words... that must be studied by children some years ahead of the infrequent times they will ever use them."

35. _____, "Word Frequency as a Factor in Learning to Read and Spell," J Ed Res, XLI (February, 1948), pp. 467-471.

Analyzes Rinsland's word list (43) to call attention to the fact that difficulties in learning spelling arise from the wide range of rarely used but needed words. Concludes that there is a need for more vocabulary study and that children's needs should be considered when the curriculum is constructed.

36. Horn, Ernest, "The Validity and Reliability of Adult Vocabulary Lists," El Eng Rev, XVI, No. 4 (1939) pp. 129-134.

Criticizes existing word lists and proposes several criteria for the evaluation of words such as quality, cruciality, frequency and permanency. These criteria may be applied advantageously to problems of curriculum construction.

37. Horn, Thomas D., "That Straw Man: The Spelling List," El Eng, XXIX (May, 1952), pp. 265-267.

Discusses the crucial question of spelling needs. Attempts to bring together the two approaches: spelling lists and individualized study, and suggests that spelling texts should be supplemented by locally prepared lists and planned instruction.

38. Johnson, Leslie W., "One Hundred Words Most Often Misspelled by Children in the Elementary Grades," J Ed Res, XLIV (October, 1950), pp. 154-155.

A list of one hundred most often misspelled words selected from the errors that 14,643 children made in

their creative writing. The words are arranged according to the number of times they are misspelled.

39. Kassab, Wadea. Are You a Good Speller? New York: Pageant Press, Inc., 1961.

A pronunciation-spelling guide to over seven-thousand "hard to spell and hard to pronounce English words." The words are ordered alphabetically into two columns: the first provides the spelling of a word as it is pronounced, for example, alfabet, and the second gives the correct spelling, alphabet. The value of this device in improving spelling needs to be determined.

40. Kyte, G. C. and V. M. Neel, "A Core Vocabulary of Spelling Words," El Sch J, LIV (September, 1953), pp. 29-34.

Two lists of one hundred words and of five hundred and one useful words derived from other lists and judged highly useful in language arts activities, especially spelling.

41. Lorge, I. The Semantic Count of the 570 Commonest English Words. New York: Bureau of Publications, Teachers College, Columbia University, 1949.

A semantic count giving the frequency of meaning of five-hundred and seventy multi-meaning words. A valuable source that can be utilized in the preparation of spelling texts and curriculum guides.

42. Malsbary, Dean R. Spelling and Word Power. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1958.

A selection of words based on vocabulary studies and divided into ninety-four learning units. The words are grouped in terms of affixation, phonetic features or abbreviations. Includes a list of 300 commonly misspelled words.

43. Rinsland, Henry D. A Basic Vocabulary of Elementary School Children. New York: The Macmillan Co., 1945.

A tabulation of 14,571 words which occurred three times or more in six-million running words of children's writing in grades two to eight.

44. Spache, G., "Minimum Reading-Spelling Vocabulary for Remedial Work," J Ed Res, XXXIII (November, 1939), pp. 161-174.

An attempt to present the teacher with a basic or minimum vocabulary based on a comparison of three other lists. Also offers a tentative average grade placement for words in the primary grades.

45. Stauffer, R. G., "A Study of Prefixes in the Thorndike List to Establish a List of Prefixes that Should Be Taught in Elementary School," J Ed Res, XXXV (February, 1942), pp. 453-458.

A frequency count of prefixes found in Thorndike's list (47). Shows that 24% of the words have prefixes and that fifteen most frequent prefixes account for 82% of the total number of prefixes.

46. Swenson, Esther J. and C. J. Cadwell, "Spelling in Children's Letters," El Sch J, IL (December, 1948), pp. 224-235.

A frequency count of words used by children in letter writing. One finding is that forty-four words make up about 28% of those which appear in all the basic writing of children.

47. Thorndike, E. L. and I. Lorge. The Teacher's Workbook of 30,000 Words. New York: Bureau of Publications, Teachers College, Columbia University, 1944.

A pioneer work in obtaining measures of frequency as aids to creating learning lists.

B. Linguistic Approaches to Spelling

48. Allen, Robert L., V. Allen and M. Shute. English Sounds and their Spellings: A Handbook for Teachers and Students. New York: Thomas Y. Crowell Co., 1966.

Introduces the important correspondences between English sounds and English spelling patterns. The lessons present the vowel sounds, one by one, along with systematically selected consonant sounds, and show how each sound or combination of sounds is usually spelled. Irregular words are introduced gradually. Each lesson contains teaching instructions and a variety of drills. Can be used for reference or review in various classes.

49. Friedrich, Wolfgang A. English Pronunciation: The Relationship between Pronunciation and Orthography. Trans. by R. A. Martin. London: Longmans, Green & Co., 1958.

Analyzes both the phonological and the orthographic systems of English and states certain regularities in

sound-letter correspondence. Formulates both general and specific rules, and "exceptions."

50. _____, "Spelling Rules," E L T, XVII (October, 1962), pp. 20-26.

Presents general spelling rules based on a study of morphological changes of English words and also on parallelism of certain prefixes and suffixes.

51. Fries, Charles C. Linguistics and Reading. New York: Holt, Rinehart and Winston, Inc., 1962. Chap. VI.

Discusses the background of English spelling such as "the loss of <e> in inflectional syllables, the great vowel shift, etc." Demonstrates the correspondence of spelling-patterns (sequences of graphic shapes) to word-patterns (sequences of Phonemes). The discussion, however, is oriented toward teaching reading.

52. Gleason, H. A. An Introduction to Descriptive Linguistics. New York: Holt, Rinehart and Winston, 1965.

Discusses briefly the effects of changes in phonology on the fit of a less changing writing system. Also deals with the influence of written language on pronunciation.

53. Hall, Robert A. Sound and Spelling in English. New York: Chilton Books, 1961.

Explains the relation between the structure of the English spelling system and the sounds of English for the purpose of solving some difficulties in the

teaching of spelling. States patterns of regularity and irregularity of English graphemics. Suggests principles of gradation in teaching reading and spelling.

54. Hanna, Paul R. and J. T. Moore, "Spelling, from Spoken Word to Written Symbol," El Sch J, LIII (February, 1953), pp. 329-337.

Explores the possibility of using the phonetic elements of the English language in building a spelling program on the basis of the consistency of sound-letter correspondences.

55. _____ and Others. Phoneme-Grapheme Correspondences as Cues to Spelling Improvement. U. S. Department of Health, Education, and Welfare, Office of Education, 1966. Reviewed by D. Gunderson, Eng J, LVI (April, 1967), pp. 617-619.

A study of phoneme-grapheme relationships which appears to negate the traditional theory that there is an inconsistent relationship between the phonemes and the graphemes in English. Analyzes the phonological structure of 17,310 words and the phoneme-grapheme relationship in each one. Presents suggestions for the spelling curriculum and integrates it with speaking and writing curricula in each grade.

C. Interrelationships of Spelling to Other Language Skills

56. Fitzgerald, J. A., "Research in Spelling and Handwriting," RevJ Ed Res, XXII (April, 1952), pp. 89-95.

Summarizes the results of the outstanding research in spelling and handwriting during the period extending from October, 1948, up to the date of publication.

57. Gilbert, Luther C., "A Study of the Effects of Reading on Spelling," J Ed Res, XXVIII (April, 1935), pp. 370-376.

Investigates the nature of the effects of reading on spelling improvement of college students. Concerned with the question of incidental learning of spelling through reading. Concludes that college students improve their spelling through reading even when attention is not directed toward that end.

58. _____ and Doris W. Gilbert, "The Improvement of Spelling through Reading," J Ed Res, XXXVII (February, 1944), pp. 458-467.

Reports an approach to the problem of the fundamental process involved in the incidental learning of spelling during reading. The eye-movement photography technique is used to investigate the relationships between eye-movements and improvement in spelling ability.

59. Kottmeyer, William, "On the Relationship of Word Perception Skills in Reading and in Spelling," Ed, LXXII (May, 1952), pp. 600-603.

Discusses the relationships of word perception skills in reading and in spelling. Concludes that children can be given "greater competence in both spelling and reading when we make the relationships of these

similar clusters more apparent."

60. Lamana, Peter A., "A Summary of Research on Spelling as Related to Other Areas of the Language Arts," J Read Special, VI (October, 1966), pp. 32-39.

A brief survey of research studies in the field of spelling as related to reading and writing. The scope of the reported summaries covers a period of forty-four years and includes a wide variety of approaches.

61. Russel, David H., "A Diagnostic Study of Spelling Readiness," J Ed Res, XXXVI (December, 1943), pp. 276-283.

Explores the relation of spelling to other language skills and studies some effects on early spelling ability of two types of reading programs, one involving phonetic analysis, the other less emphasis on phonetic procedures. The results indicate that a reading program which includes phonetic analysis produces better achievement in spelling than a program which involves little phonics.

62. _____, "Spelling Ability in Relation to Reading and Vocabulary Achievement," El Eng Rev, XXIII (January, 1946), pp. 465-471.

Presents correlation between spelling, reading achievement, and meaning vocabulary as determined by tests given to 135 pupils ranging from low third to the high fifth grades.

63. Townsend, A., "An Investigation of Certain Relationships of Spelling with Reading and Academic Aptitude," J Ed Res, XL (February, 1947), pp. 465-471.

Presents data concerning the relationship between scores in spelling and scores in reading comprehension, vocabulary and academic aptitude. Finds a substantial correlation between reading and spelling, and a positive relationship between spelling and academic aptitude.

64. Yoakam, G. A., "The Relation of Reading to Spelling and Handwriting," Reading and the Language Arts in the School Program, pp. 72-80. A Report of the Sixth Annual Conference on Reading. Pittsburg: University of Pittsburg Press, 1950.

Concludes that "the intimate relationships between reading, writing and spelling should not be regarded as suggesting these skills are identical in their demand upon the learner."

PART IV

PRINCIPLES AND METHODS OF TEACHING
AND TESTING

A. Abilities Related to Spelling Achievement

65. Bradford, Henry F., "Oral-Aural Differentiation among Basic Speech Sounds as a Factor in Spelling Readiness," El Sch J, LIV (February, 1954), pp. 354- 358.

Demonstrates that readiness to discriminate among regularly spelled speech sounds has not been achieved by all children at the close of Grade I, and points out that abilities are developmental in nature. The findings of this study have opened up a new dimension in the teaching and learning of spelling.

66. Cooper, Jane W., "Developing Spelling Ability through Individual Vocabulary," El Eng, XXVIII (May, 1951), pp. 286-289.

Explains why "the development of a general ability is as important in spelling as it is in reading."

67. Furness, E. L., "Teaching Procedures for Spelling Disabilities," El Eng, XXXI (March, 1954), pp. 158-162.

Lists the aims of teaching spelling. From these aims, an analysis of spelling disabilities is undertaken, and teaching procedures are suggested for elementary- and secondary-school and college levels.

68. Gilbert, L. C. and D. W. Gilbert. Training for Speed and Accuracy of Visual Perception in Learning to Spell Words. University of California Publications in Education, VII, No. 5. Berkeley: University of California Press, 1942.

Studies the eye movements of students with the purpose of finding out how they learn to spell. The findings concerning the wide individual differences in perception and study habits have significant bearing on spelling instruction especially on diagnosis and individualized help.

69. Knoell, D. M. and C. W. Harris, "A Factor Analysis of Spelling Ability," J Ed Res, XLVI (October, 1952), pp. 95-111.

Attempts to test the hypothesis that spelling is not one but several abilities. The three spelling abilities purportedly measured are the ability to recognize words spelled incorrectly, the ability to recognize words spelled correctly, and the ability to respell correctly those words recognized incorrect. The findings, regarded as tentative, indicate that factors representing more than one kind of spelling ability have been obtained.

70. Muehl, Siegmur, "The Effects of Visual Discrimination Pretraining with Word and Letter Stimuli on Learning to Read a Word List in Kindergarten Children," J Ed Psych, LII (August, 1961), pp. 215-221.

Attempts to determine the stimuli relevant to visual discrimination among word forms for beginning readers.

The assumptions tested are: (1) the child learns to discriminate among words on the basis of the shape or form of the whole word; (2) the child discriminates among words on the basis of attending to some part of the word. Finds no significant difference in performance between the two word discrimination groups on either a pretraining or reading task.

71. Murray, Elsie, "The Spelling Ability of College Students," J Ed Psych, X (October, 1919), pp. 357-376. ✓

Attempts (1) to identify factors relating to spelling ability, (2) to measure the correlation between spelling ability and other abilities, and (3) to provide a list of words most frequently misspelled and explores causes of misspelling. Finds positive correlation between spelling ability and such abilities as accuracy in general, standing in college courses, visual and auditory discrimination, etc. Provides a list of commonly misspelled words and analyzes causes of misspelling.

72. Russel, David H. Characteristics of Good and Poor Spellers. Contributions to Education, No. 727. New York: Bureau of Publications, Teachers College, Columbia University, 1937.

Compares two groups of good and poor spellers matched for sex, mental ability and age, but differing in spelling abilities. The results of eighteen tests of various abilities show that good spellers reliably exceed poor spellers on such factors as word pronuncia-

tion, reading accuracy, reading comprehension, etc. Poor spellers reliably exceed good spellers in mispronunciation and use of a letter-by-letter method in studying words.

73. _____, "A Second Study of Characteristics of Good and Poor Spellers," J Ed Psych, XLVI (March, 1955), pp. 129-141.

Adds to the previous study by further investigation of visual and auditory abilities in relation to spelling ability. Discovers correlation between spelling ability and most of the other abilities tested. Also finds that visual and auditory discrimination abilities seem to be closely related to spelling ability around the third- and fourth-grade levels.

74. Spache, George, "Spelling Disability Correlates I- Factors Probably Causal in Spelling Disability," J Ed Res, XXXIV (April, 1941), pp. 561-586.

Summarizes the indications of recent research on factors that are "clearly" causal in spelling disability. The discussion of the factors is divided into the areas of the physical, the intellectual and temperamental, the subject matter and the miscellaneous.

75. _____, "Spelling Disability Correlates II- Factors That May Be Related to Spelling Disability," J Ed Res, XXXV (October, 1941), pp. 119-137.

In this second article, the author presents research findings concerning factors which "although definitely

related to spelling success, have not been proven to be significant or causal." The discussion of the factors is divided as in the first article.

76. Templin, Mildred C., "Phonic Knowledge and Its Relation to the Spelling and Reading Achievement of Fourth Grade Pupils," J Ed Res, XLVII (February, 1954), pp. 441-454.

Concerned with the relation of phonic knowledge, irrespective of how it is acquired, to spelling and reading achievement. Investigates (1) the level of phonic knowledge of fourth grade pupils, (2) the relation between phonic knowledge and reading and spelling skills at this grade level, and (3) the differences in the phonic knowledge of good and poor spellers and of good and poor readers. Finds a positive correlation between correct spelling and phonic ability.

77. Williamson, Edmund G., "Mental Abilities Related to Learning to Spell," Psych B, XXX (December, 1933), pp. 743-751.

A comprehensive review of thirty-nine studies in the relation between mental abilities and learning spelling.

B. Methods and Techniques of Teaching

78. Artley, A. S., "Principles Applying to the Improvement of Spelling Ability," El Sch J, IL (November, 1948), pp. 137-148.

Derives five principles of classroom instruction in spelling from a review of some thirty references.

The five principles are (1) provision for individual differences, (2) the need for motivation for learning spelling, (3) the necessity for direct instruction, (4) the need of the child to become independent in spelling ability, and (5) the desirability of favorable attitudes toward correct spelling.

79. Christine, Roy O and Paul M. Hollingworth, "An Experiment in Spelling," Ed, LXXXVI (May, 1966), pp. 565-567.

Compares two teaching methods, the study-test and the corrected-test methods, for significant difference in spelling achievement. Although the findings do not favor either methods, the author recommends the corrected-test method as a factor contributing to better achievement in spelling.

80. Conklin, William, "Kickoff in the Classroom," Eng J, XL (November, 1951), pp. 519-521.

Describes a device whereby pupils' interest in football may be utilized to motivate them to learn to spell.

81. Delecatto, Carl H., "A Comparison of Two Methods of Teaching Spelling," El Eng, XXIX (January, 1952), pp. 26-30.

"Describes an experiment designed to discover the comparative merits of the formal and of the experimental methods of teaching spelling. Finds that the two methods gave the same average results but the experimental method is productive of added outcomes through the development of positive attitudes toward the lan-

guage area and through the creation of a felt need for learning to spell."

(Guiler, W.)

82. Frandsen, Maude L., "This Job of Teaching Spelling,"
Gr Teach, LXIX (November, 1951), pp. 28, 89, 91.

Discusses various problems of teaching spelling and stresses the importance of the following steps:

(1) Recognition of the words to be learned; (2) Knowing their meanings; (3) Forming visual impression of them; (4) Developing the ability to recall and reproduce them. Also presents some games said to be effective as aids in learning to spell.

83. Finch, Hardy R., "Some Spelling Problems and Procedures,"
Eng J, XLII (April, 1953), pp. 190-192.

"Lists a number of techniques which can be used in classroom situations to stimulate students' interest in spelling improvement."

(Kavanaugh, K.)

84. Gates, Arthur I. and Chester C. Bennett, "The Daily Versus the Weekly Lesson Plan in Spelling," J Ed Res, XXVIII (November, 1934), pp. 203-206.

Compares the merits of teaching spelling in daily lists with teaching in longer, weekly lists. Finds that the results are inconsistent and the total gains of all pupils for the two plans are identical.

85. _____ and Frederick B. Graham, "The Value of Various Games and Activities in Teaching Spelling,"
J Ed Res, XXVIII (September, 1934), pp. 1-9.

Compares the interests and ability in spelling by a program devoted to spelling games, puzzles, problems, work with words, directed word activities, etc. with a program based almost exclusively upon direct study of word lists by the familiar study-test and test-study plans. The results show that the two methods increase spelling ability in roughly equal degree, but that the book-directed programs combining word study with word games and other activities are more interesting under the conditions of the study.

86. Grothe, Barbara F., "A Study of Spelling Conscience," El Eng, XLIII (November, 1966), pp. 774-775, 784.

Investigates (1) the relationship between spelling conscience, academic achievement and intelligence, and (2) whether spelling conscience is a stable characteristic which may be found in various types of elementary school writing experiences. Concludes that the operation of spelling conscience is dependent upon intellectual ability and academic achievement.

87. Guiles, R. E., "Effects of Formal Spelling on Spelling Accuracy," J Ed Res, XXXVII (December, 1943), pp. 284-289.

Attempts to answer the following question: Which is more important in determining spelling accuracy, the learning that takes place in the "spelling period," or the learning that takes place rather incidentally in connection with other experiences of the child? Finds

that a special spelling period devoted to the study of a basic list of words has only a limited influence on spelling accuracy.

88. Jackson, Joseph, "The influence of Word Analysis upon Spelling Attainment," J Ed Res, XLVII (October, 1953), pp. 107-115.

Compares two methods of teaching spelling: word analysis method versus textbook-directed method. The findings show that the group using word analysis through phonetic blending, root relationship, or ending similarity did not achieve significantly better when compared to a control group which used its text as a source for learning spelling.

89. Mazurkiewicz, Albert J. and Peter A. Lamana, "Spelling Achievement Following i. t. a. Instruction," El Eng, XLIII (November, 1966), pp. 759-761.

Demonstrates the superiority for the Initial Teaching Alphabet method to the Traditional Orthography method in promoting significantly better spelling achievement.

90. Personke, Carl, "Spelling Achievement of Scottish and American Children," El Sch J, LXVI (March, 1966), pp. 337-343.

Attempts to show the superiority of the phonic method in reading and the introduction of spelling words in phonetic groups to the whole-word method in reading, and the introduction of spelling words around interest units. The resulting evidence suggests the superiority of phonetic spelling, used by the Scottish group, to

the whole-word method, used by the American group.

91. Wilson, D. E. The development of Spelling in the Elementary School Curriculum. Doctor's Dissertation.
Los Angeles: University of California, 1951.

Traces the historical development of spelling instruction through three main periods from 1647 to the present, and notes current trends toward a closer relationship between spelling and other curricular activities.

C. Error Analysis and Remedial Teaching

92. Almack, John C. and E. H. Staffelbach, "An Experimental Study of Individual Improvement in Spelling,"
J Ed Res, XXIX (September, 1935), pp. 6-11.

Designed (1) to discover, by a process which is individually diagnostic, what words the pupils are able to use but unable to spell, (2) to set conditions under which each pupil should be helped to master the spelling of the words in his own active vocabulary, and (3) to check under normal conditions the results obtained by this procedure. The result of this program of individual improvement, in terms of fewer misspelling, are "gratifying."

93. Book, W. F. and R. S. Horter, "Mistakes Which Pupils Make in Spelling," J Ed Res, XIX (February, 1929), pp. 106-118.

Attempts (1) to indicate the number and kinds of mistakes in spelling that pupils make, (2) to explain

how and why these mistakes are made, and (3) to explain how the tendencies toward error which produce these mistakes may best be prevented or successfully overcome.

94. Fitzgerald, J. A., "Spelling Words Difficult for Children in Grade II-VI," El Sch J, LIII (December, 1952), pp. 221-228.

Reviews briefly some basic investigations of misspelling; presents some error data on words frequently misspelled (spelling demons); demonstrates the persistency of misspelling of some words from grade to grade; and illustrates the various types of errors in words frequently misspelled.

95. Kiefer, F. A. and P. V. Sangren, "An Experimental Investigation of the Causes of Poor Spelling among University Students with Suggestions for Improvement," J Ed Psych, XVI (January, 1925), pp. 38-47.

Designed to determine the causes of poor spelling among university students of average to superior general ability and to test the efficacy of specific suggestions for the improvement of students' spelling. Shows that spelling deficiency arises from various defects, so there is no standard diagnosis and no single remedy. Implies that the teacher should find out the causes and then select the proper remedial measure.

96. McEwen, Gilbert D., "College Spelling Clinic," Col Eng, XIII (January, 1952), pp. 216-218.

Outlines procedures used in giving individual help

to college students encountering spelling difficulties. Classifies spelling difficulties in ten categories and concludes, without supporting evidence, that the student "can go ahead on his own with a definite plan for improvement."

97. Margarete, Helen, "The Eye, the Ear, and the Misspelled Word," Col Eng, XIII (October, 1951), pp. 29-32.

Contends that many misspellings of students are due to careless speech habits, that all teachers who demand written work of their students have the obligation of correcting this work, and that speech instructors should also accept the responsibility for correcting errors in spelling.

98. Spache, G., "Critical Analysis of Various Methods of Classifying Spelling Errors, I" J Ed Psych, XXXI (February, 1940), pp. 111-134.

Reviews a number of systems of classifying spelling errors developed by Douse, Cornman, Foster, etc. and some thirty studies on spelling errors. The author then proposes his own system of classification derived largely from the practices of early writers. This system, the author claims, eliminates subjective types of errors, distinguishes between errors and causes, and defines each error type.

99. _____, "Validity and Reliability of the Proposed Classification of Spelling Errors, II," J Ed Psych, XXXI (March, 1940), pp. 204-214.

A statistical analysis of the results of the application of the author's system of classification of spelling errors to establish its validity and reliability.

100. _____, "Characteristic Errors of Good and Poor Spellers," J Ed Res, XXXIV (November, 1940), pp. 182-189.

A diagnostic study of the spelling errors of two groups of spellers to find out how many and what kind of errors are made by the average child, how the individuals of the group differ, and how each child differs from a hypothetical average child.

101. Swearingen, Mildred E., "When Children Make Mistakes in Spelling," El Eng, XXIX (May, 1952), pp. 258-262.

Discusses kinds of errors made in spelling; lists eleven observations and conclusions; and submits a plan to remedy or reduce spelling errors.

102. Wolff, Sister M. Roberta, "A Study of Spelling Errors with Implications Concerning Pertinent Teaching Methods," El Sch J, LII (April, 1952), pp. 458-466.

An analytical study of errors made in written assignments, in regular weekly spelling tests, and on a standardized test in one fifth-grade class. Reports types of errors- mechanical, phonetic and nonphonetic errors- and points out implication for teaching.¹

¹ For more studies in spelling errors, see also Gates (19), Marksheffel (24), Pollock (26), Johnson (38), Spache (44) and Malsbary (42).

D. Testing: Studies and Tests

103. Allen, Richard D. and Others. Metropolitan Achievement Tests. New York: World Book Co., 1947.
104. Cook, W. W. The Measurement of General Spelling Ability. Iowa City: University of Iowa Studies in Education, 6, No. 6, 1932.
105. Green, Harry A. The New Iowa Spelling Scale. Iowa: State University of Iowa, 1954.
106. _____ and Others. Measurement and Evaluation in the Elementary School. Longmans, Green and Co., 1953.
107. Kelley, Truman L. and Others. Stanford Achievement Tests. New York: World Book Co., 1953.
108. Nifenecker, E. A. New York Survey Tests in Spelling. New York: Bureau of Reference, Research and Statistics, Board of Education, Publication No. 26, 1932.
109. Sand, Harold J., "An Evaluation of the Effects of Marks as Incentives to Pupil Growth in Spelling Ability and of the Comparative Values of Equated Scales and Informal Tests as Measurement of the Progress," J Ed Res, XXXI (May, 1938), pp. 678-682.

Shows that an emphasis on the social value of correct spelling and the learning to spell for the resulting self-satisfaction of such accomplishment consistently strengthens the learning bond to a greater degree than the "conventional method." Also concludes that informal classroom tests are of doubtful validity as measures of spelling ability.

110. Townsend, Agatha, "A Study of the Lincoln Diagnostic Spelling Test," Ed Rec B, No. 38 (June, 1943), pp. 49-53.
111. Wilson, Guy M., "The Purpose of a Standardized Test in Spelling," J Ed Res, XX (December, 1929), pp. 319-326.

Deals with the purpose of testing and the qualities of a test that is used to accomplish these purposes. Analyzes the standardized Stanford Achievement Test. Concludes that this test does not adequately accomplish its purposes, and that children can be classified "without the use of such unreasonable material."

PART V

TEACHING SPELLING TO FOREIGNERS

112. Abdul Haq, S. The Teaching of English in Pakistan. Lahore: M. R. Brothers, 1965.

Mentions some devices for teaching spelling such as games and a variety of drills. Emphasizes the letter-method in teaching, and attempts to integrate spelling with reading.

113. Chapman, L. R. H. Teaching English to Beginners. London: Longmans, Green and Co., 1958.

Emphasizes the development of visual ability and the training of the students to observe with "an intelligent eye" the spelling of words.

114. Dean, John F. Games Make Spelling Fun: A Teaching Aid to Better Spelling. San Francisco: Fearons, 1956.

A description of twenty-four class activities related to spelling instruction. The activities vary considerably in instructional value and some of them, however, may provide a useful occasional break in class routine.

115. Faucett, L. The Teaching of English in the Far East. Chicago: World Book Co., 1927.

Discusses the pronunciation-spelling problem and provides two solutions: (1) the use of the International Phonetic System, and (2) the use of Craigie System

for teaching spelling.

116. French, F. G. Teaching English as an International Language. London: Oxford University Press, 1963.

Recommends the use of dictation in teaching spelling and explains how this device may be used effectively.

117. Frisby, A. W. Teaching English. London: Longmans, Green and Co., 1957.

Suggests learning spelling through (1) presentation of words in phonic families, (2) splitting the words into syllables, and (3) oral and graphic repetition to associate the visual and auditory symbols. Gives as an example a teaching unit and suggests a lesson plan.

118. Lado, Robert. Language Teaching: A Scientific Approach. New York: McGraw-Hill, Inc., 1964.

Discusses briefly the imperfect fit of English spelling and suggests teaching the problems in patterns and programming these problems.

119. Leavitt, Leslie W. Practical Help in Teaching English as a Foreign Language. Mimeographed. Beirut: The American University of Beirut, 1964. (A revised edition of his earlier book, The Teaching of English to Foreign Students. London: Longmans, Green and Co., 1940.)

Suggests the use of the word-picture method for teaching spelling and provides some techniques. Gives a list of commonly misspelled words and recommends the teaching of rules that "may be helpful in preventing some errors."

120. Miller, D. C. Beginning to Teach English. London: Oxford University Press, 1963.

Recommends the use of the whole-word method in teaching spelling. Suggests teaching the commonest associations between groups of sounds and groups of letters. Provides a series of carefully prepared lessons.

121. Schonell, Fred J. and Others. The Essential Spelling List for South-East Asia. London: Macmillan, 1956.

Covers approximately 3300 words "commonly used by primary school pupils in their written work." The words are graded for age and difficulty.

122. West, M., "English Spelling," E L T, IX (July, 1955), pp. 132-136.

Mentions some problems that foreign students encounter in learning spelling and suggests three teaching principles. Provides some drills and devices that are "helpful in eliminating particular spelling difficulties."

123. _____, "Synopsis of the Rules of Spelling," E L T, XI (April, 1957), pp. 95-97.

A very brief presentation of spelling rules that, the author thinks, may be useful to readers.

APPENDIX

UNANNOTATED SOURCES

A. The Curriculum

124. Anderson, Irving and Others. Comparison of the Reading and Spelling Achievement and Quality of Handwriting of Groups of English, Scottish and American Children. Ann Arbor: University of Michigan, 1964.
125. Anderson, Paul S. Source Materials for Teachers of Spelling. Minneapolis: Burgess Publishing Co., 1959.
126. Artley, A. S., "Research Concerning Interrelationships among the Language Arts," El Eng, XXVII (December, 1950), pp. 527-537.
127. Betts, Emmett A. Spelling Vocabulary Study. New York: American Book Co., 1940.
128. _____. A Second Vocabulary Study: Grade Placement of Words in Eight Recent Spellers. New York: American Book Co., 1949.
129. _____, "Interrelationships of Reading and Spelling," El Eng Rev, XXII (January, 1945), pp. 13-23.
130. Curtis, H. A. and E. W. Dolch, "Do Spelling Books Teach Spelling?" El Sch J, XXXIX (April, 1939), pp. 584-592.
131. Dolch, E. W. Better Spelling. Champaign, Illinois: Garrard Press, 1942.
132. Hildreth, G. H., "Interrelationships among the Language Arts," El Sch J, XLVIII (June, 1948), pp. 538-549.
133. Horn, Ernest, "Research in Spelling," El Eng Rev, XXI (January, 1944), pp. 6-13.
134. _____, "Phonetics and Spelling," El Sch J, LVII (June, 1957), pp. 425-432.
135. Moore, James T. Phonetic Elements Appearing in a Three-

Thousand Word Vocabulary. Doctor's Dissertation. Stanford University, 1951.

136. Peake, Nellie L., "Relation between Spelling Ability and Reading Ability," J Ex Ed, IX (December, 1940), pp. 192-193.
137. Petty, Walter T. An Analysis of Certain Phonetic Elements in a Selected List of Persistently Difficult Spelling Words. Doctor Dissertation. Iowa: State University of Iowa, 1955.
138. _____, "Handwriting and Spelling: Their Current Status in the Language Usage, Arts, Curriculum," El Eng, XLI (December, 1964).
139. Rogness, Alton S. Grouping Spelling Words According to the Rule. Doctor's Dissertation. Colorado State University, 1953.
140. Scholl, Geraldine T. The Reading and Spelling Achievement of a Group of English Children as Judged by the Standards on an American Achievement Test. Doctor's Dissertation. Ann Arbor: University of Michigan, 1961.
141. Skinner, Blanche, "Spelling and the Language Arts," El Eng, XXXI (February, 1954), pp. 79-81.
142. Sparrow, J. L. A Study of the Relationship between Spelling Ability and Reading Ability. Doctor's Dissertation. Iowa: University of Iowa, 1951.
143. Thompson, S. I., "Integration of Fifth-Grade Spelling and Handwriting," El Sch J, XLII (April, 1942), pp. 347-357.

B. Principles and Methods of Teaching

144. Aaron, Ira E. The Relationship of Auditory-Visual Discrimination to Spelling Ability. Doctor's Dissertation. University of Minnesota, 1954.
145. Arnold, D. L., "Spelling Lessons and Ability to Spell," El Sch J, XLII (January, 1941), pp. 35-40.
146. Anderson, R. G., "A Note on a Case of Spelling Difficulty," J Ap Psych, XXII (1938), pp. 211-214.

147. Beatty, Dorothy M. A Comparison of Two Methods of Teaching Spelling. Doctor's Dissertation. Iowa: State University of Iowa, 1955.
148. Brittain, F. J. and J. A. Fitzgerald, "The Vocabulary and Spelling Errors of Second Grade Children Themes," El Eng Rev, IXX (1942), pp. 43-50.
149. Brown, Corrinne B., "Teaching Spelling with a Tachistoscope," Eng J, XL (1951), pp. 104-105.
150. Comerford, Joseph F. Perceptual Abilities in Spelling. Doctor's Dissertation. Boston: Boston University, 1954.
151. Companale, E. A., "A Summary of Methods in the Teaching of Spelling," El Eng, IXL (May, 1962), pp. 453-455.
152. Damgaard, Thelma L. Auditory Acuity and Discrimination as Factors in Spelling Competence. Doctor's Dissertation. Stanford University, 1956.
153. Deacon, Lawrence, "The Teaching of Spelling Can Become too Individualized," Ed, LXXVI (1956), pp. 300-302.
154. Dolch, Edward W. The Modern Teaching of Spelling. Champaigne: Garrard Press, 1950.
155. Fitzgerald, J. A., "Some Reasons Why Children Are Poor Spellers," Cath Sch J, XLII (1942), pp. 126-127.
156. Gilbert, Luther C., "A Genetic Study of Growth in Perceptual Habits in Spelling," El Sch J, XL (April, 1940), pp. 346-357.
157. Gillingham, A. and B. W. Stillman. Remedial Training for Children with Specific Disabilities in Reading, Spelling, and Penmanship. New York: Sackett and William, 1940.
158. Guiler, W. S. and J. A. Lease, "An Experimental Study of Methods of Instruction in Spelling," El Sch J, XLII (December, 1942), pp. 234-238.
159. Harder, Keith C., "The Relative Effectiveness of the 'Separate' and 'Together' Methods of Teaching the Spelling of Homonyms," J Ex Ed, VI (1937), pp. 7-23.

160. Holmes, Jack A., "A Substrata Analysis of Spelling Ability for Elements of Auditory Images," J Ex Ed, XXII (1954), pp. 329-349.
161. Horn, Thomas D., "The Effect of the Corrected-test on Learning to Spell," El Sch J, XLVII (January, 1947), pp. 277-285.
162. _____. The Effect of Syllabic Presentation of Words Upon Learning to Spell. Doctor's Dissertation. Iowa: State University of Iowa, 1947.
163. _____, "Learning to Spell as Affected by Syllabic Presentation of Words," El Sch J, XLIX (January, 1949), pp. 263-272.
164. Howell, Miriam, "Spelling through Written Expression," El Sch J, LII (January, 1951), pp. 207-214.
165. Hudson, Jess S. and Lola Toler, "Instruction in Auditory and Visual Discrimination as Means of Improving Spelling," El Sch J, IL (April, 1949), pp. 466-469.
166. Ludes, Titus H. A Survey of the Spelling Errors Found in the Undirected Writings of Catholic Elementary and Secondary School Pupils in the United States. Doctor's Dissertation. Fordham University, 1955.
167. Mack, Esther. An Investigation of the Importance of Various Word Analysis Abilities in Reading and Spelling Achievement. Doctor's Dissertation. Boston: Boston University, 1953.
168. Nichols, A. M., "The Analysis and Correction of Spelling Difficulties," El Sch J, IL (January, 1949), pp. 154-161.
169. Osburn, Worth J., "Teaching Spelling by Teaching Syllables and Root Words," El Sch J, LIV (January, 1954), pp. 32-41.
170. Russell, Karlene V. The Effect of Word Analysis on Spelling Ability. Doctor's Dissertation. Boston: Boston University, 1954.
171. Stageman, W. H. Measurement and Control of Forgetting Rates in Spelling. Doctor's Dissertation. Berkeley: University of California, 1947.

172. Tyler, I. K. Spelling as a Secondary Learning. Contributions to Education, No. 781. New York: Teachers College, Columbia University, 1939.
173. Tyson, Iverina M. Factors Contributing to the Effectiveness of the Corrected Test in Spelling. Doctor's Dissertation. Iowa: State University of Iowa, 1953.
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INDEX

Numbers refer to bibliography entries.

- | | |
|----------------------------------|--|
| Aaron, I. E., 144 | Christine, Roy O., 79 |
| Abdul Haq, S., 112 | Cole, Luella, 15 |
| Allen, Richard D., 103 | Coleman, William, 30 |
| Allen, Robert L., 48 | Comerford, Joseph F., 150 |
| Almack, John C., 92 | Companale, E. A., 151 |
| Anderson, Irving, 124 | Conkline, William, 80 |
| Anderson, Paul S., 125 | Cook, W. W., 104 |
| Anderson, R. G., 146 | Cooper, John Wilcox, 66 |
| Arnold, D. L., 145 | Curtis, H. A., 130 |
| Artley, A. S., 78, 126 | |
| | Dale, E. 2 |
| Beatty, Dorothy M., 147 | Damgaard, Thelma L., 152 |
| Betts, Emmett A. 127, 128
129 | Deacon, Lawrence, 153 |
| Book, W. F., 93 | Dean, John F., 114 |
| Bradford, Henry F., 65 | Delecatto, Carl H., 81 |
| Breed, Fred S., 1 | Dolch, Edward W., 130, 131,
154 |
| Brittain, I. 148 | |
| Brown, Corrinne B., 149 | Faucett, L., 115 |
| | Finch, Hardy R., 83 |
| Chapman, L. R. 113 | Fitzgerald, James A., 16, 17, 18
31, 56, 94, 148, 155 |

- Foran, T. G., 3
- Frandsen, Maude C., 82
- French, F. G., 116
- Friedrich, Wolfgang, 49, 50
- Fries, Charles C., 51
- Frisby, A. W., 117
- Furness, E., 67
- Gates, Arthur I., 19, 32,
84, 85
- Gilbert, Doris W., 58, 68
- Gilbert, Luther C., 57, 58,
68, 156
- Gillingham, A., 157
- Gleason, H., 52
- Green, Harry A., 106, 107
- Grothe, Barbara F., 86
- Guiler, Walter S., 4, 158
- Guiles, R. E., 87
- Hall, Frances A., 33
- Hall, Robert A., 53
- Hanna, Paul R., 20, 54, 55
- Harder, Keith C., 159
- Harter, R. S., 93
- Hildreth, Gertrude H., 21,
34, 35, 132
- Holmes, Jack A., 160
- Horn, Ernest, 5, 22, 23
36, 133, 134
- Horn, Thomas D., 37, 161,
162, 163
- Howell, Mirriam, 164
- Hudson, Jess S., 165
- Irmina, M., 6
- Jackson, Joseph, 88
- Johnson, Leslie W., 38
- Kassab, Wadea, 39
- Kavanaugh, Keith, 7
- Kelley, Truman L., 107
- Kiefer, F. A., 95
- Knoell, D., 69
- Kottmeyer, William, 59
- Kyte, G. C., 40
- Lado, Robert, 118
- Lamana, Peter A., 8, 60
- Leavitt, Leslie W., 119
- Lorge, I., 41
- Ludes, Titus H., 166
- Mack, Esther, 167
- Malsbary, Dean R., 42
- Margarete, Helen, 97

- Marksheffel, Ned D., 24
Mazurkiewicz, Albert J., 89
McEwen, Gilbert D., 96, 25
Miller, D., 120
Moore, James T., 135
Muehl, Siegmar, 70
Murray, Elsie, 71

Nichols, A. M., 168
Nifenecker, E., 108

Osburne, Worth J., 169

Peake, Nellie, 136
Personke, Carl, 90
Petty, Walter T., 137, 138
Pollock, Thomas C., 26

Rinsland, Henry D., 43
Rogness, Alton S., 139
Russell, David H., 61, 62,
72, 73, 170

Sand, Harold J., 109
Sangren, P. V., 95
Scholl, Geraldine T., 140
Schonell, Fred, 121
Shane, Harold G., 27

Skinner, Blanche, 141
Spache, George, 9, 10, 44,
45, 74, 75, 98, 99, 100,
142, 171
Stillman, B. W., 157
Sudweeks, Joseph, 11
Swearingen, Mildred E., 101
Swenson, Esther J., 46

Templin, Mildred C., 76
Thompson, S. I., 143
Thorndike, E., 47
Tidyman, Willard F., 12, 28
Toler, Lola, 165
Townsend, A., 63, 110
Tyler, I. K., 172
Tyson, Iverina M., 173

Wallace, Eunice E., 29
Watson, Alice E., 13
West, M., 122, 123
Williamson, Edmund G., 14, 77
Wilson, D. E., 91
Wilson, Guy M., 111
Wolff, M. R., 102

Yoakam, G. A., 64
-