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An analysis of the misspellings of the rural
school pupils of San Bernardino County, California.

By

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Thesis

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in

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in the

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Approved..... F. W. Hart
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Large and small...
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The Problem Stated.

To make an analysis of the spelling of the children of the smaller rural schools of San Bernardino County, California :
To determine ;(a) their ability to spell, and (b) the nature of their misspellings.

Introduction.

San Bernardino County is one of the largest counties in the United States. Beginning about thirty-six miles east of Los Angeles it extends to the eastern boundary of the State of California, and embraces an area of 19,947 square miles.

The schools of the county are administered by a County Superintendent, who has one office assistant but no field assistant. There are several centers about which the schools are grouped more or less closely, and the superintendents of these systems are acting deputies of the County Superintendent, but work without extra compensation in this added capacity.

Supervision of the actual work of the schools is limited, and teachers are largely responsible for the product of their respective schools, especially in the rural schools.

In December, 1920, Dr. Cyrus Mead of the University of California, Department of Education, distributed copies of a test throughout the state for the purpose of collecting data to be used in a comparative study of the spelling ability of pupils in grades two to nine, inclusive, in rural schools, in town schools, and in city schools. The words chosen were the last twenty words in the several columns of the Buckingham Extension of the Ayres Scale which are standardized so that

It was an analysis of the spelling of the children of the
middle-class schools of the Hamilton County, California
The following (a) tests ability to spell, and (b) the nature
of the spelling.

THE
ENGLISH
SCHOOL

Introduction

The Hamilton County is one of the largest counties in
the United States, extending about thirty-six miles east of
San Francisco to the eastern boundary of the State of
California, and embracing an area of 19,747 square miles.
The schools of the county are maintained by a County
Superintendent, who has one office building but no field
offices. There are several counties about which the schools
are grouped into local districts, and the superintendent of
these districts are called District Superintendents.
The county superintendent in this field
supervision of the school work of the county is limited,
and therefore are largely responsible for the progress of their
respective schools, especially in the rural schools.

In December, 1900, Mr. Cyrus Reed of the University of
California, Department of Education, distributed copies of a
test throughout the state for the purpose of collecting data
to be used in a comparative study of the spelling ability of
pupils in grades five to nine, inclusive, in rural schools, in
town schools, and in city schools. The words chosen were the
fifty words which are the several columns of the English
Spelling Book which are considered as the

2.

the given class may be expected to spell 73 per cent of the words correctly.

All of the schools of San Bernardino County except three small schools returned the papers of the pupils for use in the investigation. These papers came into the hands of the writer who obtained permission of Dr. Mead to make the special study here presented.

The first part of the study dealt with the marks of the pupils as individuals, by grades, and by schools. When these marks were compared to the standard 73 per cent it was evident that a further study of the spellings would enable us to classify the misspellings and thus analyze these as a means of improving the spelling. A similar study had been made a few years before in a school of about a thousand elementary pupils, so it was determined at this time to make the study based on the work of the rural schools of the County. In the report of the misspellings we have considered only schools of less than four teachers, with one exception which is noted later.

The Test.

The following instructions for giving the tests were sent from the University by Dr. Mead :-

Instructions ;

"Give the list of twenty words to the grades designated as near December 10th, 1920 as is practicable. Do no teaching of the words. Provide your class with such materials as they regularly use in a spelling lesson. Dictate the spelling lists, to the proper grades, as you would ordinarily in a written spelling period. If necessary, you may use a word in a sentence in order to make clear its meaning. Have the pupils spell, however, only the word. Collect and mark all papers on the percentage basis, five for each correctly spelled word. An omitted word should count as an incorrect spelling. It is not probable that many pupils will spell correctly all the words of their list. "

University

All of the schools of the Department County County County
will receive the copies of the papers for use in the
investigation. These papers will be sent to the
who desired permission of the Department to use the
same.

The first part of the report deals with the work of the
County as indicated by evidence and by reports. When these
parts were compared to the material to be sent it was evident
that a further study of the material would result in
clarifying the investigations and that copies of these parts
should be sent to the County. A further study has been made of
these parts in a school at about a distance of twenty miles
so it was determined at this time to send the copy made on
the work of the first volume of the County. In the report of
the investigations it was considered only schools of less than
two hundred, with one exception which is noted later.

The First

The following instructions for giving the papers were sent
from the University of the West:

Instructions

"Give the list of twenty schools in the area indicated on
your letter to the County as indicated. The County should
the papers. Provide your name with each school as they are
clearly and in a separate envelope. Provide the name of the
to the County. It is not necessary to send a copy of a
separate report. It is necessary to send a copy of a
in order to make clear the nature of the investigation. Do
not send any other material. Do not send any material
except the papers. The papers should be sent to the
and should be sent in a separate envelope. It is not
that the papers will be sent to the County of their
list."

The Word Lists. (By Grades).

| <u>Second.</u> | <u>Third.</u> | <u>Fourth.</u> | <u>Fifth.</u> |
|----------------|-----------------|----------------|----------------|
| very | third | needle | dangerous |
| or | push | nobody | debt |
| thank | point | oar | dried |
| dear | within | palace | exercise |
| west | done | penny | grammar |
| sold | body | pitcher | Indian |
| told | belongs | regular | journey |
| best | cheese | repeats | laid |
| form | earn | reprove | onion |
| far | feather | sailor | praise |
| gave | fence | sentence | properly |
| alike | honey | shining | salary |
| add | letters | surface | searched |
| brave | orange | sweeping | smooth |
| corn | pocket | sweeps | thirteen |
| dance | shoes | thief | touch |
| dinner | stairs | waist | towel |
| egg | stream | waiting | umbrella |
| looks | tiny | weary | veal |
| rich | words | writing | weapon |
| <u>Sixth.</u> | <u>Seventh.</u> | <u>Eighth.</u> | <u>Ninth.</u> |
| grocery | elegant | cordially | counterfeit |
| handkerchief | emperor | character | dessert |
| listened | excellent | separate | digestible |
| loose | grateful | February | immense |
| morsel | heir | antique | leopard |
| nickel | hoarse | bicycle | marmalade |
| niece | icicle | calendar | millionaire |
| pistols | ignorance | consequence | mucilage |
| purchased | interfere | disease | orchestra |
| quarrel | musician | fatigue | parliament |
| recess | neutral | foreigners | perceived |
| saucer | patience | grease | possess |
| sleigh | pigeons | isthmus | precipice |
| society | rehearse | nonsense | recommended |
| source | reverence | resources | resemblance |
| speech | saucy | science | restaurant |
| steak | siege | secrecy | seized |
| telephone | vegetable | sensible | superintendent |
| trolley | veil | vehicle | surgeon |
| whistle | wretch | vicinity | thoroughly |

The West State (NY - French)

| | | | |
|------|------|------|------|
| 1000 | 1000 | 1000 | 1000 |
| 1001 | 1001 | 1001 | 1001 |
| 1002 | 1002 | 1002 | 1002 |
| 1003 | 1003 | 1003 | 1003 |
| 1004 | 1004 | 1004 | 1004 |
| 1005 | 1005 | 1005 | 1005 |
| 1006 | 1006 | 1006 | 1006 |
| 1007 | 1007 | 1007 | 1007 |
| 1008 | 1008 | 1008 | 1008 |
| 1009 | 1009 | 1009 | 1009 |
| 1010 | 1010 | 1010 | 1010 |
| 1011 | 1011 | 1011 | 1011 |
| 1012 | 1012 | 1012 | 1012 |
| 1013 | 1013 | 1013 | 1013 |
| 1014 | 1014 | 1014 | 1014 |
| 1015 | 1015 | 1015 | 1015 |
| 1016 | 1016 | 1016 | 1016 |
| 1017 | 1017 | 1017 | 1017 |
| 1018 | 1018 | 1018 | 1018 |
| 1019 | 1019 | 1019 | 1019 |
| 1020 | 1020 | 1020 | 1020 |
| 1021 | 1021 | 1021 | 1021 |
| 1022 | 1022 | 1022 | 1022 |
| 1023 | 1023 | 1023 | 1023 |
| 1024 | 1024 | 1024 | 1024 |
| 1025 | 1025 | 1025 | 1025 |
| 1026 | 1026 | 1026 | 1026 |
| 1027 | 1027 | 1027 | 1027 |
| 1028 | 1028 | 1028 | 1028 |
| 1029 | 1029 | 1029 | 1029 |
| 1030 | 1030 | 1030 | 1030 |

| | | | |
|------|------|------|------|
| 1031 | 1031 | 1031 | 1031 |
| 1032 | 1032 | 1032 | 1032 |
| 1033 | 1033 | 1033 | 1033 |
| 1034 | 1034 | 1034 | 1034 |
| 1035 | 1035 | 1035 | 1035 |
| 1036 | 1036 | 1036 | 1036 |
| 1037 | 1037 | 1037 | 1037 |
| 1038 | 1038 | 1038 | 1038 |
| 1039 | 1039 | 1039 | 1039 |
| 1040 | 1040 | 1040 | 1040 |
| 1041 | 1041 | 1041 | 1041 |
| 1042 | 1042 | 1042 | 1042 |
| 1043 | 1043 | 1043 | 1043 |
| 1044 | 1044 | 1044 | 1044 |
| 1045 | 1045 | 1045 | 1045 |
| 1046 | 1046 | 1046 | 1046 |
| 1047 | 1047 | 1047 | 1047 |
| 1048 | 1048 | 1048 | 1048 |
| 1049 | 1049 | 1049 | 1049 |
| 1050 | 1050 | 1050 | 1050 |
| 1051 | 1051 | 1051 | 1051 |
| 1052 | 1052 | 1052 | 1052 |
| 1053 | 1053 | 1053 | 1053 |
| 1054 | 1054 | 1054 | 1054 |
| 1055 | 1055 | 1055 | 1055 |
| 1056 | 1056 | 1056 | 1056 |
| 1057 | 1057 | 1057 | 1057 |
| 1058 | 1058 | 1058 | 1058 |
| 1059 | 1059 | 1059 | 1059 |
| 1060 | 1060 | 1060 | 1060 |

These words are the last twenty words of the Buckingham Extension of the Ayres Scale in the columns as follows :-

Second Grade List, Column I; Third Grade List, Column L; Fourth, O; Fifth, Q; Sixth, S; Seventh, U; Eighth, W; and Ninth, Y.

Number of Schools Tested.

Thirty-eight one-room schools, thirteen two-room or three-room schools and twelve town and city schools having four or more teachers sent papers written by their pupils in response to the request to take part, or tabulated reports of the work done by the pupils. The following table indicates the results of the test for the entire county.

| Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|-------|----|----|----|----|-----|----|----|----|-----|
| 1 | 75 | 37 | 24 | 11 | 45 | 2 | 97 | 28 | 100 |
| 2 | 58 | 30 | 57 | 26 | 30 | 38 | 31 | 38 | 118 |
| 3 | 43 | 51 | 38 | 57 | 37 | 37 | 37 | 71 | 102 |
| 4 | 42 | 34 | 54 | 49 | 42 | 28 | 38 | 34 | 108 |
| 5 | 38 | 38 | 54 | 13 | 28 | 40 | 42 | 43 | 107 |
| 6 | 40 | 32 | 48 | 54 | 71 | 31 | 31 | 44 | 142 |
| 7 | 37 | 35 | 72 | 65 | 40 | 48 | 38 | 45 | 103 |
| 8 | 32 | 31 | 30 | 24 | 43 | 24 | 41 | 40 | 43 |
| 9 | 24 | 43 | 48 | 27 | 42 | 35 | 71 | 47 | 140 |
| 10 | 42 | 44 | 42 | 37 | 26 | 41 | 45 | 31 | 142 |
| 11 | 42 | 38 | 47 | 72 | 100 | 38 | 38 | 21 | 107 |
| 12 | 44 | 24 | 41 | 35 | 37 | 37 | 34 | 31 | 77 |
| 13 | 34 | 31 | 34 | 37 | 42 | 26 | 42 | 31 | 76 |
| 14 | 27 | 24 | 12 | 16 | 46 | 2 | 22 | 7 | 106 |

These were the first twenty words of the dictionary

Director of the Bureau of the Census as follows :-
General Office, Bureau of the Census, Washington, D. C.
Division of Statistics, Bureau of the Census, Washington, D. C.
Division of Economic Statistics, Bureau of the Census, Washington, D. C.
Division of Social Statistics, Bureau of the Census, Washington, D. C.
Division of Statistical Administration, Bureau of the Census, Washington, D. C.

Index of Subjects

Thirty-eight one-volume volumes, thirteen two-volume or three-
volume volumes and twelve four-volume volumes having four or
more separate parts were written by their authors in response
to the request to this end, or limited reports of the work
done by the Bureau. The following table indicates the results
of the work for the entire country.

Table I.

Showing the number of pupils in each grade who spelled no word correctly, one word correctly, two words correctly, etc.

| No. of words spelled correctly. | Grade | | | | | | | | |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|------------|------------|------------|-------------|
| | II | III | IV | V | VI | VII | VIII | IX | Totals |
| 0 | 90 | 59 | 24 | 6 | 7 | 18 | 3 | 12 | 219 |
| 1 | 78 | 72 | 44 | 24 | 23 | 30 | 7 | 20 | 298 |
| 2 | 62 | 72 | 65 | 32 | 32 | 34 | 18 | 14 | 329 |
| 3 | 68 | 84 | 61 | 40 | 26 | 30 | 19 | 31 | 359 |
| 4 | 78 | 93 | 74 | 52 | 24 | 42 | 34 | 36 | 433 |
| 5 | 81 | 74 | 66 | 63 | 47 | 54 | 29 | 57 | 471 |
| 6 | 65 | 81 | 73 | 59 | 39 | 48 | 38 | 57 | 460 |
| 7 | 76 | 57 | 66 | 61 | 45 | 50 | 47 | 54 | 456 |
| 8 | 56 | 80 | 87 | 76 | 50 | 59 | 52 | 52 | 512 |
| 9 | 63 | 68 | 58 | 67 | 57 | 49 | 53 | 70 | 485 |
| 10 | 62 | 56 | 58 | 69 | 62 | 58 | 50 | 51 | 466 |
| 11 | 53 | 58 | 68 | 73 | 56 | 60 | 63 | 43 | 474 |
| 12 | 60 | 55 | 48 | 64 | 70 | 51 | 49 | 48 | 445 |
| 13 | 57 | 53 | 75 | 65 | 80 | 66 | 53 | 43 | 492 |
| 14 | 55 | 51 | 59 | 76 | 67 | 70 | 41 | 40 | 459 |
| 15 | 60 | 45 | 46 | 53 | 82 | 56 | 70 | 34 | 446 |
| 16 | 45 | 40 | 42 | 87 | 78 | 41 | 76 | 37 | 446 |
| 17 | 48 | 36 | 47 | 75 | 100 | 34 | 52 | 25 | 417 |
| 18 | 42 | 31 | 29 | 55 | 57 | 37 | 58 | 21 | 330 |
| 19 | 36 | 33 | 24 | 39 | 48 | 26 | 47 | 9 | 262 |
| 20 | 27 | 26 | 13 | 10 | 20 | 9 | 22 | 1 | 128 |
| Totals | 1262 | 1224 | 1127 | 1146 | 1070 | 922 | 881 | 755 | 8387 |

On the following table are given the number of persons in each sex and age group, and the number of persons in each sex and age group who are employed in the various occupations, in the State of New York, in 1910.

| Age Group | Total | | Male | | Female | | Total | | Total |
|--------------|-----------|------------|---------|------------|---------|------------|-----------|------------|-----------|
| | Number | Percentage | Number | Percentage | Number | Percentage | Number | Percentage | |
| Under 5 | 1,000,000 | 100.0 | 500,000 | 50.0 | 500,000 | 50.0 | 1,000,000 | 100.0 | 1,000,000 |
| 5-9 | 1,000,000 | 100.0 | 500,000 | 50.0 | 500,000 | 50.0 | 1,000,000 | 100.0 | 1,000,000 |
| 10-14 | 1,000,000 | 100.0 | 500,000 | 50.0 | 500,000 | 50.0 | 1,000,000 | 100.0 | 1,000,000 |
| 15-19 | 1,000,000 | 100.0 | 500,000 | 50.0 | 500,000 | 50.0 | 1,000,000 | 100.0 | 1,000,000 |
| 20-24 | 1,000,000 | 100.0 | 500,000 | 50.0 | 500,000 | 50.0 | 1,000,000 | 100.0 | 1,000,000 |
| 25-29 | 1,000,000 | 100.0 | 500,000 | 50.0 | 500,000 | 50.0 | 1,000,000 | 100.0 | 1,000,000 |
| 30-34 | 1,000,000 | 100.0 | 500,000 | 50.0 | 500,000 | 50.0 | 1,000,000 | 100.0 | 1,000,000 |
| 35-39 | 1,000,000 | 100.0 | 500,000 | 50.0 | 500,000 | 50.0 | 1,000,000 | 100.0 | 1,000,000 |
| 40-44 | 1,000,000 | 100.0 | 500,000 | 50.0 | 500,000 | 50.0 | 1,000,000 | 100.0 | 1,000,000 |
| 45-49 | 1,000,000 | 100.0 | 500,000 | 50.0 | 500,000 | 50.0 | 1,000,000 | 100.0 | 1,000,000 |
| 50-54 | 1,000,000 | 100.0 | 500,000 | 50.0 | 500,000 | 50.0 | 1,000,000 | 100.0 | 1,000,000 |
| 55-59 | 1,000,000 | 100.0 | 500,000 | 50.0 | 500,000 | 50.0 | 1,000,000 | 100.0 | 1,000,000 |
| 60-64 | 1,000,000 | 100.0 | 500,000 | 50.0 | 500,000 | 50.0 | 1,000,000 | 100.0 | 1,000,000 |
| 65-69 | 1,000,000 | 100.0 | 500,000 | 50.0 | 500,000 | 50.0 | 1,000,000 | 100.0 | 1,000,000 |
| 70-74 | 1,000,000 | 100.0 | 500,000 | 50.0 | 500,000 | 50.0 | 1,000,000 | 100.0 | 1,000,000 |
| 75-79 | 1,000,000 | 100.0 | 500,000 | 50.0 | 500,000 | 50.0 | 1,000,000 | 100.0 | 1,000,000 |
| 80-84 | 1,000,000 | 100.0 | 500,000 | 50.0 | 500,000 | 50.0 | 1,000,000 | 100.0 | 1,000,000 |
| 85-89 | 1,000,000 | 100.0 | 500,000 | 50.0 | 500,000 | 50.0 | 1,000,000 | 100.0 | 1,000,000 |
| 90-94 | 1,000,000 | 100.0 | 500,000 | 50.0 | 500,000 | 50.0 | 1,000,000 | 100.0 | 1,000,000 |
| 95-99 | 1,000,000 | 100.0 | 500,000 | 50.0 | 500,000 | 50.0 | 1,000,000 | 100.0 | 1,000,000 |
| 100 and over | 1,000,000 | 100.0 | 500,000 | 50.0 | 500,000 | 50.0 | 1,000,000 | 100.0 | 1,000,000 |

Table I reads as follows :-

90 pupils in the second grade spelled "0", no word, correctly;
78 pupils spelled one word correctly ; 62 spelled two words
correctly, etc.

1262 second grade pupils were tested.

Reading across the top row of figures :-

90 pupils in the second grade spelled no word correctly ;
59 third grade pupils spelled no word correctly ; etc.
a total of 219 pupils spelled no word correctly.

The total number of pupils tested in all grades was
8,387.

| | | | |
|--|------|--------|-----------|
| | 90 | 78 | 62 |
| | 59 | 45 | 30 |
| | 219 | 1262 | 8387 |
| | 1262 | 30,000 | 1,000,000 |
| | 1258 | 10,000 | 1,000,000 |
| | 1127 | 10,000 | 1,000,000 |
| | 1187 | 12,000 | 1,000,000 |
| | 1000 | 12,000 | 1,000,000 |
| | 1000 | 10,000 | 1,000,000 |
| | 1000 | 1,000 | 1,000,000 |

Table II reads as follows :- (This table is the same as the one above, but the words spelled correctly are 10,000 words per pupil, out of a possible 20,000.)

(This table is the same as the one above, but the words spelled correctly are 10,000 words correctly. This is an average of 10,000 words per pupil.)

The standard for words spelled is 10,000 words out of a possible 20,000 words per pupil.

90 pupils in the second grade spelled "0" no word, correctly
72 pupils spelled one word correctly ; 62 spelled two words
correctly, etc.

1812 second grade pupils were tested.

Reading scores for top row of figures :-

90 pupils in the second grade spelled no word correctly ;
72 pupils spelled one word correctly ; etc.
A total of 612 pupils spelled no word correctly.
The total number of pupils tested in all grades was

2,207.

Table II.

Showing by grades :- (a) the number of pupils tested ;
 (b) the number of words spelled correctly by all the pupils
 of the grade ; and , (c) the average number of words spelled
 correctly per pupil.

Part "A", data for one - room (one teacher) schools;
 Part "B", data for the entire county (8,387 pupils.).

Part "A"

| <u>Grade.</u> | <u>No. of Pupils.</u> | <u>Total No. of Correct Words.</u> | <u>Average No. of correct words per pupil.</u> |
|---------------|-----------------------|------------------------------------|--|
| II | 69 | 675 | 9.78 |
| III | 58 | 525 | 9.05 |
| IV | 71 | 766 | 10.79 |
| V | 54 | 540 | 10.11 |
| VI | 64 | 735 | 11.48 |
| VII | 30 | 371 | 12.37 |
| VIII | 27 | 343 | 12.70 |
| IX | 1 | 18 | 18.00 |

Part "B"

| | | | |
|------|------|--------|-------|
| II | 1262 | 10,874 | 8.62 |
| III | 1224 | 10,240 | 8.37 |
| IV | 1127 | 10,205 | 9.05 |
| V | 1146 | 12,280 | 10.71 |
| VI | 1070 | 12,542 | 11.72 |
| VII | 922 | 9,264 | 10.04 |
| VIII | 881 | 10,402 | 11.81 |
| IX | 755 | 7,124 | 9.44 |

Table II reads as follows :- (Part "A") 69 pupils in the
 second grade, in one teacher schools spelled 675 words correctly;
 this is 9.78 words per pupil, out of a possible 20.

(Part "B") 1262 pupils in the second grade in the entire county
 spelled 10,874 words correctly. This is an average of 8.62
 words per pupil.

The standard for each grade is 14.60 words out of a possible
 20 words pronounced to each pupil.

Showing by grades: (a) the number of pupils tested; (b) the number of words spelled correctly by all the pupils of the grade; and (c) the average number of words spelled correctly per pupil.

First Year, Data for the entire county (2,757 pupils).
 Last Year, Data for one school (one teacher) (10 pupils).

Table II

| Grade | No. of Pupils | Total No. of Words Spelled | Average No. of Words Spelled per Pupil |
|-----------|---------------|----------------------------|--|
| I | 40 | 1,272 | 31.80 |
| II | 32 | 1,024 | 32.00 |
| III | 17 | 545 | 32.06 |
| IV | 24 | 768 | 32.00 |
| V | 40 | 1,272 | 31.80 |
| VI | 32 | 1,024 | 32.00 |
| VII | 25 | 795 | 31.80 |
| VIII | 25 | 795 | 31.80 |
| IX | 10 | 318 | 31.80 |
| Last Year | | | |
| I | 1,001 | 31,004 | 30.96 |
| II | 1,027 | 32,861 | 32.00 |
| III | 1,127 | 35,812 | 31.78 |
| IV | 1,140 | 36,250 | 31.79 |
| V | 1,070 | 34,245 | 31.99 |
| VI | 857 | 27,504 | 32.09 |
| VII | 881 | 28,005 | 31.79 |
| VIII | 1,122 | 35,124 | 31.30 |

Table II shows as follows: (a) the number of pupils in the

second grade, in one teacher school spelled 572 words correctly. This is 3.75 words per pupil, out of a possible 50. (Last year 1,001 pupils in the second grade in the entire county spelled 31,004 words correctly. This is an average of 3.09 words per pupil.

The standard for each grade is 14.50 words out of a possible 50 words presented to each pupil.

For a more detailed report see the supplement to this general report.

The large number of misspelled words led to an inquiry as to the reasons for so many pupils falling below the standard established for the scale.

All the papers of pupils in the rural schools having less than four teachers were available for definite analysis and so the task was commenced. This task has required considerable time, but the results shown in the following pages seem to justify the claim that a contribution has been made to the information already obtained from analyses of the misspellings of school pupils. The claim is made here because the study has been made of the errors of rural pupils coming from widely different situations, from many teachers and therefore typical of children generally.

The word lists of the children in the Chino Schools have been included in the tabulations of the elementary grades, two to eight, inclusive.

The analysis of the Ninth Grade misspellings is made from the papers of the Ninth Grade pupils of the Chaffey Union High School District - this district draws its pupils from eight rural and town districts regularly, while many pupils are added incidentally, i. e. pupils whose parents have moved into the district from other districts, counties or states.

The enclosed report on the progress of this

general report.

The large number of statistical work led to an inquiry

as to the reasons for an early review being held in the

concluded for the year.

All the reports of pupils in the year schools having less

than four teachers were available for definite analysis and so

the work was completed. This work has required considerable

time, but the results show in the following pages were so

judicial the claim that a correlation has been made to the

information already obtained from analysis of the intelligibility

of school pupils. The claim is made that because the study

has been made of the errors of school pupils coming from

which different districts, from many teachers and therefore

typical of children generally.

The next lists of the children in the United States

have been included in the tabulations of the elementary schools,

two to eight, inclusive.

The analysis of the data given intelligible in words

from the reports of the third grade pupils of the District of

Columbia District - this district from the pupils from

eight rural and four districts comprising, other than pupils

are still intelligible, i.e. pupils whose parents have moved

into the district from other districts, counties or states.

Table III.

Showing :- (a) the number of schools represented in the analytic study; (b) the number of teachers having pupils in the given grades ; (c) the number of pupils whose papers were used in the analysis ; (d) the average number of times each word was omitted by the grade group ;(e) the standard deviation of each group from the average number of times the words were omitted, (the sigma, or standard deviation was found by obtaining the square root of the arithmetic mean of the squares of the deviations from the average of the distribution.) ;

(f) the per cent of words dictated to each grade which were omitted from the papers returned, i.e. the per cent of words which the pupils of the grade did not even attempt to spell.

| <u>Gr.</u> | <u>No. of schools represented.</u> | <u>No. of teachers in these schools.</u> | <u>No. of pupils tested.</u> | <u>Total words omitted.</u> | <u>Average No. of times each word was omitted.</u> | <u>Stand-ard Devia-tion.</u> | <u>Per-cent of words omitted.</u> |
|------------|------------------------------------|--|------------------------------|-----------------------------|--|------------------------------|-----------------------------------|
| II | 38 | 39 | 214 | 1552 | 77.6 | 7.2 | 36.3 |
| III | 35 | 36 | 209 | 616 | 30.8 | 6.6 | 14.3 |
| IV | 42 | 44 | 221 | 680 | 34.0 | 5.6 | 15.44 |
| V | 38 | 39 | 185 | 348 | 17.4 | 3.5 | 9.4 |
| VI | 34 | 35 | 185 | 530 | 26.5 | 4.8 | 14.3 |
| VII | 25 | 25 | 119 | 600 | 30.0 | 7.1 | 25.2 |
| VIII | 27 | 27 | 107 | 130 | 6.5 | 3.9 | 6.1 |
| IX | 1 | 3 | 230 | 382 | 19.1 | 8.0 | 8.3 |

Table III reads as follows :- In the analysis of misspellings of second grade pupils the papers from 38 schools were used; these 38 schools had 39 teachers doing second grade work ; there were 214 pupils in the second grade, these pupils omitted 1552 words from their written work; the average number of times each, of the 20 words pronounced, was omitted was 77.6 by 214 pupils ; the average variation from this average was 7.2 (the standard deviation or sigma) ; the per cent of words omitted by the second grade group was 36.3 .

Table III

Showing: (a) the number of syllables represented in the analysis; (b) the number of syllables having length in the given analysis; (c) the number of syllables which occur only in the analysis; (d) the average number of syllables which occur in the analysis; (e) the standard deviation of each group from the average number of syllables which occur in the analysis; or standard deviation was found by dividing the square root of the arithmetic mean of the squares of the deviations from the average of the deviations.

(7) The per cent of words listed in each group which were omitted from the papers returned, i.e. the per cent of words which the pupils of the given class were brought to recall.

| Group | No. of words | No. of syllables | No. of syllables in these analyses | No. of syllables which occur only in this analysis | Average number of syllables which occur in this analysis | Standard deviation |
|-------|--------------|------------------|------------------------------------|--|--|--------------------|
| I | 11 | 31 | 29 | 17 | 1.73 | 0.42 |
| II | 17 | 32 | 29 | 18 | 1.71 | 0.42 |
| III | 22 | 42 | 41 | 25 | 1.73 | 0.42 |
| IV | 27 | 38 | 37 | 24 | 1.73 | 0.42 |
| V | 31 | 36 | 35 | 23 | 1.73 | 0.42 |
| VI | 35 | 42 | 40 | 26 | 1.73 | 0.42 |
| VII | 41 | 52 | 49 | 33 | 1.73 | 0.42 |
| VIII | 47 | 57 | 55 | 39 | 1.73 | 0.42 |
| IX | 52 | 61 | 59 | 43 | 1.73 | 0.42 |

Table III needs no further explanation. In the analysis of words of several groups the papers from the pupils were read and the syllables in the words were marked with a dot; those which were omitted from the analysis were marked with a cross. The average number of syllables which occur in the analysis was 1.73. The standard deviation was 0.42. The average number of syllables which occur only in the analysis was 1.73. The standard deviation was 0.42. The average number of syllables which occur in the analysis was 1.73. The standard deviation was 0.42.

Table IV.

Showing :- (a) the total number of words spelled correctly by each grade (same number of pupils as shown in Table III) ; (b) the average number of times each word was correctly spelled; (c) the standard deviation from "b" ; (d) the per cent of words spelled correctly by the grade group.

| <u>Grade.</u> | <u>Total No. of words spelled correctly.</u> | <u>Average No. of times each word was spelled correctly.</u> | <u>Standard Deviation.</u> | <u>Per cent of words pronounced which were spelled correctly.</u> |
|---------------|--|--|----------------------------|---|
| II | 1054 | 52.7 | 18.0 | 24.4 |
| III | 1296 | 64.8 | 31.1 | 31.0 |
| IV | 1588 | 79.4 | 26.7 | 35.9 |
| V | 1814 | 90.7 | 21.9 | 49.0 |
| VI | 1908 | 95.4 | 19.0 | 51.6 |
| VII | 1058 | 52.9 | 14.1 | 44.5 |
| VIII | 1190 | 59.5 | 15.1 | 55.6 |
| IX | 1930 | 96.5 | 32.4 | 41.9 |

Table IV reads as follows :- the 214 pupils of the second grade spelled 1054 words correctly (out of a possible 4280, i.e. 20 times 214) ; the average number of times each word was spelled correctly by the pupils of the second grade was 52.7 ; the standard deviation, in the second grade, from the average number of times each word was spelled correctly was 18.0 ; the per cent of the entire number of words pronounced to the second grade which they spelled correctly was 24.4 .

Showing: (a) the total number of words spelled correctly by each grade (total number of pupils as shown in Table III); (b) the average number of times each word was correctly spelled; (c) the standard deviation from (b); (d) the per cent of words spelled correctly by the grade group.

| Grade | Total No. of words spelled correctly | Average No. of times each word spelled correctly | Standard deviation | Per cent of words spelled correctly |
|-------|--------------------------------------|--|--------------------|-------------------------------------|
| II | 1024 | 25.7 | 16.0 | 24.4 |
| III | 1528 | 38.8 | 27.1 | 37.0 |
| IV | 1208 | 42.4 | 28.7 | 32.9 |
| V | 1814 | 30.7 | 21.0 | 43.0 |
| VI | 1908 | 37.4 | 19.0 | 31.2 |
| VII | 1028 | 25.7 | 14.1 | 44.2 |
| VIII | 1190 | 30.3 | 13.1 | 32.8 |
| IX | 1930 | 24.2 | 24.4 | 41.8 |

Table IV shows as follows: - The 514 pupils of the second grade spelled 1024 words correctly (1 out of a possible 458, i. e. 22 times 21); the average number of times each word was spelled correctly by the pupils of the second grade was 25.7; the standard deviation, in the second grade, from the average number of times each word was spelled correctly was 16.0; the per cent of the entire number of words presented to the second grade which they spelled correctly was 24.4.

Table V.

Showing :- (a) the total number of words misspelled, by grades; (b) the average number of times each word was misspelled; (c) the standard deviation from "b" ; (d) the per cent of words misspelled. (Same number of pupils as in Tables III & IV).¹

| <u>Grade.</u> | <u>Total No. of words misspelled.</u> | <u>Average No. of times each word was misspelled.</u> | <u>Standard Deviation.</u> | <u>Per cent of words pronounced which were misspelled.</u> |
|---------------|---------------------------------------|---|----------------------------|--|
| II | 1686 | 84.3 | 14.9 | 39.4 |
| III | 2260 | 113.5 | 27.0 | 54.0 |
| IV | 2148 | 107.4 | 25.9 | 48.6 |
| V | 1540 | 77.0 | 20.8 | 41.6 |
| VI | 1266 | 63.3 | 15.9 | 34.2 |
| VII | 702 | 35.1 | 11.0 | 29.5 |
| VIII | 822 | 41.0 | 13.4 | 38.3 |
| IX | 2290 | 114.5 | 33.0 | 49.8 |

Table V reads as follows :- 1686 words were misspelled by the 214 pupils in the second grade, out of a possible 4280 (20 times 214) words ; each of the 20 words was missed an average of 84.3 times by the 214 pupils of the second grade; the standard deviation (sigma) from this average number of times was 14.9 ; in the second grade 39.4 per cent of the words pronounced were actually misspelled.

Showing: (a) the total number of words misclassified, by class; (b) the average number of lines each word was misclassified; (c) the standard deviation from (b); (d) the per cent of words misclassified. (Some number of pages as in Tables III & IV).

| Class | Total No. of words misclassified | Average No. of lines each word was misclassified | Standard Deviation | Per cent of words misclassified |
|-------|----------------------------------|--|--------------------|---------------------------------|
| I | 1583 | 2.28 | 1.07 | 37.4 |
| II | 2105 | 17.2 | 2.22 | 24.0 |
| III | 2148 | 107.4 | 12.7 | 48.6 |
| IV | 1281 | 77.2 | 21.8 | 31.0 |
| V | 1583 | 22.2 | 12.2 | 34.2 |
| VI | 702 | 22.1 | 11.2 | 29.2 |
| VII | 802 | 41.2 | 12.4 | 38.7 |
| VIII | 2220 | 118.2 | 22.2 | 49.2 |

Table V words as follows: - This table was misclassified by the 514 pages in the second grade, out of a possible 458 (170 lines 214) words; each of the 50 words was missed an average of 84.2 times by the 514 pages of the second grade; the standard deviation (sigma) from this average number of times was 12.7; in the second grade 37.4 per cent of the words pronounced were correctly misclassified.

Table VI.

Showing :- the per cent of words in each grade which were;
(a) spelled correctly, (b) omitted, (c) misspelled.

Also, the number of pupils tested in each grade.

| <u>Grade.</u> | <u>No. of pupils tested.</u> | <u>Per cent of words pronounced which were:</u> | | |
|---------------|------------------------------|---|-----------------|--------------------|
| | | <u>spelled correctly.</u> | <u>omitted.</u> | <u>misspelled.</u> |
| II | 214 | 24.4 | 36.3 | 39.4 |
| III | 209 | 31.0 | 14.3 | 54.3 |
| IV | 221 | 35.9 | 15.4 | 48.6 |
| V | 185 | 49.0 | 9.4 | 41.6 |
| VI | 185 | 51.6 | 14.3 | 34.2 |
| VII | 119 | 44.5 | 25.2 | 29.5 |
| VIII | 107 | 55.6 | 6.1 | 38.3 |
| IX | 230 | 41.9 | 8.3 | 49.8 |

Table VI reads as follows :- there were 214 pupils in the second grade who had 20 words pronounced to them ; of these 4280 possible spellings, 24.4 per cent were spelled correctly, 36.3 per cent were omitted, i.e. not even attempted by the pupils of the second grade, and 39.4 per cent were attempted but misspelled.

Table VI.

Showing: - the per cent of words in each grade which were:

(a) spelled correctly, (b) misspelled, (c) misspelled.

Also, the number of pupils tested in each grade.

| Grade | No. of pupils tested | Per cent of words spelled correctly | Per cent of words misspelled |
|-------|----------------------|-------------------------------------|------------------------------|
| II | 214 | 84.4 | 15.6 |
| III | 209 | 79.9 | 20.1 |
| IV | 181 | 72.9 | 27.1 |
| V | 182 | 67.0 | 33.0 |
| VI | 201 | 57.7 | 42.3 |
| VII | 111 | 44.1 | 55.9 |
| VIII | 107 | 32.8 | 67.2 |
| IX | 123 | 21.2 | 78.8 |

Table VI reads as follows: - There were 214 pupils in

the second grade and the words presented to them: 55

words were spelled correctly, 28.5 per cent were misspelled

correctly, 34.1 per cent were misspelled, 1.1 per cent were

misspelled by the pupils of the second grade, and 27.1 per

cent were misspelled by misspelled.

Table VII.

Showing :- (a) the number of pupils tested ; (b) the average number of ways the pronounced words were misspelled ; (c) the standard deviation (sigma) from the average shown in "b"; (d) the average number of times a misspelled form occurred with a frequency of but one ; (e) the standard deviation from the average shown in "d".

| <u>Grade.</u> | <u>No. of pupils tested.</u> | <u>Average No. of ways missed.</u> | <u>Standard Deviation.</u> | <u>Average No. of times a wrong form appeared but once.</u> | <u>Standard Deviation.</u> |
|---------------|------------------------------|------------------------------------|----------------------------|---|----------------------------|
| II | 214 | 49.4 | 8.2 | 40.0 | 6.9 |
| III | 209 | 53.8 | 13.4 | 41.4 | 11.4 |
| IV | 221 | 50.4 | 19.2 | 39.0 | 16.3 |
| V | 185 | 34.0 | 13.3 | 25.5 | 10.8 |
| VI | 185 | 25.8 | 10.2 | 18.7 | 8.2 |
| VII | 119 | 17.4 | 5.5 | 12.0 | 4.6 |
| VIII | 107 | 21.5 | 10.8 | 16.3 | 9.8 |
| IX | 230 | 31.2 | 14.9 | 18.5 | 10.3 |

Table VII is read as follows :- the 214 pupils in the second grade missed the 20 words pronounced to them an average of 49.4 different ways, i.e. they used on the average 49.4 different ways of spelling the pronounced words, all of which were incorrect forms ; the standard deviation (sigma) from this average was 8.2 words or forms ; there was an average of 40.0 different forms used in these misspellings which occurred but once for the word pronounced ; the standard deviation (sigma) from this average was 6.9 times .

Showing: (a) the number of pupils tested; (b) the

average number of words the pronounced words were mispelled;

(c) the standard deviation (shown in "d");

(d) the average number of times a mispelled form occurred with

a frequency of less than one; (e) the standard deviation from the

average shown in "d".

| Standard Deviation | Average No. of times a word was mispelled | Standard Deviation | Average No. of words mispelled | No. of pupils tested | Grade |
|--------------------|---|--------------------|--------------------------------|----------------------|-------|
| 1.2 | 10.0 | 1.8 | 4.4 | 113 | II |
| 1.4 | 11.4 | 1.9 | 5.3 | 145 | III |
| 1.7 | 13.0 | 2.1 | 6.0 | 153 | IV |
| 1.8 | 15.2 | 2.3 | 6.4 | 162 | V |
| 1.5 | 16.9 | 2.5 | 8.2 | 182 | VI |
| 1.4 | 18.0 | 2.6 | 7.7 | 177 | VII |
| 1.6 | 18.3 | 2.7 | 7.3 | 167 | VIII |
| 1.7 | 19.3 | 2.8 | 8.1 | 200 | IX |

Table VII is read as follows: - The 113 pupils in the

second grade misspelled the 10 words pronounced to them an average

of 4.4 different words. 1.8 times with an average of 1.2

different ways of spelling the pronounced words, all of which

were incorrect forms; the standard deviation is 1.8 from

this average and 1.5 words or 1.7 times; there was an average

of 1.2 different forms used in these spellings which

occurred but once for the word pronounced; the standard

deviation (shown in "d") from this average was 0.7 times.

Table VIII.

Showing :- (a) the number of possible spellings per grade; (b) the number of words per thousand words pronounced which were attempted by the pupils (this provides a comparative basis) ; (c) the number of words per thousand missed because the pupil spelled another word sounding like the pronounced word ; (d) the number of words per thousand which were recognizable as actual words, but not sounding like the pronounced word, simply misunderstood; (e) the number of words per thousand which were merely jumbles of letters, not readily recognizable as real words.

| Grade. | No. of possible spellings. | No. of words attempted per 1000 | Number of words per thousand misspelled apparently because they were | | |
|-------------|----------------------------|---------------------------------|--|----------------|-----------|
| | | | homonyms. | misunderstood. | confused. |
| II | 4280 | 640 | 1 | 76 | 161 |
| III | 4180 | 851 | 16 | 73 | 31 |
| IV | 4420 | 845 | 29 | 39 | 44 |
| V | 3700 | 906 | 4 | 16 | 34 |
| VI | 3700 | 858 | 33 | 9 | 11 |
| VII | 2380 | 740 | 24 | 13 | 14 |
| VIII | 2140 | 940 | 2 | 4 | 13 |
| IX | 4600 | 917 | 29 | 4 | 2 |
| Average.... | | 837.1 | 17.1 | 29.5 | 38.3 |
| Stand. Dev. | | 92.7 | 12.6 | 27.9 | 48.0 |

This table reads as follows :- twenty words pronounced to each of the 214 pupils in the second grade made possible 4280 spellings; of that number the grade actually attempted to spell 640 words per 1000 (the number correct plus the number misspelled divided by 4.280) ; of the number of words missed in the second grade, 1 word per 1000 , was a homonym ; 76 words per 1000 were actual words in form but were not the pronounced words ; 161 words per 1000 were not recognizable as words, but a jumble of letters.

Showing: - (a) the number of possible syllables per vowel; (b) the number of words per thousand words pronounced which were assigned by the writer (this provided a comparative basis); (c) the number of words per thousand mixed between the syllables yielded another word sounding like the pronounced word; (d) the number of words per thousand which were recognizable as actual words, but not sounding like the pronounced word; (e) the number of words per thousand which were misinterpreted; (f) the number of words per thousand which were rarely familiar to the writer, but which were recognizable as real words.

| Grade | No. of syllables | No. of words per thousand | No. of words per thousand which were recognizable as actual words | No. of words per thousand which were misinterpreted | No. of words per thousand which were rarely familiar to the writer |
|---------------|------------------|---------------------------|---|---|--|
| II | 4583 | 640 | 1 | 74 | 16 |
| III | 4781 | 821 | 16 | 77 | 21 |
| IV | 4420 | 842 | 22 | 79 | 41 |
| V | 3700 | 906 | 4 | 16 | 34 |
| VI | 3700 | 828 | 12 | 9 | 17 |
| VII | 5280 | 740 | 44 | 12 | 16 |
| VIII | 3460 | 740 | 2 | 4 | 12 |
| IX | 4600 | 817 | 23 | 4 | 4 |
| Average | 4271 | 827 | 17.1 | 23.2 | 28.3 |
| Standard Dev. | 12.7 | 15.0 | 7.0 | 27.0 | 18.7 |

This table is based on the following: - twenty words pronounced to each of the 514 syllables in the second grade which were possible to pronounce; of these words the grade was usually assigned to each syllable per 1000 (the number of words per thousand pronounced divided by 1.58); of the number of words which were recognizable as actual words, I used per 1000, was a measure; in the second grade, I used per 1000, was a measure; 76 words per 1000 were actual words in length but were not pronounced words; 127 words per 1000 were not recognizable.

Table IX.

Showing :- the number of times per thousand misspelled words the following types of errors appear : (a) having vowel errors ; (b) having consonant errors ; (c) having errors in endings ; (d) having errors due to silent letters ; (e) having capital letter errors ; (f) having transposed letters ; (g) having errors due to length of word.

| | Number of errors per 1000 due to difficulty in use of | | | | | | error due to |
|--------------|---|--------------------------------|------------------------------|----------------------------------|-----------------------------------|--------------------------------------|-------------------------------|
| <u>Gr.</u> | <u>vowels.</u> | <u>conso-</u> <u>nants.</u> | <u>end--</u> <u>ings.</u> | <u>silent</u> <u>letters.</u> | <u>capital</u> <u>letters.</u> | <u>transposed</u> <u>letters.</u> | <u>word</u> <u>length.</u> |
| II | 238 | 217 | 8 | 39 | 4 | 4 | 0 |
| III | 421 | 224 | 45 | 77 | 5 | 12 | 7 |
| IV | 403 | 232 | 15 | 95 | 1 | 15 | 9 |
| V | 329 | 131 | 10 | 98 | 6 | 26 | 20 |
| VI | 205 | 142 | 19 | 10 | 0 | 52 | 8 |
| VII | 255 | 126 | 3 | 50 | 1 | 11 | 3 |
| VIII | 282 | 199 | 1 | 68 | 0 | 2 | 18 |
| IX | 436 | 241 | 13 | 19 | 0 | 40 | 19 |
| Aver. | 321.1 | 189.9 | 14.0 | 57.0 | 2.1 | 20.3 | 10.5 |
| S.D. | 76.1 | 45.0 | 12.0 | 30.9 | 2.3 | 16.7 | 7.1 |

Table IX reads as follows :- the errors in spelling in the second grade are as follows ; 238 misspellings per 1000 words pronounced were due to errors in the use of vowels, 217 errors due to use of consonants, 8 per 1000 due to errors in endings, 39 due to use of silent letters, 4 due to capital letters, 4 due to transposition of letters, and 0 due to the length of the word.

Showing the number of times per thousand misspelled

words the following types of errors appear: (a) having

wrong errors; (b) having contracted errors; (c) having

errors in endings; (d) having errors due to wrong letters;

(e) having omitted letters; (f) having transposed

letters; (g) having errors due to length of word.

Number of errors per 1000 due to difficulty in one or

| Word | Transposed letters | Contracted letters | Wrong letters | Wrong errors | Errors in endings | Omitted letters | Transposed letters |
|------|--------------------|--------------------|---------------|--------------|-------------------|-----------------|--------------------|
| 0 | 1 | 0 | 32 | 0 | 272 | 278 | II |
| 7 | 11 | 2 | 77 | 0 | 224 | 251 | III |
| 3 | 12 | 1 | 32 | 12 | 238 | 403 | IV |
| 20 | 20 | 2 | 98 | 10 | 171 | 329 | V |
| 8 | 22 | 0 | 10 | 12 | 143 | 202 | VI |
| 3 | 17 | 1 | 20 | 3 | 155 | 223 | VII |
| 15 | 2 | 0 | 25 | 1 | 122 | 128 | VIII |
| 12 | 20 | 0 | 19 | 13 | 141 | 236 | IX |
| 10.2 | 20.2 | 2.1 | 27.4 | 14.2 | 157.9 | 177.1 | Average |
| 7.4 | 16.7 | 2.3 | 30.9 | 12.0 | 122.0 | 150.1 | S.D. |

Table II reads as follows: - The errors in spelling in the

words listed are as follows: 278 misspellings per 1000 words

contracted were due to errors in the use of vowels, 217 errors

due to use of consonants, & per 1000 due to errors in endings,

27 due to use of wrong letters, & due to omitted letters,

4 due to transposition of letters, and 0 due to length of

the word.

The Standards set up for classifying misspellings.

The following classification is the basis upon which the words grouped in the tabulations of Tables VIII and IX.

The misspelled words fall naturally into two groups which again are readily broken into smaller groups as indicated.

I. When the pupil attempts to spell a word other than the word actually pronounced :-

A. When the word spelled by the pupil is a word that sounds like the word pronounced, a homonym. Example ; word pronounced, d-e-a-r ; word actually written , d-e-e-r.

B. When the word actually written is a good English word or is so nearly correct as to indicate what the child intended to write, the result being an entirely different word to the word pronounced. Example : word pronounced, w-a-s ; word written, w-e-s-t.

C. When the result of the pupil's effort is simply a jumble of letters not readily recognizable as a definite word , in place of the word pronounced. Example : word pronounced, s-o-l-d ; word, or rather letters, written, u-o-a-t-e.

II. When the child was evidently trying to spell the word actually pronounced:-

A. An error in the vowels of the word.

- a. By use of the wrong vowel.
- b. By adding a vowel.
- c. By omitting a vowel.

B. A consonant error.

- a. By using a wrong consonant.
- b. By adding one or more consonants.
- c. By doubling consonants or failing to do so.

The students are to classify the following

The following classification is the basis upon which the

words grouped in the classification of Vowels VIII and IX.

The principal words fall naturally into two groups which

again are readily broken into smaller groups as indicated.

I. When the pupil attempts to spell a word other than the word

usually pronounced :-

A. When the word spelled by the pupil is a word that would

like the word pronounced, a homograph. Example: word pro-

nounced, p-r-o-n-o-u-n-s; word actually written, p-r-o-n-o-u-n-s.

B. When the word actually written is a good English word or

is so nearly correct as to indicate that the child intends

to write the word, the word being an entirely different word to

the word pronounced. Example: word pronounced, w-a-r;

word written, v-a-r.

C. When the result of the pupil's effort is simply a jumble

of letters not readily recognizable as a definite word,

in place of the word pronounced. Example: word pronounced-

o-l-d; word actually written, o-l-d-o-l-d.

II. When the child was evidently trying to spell the word actually

pronounced:-

A. An error in the vowel of the word.

a. By use of the wrong vowel.

b. By adding a vowel.

c. By omitting a vowel.

B. A consonant error.

a. By using a wrong consonant.

b. By adding one or more consonants.

c. By leaving out one or more consonants.

d. By omitting consonants.

C. Error in ending.

a. Use of singular for plural, or vice versa.

b. Use of past tense for present, or the reverse.

c. An occasional "ing" or similar ending not belonging.

D. Errors due to silent letters.

a. Silent letters omitted.

b. Letters added, but silent.

E. Errors in the use of capital letters.

a. A capital letter used where a small letter was required.

b. A small initial letter where a capital was required.

F. Transposed order of letters in the word, i.e. all the letters were used but not in proper sequence. Example: word pronounced, s-i-l-e-n-t ; written form, s-i-e-l-n-t.

G. Errors due to length of word as evidenced by :-

a. Omission of part of the word, letters or syllables.

b. Addition of letters, particularly of syllables.

c. Confusion of letters or syllables.

Note. In classifying the errors a given form of misspelling might be classed under several headings, e.g.; word pronounced, t-r-y ; written form t-r-i-e-s . This misspelling contains three types of errors and would be counted in each group , vowel error, consonant error, and error in ending.

4. By writing backwards.

5. Upon its mirror.

6. Use of mirror for pencil, or vice versa.

7. Use of past tense for present, or the reverse.

8. An occasional "ing" or "er" ending not belonging.

9. Letters not to their positions.

10. Letters to their positions.

11. Letters added, but blank.

12. Letters in the use of capital letters.

13. A capital letter used where a small letter would be.

14. Letters.

15. A small initial letter where a capital was required.

16. Unusual order of letters in the word, e.g. All the

letters were used but not in proper sequence. Example:

word pronounced, e-i-f-a-e-d; written form, e-i-f-a-e-d

17. Letters not to letters of word as evidenced by:

1. Addition of part of the word, letters or syllables.

2. Addition of letters, particularly at syllables.

3. Deletion of letters or syllables.

18. In classifying the above a given form of misspelling

might be placed under several headings, e.g. word

pronounced, e-i-f-a-e-d; written form, e-i-f-a-e-d. This

kind of error is called a "word" error and would

be placed in the group, word errors, misspellings

errors, and given its name.

Observations Based upon the Tabulations.

The tables presented before the Eighth and Ninth were presented to form a background for these two. To obtain further information the entire contents submitted in the supplement are offered. The actual forms written by the children are shown as well as certain preliminary tables.

Besides the data contained in the main report and in the supplement there was a great mass of material which has been excluded from this work. Much of that material has items of value which it seems proper to mention incidentally in these notes and observations.

Pupils of the second grade are in a class by themselves in most points of the analysis. This is due to several causes; they lack experience and, therefore, do nothing many times when their more experienced school mates attempt to spell a word, but commit an error instead. As an illustration of this point, it will be noted that the per cent of homonyms was small in the second grade. An experiment was made with third grade pupils to bring out this point. About a hundred of them spelled the second grade list of words. These spellings were checked and it was found that the third grade pupils erred in the matter of homonyms substituted for the pronounced words to the extent of 12 words per thousand, whereas the second grade pupils erred to the extent of but one word per thousand. The same one hundred pupils made an error in homonyms in the third grade to the extent of 14 words per thousand. Pupils in the second grade are not much encouraged to write their spelling lists in Southern California.

The tables presented below the light and dark were

prepared in form a background for these two. It contains

rather information in every column which is

explained and observed. The actual forms written by the

observers are shown as well as certain preliminary tables.

Under the data contained in the main report and in

the appendix there was a great mass of material which has

been excluded from this work. Much of this material has

been of value which is worth going to mention incidentally

in these notes and observations.

Tables of the small groups are in a class by themselves

in most parts of the analysis. This is due to several reasons;

they lack experience and, therefore, do nothing very much when

their own experiments about which they are not sure.

It is noted that the per cent of changes are small in the

second grade. An experiment was made with this grade which

to bring out the point that a number of them applied the

method more than of course. This explains why several of

it was found that the third grade pupils were in the latter

of the group mentioned for the experiment made to the extent

of 15 per cent. However, through the second grade pupils were

to the extent of 10 per cent. However, the same was not

found pupils were an error in changing in the third grade to the

extent of 14 per cent. Tables in the second grade are

not much arranged to write their spelling lists in columns

There was less opportunity for homonyms in the lists of the fifth and eighth grades than in others. In all the grades the substitution of homonyms was small enough to indicate that the sentences used by the 39 teachers were well adapted to their purpose.

In all the grades the average use of some other actual word, usually properly spelled, was 30 per thousand with a standard deviation of 28. A glance at the table (VIII) indicates that the grades improve in this respect consistently, with the exception of the seventh which is slightly in excess of the sixth grade; there was one more word which caused this type of error in the seventh grade list than there was in the sixth grade list. This was proved by giving both grade lists to about fifty pupils in each of these two grades, the result being that the results were exactly reversed. It is likely that in all grades the pupils who made this type of error did so believing they were writing the word pronounced. In the lower grades there is less tendency to differentiate between vocal sounds of words pronounced as well as less experience in the use of these words.

A study of the group spellings which represent no particular actual words offers little of value to a general analysis. It is indicative of individual difficulties often. The only source of determination of what was intended by the pupil is to reconstruct his effort by a system of introspection, this seems to be valueless as the child's complexes are necessarily different to those of the adult who is doing the analytic work. Since the word the child meant to write is uncertain, the analysis is also.

There was less agreement for however in the lists of
the fifth and sixth grades than in others. In all the grades
the majority of answers were well away to indicate
that the responses had by the 5) teachers were well aligned
to their responses.

In all the grades the average use of some other verbal
word, usually properly written, was to get connected with a
number deviation of 20. A glance at the table (VIII)
indicates that the grades involve in this respect consistently
with the exception of the seventh which is slightly in excess
of the sixth grade; there was one more word which caused this
type of error in the seventh grade than there was in the
sixth grade list. This was proved by giving both grade lists
to about fifty pupils in each of these two grades, and seeing
which list the pupils were usually favored. It is likely
that in all grades the pupils were given this type of error did
not believing they were writing the word pronounced. In the
lower grades there is less tendency to differentiate between
word sounds of words pronounced as well as less experience
in the use of these words.

A study of the group spelling error report in particular
shows some other facts of value in a general analysis. It
is indicative of individual differences often. The only source
of generalization of what was intended by the pupil is to read
what his effort by a system of transcription, this seems to
be justified as the child's complex are necessarily different
to those of the adult who is doing the analysis work. Since the
only the child's effort to write is recorded the analysis is also

In the second grade there is such a wide deviation that we can see no relation to the work of the other grades in this respect, the work of the third, fourth and fifth grades is in one class in this respect. There is a distinct improvement in the work of the sixth, seventh and eighth grades in this type of error, these again being in a class together. No doubt the broader experience of these pupils in spelling and in the use of these words brings the true word pronounced to their understanding, i.e. these pupils have a larger ability to recognize words pronounced for spelling purposes.

In considering other errors as reported in the tables given in these pages we may assume that pupils were attempting to spell the words pronounced by the teacher giving the test. The special concern of this report is with the data gathered into a classified form as shown in Table IX.

Vowel errors are the most common type and therefore present the greatest difficulties to the pupil. An inspection of the table shows that the average of the number of vowel errors lies between the fifth and sixth grades, with all in the lower grades greater in number and the entire number above being less except in the second and ninth grades.

Kallon[#] has pointed out that the vowels are particularly troublesome in such words as bicycle, bureau, and occurrence. In this analysis the following words were missed as indicated on account of vowel difficulties and indicate something of the extent to which the error reaches.

Arthur W. Kallon. "Some Causes of Misspellings."

In the second grade there is much a wide variation that we can see in relation to the work of the other grades in this respect. The work of the third, fourth and fifth grades is in the same line as this respect. There is a distinct improvement in the work of the sixth, seventh and eighth grades in this type of work, there again being in a class together. We doubt the broader application of these points in spelling and in the use of these words during the time when presented in this order. It is shown again how a larger ability to recognize words presented for spelling purposes.

In considering what errors are reported in the tables given in these pages we may assume that pupils were attempting to spell the words presented by the teacher giving the test. The special nature of this report is with the last category that is classified here as shown in Table II.

Verbal errors are the most common type and therefore we can find the greatest difficulties to the pupil. An inspection of the table shows that the average of the number of verbal errors lies between the fifth and sixth grades, with all in the lower grades greater in number and the entire number above being less than in the seventh and eighth grades.

It is pointed out that the vowels are particularly troublesome in such words as "hippie", "furnace", and "conscience". In this analysis the following words were missed as instances of verbal errors: "hippie", "furnace", "conscience", "hippie", "furnace", "conscience". The extent to which the error persists.

Table X.

Showing :- the two words in each grade misspelled most frequently because of vowel difficulty .

| Grade. | Words. | Per cent of class making vowel error in this word. | Words. | Per cent of class making vowel error in this word. |
|--------|------------|--|-----------|--|
| II | dinner | 31 | dance | 33 |
| III | stream | 60 | honey | 61 |
| IV | surface | 48 | thief | 55 |
| V | grammar | 49 | salary | 51 |
| VI | source | 34 | trolley | 36 |
| VII | grateful | 30 | icicle | 45 |
| VIII | foreigners | 41 | antique | 50 |
| IX | parliament | 76 | marmalade | 77 |

Table X is read as follows :- the two words most frequently misspelled in the second grade on account of vowel difficulties were dinner and dance. 31 per cent of the class whose written work was tabulated in this analysis missed the word dinner; 33 per cent misspelled the word dance.

In this test the word "bicycle" occurred in the eighth grade list. The following Table will show how the word "bicycle" ranked with other words in this group of 107 rural school pupils.

Table I

Showing the two words in each group arranged in
approximately normal order of frequency

| Rank | Word | Frequency | Word | Frequency |
|------|------|-----------|---------|-----------|
| I | the | 100 | and | 95 |
| II | of | 85 | in | 80 |
| III | to | 75 | a | 70 |
| IV | is | 65 | on | 60 |
| V | at | 55 | with | 50 |
| VI | by | 45 | from | 40 |
| VII | as | 35 | but | 30 |
| VIII | for | 25 | without | 20 |
| IX | and | 15 | near | 10 |

Table I is not as follows: - The two words most fre-
quently arranged in the words order in reverse of their
distinction are the words 'the' and 'and'. It can be seen that
these words were ranked in this order in the
word list. It can be seen that the word 'the' is

In this list the word 'the' occurred in the eleventh
rank. The following list will show how the word 'the' occurs
in other words in this group of 100 words which
appear

Table XI.

Showing :- all of the eighth grade words which were missed more frequently than the word "bicycle" with the per cent of the class misspelling the same. (On account of vowel error.)

| <u>Word</u> | <u>Per cent</u> | <u>Word</u> | <u>Per cent.</u> | <u>Word.</u> | <u>Per cent.</u> |
|-------------|-----------------|-------------|------------------|--------------|------------------|
| antique | 50 | foreigners | 41 | fatigue | 39 |
| isthmus | 37 | consequence | 33 | vicinity | 32 |
| sensible | 30 | calendar | 29 | bicycle | 29 |

Table XI reads as follows :- 50 per cent of the eighth grade rural pupils misspelled the word "antique" on account of a vowel difficulty. In the list of 20 words there were eight words as frequently or more frequently misspelled on this account than the word "bicycle" which has been pointed out by Kallom as an especially difficult word to spell from the point of view stated.

A detailed analysis of the vowel errors made by 230 ninth grade high school pupils in their attempts to spell the word "parliament " gives the following :-

- 32 per cent of the entire number left out the last "a".
- 26 per cent left out the "i".
- 12 per cent used "e" instead of "ia", in the middle syllable.

These mistakes make a total of 70 per cent of the class and indicate a definite, easy way of assisting the pupils to correct their error in this word. (This word is somewhat extrem, but represents the type in certain vowel difficulties.) A great improvement could be brought about by the teacher who would take a little trouble to determine the weakness.

Showing: - all of the right hand words which were given
and especially those the word "right" and the word "left"
the class regarding the same. (The percent of vowel errors.)

| Word | for right | Word | for right | Word | for right |
|--------|-----------|--------|-----------|--------|-----------|
| right | 50 | left | 41 | right | 39 |
| left | 37 | right | 35 | left | 33 |
| middle | 30 | middle | 29 | middle | 29 |

Table II reads as follows: - 50 per cent of the right
hand words which were classified the word "right" on account
of a vowel error. In the list of 40 words there were
right words on fragments or were incorrectly classified on
this account than the word "right" which has been pointed
out by Table as an especially difficult word to spell from
the point of view of the vowel.

A detailed analysis of the vowel errors made by 50
right hand words which were in their attempts to spell

The word "right" gives the following: -
25 per cent of the entire number left and the word "a".
20 per cent left and the "i".
15 per cent "a" instead of "e", in the middle

middle.
There is a total of 75 per cent of the class
and include a definite, very way of spelling for people
to correct their error in this word. (This word is especially
difficult, but especially the type in certain vowel classification.
A great improvement could be brought about by the teacher who

the sixth grade 114. Table XII.

Showing the two words in each grade most frequently misspelled on account of consonant difficulty.

| <u>Grade.</u> | <u>Words.</u> | <u>Per cent of class making consonant error in the word shown.</u> | <u>Words.</u> | <u>Per cent of class making consonant error in the word shown.</u> |
|---------------|---------------|--|---------------|--|
| II | dinner | 32 | add | 35 |
| III | fence | 36 | pocket | 52 |
| IV | sentence | 40 | pitcher | 43 |
| V | exercise | 30 | debt | 36 |
| VI | recess | 24 | quarrel | 39 |
| VII | saucy | 20 | excellent | 24 |
| VIII | resources | 37 | antique | 44 |
| IX | possess | 49 | mucilage | 70 |

This table is read as follows :- the two words most frequently misspelled by pupils of the second grade were dinner and add, when viewed from the standard of consonant difficulty. 32 per cent of the class who misspelled the word "dinner" erred on account of a consonant difficulty ; 35 per cent had a consonant difficulty with the word "add."

A study of the misspellings of the word "mucilage " reveals some helpful facts. Of the 230 pupils to whom this word was pronounced, only six omitted it entirely, showing they thought they knew how to spell it or at least knew what was wanted ; only three misunderstood the word, that number used a word that was not to be identified as standing for the pronounced word. The word "mucilage " was the best understood word in

Table III

Showing the two words in each group used frequently as spelled on account of common similarity.

| Word | Meaning | Word | Meaning |
|-------|-----------|-------|-----------|
| one | single | one | single |
| two | double | two | double |
| three | triple | three | triple |
| four | quadruple | four | quadruple |
| five | quintuple | five | quintuple |
| six | sextuple | six | sextuple |
| seven | septuple | seven | septuple |
| eight | octuple | eight | octuple |
| nine | nonuple | nine | nonuple |
| ten | decuple | ten | decuple |

This table is used as follows: - For the words used frequently in the study of the words of the second grade were drawn out and were placed in the column of common words. It is for each of the words in the column of common words that a common word is written in the column of the words which are spelled with the word.

A study of the similarities of the words "one" and "two" reveals some helpful facts. Of the two words "one" and "two" are pronounced, only the latter is written, showing that though they have the same sound they are not the same word; and only those who understand the word, that number need a word that cannot be identified as spelling for a particular

the ninth grade list.

Of the 221 pupils who attempted to spell the word "maelage", 38 spelled it correctly, this is 17 per cent of those attempting it ;

45 per cent substituted "s" for "o" in the first syllable;

19 per cent used "ss" for the "o";

7 per cent used a "d" in the last syllable.

Three types of errors account for 71 per cent of all the errors made in this word. It would seem to be rather a simple matter to so present the word that these difficulties could be removed.

In the word "quarrel" , pronounced in the sixth grade list, 22 per cent of the errors out of a total of 39 per cent of the pupils in the class made an error in failing to use two "r's", while 6 per cent used two "l's", showing that the idea of a double consonant was present but did not focus in the right place.

Kallom noted that the doubling of the consonant was a fruitful source of error . This analysis confirms that opinion.

These examples are plainly indicative of steps any teacher might take to improve certain types of error.

It will be noted in the table that the endings were the cause of error most frequently in the third grade. 32 per cent of this grade made errors by writing the singular instead of the plural form which was pronounced. This error can be overcome by greater care in pronouncing, by careful illustration in its use in sentences.

The first group is

Of the 251 pupils who attempted to solve the word

"molecule", 38 pupils did correctly, this is 15 per cent

of those attempting it ;

42 per cent substituted "m" for "n" in the first syllable

19 per cent used "e" for the "o"

7 per cent used a "t" in the last syllable.

Three types of errors account for 77 per cent of all the

errors made in this kind. It would seem to be better a single

letter to be present and not two close syllables could be

removed.

In the next group, "molecule" is the word given and

23 per cent of the groups out of a total of 19 per cent of the

pupils in the class made an error in writing to use the "r"

while 6 per cent used two "r's", showing that the idea of a

double consonant was present but did not occur in the right

place.

Table 1 shows that the majority of the consonant was a

fricative sound of error. This analysis confirms that syllables

These consonants are clearly indicative of stops and

fricatives might be to improve certain types of errors.

It will be noted in the table that the majority were the

errors of sound were fricatives in the first grade. 15 per cent

of this grade only errors in writing the syllable instead of

the fricative form which was pronounced. This error can be due

to the fact that the fricative is pronounced by several fricatives

in the same way.

Of 416 errors due to wrong endings made in the 29,400 spellings, 70 errors or 17 per cent were due to the omission of the past tense ending ; 182 errors, or 44 per cent were due to the use of the singular number instead of the plural, the child focusses upon the word instead of the completed form and is satisfied as soon as he writes the main part of the pronounced word.

In the list of 160 words used in the eight grades, there were 12 plural words and 5 words given in the past tense.

It is noted in the study of silent letter errors that there are 49 words which contained silent letter elements. These resulted in 1404 errors in the use of these silent letter features. Most of these are easily learned and thus easily lessened, e.g. in the word "add", 50 second grade pupils, 23 per cent, left off one "d" ; 97 pupils, 46 per cent of the third grade pupils left out either the "e" or the "y" in honey ; 74 pupils, 33 per cent of the fourth grade pupils left the "i" out of waist.

The errors of this type are not confined to the lower grades. 53 pupils, 23 per cent, of the ninth grade pupils left the "e" or the "i" out of the word perceived.

Kallom's observation that silent letters are recognized as a difficulty and are usually taught well is verified in this study, there being a total of 1404 errors, 16.1 per cent in an opportunity for making 8702 errors of this type.

The substitution of small initial letters for capitals, and the use of capitals for small initial letters was negligible in this set of 1470 papers. But two words used in the group of 160 words pronounced require a capital letter, 15 pupils of the fifth grade group used a small letter to begin the word Indian ; no pupil made an error in the use of the capital initial letter of the word February in the eighth grade list. Including the 15 errors in the word Indian there were but 57 errors in the use of capital letters in a possible 29,400 cases, less than two-tenths of one per cent.

There is some tendency to use all the letters of a word but to disarrange them in the written form. Other writers seem not to have mentioned this form of difficulty. It is of frequent occurrence in this group of papers to warrant us in giving it some mention.

In this type of error the exact number of letters are used, but in a transposed order, e.g. "thus" appears as "tuhs", "thsu", etc.

It is of especial interest to notice that there is an increasing tendency toward this type of error from grades two to six inclusive, reappearing high again in the ninth grade.

It appears that certain letter combinations are very rich in possibilities for the pupil in making this type of error. "ie" becomes transposed into "ei" as in ;

| | |
|---------------------------------|---------------------------|
| <u>thief</u> , grade four list, | 25 pupils, 13.4 per cent, |
| <u>niece</u> , grade six list, | 44 pupils, 27.5 per cent, |
| <u>received</u> , grade nine, | 53 pupils, 24.2 per cent, |
| <u>seized</u> , grade nine. | 45 pupils, 21.6 per cent |

The definition of small initial factors for capital
and the use of capital for small initial factors are neglected
in the case of 1470 papers. For the words used in the
group of 1470 words concerned remains a capital letter,
12 points of the first group group used a small letter for
begin the word initial; no point made an error in the use of
the capital initial factor of the word beginning in the

eight group list. Indicated this is correct in the word initial
there were not 27 errors in the use of capital letters in a
possible 2700 cases, less than two-thirds of one per cent.

There is some tendency to use all the letters of a word
for the first group in the written form. Other papers
are not to have mentioned this even of difficulty. It is of
interest to note in this group of papers to account for
giving it some mention.

In this type of error the exact number of letters are
used, but in a "transposed" order, e.g. "time" appears as "timp".

It is of especial interest to notice that in the
transposed order group this type of error from groups two
to six inclusive, representing 1470 papers in the kind group.
It appears that capital letter combinations are very
high in probability for the first in making this type of

error. In "transposed" order the "it" is in
initial group 1470 papers, 12.4 per cent,
initial group 1470 papers, 27.9 per cent,
initial group 1470 papers, 12.4 per cent.

made this particular error.

In the word "Indian", the "ian" became "ain" in 30 cases, 17.7 per cent of the fifth grade group.

In the word "nickel", the "el" became "le" in 65 cases, 40.6 per cent of the sixth grade group.

If one letter were omitted the error could be classed as one due to silent letters, not so in these cases, for both letters appear, it is a matter of order of letters, there is a different complex acting upon the mental movement of the child in these cases. There must be a different cause in this type of error. Teachers might easily discover this type of error if it is present in a group and by special attention to the difficulties, i.e. teaching to fortify the pupils against them, and by sufficient drill to build up proper neural patterns, it could be generally eliminated. It has been done by actual experiment.

The length of the word seemed to be but a minor error in these tests, varying from none in the second grade to 20 per thousand in the fifth grade. Both the eighth and the ninth grades approached the same number per thousand.

The number of words in each grade which contributed to this group of errors to the extent of five or more errors which seemed to be caused by difficulty on account of the length of the word appears below.

| | | |
|------------------|------------------|------------------|
| Grade II , none; | Grade III, two; | Grade IV, one ; |
| Grade V, five; | Grade VI, two; | Grade VII, none; |
| Grade VIII, two; | Grade IX, three. | |

make this particular error.

In the word "Indian", the "in" becomes "ain" in 50 cases, [?] you want of the fifth grade group.

In the word "rain", the "ai" becomes "ia" in 45 cases, and you want of the sixth grade group.

It was found that errors in the first grade were classified as one due to silent letters, and as in these cases, for both letters appear, it is a matter of order of letters. There is a different method of writing the word in the first grade, and it will be found that there was a different error in this type of error. The error is not really discovered this type of error. It is to be noted in a group and in several instances in the dictionary, i. e. writing the word in the first grade, and by continuing down to the second grade, it was found that the error was generally eliminated. It was found that in several instances.

The length of the word second is not a minor error in these words, varying from one in the second grade to 10 in the first grade. In the eighth and the ninth grades, the error was not observed.

The number of words in each grade which contributed to this group of errors is the extent of list of words errors which seemed to be caused by difficulty in reading of the length of the word errors.

| | | |
|------------------|-----------------|-----------------|
| Grade II, 1000 | Grade III, 1000 | Grade IV, 1000 |
| Grade V, 1000 | Grade VI, 1000 | Grade VII, 1000 |
| Grade VIII, 1000 | Grade IX, 1000 | Grade X, 1000 |

Two factors entered into the reactions of the pupils which lessened the number of errors of this type; first, they probably attended better to the longer words and produced the written form more often correctly than was done with some other words; second, the long words which brought confusion were often omitted, not scoring as actually misspelled, so far as analyzing the errors was concerned.

Comparisons of Misspellings of words

Boston and San Bernardino County .

The following tabulations are offered as a comparative study of spelling difficulties of children under widely different situations. The data from the report of Kallom are based upon the work of city children in graded schools, all in the ninth grade. The data concerning the San Bernardino misspellings is based on the work of pupils in small rural schools on words appearing in the tests of grades four to nine, inclusive. One is a group in the extreme eastern part of the United States, the other in the extreme western part.

The number of pupils taking part in the Boston test was 993, in the San Bernardino County test, from 107 to 230. In the final comparison it is necessary to reduce the data to a comparative basis; per cents have been used.

The first thing I saw when I stepped out of the plane
 was a vast expanse of water, the sea was so blue and
 so calm, it was like a mirror. The sky was a pale
 blue, and the sun was shining brightly. I felt
 a sense of peace and tranquility. The water was
 so clear, I could see the bottom of the sea. The
 sand was white and soft. The air was fresh and
 clean. I had never felt like this before. It was
 a wonderful experience. I had found a new world.

CHAPTER II

THE FIRST DAY

The first day was a day of discovery. I had never
 seen anything like this before. The water was so
 clear, I could see the bottom of the sea. The
 sand was white and soft. The air was fresh and
 clean. I had never felt like this before. It was
 a wonderful experience. I had found a new world.
 The water was so clear, I could see the bottom
 of the sea. The sand was white and soft. The
 air was fresh and clean. I had never felt like
 this before. It was a wonderful experience. I
 had found a new world. The water was so clear,
 I could see the bottom of the sea. The sand
 was white and soft. The air was fresh and clean.
 I had never felt like this before. It was a
 wonderful experience. I had found a new world.

Table XIII.

Showing :- the words used in both tests, Boston , and in San Bernardino County ; the grade in which the word was used in San Bernardino County ; the number of Boston pupils missing the word, and the number of San Bernardino County pupils missing the word ; and, these two numbers reduced to per cents .

| <u>Word compared.</u> | <u>San Bernardino County</u> | | <u>No. of pupils misspelling word shown,</u> | | <u>Per cent missing word;</u> | |
|-----------------------|------------------------------|----------------------|--|---------------|-------------------------------|---------------|
| | <u>grade tested.</u> | <u>No. in Grade.</u> | <u>Boston.</u> | <u>San B.</u> | <u>Bost.</u> | <u>San B.</u> |
| bicycle | 8 | 107 | 475 | 31 | 48 | 29 |
| calendar | 8 | 107 | 313 | 31 | 32 | 29 |
| February | 8 | 107 | 268 | 19 | 27 | 18 |
| handkerchief | 6 | 185 | 285 | 48 | 29 | 26 |
| niece | 6 | 185 | 444 | 100 | 45 | 54 |
| pitcher | 4 | 221 | 181 | 139 | 18 | 63 |
| separate | 8 | 107 | 200 | 30 | 20 | 28 |
| shining | 4 | 221 | 270 | 79 | 27 | 36 |
| superintendent | 9 | 230 | 579 | 92 | 58 | 40 |
| thoroughly | 9 | 230 | 381 | 103 | 38 | 45 |
| vegetable | 7 | 119 | 241 | 22 | 24 | 18 |
| patient | | | 65 | | 7 | |
| patience | 7 | 119 | | 37 | | 31 |

This table is read as follows :- the word "bicycle" was pronounced in the eighth grade list in San Bernardino County, 107 pupils' written spellings were considered in this analysis ; 993 pupils papers were considered in the Boston study (all these were in the ninth grade) ; 475 pupils in the Boston

group, and 31 pupils in the San Bernardino County group misspelled the word "bicycle"; these numbers are 48 per cent and 29 per cent respectively of the two groups being compared.

... the per cent of the entire number of misspellings ...

| No. of Misspelled words the words were misspelled in the groups | | Word | Spelling | | Per Cent | |
|---|---------------|-----------------|---------------|---------------|---------------|---------------|
| San Bern. Co. | San Bern. Co. | | San Bern. Co. | San Bern. Co. | San Bern. Co. | San Bern. Co. |
| 17 | 17 | ignite | 25 | 17 | 17 | 17 |
| | | ignite | 26 | 17 | 17 | 17 |
| 3 | 3 | calculator | 25 | 26 | 17 | 26 |
| | | calculator | 31 | 26 | 17 | 26 |
| 2 | 2 | relating | 10 | 25 | 17 | 25 |
| | | relating | 11 | 25 | 17 | 25 |
| | | relating | 12 | 25 | 17 | 25 |
| 11 | 11 | hydrophobic | 17 | 17 | 17 | 17 |
| | | hydrophobic | 22 | 17 | 17 | 17 |
| | | hydrophobic | 23 | 17 | 17 | 17 |
| 24 | 24 | stain | 47 | 25 | 17 | 25 |
| | | stain | 5 | 7 | 17 | 25 |
| | | stain | | | 17 | 25 |
| | | stain | | | 17 | 25 |
| 45 | 45 | gather (gather) | 25 | 25 | 17 | 25 |
| | | gather | 25 | 25 | 17 | 25 |
| | | gather | 11 | 7 | 17 | 25 |
| 3 | 3 | apexes | 17 | 25 | 17 | 25 |
| 29 | 29 | arriving | 21 | 17 | 17 | 25 |
| | | arriving | 23 | 9 | 17 | 25 |
| 45 | 45 | hydrophobic | 24 | 25 | 17 | 25 |
| | | hydrophobic | 45 | 8 | 17 | 25 |
| | | hydrophobic | 27 | 6 | 17 | 25 |

Group, and 31 pupils in the San Bernardino County Group
staged the "Big Dipper" ; these numbers are 25 per
cent and 57 per cent respectively of the two groups being
considered.

| Group | Number | Percentage |
|-----------------------------|--------|------------|
| San Bernardino County Group | 31 | 57% |
| San Diego County Group | 25 | 25% |
| Total | 56 | 41% |

Table XIV.

Showing :- the number of different ways the misspellings appeared in the work of the Boston group, and in the San Bernardino County group; the most common forms of misspelling, and their frequencies ; and, the per cent of the entire number of misspellings these forms represented.

| No. of different ways the words were misspelled in the groups-- | | Most common forms of misspelling. | Boston | | San Bernardino County | |
|---|------------|-----------------------------------|--------------|-----------|-----------------------|-----------|
| Boston. | San B. Co. | | Frequencies. | Per-cent. | Frequencies. | Per-cent. |
| 60 | 12 | bycicle | 220 | 46 | 16 | 50 |
| | | bicycle | 50 | 11 | 3 | 10 |
| 18 | 5 | calender | 239 | 76 | 16 | 50 |
| | | calander | 32 | 10 | 11 | 35 |
| 22 | 9 | Febuary | 126 | 45 | 2 | 10 |
| | | Feburary | 92 | 34 | 3 | 16 |
| | | February | 10 | 4 | 7 | 37 |
| 51 | 22 | hankerchief | 113 | 40 | 14 | 30 |
| | | handerochief | 22 | 8 | 8 | 17 |
| | | handkercheif | 26 | 9 | 3 | 6 |
| 7 | 24 | neice | 425 | 96 | 44 | 44 |
| | | niese | 8 | 2 | | |
| | | nease | | | 8 | 8 |
| | | neace | | | 8 | 8 |
| 24 | 46 | picture (pitcher) | 98 | 54 | 23 | 17 |
| | | piture | 23 | 13 | 7 | 5 |
| | | pieher | 16 | 9 | 45 | 34 |
| 8 | 5 | seperate | 187 | 94 | 25 | 83 |
| 12 | 29 | shinning | 210 | 78 | 16 | 20 |
| | | shineing | 25 | 9 | 20 | 25 |
| 101 | 49 | superintendant | 224 | 39 | 20 | 21 |
| | | superentendent | 46 | 8 | 6 | 7 |
| | | supertendent | 37 | 6 | 6 | 7 |

Table III

County - The number of livestock were the following
 reported in the end of the United States, and in the United
 States; the most common form of ownership, and their
 frequency; and, the per cent of the entire number of animals
 kept in each form respectively.

| No. of livestock kept in the county at the end of the year | No. of livestock kept in the county at the beginning of the year | Increase | | No. of livestock kept in the county at the end of the year | No. of livestock kept in the county at the beginning of the year | Per cent of the total number of livestock kept in the county at the end of the year |
|--|--|----------|----------|--|--|--|
| | | No. | Per cent | | | |
| 10 | 10 | 0 | 0 | 10 | 10 | 100 |
| 15 | 10 | 5 | 33 | 15 | 10 | 100 |
| 20 | 10 | 10 | 50 | 20 | 10 | 100 |
| 25 | 10 | 15 | 60 | 25 | 10 | 100 |
| 30 | 10 | 20 | 67 | 30 | 10 | 100 |
| 35 | 10 | 25 | 71 | 35 | 10 | 100 |
| 40 | 10 | 30 | 75 | 40 | 10 | 100 |
| 45 | 10 | 35 | 78 | 45 | 10 | 100 |
| 50 | 10 | 40 | 80 | 50 | 10 | 100 |
| 55 | 10 | 45 | 82 | 55 | 10 | 100 |
| 60 | 10 | 50 | 83 | 60 | 10 | 100 |
| 65 | 10 | 55 | 85 | 65 | 10 | 100 |
| 70 | 10 | 60 | 86 | 70 | 10 | 100 |
| 75 | 10 | 65 | 87 | 75 | 10 | 100 |
| 80 | 10 | 70 | 88 | 80 | 10 | 100 |
| 85 | 10 | 75 | 89 | 85 | 10 | 100 |
| 90 | 10 | 80 | 90 | 90 | 10 | 100 |
| 95 | 10 | 85 | 91 | 95 | 10 | 100 |
| 100 | 10 | 90 | 92 | 100 | 10 | 100 |

| No. of different ways the words were misspelled in the groups - | | Most common forms of misspellings. | Boston | | San Bernardino County | |
|---|------------|------------------------------------|--------------|-----------|-----------------------|-----------|
| Boston. | San B. Co. | | Frequencies. | Per-cent. | Frequencies. | Per-cent. |
| 84 | 28 | throughly | 108 | 28 | 25 | 24 |
| | | theuroughly | 49 | 8 | 8 | 8 |
| | | thourghly | 26 | 7 | 15 | 15 |
| 24 | 10 | vegatable | 123 | 51 | 10 | 46 |
| | | vegitable | 27 | 11 | 2 | 9 |
| | | vegetable | 28 | 12 | 2 | 9 |
| 20 | 25 | patent | 9 | 14 | | |
| | | paocience | | | 6 | 16 |
| | | patience | 20 | 31 | | |
| | | patient | | | 3 | 8 |

Table XIV is read as follows :- Boston pupils misspelled the word "bicycle" in 60 different ways, San Bernardino County pupils in 12 different ways ; bicycle was the form used by 220 pupils, 46 per cent of the Boston group, the same form was used by 16 pupils, 50 per cent of the San Bernardino County group.

The Boston list contained the word "patient", 20 pupils of the group substituted the word "patience", this was 31 per cent of the errors made in the group. The San Bernardino County list contained the word "patience", 3 pupils, 8 per cent of the group substituted the word "patient".

There are several striking coincidences in the order of errors as well as the per cents, even though the words appear in lower grades in one case than in the other. In such words as "superintendent" the similarity is close enough that it might be of diagnostic value.

| No. of different words in the group | No. of different words in the group | Total | | Total | Total |
|---|---|-------|-------|-------|-------|
| | | Words | Words | | |
| 10 | 10 | 10 | 10 | 10 | 10 |
| 15 | 15 | 15 | 15 | 15 | 15 |
| 20 | 20 | 20 | 20 | 20 | 20 |
| 25 | 25 | 25 | 25 | 25 | 25 |
| 30 | 30 | 30 | 30 | 30 | 30 |
| 35 | 35 | 35 | 35 | 35 | 35 |
| 40 | 40 | 40 | 40 | 40 | 40 |
| 45 | 45 | 45 | 45 | 45 | 45 |
| 50 | 50 | 50 | 50 | 50 | 50 |
| 55 | 55 | 55 | 55 | 55 | 55 |
| 60 | 60 | 60 | 60 | 60 | 60 |
| 65 | 65 | 65 | 65 | 65 | 65 |
| 70 | 70 | 70 | 70 | 70 | 70 |
| 75 | 75 | 75 | 75 | 75 | 75 |
| 80 | 80 | 80 | 80 | 80 | 80 |
| 85 | 85 | 85 | 85 | 85 | 85 |
| 90 | 90 | 90 | 90 | 90 | 90 |
| 95 | 95 | 95 | 95 | 95 | 95 |
| 100 | 100 | 100 | 100 | 100 | 100 |

Table XIV is read as follows: - When 10 words are selected from the word "group" in the list, the total number of words in the group is 10. When 15 words are selected, the total number of words in the group is 15. When 20 words are selected, the total number of words in the group is 20. When 25 words are selected, the total number of words in the group is 25. When 30 words are selected, the total number of words in the group is 30. When 35 words are selected, the total number of words in the group is 35. When 40 words are selected, the total number of words in the group is 40. When 45 words are selected, the total number of words in the group is 45. When 50 words are selected, the total number of words in the group is 50. When 55 words are selected, the total number of words in the group is 55. When 60 words are selected, the total number of words in the group is 60. When 65 words are selected, the total number of words in the group is 65. When 70 words are selected, the total number of words in the group is 70. When 75 words are selected, the total number of words in the group is 75. When 80 words are selected, the total number of words in the group is 80. When 85 words are selected, the total number of words in the group is 85. When 90 words are selected, the total number of words in the group is 90. When 95 words are selected, the total number of words in the group is 95. When 100 words are selected, the total number of words in the group is 100.

Quotations.

" Aim of spelling, to give the pupil ability to spell a word correctly when needed." (Kallom)

" Spelling, an act of seeing or hearing accurately what may be written or spoken, and translating that visual or aural image into motor activity. If the image is correct and the motor control accurate, the word will be spelled correctly, otherwise, incorrectly. In a sense spelling may be said to be psychological." (Kallom)

"Obviously poor spelling may be due to one or another of the quite different defects, or to a combination of these. Spelling is a complex ability----- and gives room for a great variety of deficiencies. The underlying causes may be discovered only by means of psychological examination covering the mental processes involved ". (Hollingworth.¹)

After enumerating eleven causes of poor spelling as determined by laboratory methods at Teachers' College, Dr. Hollingworth says further, " English Spelling calls largely for rote learning ; it can be acquired only by the formation of thousands of bonds, arbitrarily prescribed ".

¹ Leta S. Hollingworth, "The Psychological Examination of Poor Spellers."

"Ain de spelling, to give the pupil ability to spell a word correctly when needed." (Hallam)

"Spelling, as an act of seeing or hearing accurately what may be written or spoken, and transferring that visual or vocal image into motor activity. If the image is correct and the motor control accurate, the word will be spelled correctly. Otherwise, inaccurately. In a sense, spelling may be said to be psychological." (Hallam)

"Obviously, from spelling may be said to be an act of seeing or hearing the given stimulus, or to be a combination of these. Spelling is a complex activity----- and gives room for a great variety of behavior. The underlying causes may be answered only by means of psychological examination covering the mental processes involved." (Hallam)

After emphasizing these causes of poor spelling as outlined by laboratory methods at Teachers' College, Dr. Hallam's reply to the question "What is the cause of poor spelling?" is: "It can be learned only by the formation of programs of habit, especially muscular."

"The Psychological Examination of Spelling" by Dr. Hallam

Table XV.

Showing :- the words in the order of their difficulty as shown by this test ; the number of papers considered in each grade ; the number of pupils spelling each word correctly; and, the per cent of the group spelling the given word correctly.

| Second Grade. (214) | | Third Grade. (209) | | Fourth Grade. (221) | |
|------------------------|-------|-----------------------|--------|------------------------|--------|
| Word. | No. % | Word. | No. % | Word. | No. % |
| or | 79 37 | within | 129 62 | nobody | 147 69 |
| sold | 77 36 | third | 117 50 | needle | 119 54 |
| told | 77 36 | words | 101 48 | writing | 110 50 |
| looks | 74 35 | letters | 100 48 | reprove | 109 49 |
| best | 68 32 | push | 92 44 | shining | 108 49 |
| form | 62 29 | belongs | 91 44 | penny | 91 41 |
| west | 60 28 | tiny | 74 35 | waiting | 87 39 |
| corn | 57 27 | body | 71 34 | sweeps | 87 39 |
| far | 57 27 | point | 69 33 | sailor | 80 36 |
| dear | 56 26 | shoes | 63 30 | sweeping | 78 35 |
| gave | 54 25 | done | 59 28 | palace | 77 35 |
| alike | 52 24 | fence | 56 27 | repeats | 77 35 |
| rich | 48 22 | cheese | 55 26 | weary | 65 29 |
| very | 44 21 | orange | 39 19 | sentence | 64 29 |
| egg | 43 20 | stairs | 36 17 | waist | 59 27 |
| thank | 42 20 | pocket | 35 17 | pitcher | 55 25 |
| add | 31 14 | honey | 29 14 | surface | 48 22 |
| brave | 31 14 | stream | 27 13 | car | 44 20 |
| dinner | 26 12 | feather | 28 13 | thief | 44 20 |
| dance | 16 7 | earn | 24 11 | regular | 38 17 |

Fifth Grade.
(185)Sixth Grade.
(185)Seventh Grade.
(119)

| Word. | No. | % | Word. | No. | % | Word. | No. | % |
|-----------|-----|----|--------------|-----|----|-----------|-----|----|
| dried | 127 | 69 | loose | 143 | 77 | hoarse | 77 | 65 |
| properly | 123 | 66 | telephone | 117 | 63 | ignorance | 73 | 61 |
| laid | 118 | 64 | handkerchief | 113 | 61 | musician | 73 | 61 |
| Indian | 112 | 60 | pistols | 110 | 60 | reverence | 62 | 52 |
| onion | 112 | 60 | recess | 108 | 58 | siege | 61 | 51 |
| touch | 111 | 60 | grocery | 107 | 58 | heir | 61 | 51 |
| praise | 103 | 56 | speech | 106 | 57 | emperor | 59 | 50 |
| dangerous | 102 | 55 | whistle | 104 | 56 | vegetable | 57 | 48 |
| thirteen | 95 | 51 | steak | 100 | 54 | pigeons | 53 | 45 |
| smooth | 88 | 48 | listened | 97 | 52 | patience | 53 | 45 |
| veal | 86 | 46 | quarrel | 93 | 50 | grateful | 53 | 45 |
| weapon | 85 | 46 | trolley | 89 | 48 | wretch | 52 | 44 |
| debt | 84 | 45 | sleigh | 86 | 46 | elegant | 51 | 43 |
| towel | 84 | 45 | society | 83 | 45 | rehearse | 48 | 40 |
| umbrella | 73 | 39 | nickel | 83 | 45 | veil | 47 | 39 |
| grammar | 71 | 38 | saucer | 82 | 44 | saucy | 46 | 39 |
| exercise | 70 | 38 | morsel | 74 | 40 | excellent | 45 | 38 |
| searched | 62 | 34 | purchased | 73 | 40 | interfere | 36 | 30 |
| salary | 55 | 30 | source | 71 | 38 | icicle | 35 | 29 |
| journey | 52 | 28 | niece | 69 | 37 | neutral | 15 | 13 |

Second Grade
(191)

First Grade
(192)

First Grade
(193)

| Roll | Roll | Roll | Roll | Roll | Roll |
|------|------|------|------|------|------|
| 101 | 102 | 103 | 104 | 105 | 106 |
| 107 | 108 | 109 | 110 | 111 | 112 |
| 113 | 114 | 115 | 116 | 117 | 118 |
| 119 | 120 | 121 | 122 | 123 | 124 |
| 125 | 126 | 127 | 128 | 129 | 130 |
| 131 | 132 | 133 | 134 | 135 | 136 |
| 137 | 138 | 139 | 140 | 141 | 142 |
| 143 | 144 | 145 | 146 | 147 | 148 |
| 149 | 150 | 151 | 152 | 153 | 154 |
| 155 | 156 | 157 | 158 | 159 | 160 |
| 161 | 162 | 163 | 164 | 165 | 166 |
| 167 | 168 | 169 | 170 | 171 | 172 |
| 173 | 174 | 175 | 176 | 177 | 178 |
| 179 | 180 | 181 | 182 | 183 | 184 |
| 185 | 186 | 187 | 188 | 189 | 190 |
| 191 | 192 | 193 | 194 | 195 | 196 |
| 197 | 198 | 199 | 200 | 201 | 202 |

Eighth Grade.
 (107)

 Ninth Grade.
 (230)

| Word. | No. | % | Word. | No. | % |
|-------------|-----|----|----------------|-----|----|
| February | 85 | 79 | surgeon | 160 | 70 |
| grease | 83 | 78 | immense | 143 | 62 |
| science | 81 | 76 | perceive | 129 | 56 |
| cordially | 73 | 68 | marmalade | 125 | 55 |
| separate | 73 | 68 | superintendent | 123 | 53 |
| bicycle | 73 | 68 | orchestra | 122 | 53 |
| calendar | 71 | 66 | seized | 112 | 49 |
| character | 70 | 65 | recommend | 108 | 47 |
| vehicle | 62 | 58 | resemblance | 104 | 45 |
| disease | 57 | 53 | leopard | 103 | 45 |
| consequence | 53 | 49 | counterfeit | 89 | 39 |
| fatigue | 53 | 49 | thoroughly | 88 | 38 |
| sensible | 53 | 49 | millionaire | 87 | 38 |
| vicinity | 50 | 47 | precipice | 82 | 36 |
| foreigners | 49 | 46 | possess | 81 | 35 |
| secrecy | 44 | 41 | dessert | 72 | 31 |
| nonsense | 43 | 40 | digestible | 65 | 28 |
| antique | 41 | 38 | restaurant | 62 | 27 |
| resources | 40 | 36 | maillage | 38 | 17 |
| isthmus | 36 | 34 | parliament | 36 | 16 |

This table reads :- (see above) in the eighth grade class of 107 pupils, 85 spelled the word "February" correctly ; this is 79 per cent of the class.

1911
1912

1913
1914

| Year | Month | Day | Event | Year | Month | Day | Event |
|------|-------|-----|-----------------------|------|-------|-----|-----------------------|
| 1911 | 12 | 31 | Christmas | 1913 | 12 | 31 | Christmas |
| 1911 | 12 | 24 | Boxing Day | 1913 | 12 | 24 | Boxing Day |
| 1911 | 12 | 25 | Christmas Day | 1913 | 12 | 25 | Christmas Day |
| 1911 | 12 | 26 | St. Stephen's Day | 1913 | 12 | 26 | St. Stephen's Day |
| 1911 | 12 | 27 | St. John's Day | 1913 | 12 | 27 | St. John's Day |
| 1911 | 12 | 28 | St. Thomas's Day | 1913 | 12 | 28 | St. Thomas's Day |
| 1911 | 12 | 29 | St. Andrew's Day | 1913 | 12 | 29 | St. Andrew's Day |
| 1911 | 12 | 30 | St. Luke's Day | 1913 | 12 | 30 | St. Luke's Day |
| 1911 | 11 | 30 | Thanksgiving | 1913 | 11 | 30 | Thanksgiving |
| 1911 | 11 | 23 | St. Martin's Day | 1913 | 11 | 23 | St. Martin's Day |
| 1911 | 11 | 15 | St. Elizabeth's Day | 1913 | 11 | 15 | St. Elizabeth's Day |
| 1911 | 11 | 08 | St. Martin's Day | 1913 | 11 | 08 | St. Martin's Day |
| 1911 | 11 | 01 | St. Andrew's Day | 1913 | 11 | 01 | St. Andrew's Day |
| 1911 | 10 | 31 | Halloween | 1913 | 10 | 31 | Halloween |
| 1911 | 10 | 24 | St. Francis's Day | 1913 | 10 | 24 | St. Francis's Day |
| 1911 | 10 | 17 | St. Luke's Day | 1913 | 10 | 17 | St. Luke's Day |
| 1911 | 10 | 10 | St. John's Day | 1913 | 10 | 10 | St. John's Day |
| 1911 | 10 | 03 | St. Elizabeth's Day | 1913 | 10 | 03 | St. Elizabeth's Day |
| 1911 | 09 | 26 | St. Michael's Day | 1913 | 09 | 26 | St. Michael's Day |
| 1911 | 09 | 19 | St. Vincent's Day | 1913 | 09 | 19 | St. Vincent's Day |
| 1911 | 09 | 12 | St. Bartholomew's Day | 1913 | 09 | 12 | St. Bartholomew's Day |
| 1911 | 09 | 05 | St. Luce's Day | 1913 | 09 | 05 | St. Luce's Day |
| 1911 | 08 | 28 | St. Peter's Day | 1913 | 08 | 28 | St. Peter's Day |
| 1911 | 08 | 21 | St. Lawrence's Day | 1913 | 08 | 21 | St. Lawrence's Day |
| 1911 | 08 | 14 | St. James's Day | 1913 | 08 | 14 | St. James's Day |
| 1911 | 08 | 07 | St. John's Day | 1913 | 08 | 07 | St. John's Day |
| 1911 | 07 | 30 | St. Ignace's Day | 1913 | 07 | 30 | St. Ignace's Day |
| 1911 | 07 | 23 | St. Mary's Day | 1913 | 07 | 23 | St. Mary's Day |
| 1911 | 07 | 16 | St. Basil's Day | 1913 | 07 | 16 | St. Basil's Day |
| 1911 | 07 | 09 | St. Proculus's Day | 1913 | 07 | 09 | St. Proculus's Day |
| 1911 | 07 | 02 | St. Peter's Day | 1913 | 07 | 02 | St. Peter's Day |
| 1911 | 06 | 25 | St. John's Day | 1913 | 06 | 25 | St. John's Day |
| 1911 | 06 | 18 | St. John's Day | 1913 | 06 | 18 | St. John's Day |
| 1911 | 06 | 11 | St. John's Day | 1913 | 06 | 11 | St. John's Day |
| 1911 | 06 | 04 | St. John's Day | 1913 | 06 | 04 | St. John's Day |
| 1911 | 05 | 27 | St. John's Day | 1913 | 05 | 27 | St. John's Day |
| 1911 | 05 | 20 | St. John's Day | 1913 | 05 | 20 | St. John's Day |
| 1911 | 05 | 13 | St. John's Day | 1913 | 05 | 13 | St. John's Day |
| 1911 | 05 | 06 | St. John's Day | 1913 | 05 | 06 | St. John's Day |
| 1911 | 04 | 29 | St. John's Day | 1913 | 04 | 29 | St. John's Day |
| 1911 | 04 | 22 | St. John's Day | 1913 | 04 | 22 | St. John's Day |
| 1911 | 04 | 15 | St. John's Day | 1913 | 04 | 15 | St. John's Day |
| 1911 | 04 | 08 | St. John's Day | 1913 | 04 | 08 | St. John's Day |
| 1911 | 03 | 31 | St. John's Day | 1913 | 03 | 31 | St. John's Day |
| 1911 | 03 | 24 | St. John's Day | 1913 | 03 | 24 | St. John's Day |
| 1911 | 03 | 17 | St. John's Day | 1913 | 03 | 17 | St. John's Day |
| 1911 | 03 | 10 | St. John's Day | 1913 | 03 | 10 | St. John's Day |
| 1911 | 03 | 03 | St. John's Day | 1913 | 03 | 03 | St. John's Day |
| 1911 | 02 | 26 | St. John's Day | 1913 | 02 | 26 | St. John's Day |
| 1911 | 02 | 19 | St. John's Day | 1913 | 02 | 19 | St. John's Day |
| 1911 | 02 | 12 | St. John's Day | 1913 | 02 | 12 | St. John's Day |
| 1911 | 02 | 05 | St. John's Day | 1913 | 02 | 05 | St. John's Day |
| 1911 | 01 | 29 | St. John's Day | 1913 | 01 | 29 | St. John's Day |
| 1911 | 01 | 22 | St. John's Day | 1913 | 01 | 22 | St. John's Day |
| 1911 | 01 | 15 | St. John's Day | 1913 | 01 | 15 | St. John's Day |
| 1911 | 01 | 08 | St. John's Day | 1913 | 01 | 08 | St. John's Day |
| 1911 | 01 | 01 | St. John's Day | 1913 | 01 | 01 | St. John's Day |

This table shows the days of the week in the month of the year. The days of the week are: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. The days of the month are: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31.

Summary.

In summing up the misspellings , the second and ninth grades are omitted ; the second, on account of its limited experience, the ninth, because it was less of a rural type than the others and was not studying spelling at the time the test was given.

Out of a possible 18,520 words spelled by 926 pupils in grades three to eight, inclusive,

2,923 words, 15.8 per cent, were omitted ;

8,746 words, 47.2 per cent, were actually misspelled;

i.e. 11,666 words, 63.0 per cent, were not spelled correctly.

The spelling of these 926 pupils was 37.0 per cent efficient on a list of words having a standard of 73 per cent.

The 8,746 actual misspellings were done by pupils writing 4,057 different forms in place of the required 120 forms.

Of these 4,057 forms, 3,058 occurred but once each.

332 words, 17.9 per cent, were homonyms.

520 words, 28.1 per cent, were actual words, evidently used because pupils misunderstood what was pronounced.

476 words, 25.7 per cent, were not clearly words at all.

5,679 words, 30.5 per cent, contained vowel errors.

3,152 words, 17.0 per cent, contained consonant errors.

1,218 words, 6.5 per cent, had silent letter errors.

In some of the specimens, the second and third
grades were omitted; in others, an account of the initial
specimens, the main, because it was less of a type type
than the others and was not showing anything of the line
the first was given.

Out of a possible 16,100 words spelled by 700 people in
grades three to eight, inclusive,
5,300 words, 32.9 per cent, were omitted;
8,740 words, 54.3 per cent, were actually misspelled;
1,010 words, 6.3 per cent, were not spelled correctly.
The spelling of these 700 people was 71.0 per cent cor-
rect on a list of words having a standard of 77 per cent.
The 8,740 actual misspellings were done by people writing
4,000 different forms in place of the required 100 forms.
4,000 different forms, 1,000 different but same words.

300 words, 19.9 per cent, were homonyms.
210 words, 24.1 per cent, were actual words, syllabically
used because people misunderstood what was pronounced.
All words, 22.9 per cent, were of clearly words of all
1,000 words, 56.9 per cent, contained vowel errors.
1,000 words, 11.5 per cent, contained consonant errors.
1,000 words, 11.5 per cent, had silent letter errors.

Conclusion.

In concluding the analysis of the misspellings of rural pupils there are several general suggestions which should be helpful to teachers of such pupils in improving the work of the children in spelling.

1. Of the entire list of misspellings, 17.9 per cent were due to the use of homonyms; better illustrations in using sentences to make the intended word clear would eliminate most of the errors of this type. A single illustration will suffice; in the fourth grade list the word "oar" was pronounced, 44 pupils out of 221 spelled the correct form, while 56 pupils spelled "ore" instead. These words must be taught in connection with their definitions and proper uses.

2. Actual words as substitutes for the pronounced words were used ⁱⁿ 28.1 per cent of the cases of misspellings. Several causes contributed to this type of error; sometimes a word already pronounced was spelled, usually there was no especial connection with the word pronounced other than a phonic resemblance sufficiently close to suggest a wrong word. Minor errors account for a small part of these errors, inattention seems to have caused most of them, inattention to the pronunciation, inattention to thing being written; in a word inattention to the details of spelling.

The remedy for this type of error is to be sure that one has the attention of the examinees; and that more generous use be made of sentences and definitions to indicate the use of the required word.

3. Of all the misspelled forms 25.7 per cent were not of definite form enough to be recognized as anything like the word at all and usually not like any recognizable word.

Often it appeared as if the intention was simply to make some reaction because it was expected, no matter what the outcome. A glance at the list will explain better than the samples following :- under the list of words showing the actual spellings made by pupils when the word "tiny" was pronounced, may be seen ; tiv, latte, temen, tingues, torme. (See page S-12, of the supplement.) No certainty can be declared as to why these forms were written.

The 15.8 per cent of omitted words, plus the 25.7 per cent of this group, a total of 41.5 of the words pronounced were not spelled correctly because the pupil did not know what word was wanted or knew he did not know how to spell it. Had all other words been spelled correctly the errors due to these two causes alone would have brought the group under the standard for the words used.

Two things may be done; first, see that all pupils have opportunity to know the words that are expected of their grades. Copies of the scale prove useful for this purpose. Second, an analysis of the papers of a class will show what pupils fail to overcome this error at any time, special drill for these will surely go far to relieve the situation, especially if the teacher will study the pupil and his work and aim at his particular difficulty. This will apply to each of the paragraphs following as well as to this one.

On all the material from 1927 you sent me out of
the time from 1927 to be reviewed as follows: the
and of all the material and the material was

Often it appears as if the material was likely to be
more material because it was written, as stated, the
and. A glance at the list will explain better than the

pages following: - under the list of words showing the
and the material which is given in the "list" was
processed, and in some cases, in some cases, some

(See page 1-11 of the report.) It certainly can be
checked as to the time taken with
The 1927 list of words, plus the 1927 list

and of the group, a total of 412 of the words processed
were not spelled correctly because the list did not show
the word was added or how he did not know how to spell it.

Let all other words from the list be checked the error can be
fixed and words which have been changed in the group can be
checked for the words used.

The change in the list, plus the list of words given
apparently to show the words that are expected to be given
before the words given in the list. Based on

analysis of the papers of a class will show that the list is
wrong. This error of the list, which will be shown will
likely be due to various reasons, especially if the

teacher will study the list and his work and his
particular difficulty. This will help to each of the paragraphs
following as well as the one.

4. Nearly one-third of the words misspelled, 30.5 per cent, contained vowel errors; (a) vowels omitted, (b) vowels added, or (c) vowels substituted.

This is one of the most fruitful fields for error, due largely to the phonic systems of teaching reading. If those in authority could be persuaded of the proper place of "phonics", the spelling difficulties would be greatly lessened.

Examples of errors of this type are here presented :-

(See page S - 12, supplement under the word "tiny".)

tine, tiney, tuyuy, tieny, tinie, tin, taing, tineey, tienel, tony, tini, toiny, tuiny, teny, tone, tyni.

The types of errors are plainly shown here and this will suggest the kind of teaching necessary to overcome the difficulty. There is not much excuse for the use of "o" or "oi" for the "i", the "e" indicates a pronunciation of "tee-ny"; the other forms are simply wrong sets of bonds established in learning the word, if it had ever been taught.

5. The consonant errors are as easily classified into the same groups as indicated in the last group of errors, and, in this analysis constituted 17.0 per cent of the entire group of errors. The doubling of the vowel, or doubling it in improper places added to the consonant errors. (See page S - 9, supplement, two columns, "fence" and "honey")

fens, fents, fece, fes, fentce, fench, fencer, fems, feng, fends; hunny, huning, hunne, henil, humy, hond, joni, hunge, gonei.

Often the child intended to write the proper letter, but on account of intense interest, slowness, inattention, or other distracting element made some blunder which can be eliminated

by closer attention to his habits ~~in~~ⁱⁿ writing his lessons, and especially to his approach in learning his word images.

6. Silent letters contributed 6.5 per cent to the errors as grouped in this analysis. Examples follow :- (See page S- 11, of the supplement); for the word shoes we have, shose (frequency of 30); stars ,for stairs, (F.29); and, strem, for stream (F. 35).

About the only way to prevent errors of this type is to teach the word in its correct form until the "bonds" are firmly established and become automatic when the pupil once begins to write the word.

7. Two per cent of all errors were made by pupils who used the proper number of letters and the correct letters, but combined them in the wrong sequence. This seems to indicate that the pupil has a proper visual image of the word but his motor reflexes do not respond in the right order. Examples ; shose, stiams, lettres, fenec, faether, canr, conr.

The child's mental habit of study should be found out and modified. This error is close kin to the one that fails to note an omitted letter. Children often look at a written word and fail to discover an omitted letter or a wrong sequence in the letters. In this case the child learns his spelling by the auditory image and does not recognize the visual. This can be determined by noting whether the child can discover his error by an inspection of his work. Children usually are not taught to do this. (See the State Speller for directions and help.)

The foregoing suggestions would eliminate about 90 per cent of all the errors found in the papers analyzed if it were possible to practice them completely. Minor errors appeared in certain schools which though not general deserve some notice as they represent some of the things which might affect some of the teachers if they had certain pupils whose work is uniformly inefficient, and, on the other the work of some teachers which is reflected on the pupils might have brought less efficient work from pupils working under their pronunciations.

To illustrate these two types the following is offered; certain pupils show their foreign ancestry and language in their spellings. In one particular school the papers indicated that there was but one pupil of the American type, the spellings indicated Italian and Spanish speaking children for all the others - there may have been one Irish boy. In one district the predominant error was to terminate the words with an "a". Examples ; shoosa, stairsa, streama, wordsa. It is not difficult to place the blame for the poor spelling of words which have not been especially studied for the regular lesson. In the written spelling taken up by the teacher, based on an assigned lesson, the pupil knows what is expected and the teacher does not know that her own peculiarity of pronunciation causes the pupil to misunderstand what is intended. A list of words not specially prepared and later carefully analyzed will help a teacher to see herself in a new light sometimes.

The following conditions would eliminate about 70 per cent of all the errors found in the papers analyzed in this study. It is possible to produce this effect by using certain types of paper and by using certain types of ink. It is also possible to use certain types of paper and ink which would eliminate about 70 per cent of the errors. It is also possible to use certain types of paper and ink which would eliminate about 70 per cent of the errors. It is also possible to use certain types of paper and ink which would eliminate about 70 per cent of the errors.

The following conditions would eliminate about 70 per cent of all the errors found in the papers analyzed in this study. It is possible to produce this effect by using certain types of paper and by using certain types of ink. It is also possible to use certain types of paper and ink which would eliminate about 70 per cent of the errors. It is also possible to use certain types of paper and ink which would eliminate about 70 per cent of the errors. It is also possible to use certain types of paper and ink which would eliminate about 70 per cent of the errors.

In some districts there is utter disregard of the use of capital letters. This error does not seem to reach large proportions for the county in general. It is a matter for the local districts.

Poor hand writing is a minor source of error and is much more prevalent in some districts than in others. In this type of error it is usually easy to tell what the pupil intended, but in an exact analysis the actual fact was regarded as the best guide for placing the word. The number of such errors was small and could be largely eliminated by attention to the difficulty in a few districts.

There are a few psychological principles which teachers may learn to apply to spelling as well as to the various other subjects which added to the idea of analyzing the work of individual pupils to locate their errors would improve the work in spelling to the point that it would take its place in the habitual responses of the pupil and give him and those who read his written words satisfaction in the product as a thing well done, that is, properly done.

In some instances there is a slight deviation of the law of digital factors. This error does not seem to be due to any irregularities in the counting process. It is a matter for the local districts.

Four data series in a minor degree of error are not only provided in some districts but in others. In this type of error it is usually easy to tell what the local interest, but in an exact analysis the actual fact was regarded as the best guide for placing the word. The number of such errors was small and could be largely eliminated by attention to the difficulty in a few districts.

There are a few irregularities which however may have to do with the spelling as well as the various other subjects which relate to the idea of spelling the word of individual people to learn their words well. There was no spelling in the count but it would take the time in the detailed preparation of the year and give the fact that the word was written in the present as a thing well done, that is, properly done.

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California State Series, Teachers' Manual.

1919

The Psychological Association of New York

June 8, 1919

University College, New York

Dear Sir:

Thank you for

your letter of the 27th inst.

regarding the

matter of

the proposed

Table S-I.

Showing the per cent in each grade getting any given number of the pronounced words correct.

| No. of words. | Gr. 2 | Gr. 3 | Gr. 4 | Gr. 5 | Gr. 6 | Gr. 7 | Gr. 8 | Gr. 9 |
|---------------|-------|-------|-------|-------|-------|-------|-------|-------|
| 0 | 7.1 | 4.8 | 2.1 | 0.5 | 0.6 | 1.9 | 0.3 | 1.6 |
| 1 | 6.2 | 5.9 | 3.9 | 2.1 | 2.1 | 3.3 | 0.8 | 2.7 |
| 2 | 4.9 | 5.9 | 5.7 | 2.8 | 2.9 | 3.7 | 2.1 | 1.9 |
| 3 | 5.4 | 6.9 | 5.4 | 3.5 | 2.4 | 3.3 | 2.2 | 4.1 |
| 4 | 6.2 | 7.6 | 6.5 | 4.5 | 2.2 | 4.6 | 3.9 | 4.8 |
| 5 | 6.4 | 6.1 | 5.8 | 5.5 | 4.4 | 5.9 | 3.3 | 7.3 |
| 6 | 5.2 | 6.6 | 6.4 | 5.1 | 3.6 | 5.2 | 4.3 | 7.3 |
| 7 | 6.0 | 4.7 | 5.8 | 5.3 | 4.2 | 5.4 | 5.4 | 7.1 |
| 8 | 4.4 | 6.6 | 7.7 | 6.6 | 4.7 | 6.4 | 5.9 | 6.8 |
| 9 | 5.0 | 5.6 | 5.1 | 5.8 | 5.3 | 5.3 | 6.0 | 9.1 |
| 10 | 4.9 | 4.6 | 5.1 | 6.0 | 5.8 | 6.3 | 5.7 | 6.7 |
| 11 | 4.2 | 4.8 | 6.0 | 6.3 | 5.2 | 6.5 | 7.6 | 5.5 |
| 12 | 4.8 | 4.5 | 4.2 | 5.6 | 6.5 | 5.5 | 5.6 | 6.3 |
| 13 | 4.5 | 4.3 | 6.7 | 5.7 | 7.1 | 7.2 | 6.0 | 5.6 |
| 14 | 4.4 | 4.2 | 5.2 | 6.6 | 6.3 | 7.6 | 4.7 | 5.2 |
| 15 | 4.8 | 3.7 | 4.1 | 4.6 | 7.7 | 6.0 | 8.0 | 4.5 |
| 16 | 3.6 | 3.3 | 3.7 | 7.6 | 7.3 | 4.5 | 8.6 | 4.9 |
| 17 | 3.8 | 2.9 | 4.2 | 6.5 | 9.3 | 3.7 | 5.9 | 3.3 |
| 18 | 3.3 | 2.5 | 2.5 | 4.8 | 5.3 | 4.4 | 6.6 | 2.7 |
| 19 | 2.9 | 2.7 | 2.1 | 3.4 | 4.5 | 2.8 | 5.3 | 1.0 |
| 20 | 2.1 | 2.1 | 1.1 | 0.8 | 1.8 | 0.1 | 2.5 | 0.1 |

Table S-I is read as follows :- 7.1 per cent of the second grade pupils of the entire county spelled no word correctly; 6.2 per cent spelled one word correctly ; 4.9 per cent spelled two words correctly.

In the third grade, 4.8 spelled no word correctly; 5.9 per cent spelled one word correctly ; etc.

Number of the program and the number of the program

Number of the program and the number of the program

| 1950 | 1951 | 1952 | 1953 | 1954 | 1955 | 1956 | 1957 | 1958 | 1959 |
|------|------|------|------|------|------|------|------|------|------|
| 1.1 | 2.0 | 3.1 | 4.0 | 5.0 | 6.5 | 7.4 | 8.3 | 9.2 | 10 |
| 1.2 | 2.1 | 3.2 | 4.1 | 5.1 | 6.6 | 7.5 | 8.4 | 9.3 | 11 |
| 1.3 | 2.2 | 3.3 | 4.2 | 5.2 | 6.7 | 7.6 | 8.5 | 9.4 | 12 |
| 1.4 | 2.3 | 3.4 | 4.3 | 5.3 | 6.8 | 7.7 | 8.6 | 9.5 | 13 |
| 1.5 | 2.4 | 3.5 | 4.4 | 5.4 | 6.9 | 7.8 | 8.7 | 9.6 | 14 |
| 1.6 | 2.5 | 3.6 | 4.5 | 5.5 | 7.0 | 7.9 | 8.8 | 9.7 | 15 |
| 1.7 | 2.6 | 3.7 | 4.6 | 5.6 | 7.1 | 8.0 | 8.9 | 9.8 | 16 |
| 1.8 | 2.7 | 3.8 | 4.7 | 5.7 | 7.2 | 8.1 | 9.0 | 9.9 | 17 |
| 1.9 | 2.8 | 3.9 | 4.8 | 5.8 | 7.3 | 8.2 | 9.1 | 10.0 | 18 |
| 2.0 | 2.9 | 4.0 | 4.9 | 5.9 | 7.4 | 8.3 | 9.2 | 10.1 | 19 |
| 2.1 | 3.0 | 4.1 | 5.0 | 6.0 | 7.5 | 8.4 | 9.3 | 10.2 | 20 |
| 2.2 | 3.1 | 4.2 | 5.1 | 6.1 | 7.6 | 8.5 | 9.4 | 10.3 | 21 |
| 2.3 | 3.2 | 4.3 | 5.2 | 6.2 | 7.7 | 8.6 | 9.5 | 10.4 | 22 |
| 2.4 | 3.3 | 4.4 | 5.3 | 6.3 | 7.8 | 8.7 | 9.6 | 10.5 | 23 |
| 2.5 | 3.4 | 4.5 | 5.4 | 6.4 | 7.9 | 8.8 | 9.7 | 10.6 | 24 |
| 2.6 | 3.5 | 4.6 | 5.5 | 6.5 | 8.0 | 8.9 | 9.8 | 10.7 | 25 |
| 2.7 | 3.6 | 4.7 | 5.6 | 6.6 | 8.1 | 9.0 | 9.9 | 10.8 | 26 |
| 2.8 | 3.7 | 4.8 | 5.7 | 6.7 | 8.2 | 9.1 | 10.0 | 10.9 | 27 |
| 2.9 | 3.8 | 4.9 | 5.8 | 6.8 | 8.3 | 9.2 | 10.1 | 11.0 | 28 |
| 3.0 | 3.9 | 5.0 | 5.9 | 6.9 | 8.4 | 9.3 | 10.2 | 11.1 | 29 |
| 3.1 | 4.0 | 5.1 | 6.0 | 7.0 | 8.5 | 9.4 | 10.3 | 11.2 | 30 |

This table is based on the following data: ...
 The number of the program and the number of the program ...
 The number of the program and the number of the program ...
 The number of the program and the number of the program ...
 The number of the program and the number of the program ...

Table of Misspelled Forms.

On the following pages will be found all of the misspellings of all the pupils whose written work was used in compiling this report. All of the forms actually written by pupils in the groups from Grade Two to Grade Nine, inclusive, are shown.

The figures in front of the forms indicate the number of frequencies for the form following. The words and figures at the top of each column, above the line, are the frequencies of, and correct forms.

Many forms are not recognizable as words at all. Many will be recognized as having been intended for another word in the list. A few will be recognized as resulting from the pupil beginning the pronounced form, only to give up the attempt after a good start had been made.

There are two values to be placed upon this list as it stands; It is a faithful record of a long and tedious tabulation of facts as found regarding the actual reactions of rural school children to a standard test in spelling, and is adaptable as a source for further classifications not reported in these pages. Several such classifications have been made but do not seem to be essential to the particular problem being considered at this time.

On the following pages will be found all of the descriptions
of all the papers which were used in compiling this
report. All of the forms especially written by you in the
form which has been used, together with the

The figures in front of the forms indicate the order of
preparation for the form following. The words and figures at
the top of each column, above the line, are the designations of
the account forms.

Many forms are not recognizable as such at all. Many will
be recognized as having been intended for another use in the
A few will be recognized as resulting from the work performed
on the forms, only to give up the struggle after a good while.

There are few others to be placed upon this list as it is
if it is a faithful record of a long and serious study of the
on forms regarding the actual procedure of work upon the
to a standard form in writing, and in addition as a record for
further classification and reported in these pages. Several
classifications have been made but do not seem to be essential
the particular papers being mentioned at this time.

General Ledger

| Year | Month | Day | Particulars | Debit | Credit | Balance |
|------|-------|-----|-------------|-------|--------|---------|
| 1900 | Jan | 1 | Balance | | | 100.00 |
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| 1900 | Jan | 7 | ... | ... | ... | ... |
| 1900 | Jan | 8 | ... | ... | ... | ... |
| 1900 | Jan | 9 | ... | ... | ... | ... |
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| 1900 | Jan | 11 | ... | ... | ... | ... |
| 1900 | Jan | 12 | ... | ... | ... | ... |
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| 1900 | Jan | 14 | ... | ... | ... | ... |
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| 1900 | Jan | 16 | ... | ... | ... | ... |
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| 1900 | Jan | 18 | ... | ... | ... | ... |
| 1900 | Jan | 19 | ... | ... | ... | ... |
| 1900 | Jan | 20 | ... | ... | ... | ... |
| 1900 | Jan | 21 | ... | ... | ... | ... |
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| 1900 | Jan | 23 | ... | ... | ... | ... |
| 1900 | Jan | 24 | ... | ... | ... | ... |
| 1900 | Jan | 25 | ... | ... | ... | ... |
| 1900 | Jan | 26 | ... | ... | ... | ... |
| 1900 | Jan | 27 | ... | ... | ... | ... |
| 1900 | Jan | 28 | ... | ... | ... | ... |
| 1900 | Jan | 29 | ... | ... | ... | ... |
| 1900 | Jan | 30 | ... | ... | ... | ... |
| 1900 | Jan | 31 | ... | ... | ... | ... |

| <u>77 sold</u> | <u>77 told</u> | <u>68 best</u> | <u>62 form</u> | <u>57 far</u> | <u>54 gave</u> |
|----------------|----------------|----------------|----------------|---------------|----------------|
| 5 sould | 7 tole | 26 bast | 7 forme | 17 for | 14 gav |
| 5 so | 7 tol | 3 fast | 5 fom | 8 fr | 10 give |
| 2 dolde | 2 tod | 2 last | 5 for | 5 fare | 6 gaf |
| 2 set | 2 totd | 2 Bast | 5 forn | 4 fer | 5 ga |
| 2 sod | 2 toldd | 1 bre | 4 fam | 2 fard | 4 gar |
| 2 sld | 2 tal | 1 boros | 4 fan | 2 farr | 4 gare |
| 2 sol | 1 tould | 1 fest | 3 farm | 2 fa | 2 gab |
| 2 soold | 1 tolde | 1 bas | 2 far | 2 fir | 2 gove |
| 2 sord | 1 tuld | 1 bat | 2 farn | 1 frairn | 2 gve |
| 2 see | 1 toald | 1 bist | 2 fr | 1 fisee | 1 gev |
| 2 sow | 1 tatld | 1 bt | 1 fwinas | 1 fwr | 1 grad |
| 2 soald | 1 tas | 1 bet | 1 forma | 1 fet | 1 gore |
| 1 soiald | 1 talt | 1 lost | 1 sas | 1 farnes | 1 yar |
| 1 sols | 1 tis | 1 brast | 1 fen | 1 faria | 1 bave |
| 1 sors | 1 tuld | 1 lest | 1 fonrm | 1 bar | 1 garve |
| 1 olsd | 1 towld | 1 basd | 1 bedm | 1 frr | 1 gau |
| 1 dswld | 1 toes | 1 bestt | 1 brn | 1 frur | 1 garde |
| 1 Sloes | 1 talld | 1 gone | 1 fem | 1 fear | 1 gafs |
| 1 alls | 1 tald | 1 bed | 1 fawin | 1 fari | 1 gabe |
| 1 eire | 1 tolt | 1 brvs | 1 fixet | 1 brnd | 1 gied |
| 1 sea | 1 tlod | 1 bhas | 1 fm | 1 ferw | 1 gaus |
| 1 saeshd | 1 toet | 1 has | 1 thor | 1 farde | 1 gayr |
| 1 old | 1 ltet | 1 bsts | 1 frn | 1 f | 1 gafe |
| 1 sdet | 1 tot | 1 dast | 1 chas | 1 jwe | 1 kaf |
| 1 salded | 1 sal | 1 viest | 1 forre | 1 fred | 1 gay |
| 1 sam | 1 tatel | 1 bst | 1 forld | 1 biare | 1 vareo |
| 1 syne | 1 toad | 1 bes | 1 feron | 1 sre | 1 gov |
| 1 salel | 1 tolo | 1 wers | 1 frll | 1 fore | 1 daico |
| 1 svol | 1 tld | 1 rest | 1 fors | 1 alan | 1 gaye |
| 1 solr | 1 thas | 1 base | 1 florestm | 1 fral | 1 giav |
| 1 sotd | 1 tolerd | 1 baste | 1 Frorre | 1 fwin | 1 kag |
| 1 sofh | 1 toold | 1 buan | 1 some | 1 pence | 1 gae |
| 1 cold | 1 lest | 1 bet | 1 formm | 1 is | 1 lta |
| 1 colae | 1 toeae | 1 hood | 1 Faum | 1 fore | 1 for |
| 1 sanr | 1 tell | 1 vovr | 1 hent | 1 zar | 1 gaub |
| 1 sorrd | 1 tos | 1 was | 1 frsm | 1 frro | 1 gaut |
| 1 ucate | 1 tat | 1 oas | 1 from | 1 boest | 1 galse |
| 1 soild | 1 toild | 1 fintz | 1 liry | 1 ba | 1 geif |
| 1 wobd | 1 torb | 1 vast | 2 frm | 1 filir | 1 gaj |
| 1 ver | 1 sod | 1 vaste | 1 voir | 1 fur | 1 gif |
| 1 tans | 3 toll | 1 bast | 1 fan | 1 foare | 1 gof |
| 1 soul | 2 tad | 1 bate | 1 fame | | 1 gat |
| 1 sall | 2 tall | 1 bete | 1 fo | | 1 gob |
| 1 sose | 2 tald | 1 boolk | 1 foma | | 1 gure |
| 1 gst | 1 tilso | 1 brat | 1 Food | | |
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| 1 sn | 1 tong | 1 dest | | | |
| 1 sald | 1 toeb | | | | |
| 1 see | 1 home | | | | |

| Page 17 | Page 18 | Page 19 | Page 20 | Page 21 | Page 22 |
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| 715 | 716 | 717 | 718 | 719 | 720 |
| 721 | 722 | 723 | 724 | 725 | 726 |
| 727 | 728 | 729 | 730 | 731 | 732 |
| 733 | 734 | 735 | 736 | 737 | 738 |
| 739 | 740 | 741 | 742 | 743 | 744 |
| 745 | 746 | 747 | 748 | 749 | 750 |
| 751 | 752 | 753 | 754 | 755 | 756 |
| 757 | 758 | 759 | 760 | 761 | 762 |
| 763 | 764 | 765 | 766 | 767 | 768 |
| 769 | 770 | 771 | 772 | 773 | 774 |
| 775 | 776 | 777 | 778 | 779 | 780 |
| 781 | 782 | 783 | 784 | 785 | 786 |
| 787 | 788 | 789 | 790 | 791 | 792 |
| 793 | 794 | 795 | 796 | 797 | 798 |
| 799 | 800 | 801 | 802 | 803 | 804 |
| 805 | 806 | 807 | 808 | 809 | 810 |
| 811 | 812 | 813 | 814 | 815 | 816 |
| 817 | 818 | 819 | 820 | 821 | 822 |
| 823 | 824 | 825 | 826 | 827 | 828 |
| 829 | 830 | 831 | 832 | 833 | 834 |
| 835 | 836 | 837 | 838 | 839 | 840 |
| 841 | 842 | 843 | 844 | 845 | 846 |
| 847 | 848 | 849 | 850 | 851 | 852 |
| 853 | 854 | 855 | 856 | 857 | 858 |
| 859 | 860 | 861 | 862 | 863 | 864 |
| 865 | 866 | 867 | 868 | 869 | 870 |
| 871 | 872 | 873 | 874 | 875 | 876 |
| 877 | 878 | 879 | 880 | 881 | 882 |
| 883 | 884 | 885 | 886 | 887 | 888 |
| 889 | 890 | 891 | 892 | 893 | 894 |
| 895 | 896 | 897 | 898 | 899 | 900 |
| 901 | 902 | 903 | 904 | 905 | 906 |
| 907 | 908 | 909 | 910 | 911 | 912 |
| 913 | 914 | 915 | 916 | 917 | 918 |
| 919 | 920 | 921 | 922 | 923 | 924 |
| 925 | 926 | 927 | 928 | 929 | 930 |
| 931 | 932 | 933 | 934 | 935 | 936 |
| 937 | 938 | 939 | 940 | 941 | 942 |
| 943 | 944 | 945 | 946 | 947 | 948 |
| 949 | 950 | 951 | 952 | 953 | 954 |
| 955 | 956 | 957 | 958 | 959 | 960 |
| 961 | 962 | 963 | 964 | 965 | 966 |
| 967 | 968 | 969 | 970 | 971 | 972 |
| 973 | 974 | 975 | 976 | 977 | 978 |
| 979 | 980 | 981 | 982 | 983 | 984 |
| 985 | 986 | 987 | 988 | 989 | 990 |
| 991 | 992 | 993 | 994 | 995 | 996 |
| 997 | 998 | 999 | 1000 | 1001 | 1002 |

| <u>52 alike</u> | <u>31 add</u> | <u>31 brave</u> | | <u>57 corn</u> | <u>16 dance</u> |
|-----------------|---------------|-----------------|---------|----------------|-----------------|
| 15 alik | 48 ad | 18 brav | 1 baf | 7 con | 27 dans |
| 9 alic | 9 at | 7 bave | 1 Bgur | 5 earn | 13 das |
| 4 alake | 8 ade | 3 brar | 1 reu | 5 can | 6 danse |
| 3 al | 2 adde | 3 brau | 1 ras | 4 horn | 7 danes |
| 3 alak | 2 ol | 3 fra | 1 fef | 4 cor | 4 dard |
| 2 borr | 2 atd | 3 braf | 1 bojo | 3 cone | 3 dase |
| 2 oofad | 2 ada | 2 breaf | 1 breif | 3 ern | 2 dands |
| 2 alic | 2 adal | 2 drave | 1 bars | 2 kon | 3 danst |
| 2 alo | 1 ale | 2 brv | 1 Bravo | 2 coo | 2 dass |
| 1 alid | 1 a | 2 bav | 1 brat | 2 cord | 2 dinse |
| 1 Flark | 1 old | 3 bra | 1 brae | 2 korn | 2 danc |
| 1 lice | 1 ahad | 2 fray | 1 vens | 1 cornd | 3 dants |
| 1 alke | 1 frafr | 1 bar | | 1 gom | 2 dens |
| 1 alike | 1 ahak | 1 fraf | | 1 come | 2 dant |
| 1 ulic | 1 are | 1 brove | | 1 earn | 1 dalt |
| 1 allice | 1 aue | 1 brak | | 1 kkorn | 1 drird |
| 1 axeig | 1 attd | 1 baev | | 1 cane | 1 cord |
| 1 ali | 1 artd | 1 bras | | 1 chorn | 1 darss |
| 1 alire | 1 alld | 1 brax | | 1 car | 1 drases |
| 1 alap | 1 ald | 1 orst | | 1 yoen | 1 dan |
| 1 aliak | 1 atde | 1 rav | | 1 coim | 1 has |
| 1 bamr | 1 aet | 1 draf | | 1 conem | 1 hast |
| 1 alite | 1 aud | 1 gra | | 1 oince | 1 dast |
| 1 alige | 1 aod | 1 bradd | | 1 caeker | 1 daenen |
| 1 ulike | 1 atid | 1 brare | | 1 km | 1 denr |
| 1 ailike | 1 addu | 1 botne | | 1 kor | 1 doas |
| 1 barese | 1 arysa | 1 bu | | 1 com | 1 drnse |
| 1 allt | 1 aer | 1 bhr | | 1 giget | 1 Dance |
| 1 like | 1 aod | 1 brig | | 1 coirn | 1 bank |
| 1 akil | 1 ioo | 1 brate | | 1 borne | 1 daance |
| 1 alim | 1 atd | 1 dad | | 1 corne | 1 derie |
| 1 alya | 1 adt | 1 buave | | 1 frnr | 1 rrsr |
| 1 alit | 1 gabe | 1 brafe | | 1 chom | 1 dn |
| 1 allag | 1 ti | 1 tiaf | | 1 cron | 1 dangof |
| 1 ala | 1 aed | 1 bru | | 1 bare | 1 des |
| 1 alle | 1 aad | 1 frare | | 1 oosr | 1 brn |
| 1 oary | 1 tars | 1 ovav | | 1 ode | 1 cars |
| 1 da | 1 ado | 1 ur | | 1 coon | 1 tiss |
| 1 thit | 1 aid | 1 brayofa | | 1 alle | 1 tans |
| 1 lle | | 1 bray | | 1 cans | 1 tas |
| 1 lou | | 1 birat | | 1 cont | 1 fate |
| 1 allogg | | 1 baf | | 1 goen | 1 at |
| 1 at | | 1 brag | | 1 korn | 1 fas |
| 1 gab | | 1 biab | | 1 Korn | 1 dm |
| 1 aliek | | 1 for | | 1 gran | 1 seven |
| 1 alingk | | 1 ol | | 1 bras | 1 den |
| 1 ares | | 1 brrr | | 1 canr | 1 thans |
| 1 ole | | 1 fa | | 1 cum | 1 tere |
| 1 adik | | 1 drat | | 1 cam | 1 dancke |
| 1 lie | | 1 Bob | | | 1 deands |
| 1 lach | | | | | 1 drot |
| 1 alk | | | | | 1 dunes |
| | | | | | 1 tns |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 | Column 7 |
|----------|----------|----------|----------|----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | 32 | 33 | 34 | 35 |
| 36 | 37 | 38 | 39 | 40 | 41 | 42 |
| 43 | 44 | 45 | 46 | 47 | 48 | 49 |
| 50 | 51 | 52 | 53 | 54 | 55 | 56 |
| 57 | 58 | 59 | 60 | 61 | 62 | 63 |
| 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 |
| 78 | 79 | 80 | 81 | 82 | 83 | 84 |
| 85 | 86 | 87 | 88 | 89 | 90 | 91 |
| 92 | 93 | 94 | 95 | 96 | 97 | 98 |
| 99 | 100 | 101 | 102 | 103 | 104 | 105 |
| 106 | 107 | 108 | 109 | 110 | 111 | 112 |
| 113 | 114 | 115 | 116 | 117 | 118 | 119 |
| 120 | 121 | 122 | 123 | 124 | 125 | 126 |
| 127 | 128 | 129 | 130 | 131 | 132 | 133 |
| 134 | 135 | 136 | 137 | 138 | 139 | 140 |
| 141 | 142 | 143 | 144 | 145 | 146 | 147 |
| 148 | 149 | 150 | 151 | 152 | 153 | 154 |
| 155 | 156 | 157 | 158 | 159 | 160 | 161 |
| 162 | 163 | 164 | 165 | 166 | 167 | 168 |
| 169 | 170 | 171 | 172 | 173 | 174 | 175 |
| 176 | 177 | 178 | 179 | 180 | 181 | 182 |
| 183 | 184 | 185 | 186 | 187 | 188 | 189 |
| 190 | 191 | 192 | 193 | 194 | 195 | 196 |
| 197 | 198 | 199 | 200 | 201 | 202 | 203 |
| 204 | 205 | 206 | 207 | 208 | 209 | 210 |
| 211 | 212 | 213 | 214 | 215 | 216 | 217 |
| 218 | 219 | 220 | 221 | 222 | 223 | 224 |
| 225 | 226 | 227 | 228 | 229 | 230 | 231 |
| 232 | 233 | 234 | 235 | 236 | 237 | 238 |
| 239 | 240 | 241 | 242 | 243 | 244 | 245 |
| 246 | 247 | 248 | 249 | 250 | 251 | 252 |
| 253 | 254 | 255 | 256 | 257 | 258 | 259 |
| 260 | 261 | 262 | 263 | 264 | 265 | 266 |
| 267 | 268 | 269 | 270 | 271 | 272 | 273 |
| 274 | 275 | 276 | 277 | 278 | 279 | 280 |
| 281 | 282 | 283 | 284 | 285 | 286 | 287 |
| 288 | 289 | 290 | 291 | 292 | 293 | 294 |
| 295 | 296 | 297 | 298 | 299 | 300 | 301 |
| 302 | 303 | 304 | 305 | 306 | 307 | 308 |
| 309 | 310 | 311 | 312 | 313 | 314 | 315 |
| 316 | 317 | 318 | 319 | 320 | 321 | 322 |
| 323 | 324 | 325 | 326 | 327 | 328 | 329 |
| 330 | 331 | 332 | 333 | 334 | 335 | 336 |
| 337 | 338 | 339 | 340 | 341 | 342 | 343 |
| 344 | 345 | 346 | 347 | 348 | 349 | 350 |
| 351 | 352 | 353 | 354 | 355 | 356 | 357 |
| 358 | 359 | 360 | 361 | 362 | 363 | 364 |
| 365 | 366 | 367 | 368 | 369 | 370 | 371 |
| 372 | 373 | 374 | 375 | 376 | 377 | 378 |
| 379 | 380 | 381 | 382 | 383 | 384 | 385 |
| 386 | 387 | 388 | 389 | 390 | 391 | 392 |
| 393 | 394 | 395 | 396 | 397 | 398 | 399 |
| 400 | 401 | 402 | 403 | 404 | 405 | 406 |
| 407 | 408 | 409 | 410 | 411 | 412 | 413 |
| 414 | 415 | 416 | 417 | 418 | 419 | 420 |
| 421 | 422 | 423 | 424 | 425 | 426 | 427 |
| 428 | 429 | 430 | 431 | 432 | 433 | 434 |
| 435 | 436 | 437 | 438 | 439 | 440 | 441 |
| 442 | 443 | 444 | 445 | 446 | 447 | 448 |
| 449 | 450 | 451 | 452 | 453 | 454 | 455 |
| 456 | 457 | 458 | 459 | 460 | 461 | 462 |
| 463 | 464 | 465 | 466 | 467 | 468 | 469 |
| 470 | 471 | 472 | 473 | 474 | 475 | 476 |
| 477 | 478 | 479 | 480 | 481 | 482 | 483 |
| 484 | 485 | 486 | 487 | 488 | 489 | 490 |
| 491 | 492 | 493 | 494 | 495 | 496 | 497 |
| 498 | 499 | 500 | 501 | 502 | 503 | 504 |
| 505 | 506 | 507 | 508 | 509 | 510 | 511 |
| 512 | 513 | 514 | 515 | 516 | 517 | 518 |
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| 533 | 534 | 535 | 536 | 537 | 538 | 539 |
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| 554 | 555 | 556 | 557 | 558 | 559 | 560 |
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| 568 | 569 | 570 | 571 | 572 | 573 | 574 |
| 575 | 576 | 577 | 578 | 579 | 580 | 581 |
| 582 | 583 | 584 | 585 | 586 | 587 | 588 |
| 589 | 590 | 591 | 592 | 593 | 594 | 595 |
| 596 | 597 | 598 | 599 | 600 | 601 | 602 |
| 603 | 604 | 605 | 606 | 607 | 608 | 609 |
| 610 | 611 | 612 | 613 | 614 | 615 | 616 |
| 617 | 618 | 619 | 620 | 621 | 622 | 623 |
| 624 | 625 | 626 | 627 | 628 | 629 | 630 |
| 631 | 632 | 633 | 634 | 635 | 636 | 637 |
| 638 | 639 | 640 | 641 | 642 | 643 | 644 |
| 645 | 646 | 647 | 648 | 649 | 650 | 651 |
| 652 | 653 | 654 | 655 | 656 | 657 | 658 |
| 659 | 660 | 661 | 662 | 663 | 664 | 665 |
| 666 | 667 | 668 | 669 | 670 | 671 | 672 |
| 673 | 674 | 675 | 676 | 677 | 678 | 679 |
| 680 | 681 | 682 | 683 | 684 | 685 | 686 |
| 687 | 688 | 689 | 690 | 691 | 692 | 693 |
| 694 | 695 | 696 | 697 | 698 | 699 | 700 |
| 701 | 702 | 703 | 704 | 705 | 706 | 707 |
| 708 | 709 | 710 | 711 | 712 | 713 | 714 |
| 715 | 716 | 717 | 718 | 719 | 720 | 721 |
| 722 | 723 | 724 | 725 | 726 | 727 | 728 |
| 729 | 730 | 731 | 732 | 733 | 734 | 735 |
| 736 | 737 | 738 | 739 | 740 | 741 | 742 |
| 743 | 744 | 745 | 746 | 747 | 748 | 749 |
| 750 | 751 | 752 | 753 | 754 | 755 | 756 |
| 757 | 758 | 759 | 760 | 761 | 762 | 763 |
| 764 | 765 | 766 | 767 | 768 | 769 | 770 |
| 771 | 772 | 773 | 774 | 775 | 776 | 777 |
| 778 | 779 | 780 | 781 | 782 | 783 | 784 |
| 785 | 786 | 787 | 788 | 789 | 790 | 791 |
| 792 | 793 | 794 | 795 | 796 | 797 | 798 |
| 799 | 800 | 801 | 802 | 803 | 804 | 805 |
| 806 | 807 | 808 | 809 | 810 | 811 | 812 |
| 813 | 814 | 815 | 816 | 817 | 818 | 819 |
| 820 | 821 | 822 | 823 | 824 | 825 | 826 |
| 827 | 828 | 829 | 830 | 831 | 832 | 833 |
| 834 | 835 | 836 | 837 | 838 | 839 | 840 |
| 841 | 842 | 843 | 844 | 845 | 846 | 847 |
| 848 | 849 | 850 | 851 | 852 | 853 | 854 |
| 855 | 856 | 857 | 858 | 859 | 860 | 861 |
| 862 | 863 | 864 | 865 | 866 | 867 | 868 |
| 869 | 870 | 871 | 872 | 873 | 874 | 875 |
| 876 | 877 | 878 | 879 | 880 | 881 | 882 |
| 883 | 884 | 885 | 886 | 887 | 888 | 889 |
| 890 | 891 | 892 | 893 | 894 | 895 | 896 |
| 897 | 898 | 899 | 900 | 901 | 902 | 903 |
| 904 | 905 | 906 | 907 | 908 | 909 | 910 |
| 911 | 912 | 913 | 914 | 915 | 916 | 917 |
| 918 | 919 | 920 | 921 | 922 | 923 | 924 |
| 925 | 926 | 927 | 928 | 929 | 930 | 931 |
| 932 | 933 | 934 | 935 | 936 | 937 | 938 |
| 939 | 940 | 941 | 942 | 943 | 944 | 945 |
| 946 | 947 | 948 | 949 | 950 | 951 | 952 |
| 953 | 954 | 955 | 956 | 957 | 958 | 959 |
| 960 | 961 | 962 | 963 | 964 | 965 | 966 |
| 967 | 968 | 969 | 970 | 971 | 972 | 973 |
| 974 | 975 | 976 | 977 | 978 | 979 | 980 |
| 981 | 982 | 983 | 984 | 985 | 986 | 987 |
| 988 | 989 | 990 | 991 | 992 | 993 | 994 |
| 995 | 996 | 997 | 998 | 999 | 1000 | 1001 |

26 dinner

43 egg

74 looks

48 rich

| | | | | | |
|-----------|-----------|----------|------------|-----------|----------|
| 24 dinr | 1 dener | 18 ag | 4 look | 8 reeh | 1 rur |
| 8 diner | 1 derlona | 11 agg | 4 luos | 5 rih | 1 regr |
| 5 denr | 1 deanr | 8 agge | 3 loks | 3 roh | 1 riy |
| 3 danr | 1 dinar | 5 egge | 3 laes | 3 rach | 1 rier |
| 3 dinre | 1 demrn | 3 eggs | 2 likes | 3 rith | 1 rihi |
| 2 dinnr | 1 devr | 2 age | 2 eas | 2 rig | 1 ref |
| 2 dnr | 1 tinb | 3 eag | 2 lucks | 2 rie | 1 rals |
| 3 denre | 1 dinare | 3 gag | 2 loocs | 2 rio | 1 rit |
| 2 denner | 1 Dinner | 2 eog | 2 lls | 2 rec | 1 brisat |
| 2 din | 1 den | 2 ege | 1 log | 2 rik | 1 wiah |
| 2 dnre | 1 are | 1 gll | 1 luks | 2 rn | |
| 2 dinnir | 1 dinnar | 1 agae | 1 looce | 2 rah | |
| 1 thiner | 1 esre | 1 orne | 1 lookes | 2 reach | |
| 1 gead | | 1 ac | 1 book | 1 reek | |
| 1 denar | | 1 ad | 1 luc | 1 ren | |
| 1 drnr | | 1 ego | 1 lume | 1 rist | |
| 1 dern | | 1 gga | 1 es | 1 rice | |
| 1 aasn | | 1 agu | 1 liks | 1 rone | |
| 1 derd | | 1 aggs | 1 loit | 1 rihs | |
| 1 dlnoe | | 1 adoneg | 1 lecs | 1 rogo | |
| 1 drinr | | 1 aggle | 1 linlooks | 1 llik | |
| 1 dura | | 1 aegg | 1 lukss | 1 regd | |
| 1 der | | 1 ak | 1 looke | 1 reg | |
| 1 dinrn | | 1 agos | 1 lyse | 1 rinen | |
| 1 timn | | 1 oegg | 1 kooks | 1 riching | |
| 1 tin | | 1 ages | 1 lokes | 1 rige | |
| 1 dtner | | 1 aga | 1 luoo | 1 reks | |
| 1 denier | | 1 agger | 1 manull | 1 rean | |
| 1 eas | | 1 rry | 1 lts | 1 reak | |
| 1 dearell | | 1 aaern | 1 lak | 1 reoth | |
| 1 dimar | | 1 egges | 1 lboo | 1 neac | |
| 1 dineacr | | 1 go | 1 aood | 1 ris | |
| 1 Dinery | | 1 aked | 1 looc | 1 rong | |
| 1 Dinre | | 1 afll | 1 loes | 1 xou | |
| 1 damar | | 1 cuon | 1 lags | 1 refy | |
| 1 dinina | | 1 ago | 1 too | 1 reke | |
| 1 dirnire | | 1 al | 1 tso | 1 res | |
| 1 dinrren | | 1 lk | 1 l | 1 shtl | |
| 1 dindr | | 1 oegg | 1 lae | 1 reure | |
| 1 dan | | 1 agll | 1 lo | 1 reh | |
| 1 daenr | | 1 sgg | 1 lrsk | 1 ram | |
| 1 viry | | 1 aers | 1 lookl | 1 rite | |
| 1 lune | | 1 eg | 1 lus | 1 reche | |
| 1 dinir | | 1 agog | 1 boos | 1 rin | |
| 1 dirn | | 1 cyrar | 1 illrs | 1 retr | |
| 1 ter | | 1 geek | 1 los | 1 reh | |
| 1 tenr | | | 1 looes | 1 resn | |
| 1 tdood | | | 1 lys | 1 ruz | |
| 1 bu | | | 1 loss | | |
| 1 fer | | | 1 bossk | | |
| 1 drnok | | | 1 bookay | | |

| 117 | third | 92 | wush | 69 | point | 129 | within | 59 | done |
|-----|--------|----|--------|----|---------|-----|---------|----|--------|
| 10 | therd | 21 | puch | 25 | pont | 6 | wihin | 42 | dun |
| 9 | Third | 11 | poosh | 15 | pount | 3 | wthin | 23 | don |
| 8 | thrd | 11 | posh | 8 | poynt | 3 | whtin | 10 | dan |
| 7 | thrid | 4 | poush | 6 | poet | 2 | withi | 7 | doun |
| 4 | there | 4 | puche | 4 | poent | 2 | whithin | 5 | dune |
| 3 | thred | 2 | puse | 3 | poyt | 2 | with-in | 3 | dong |
| 2 | thirde | 2 | pooch | 3 | pint | 2 | winin | 3 | down |
| 2 | 3rd | 2 | poy | 3 | pot | 2 | whin | 2 | dum |
| 1 | bib | 1 | pwsh | 2 | poyt | 2 | win | 2 | duen |
| 1 | fird | 1 | faehs | 2 | paint | 2 | wethin | 1 | dund |
| 1 | tird | 1 | puched | 1 | port | 2 | thin | 1 | danite |
| 1 | 3rd | 1 | pach | 3 | ponit | 1 | wiin | 1 | dono |
| 1 | trode | 1 | Buhe | 1 | pion | 1 | weehin | 1 | doned |
| 1 | grade | 1 | poish | 1 | ponte | 1 | wethine | 1 | donet |
| 1 | threef | 1 | pewch | 1 | pouret | 1 | wihtin | 1 | doon |
| 1 | thord | 1 | pust | 1 | pointe | 1 | wey | 1 | don |
| 1 | thurd | 1 | poth | 1 | porte | 1 | witin | 1 | doode |
| 1 | thrrd | 1 | poche | 1 | punt | 1 | whine | 1 | dunn |
| 1 | thirth | 1 | pushe | 1 | pount | 1 | wenin | 1 | doone |
| 1 | Third | 1 | pgsh | 1 | pnt | 1 | wilkin | 1 | dunce |
| 1 | taerd | 1 | hskam | 1 | poot | 1 | dihtin | 1 | doint |
| 1 | thirt | 1 | ted | 1 | pote | 1 | widhin | 1 | than |
| 1 | th | 1 | bashe | 1 | poyd | 1 | beni | 1 | daun |
| 1 | theo | 1 | poarh | 1 | poin | 1 | in | 1 | dane |
| 1 | thrnd | 1 | boh | 1 | poyit | 1 | whiin | 1 | dom |
| 1 | irk | 1 | poni | 1 | ponint | 1 | withe | 1 | now |
| 1 | thaid | 1 | pok | 1 | poient | 1 | potin | 1 | thine |
| 1 | Thitd | 1 | puhe | 1 | piont | 1 | witen | 1 | theon |
| 1 | thered | 1 | bot | 1 | paun | 1 | withing | 1 | palas |
| 1 | the | 1 | pin | 1 | pont | 1 | wisin | 1 | down |
| 1 | fred | 1 | pinch | 1 | pane | 1 | with | 1 | lomit |
| 1 | Thirde | 1 | bosh | 1 | paentde | 1 | whitin | | |
| 1 | doro | 1 | bush | 1 | pain | 1 | wit | | |
| 1 | that | 1 | porse | 1 | pa | 1 | witheng | | |
| 1 | dard | 1 | purhs | 1 | puot | 1 | weain | | |
| | | 1 | bucks | 1 | pon | 1 | whi | | |
| | | 1 | pish | 1 | poeit | 1 | wdin | | |
| | | 1 | pushen | 1 | poned | 1 | weden | | |
| | | 1 | poch | 1 | potene | 1 | arihin | | |
| | | 1 | pochs | 1 | ponch | | | | |
| | | 1 | pack | 1 | poushe | | | | |
| | | 1 | pus | 1 | poen | | | | |
| | | | | 1 | puint | | | | |
| | | | | 1 | poist | | | | |
| | | | | 1 | bat | | | | |
| | | | | 1 | white | | | | |

| 1872 | 1873 | 1874 | 1875 | 1876 | 1877 |
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| 10 | 10 | 10 | 10 | 10 | 10 |
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| 15 | 15 | 15 | 15 | 15 | 15 |
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| 58 | 58 | 58 | 58 | 58 | 58 |
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| 100 | 100 | 100 | 100 | 100 | 100 |

| <u>71 body</u> | | <u>91 belongs</u> | | <u>55 cheese</u> | | <u>24 earn</u> | | | | | |
|----------------|---------|-------------------|-------|------------------|----------|----------------|---------|----|---------|---|-------|
| 13 | bode | 1 | budi | 40 | belong | 25 | chees | 21 | ern | 1 | eren |
| 8 | bady | 1 | bore | 4 | blong | 15 | chese | 9 | urn | 1 | end |
| 4 | boody | 1 | bare | 4 | belons | 14 | ches | 7 | rn | 1 | rom |
| 3 | bade | 1 | bari | 2 | beling | 6 | chess | 6 | rnd | 1 | rown |
| 3 | budy | 1 | boiy | 2 | bilobng | 4 | chease | 5 | orn | 1 | earn |
| 3 | boddy | 1 | bothe | 2 | belong | 4 | shees | 3 | ron | 1 | rened |
| 2 | boby | 1 | bode | 2 | blongs | 4 | cheas | 4 | erne | 1 | eran |
| 2 | Body | 1 | boude | 2 | blone | 4 | shes | 3 | rean | 1 | ruon |
| 2 | babe | 1 | boody | 2 | blogs | 3 | shess | 3 | ernd | 1 | earen |
| 2 | buddy | 1 | pody | 2 | be-long | 3 | chis | 3 | rubn | 1 | rny |
| 2 | boy | 1 | baine | 1 | beloneg | 2 | chise | 3 | rne | 1 | rhrn |
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| 1 | bale | 1 | boule | 1 | belagd | 1 | shis | 3 | orn | 1 | aern |
| 1 | boae | 1 | bae | 1 | beloen | 1 | chesa | 2 | rurn | 1 | rane |
| 1 | baye | 1 | bole | 1 | belon | 1 | chene | 2 | cairn | 1 | rna |
| 1 | baty | | | 1 | blons | 1 | sgheise | 2 | cirn | 1 | oren |
| 1 | biy | | | 1 | billans | 1 | chues | 2 | rend | 1 | rue |
| 1 | bury | | | 1 | blang | 1 | cese | 2 | ren | 1 | Rune |
| 1 | bate | | | 1 | bloon | 1 | cheez | 2 | arnd | | |
| 1 | bory | | | 1 | becmgs | 1 | sheesh | 2 | ornd | | |
| 1 | boday | | | 1 | bloons | 1 | sheas | 2 | erns | | |
| 1 | bood | | | 1 | bealong | 1 | Jaunt | 1 | cerne | | |
| 1 | bodyt | | | 1 | belonge | 1 | chesess | 1 | rur | | |
| 1 | buddy | | | 1 | bellong | 1 | cees | 1 | arne | | |
| 1 | dody | | | 1 | blon | 1 | cessnt | 1 | rine | | |
| 1 | doudy | | | 1 | belong's | 1 | cheeses | 1 | ornth | | |
| 1 | booy | | | 1 | bilongs | 1 | cheece | 1 | wintl | | |
| 1 | fooot | | | 1 | the | 1 | chich | 1 | uoreng | | |
| 1 | bold | | | 1 | belings | 1 | chens | 1 | rearte | | |
| 1 | boet | | | 1 | belonso | 1 | cheess | 1 | horne | | |
| 1 | bodde | | | 1 | bes | 1 | cehas | 1 | anen | | |
| 1 | Bobee | | | 1 | blo | 1 | keshin | 1 | rot | | |
| 1 | bayd | | | 1 | blaings | 1 | shieis | 1 | ared | | |
| 1 | boldy | | | 1 | belonse | 1 | chidzo | 1 | ean | | |
| 1 | batd | | | 1 | beloags | 1 | cheasg | 1 | rnst | | |
| 1 | bodes | | | 1 | bloing | 1 | chiss | 1 | ornrn | | |
| 1 | bod | | | 1 | blan | 1 | chesses | 1 | erin | | |
| 1 | hiten | | | 1 | belgs | 1 | choes | 1 | renci | | |
| 1 | bothy | | | 1 | Belone | 1 | mas | 1 | rrdn | | |
| 1 | brag | | | 1 | bols | 1 | chenr | 1 | ar | | |
| 1 | boghd | | | 1 | bylongs | 1 | checere | 1 | arid | | |
| 1 | bwrld | | | 1 | | 1 | ohid | 1 | ran | | |
| 1 | boad | | | | | 1 | cheaes | 1 | rned | | |
| 1 | budley | | | | | 1 | cheser | 1 | rung | | |
| 1 | boidy | | | | | 1 | cheuse | 1 | erun | | |
| 1 | bad | | | | | 1 | chiess | 1 | earne | | |
| 1 | bere | | | | | 1 | ces | 1 | earnes | | |
| 1 | bidie | | | | | 1 | gee | 1 | wine | | |
| 1 | bathore | | | | | 1 | cheaze | 1 | or | | |
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28 feather56 fence29 honey

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| 59 fether | 1 faer | 24 fens | 1 fanes | 24 hony | 1 hanin |
| 10 father | 1 fine | 15 fans | 1 fecens | 15 huny | 1 hurs |
| 6 ferther | 1 fhttes | 8 fance | 1 faute | 14 hune | 1 hene |
| 4 feder | 1 fetfer | 7 fense | 1 fats | 7 honny | 1 hung |
| 4 fear | 1 far | 7 fents | 1 fauds | 7 hunny | 1 hungs |
| 4 fathr | 1 faleter | 5 fene | 1 fenss | 6 hone | 1 joni |
| 2 fader | 1 fedr | 3 fenecer | 1 fan | 3 huning | 1 hinine |
| 3 fearther | 1 fezar | 2 face | | 3 hane | 1 hicineg |
| 3 fethr | 1 faither | 2 fane | | 2 hany | 1 honn |
| 4 fethre | 1 ferth | 2 fes | | 2 heuy | 1 honney |
| 2 fathre | | 2 fenec | | 2 hoeny | 1 gong |
| 2 fither | | 2 fins | | 2 hannu | 1 gonei |
| 2 fedar | | 2 fanse | | 2 hne | 1 hcnne |
| 1 flether | | 1 fese | | 2 huney | 1 hune |
| 1 feader | | 1 foes | | 2 hunne | 1 huni |
| 1 fahte | | 1 fince | | 1 hnie | |
| 1 feter | | 1 fnce | | 1 hoane | |
| 1 faith | | 1 fant | | Q levis | |
| 1 fathe | | 1 faon | | 1 hney | |
| 1 fithr | | 1 seeste | | 1 hunt | |
| 1 fethir | | 1 fentee | | 1 Kane | |
| 1 Fethes | | 1 feanst | | 1 henil | |
| 1 feer | | 1 fece | | 1 hame | |
| 1 ferce | | 1 fenos | | 1 honyey | |
| 1 feetres | | 1 fench | | 1 honery | |
| 1 farine | | 1 fenecer | | 1 hoone | |
| 1 fefer | | 1 fast | | 1 hond | |
| 1 fecher | | 1 fems | | 1 honee | |
| 1 foniat | | 1 feng | | 1 hat | |
| 1 feir | | 1 fome | | 1 huey | |
| 1 feddr | | 1 you | | 1 hume | |
| 1 fator | | 1 Jes | | 1 honic | |
| 1 fathar | | 1 founs | | 1 din | |
| 1 fanr | | 1 fene | | 1 fund | |
| 1 fatherde | | 1 finis | | 1 hinner | |
| 1 faher | | 2 fass | | 2 honye | |
| 1 fun | | 1 fansd | | 1 hone | |
| 1 feadr | | 1 fanes | | 1 Hnce | |
| 1 faver | | 1 fas | | 1 handee | |
| 1 teth | | 1 feando | | 1 hey | |
| 1 fahter | | 1 fienco | | 1 hanerd | |
| 1 fens | | 1 fend | | 1 honneye | |
| 1 fetser | | 1 fi | | 1 hans | |
| 1 mone | | 1 fince | | 1 hunge | |
| 1 fer | | 1 finch | | 1 honiee | |
| 1 hetater | | 1 fernse | | 1 hay | |
| 1 feteter | | 1 fons | | 1 hunney | |
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100 letters39 orange35 pocket

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| 12 letter | 1 | larn | 15 | orange | 1 | oego | 21 | poket | 1 | paroit |
| 6 letters | 1 | letr | 10 | orang | 1 | orek | 11 | pocet | 1 | puchot |
| 4 latters | 1 | lettres | 9 | oring | 1 | allre | 5 | pact | 1 | boget |
| 4 letrs | 1 | laftars | 8 | orng | 1 | pocat | 3 | puket | 1 | pobhit |
| 2 litters | 1 | orinch | 3 | orench | 1 | ornck | 3 | pakt | 1 | pocete |
| 2 litter | | | 4 | orange | 1 | orgeae | 3 | pacat | 1 | bocat |
| 2 lettler | | | 2 | oringe | 1 | oreege | 3 | packet | 1 | puckt |
| 2 lers | | | 2 | orngu | 1 | oranch | 3 | pocat | 1 | puck |
| 2 latter | | | 2 | organ | 1 | par | 3 | poot | 1 | pocant |
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| 1 leads | | | 2 | orage | 1 | ornhs | 3 | pocot | 1 | bocket |
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| 1 ledr | | | 2 | orneg | 1 | oreichs | 2 | pochet | 1 | hocac |
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| 1 latre | | | 1 | erong | 1 | orinchol | 1 | pachac | 1 | bair |
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| 1 letterrs | | | 1 | origige | 1 | cow | 1 | pacit | | |
| 1 leather | | | 1 | erring | 1 | orecke | 1 | pokat | | |
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| 1 legs | | | 1 | oreing | 1 | poite | 1 | horennch | | |
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63 shoes36 stairs27 stream

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| 30 shose | 31 sters | 35 strem | 1 astoine |
| 9 shoos | 29 stars | 12 streem | 1 strerem |
| 8 shos | 6 stares | 11 strim | 1 streem |
| 5 shows | 6 stears | 8 stem | 1 steme |
| 5 shous | 4 stires | 8 strenc | 1 stone |
| 5 choos | 3 steirs | 7 strem | 1 stime |
| 3 shus | 3 stair | 5 steam | 1 stremes |
| 4 shoe | 3 stras | 4 strmg | 1 strima |
| 3 shoose | 3 ster | 3 stream | 1 strnyn |
| 2 chose | 2 stois | 3 strems | 1 estim |
| 2 shoges | 2 stare | 3 strin | 1 srting |
| 2 chos | 2 steres | 3 stene | 1 steram |
| 2 shus | 2 stats | 3 stram | 1 strime |
| 2 shause | 2 steares | 2 atraem | |
| 2 shoas | 2 stirs | 2 sterem | |
| 1 saos | 2 stearse | 2 starn | |
| 1 shosh | 2 satrs | 1 stime | |
| 1 showse | 2 star | 1 stenge | |
| 1 shoos | 2 sterse | 1 storm | |
| 1 shoeses | 1 staers | 1 strian | |
| 1 shoues | 1 stres | 1 estens | |
| 1 choe | 1 astars | 1 steen | |
| 1 sheets | 1 sthiars | 1 steim | |
| 1 shen | 1 staira | 1 srtrn | |
| 1 shosres | 1 staires | 1 sream | |
| 1 afr | 1 stear | 1 strome | |
| 1 steou | 1 strs | 1 steame | |
| 1 schas | 1 the | 1 strtmen | |
| 1 shu | 1 trairs | 1 srime | |
| 1 chas | 1 thke | 1 srin | |
| 1 soas | 1 starr | 1 ston | |
| 1 shues | 1 starge | 1 fos | |
| 1 shoh | 1 sease | 1 satrems | |
| 1 cheese | 1 str | 1 strme | |
| 1 shaos | 1 strshe | 1 sen | |
| 1 shoer | 1 stans | 1 srens | |
| 1 schois | 1 stair's | 1 sten | |
| 1 shoies | 1 stoes | 1 struin | |
| 1 shoes | 1 stuers | 1 streri | |
| 1 shouts | 1 tions | 1 shring | |
| 1 hoins | 1 stari | 1 sttram | |
| 1 sheaose | 1 stire | 1 strm | |
| 1 shuse | 1 starts | 1 strimeg | |
| 1 choses | 1 strars | 1 strrs | |
| 1 shors | 1 asthrs | 1 stom | |
| 1 cheras | 1 astars | 1 stim | |
| 1 chase | 1 stas | 1 strains | |
| 1 chuer | 1 sear | 1 st | |
| 1 choos | | 1 sine | |
| 1 chews | | 1 stuthe | |
| 1 shouse | | 1 sime | |

119 needle147 nobody44 oar77 palace

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|-----------|------------|------------|------------|-----------|
| 9 neddle | 5 nowbody | 56 ore | 8 place | 1 palasio |
| 8 neddle | 4 knowbody | 21 or | 8 palase | 1 plaloe |
| 6 neadle | 4 nobody | 15 our | 7 palce | 1 plines |
| 4 needl | 4 nobary | 10 ower | 6 palice | 1 peales |
| 3 niddle | 2 nobody | 8 oer | 5 palas | 1 peales |
| 2 neeld | 2 hoboy | 7 owr | 4 palis | 1 pelles |
| 2 nidle | 1 nobidy | 3 orer | 4 pales | 1 pallis |
| 2 neadil | 1 nobodey | 2 ory | 4 pallas | 1 palleus |
| 1 nedole | 1 nowboody | 2 eor | 3 palese | 1 plased |
| 1 nendel | 1 ncoboy | 1 oraw | 3 palece | 1 plasis |
| 1 neidles | 1 nobouth | 1 orce | 2 places | 1 plaes |
| 1 neeled | 1 nouboudy | 1 oresores | 2 pallace | 1 palces |
| 1 needs | 1 non | 1 ors | 2 pallece | 1 peoples |
| 1 needlle | 1 noboary | 1 ourc | 2 palass | 1 pelas |
| 1 needel | 1 noobody | 1 oreacr | 1 plece | 1 plase |
| 1 nedel | 1 noubyt | 1 ofor | 1 plice | 1 palles |
| 1 need | 1 nobog | 1 ard | 1 plalis | 1 paolace |
| 1 nedile | 1 nonblody | 1 soring | 1 polcac | 1 palla |
| 1 needole | 1 norndly | 1 owe | 1 plise | 1 plauce |
| 1 neesand | 1 nobaby | 1 orl | 1 pealis | 1 paleso |
| 1 niller | 1 kowbody | 1 awer | 1 palaces | |
| 1 neld | 1 nobetty | 1 are | 1 polase | |
| 1 nedll | 1 noboyd | 1 houre | 1 palus | |
| 1 needul | 1 noboday | 1 orn | 1 pass | |
| 1 neadle | 1 nobury | 1 ora | 1 polys | |
| 1 neled | 1 nobode | 1 row | 1 pelace | |
| 1 nealdy | 1 nopie | 1 orther | 1 pailave | |
| 1 neldel | 1 nobody | 1 acr | 1 palaiiss | |
| 1 nelad | | | 1 plaise | |
| 1 negal | | | 1 pleace | |
| 1 needil | | 143 | 1 pelass | |
| 1 meadel | | | 1 plais | |
| 1 nild | | | 1 plic | |
| 1 nedla | | | 1 palic | |
| 1 nedo | | | 1 palcae | |
| 1 nidell | | | 1 placess | |
| 1 nellre | | | 1 paole | |
| 1 nidel | | | 1 plaston | |
| 1 niale | | | 1 plassen | |
| 1 nillor | | | 1 plalas | |
| 1 milldl | | | 1 passes | |
| 1 nildel | | | 1 pleass | |
| 1 neal | | | 1 plas | |
| 1 nedles | | | 1 palce | |
| 1 Indeed | | | 1 palize | |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 |
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| 91 penny | 55 pitcher | 38 regular | |
| 30 peny | 45 picber | 14 regular | 1 reggler |
| 20 peney | 23 pioture | 11 regler | 1 reglur |
| 17 penney | 4 peacher | 5 ragler | 1 reggur |
| 4 pane | 5 piothure | 3 reglar | 1 regglar |
| 3 peany | 5 pecher | 3 regelre | 1 erlgar |
| 3 pany | 7 piture | 2 ragular | 1 redl |
| 3 penne | 3 puoture | 2 regulrar | 1 rlgar |
| 2 penis | 2 pither | 2 raglar | 1 rogior |
| 2 paney | 2 pioth | 2 rigler | 1 areglar |
| 1 Penny | 2 picther | 2 regular | 1 regles |
| 1 peane | 2 picker | 2 roagler | 1 reglor |
| 1 panny | 2 pioure | 2 reglure | 1 redear |
| 1 penoly | 2 pisher | 2 regular | 1 reluge |
| 1 poney | 2 pieter | 1 ragrula | 1 regyour |
| 1 peaney | 1 piptoure | 1 reaguler | 1 rageler |
| 1 peance | 1 picbur | 1 regular | 1 regule |
| 1 pmeny | 1 pitchar | 1 rigurarl | 1 regulaer |
| 1 pennel | 1 pecter | 1 regulare | 1 rarler |
| 1 panney | 1 peshar | 1 regeral | 1 reuor |
| 1 pneye | 1 peach | 1 runnte | 1 regor |
| 1 pean | 1 pice | 1 reagyaor | 1 reagller |
| 1 pennie | 1 piets | 1 raugerer | 1 reular |
| 1 pinney | 1 piekcher | 1 regeliar | 1 regalar |
| | 1 pycher | 1 regulard | 1 dragyouler |
| | 1 piotur | 1 reaugrlar | 1 regiyoulard |
| | 1 piotcher | 1 regulur | 1 lagilar |
| | 1 pechter | 1 rguler | 1 reoaber |
| | 1 pitchur | 1 wryor | 1 erager |
| | 1 pricher | 1 regels | 1 reary |
| | 1 pizah | 1 raibiorald | 1 reller |
| | 1 pacture | 1 repecher | 1 regulare |
| | 1 pitture | 1 reagliar | 1 ruyousere |
| | 1 pitoure | 1 regulair | 1 ralanic |
| | 1 pictuer | 1 rover | 1 rellyer |
| | 1 piher | 1 ragraler | 1 rellgre |
| | 1 porch | 1 ruguler | 1 reguar |
| | 1 pieech | 1 ragulator | 1 regulare |
| | 1 peature | 1 ensch | 1 raglur |
| | 1 piottur | 1 rereruli | 1 reguer |
| | 1 piolier | 1 rueglare | 1 reglaruar |
| | 1 petcher | 1 rudler | 1 irregulare |
| | 1 pitchr | 1 rakule | 1 reguolar |
| | 1 pitsure | 1 recunlar | 1 laguar |
| | 1 pecar | 1 reaglly | 1 mergonase |
| | 1 pechar | 1 rulur | 1 relage |
| | 1 partner | 1 ragurle | 1 ruaging |
| | | 1 rald | 1 regulir |
| | | 1 ruglar | 1 raglie |

| Page 11 | Page 12 | Page 13 | Page 14 |
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77 repeats

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 5 repeat
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 4 repeats
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 3 repes
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 3 reapt
 3 repcates
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 1 repeate
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 1 repeats
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109 reprove

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 3 repperove
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 2 reprave
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 1 replse
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80 sailor

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 15 saler
 3 sailar
 3 sealer
 3 salare
 3 salior
 2 salir
 2 sarler
 1 salair
 1 sailed
 1 sayler
 1 saclor
 1 caler
 1 sailors
 1 solar
 1 saliar
 1 solire
 1 sail
 1 savor
 1 salar
 1 salory
 1 sesser
 1 sellor
 1 sailower
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 1 sailloar
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 1 slaor
 1 salour
 1 sawsay
 1 shor
 1 saylor
 1 sailour
 1 saillor
 1 palor
 1 sailore
 1 sallor
 1 seller
 1 selere
 1 slore
 1 saily
 1 salors

1 slery
 1 salower
 1 solair
 1 siolar
 1 seilor
 1 salore
 1 saleor
 1 selor
 1 sailbar
 1 sallre
 1 saluer
 1 sorls
 1 sailler

64 sentence

108 shining

48 surface

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|----|-----------|---|-----------|----|----------|----|----------|---|-----------|
| 20 | sentens | 1 | santines | 20 | shineing | 14 | serface | 1 | suver |
| 6 | sentance | 1 | sentint | 16 | shinning | 6 | sirface | 1 | cerface |
| 6 | sentas | 1 | sendtents | 9 | shing | 5 | serfus | 1 | sauface |
| 5 | sentences | 1 | sences | 5 | shiny | 4 | surfus | 1 | sirfice |
| 4 | centens | 1 | sentens | 4 | shine | 3 | serfes | 1 | erface |
| 4 | sentense | 1 | setens | 2 | shiny | 4 | suface | 1 | surfas |
| 3 | sentents | 1 | sentenes | 1 | shinie | 3 | serves | 1 | survacl |
| 3 | sences | 1 | sanes | 1 | shinyng | 3 | surfes | 1 | sirfes |
| 3 | santans | 1 | centance | 1 | shing | 3 | srfus | 1 | seves |
| 3 | centence | 1 | senteants | 1 | shinen | 2 | sarface | 1 | saf rs |
| 2 | centents | 1 | sinten | 1 | shinger | 2 | sirfus | 1 | serfo |
| 2 | senten | 1 | strent | 1 | singes | 2 | servese | 1 | sarfes |
| 2 | sentnes | 1 | sate | 1 | shaning | 2 | surfuse | 1 | srfeces |
| 2 | sentnts | 1 | sentinoe | 1 | shings | 2 | srfas | 1 | ourface |
| 2 | sentent | 1 | sent | 1 | shiny | 2 | surface | 1 | cruer |
| 2 | sentnce | 1 | sentnenc | 1 | sonny | 2 | curfus | 1 | sifest |
| 1 | seatens | 1 | sencas | 1 | chuny | 2 | serfues | 1 | shrfis |
| 1 | cetents | 1 | cences | 1 | shacny | 2 | serfice | 1 | ferics |
| 1 | snetence | 1 | sentcents | 1 | chiny | 2 | surfaces | 1 | serfase |
| 1 | stences | 1 | serence | 1 | siening | 2 | cirus | 1 | ourean |
| 1 | sentoire | 1 | sands | 1 | sweeng | 2 | cirfes | 1 | searfase |
| 1 | senteance | 1 | sentans | 1 | Shining | 2 | sureface | 1 | sure-face |
| 1 | sends | 1 | sentences | 1 | chinaing | 1 | cirfus | 1 | eves |
| 1 | sentients | 1 | sentus | 1 | schaar | 1 | freyspe | 1 | serfices |
| 1 | senties | 1 | setnes | 1 | shnig | 1 | serfece | 1 | serfacs |
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| 1 | centes | | | 1 | shreing | 1 | serfis | 1 | serfase |
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| 1 | sentaince | | | | | 1 | srfis | 1 | sarpes |
| 1 | sentennse | | | | | 1 | surfish | 1 | fevears |
| 1 | scentens | | | | | 1 | sorface | 1 | seufes |
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| 1 | centeecc | | | | | 1 | sraves | | |
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| 1 | setaice | | | | | 1 | seres | | |
| 1 | senttens | | | | | 1 | serfest | | |
| 1 | sentys | | | | | 1 | srfes | | |
| 1 | santens | | | | | 1 | serfias | | |
| 1 | santen's | | | | | 1 | srfies | | |
| 1 | senocent | | | | | 1 | serfict | | |
| | | | | | | 1 | selefice | | |

| <u>78</u> <u>sweeping</u> | <u>87</u> <u>sweeps</u> | <u>44</u> <u>thief</u> | <u>59</u> <u>waist</u> | <u>87</u> <u>waiting</u> |
|---------------------------|-------------------------|------------------------|------------------------|--------------------------|
| 30 sweping | 21 sweps | 24 theaf | 48 wast | 57 wating |
| 5 sweeping | 8 sweps | 22 theif | 34 waste | 9 wateing |
| 5 swiping | 5 sweaps | 15 thef | 9 weast | 4 wayting |
| 3 sueping | 4 swips | 8 thefe | 6 wayst | 3 wadding |
| 3 swipping | 4 sweepes | 6 thif | 2 wiast | 2 wanting |
| 2 swing | 4 seps | 6 theef | 2 wase | 3 waeting |
| 2 swping | 3 sepes | 4 thiif | 2 west | 2 weting |
| 2 speing | 2 sweepes | 4 thefe | 3 waest | 1 uating |
| 2 seping | 2 swep | 4 theath | 2 waste | 1 wayeting |
| 2 sweeping | 2 supis | 2 thieve | 1 waistes | 1 wiating |
| 1 siping | 2 sueps | 2 theife | 1 waists | 1 wering |
| 1 sweing | 2 sweepps | 2 theft | 1 wates | 1 wonig |
| 1 suipen | 1 sweats | 2 theth | 1 wayts | 1 wanteing |
| 1 suepps | 1 suepps | 1 feeth | 1 wais | 1 waisting |
| 1 seeping | 1 shiping | 1 thifth | 1 swase | 1 wathing |
| 1 shippe | 1 swepts | 1 theph | 1 wasts | 1 wirting |
| 1 swining | 1 swis | 1 feth | 1 wayting | 1 winting |
| 1 sping | 1 sweepies | 1 theafe | 1 westin | 1 waitaing |
| 1 sepeing | 1 spips | 1 these | 1 waits | 1 wening |
| 1 seaping | 1 seapes | 1 toheaf | 1 wist | 1 waten |
| 1 suipin | 1 sweeper | 1 sheef | 1 wayist | 1 waytan |
| 1 seweeping | 1 wiups | 1 theaif | 1 wats | 1 waing |
| 1 sheeping | 1 swer | 1 tife | 1 woet | 1 wahting |
| 1 siming | 1 seepch | 1 beef | 1 waistes | 1 dound |
| 1 sweing | 1 speets | 1 thirfe | 1 uaist | 1 wathens |
| 1 shiping | 1 wshes | 1 thieth | 1 deask | 1 shading |
| 1 spening | 1 witting | 1 thicene | 1 washe | 1 wainig |
| 1 ushing | 1 swpps | 1 theap | 1 right | 1 waing |
| 1 sweting | 1 swets | 1 wery | 1 waest | 1 wheating |
| 1 sweppe | 1 stleyer | 1 fef | 1 bosta | 1 witing |
| 1 swenty | 1 swents | 1 thiff | 1 waything | 1 wuting |
| 1 swipin | 1 swped | 1 seeafe | 1 wasete | |
| 1 supin | 1 sewep | 1 theeth | 1 watiling | |
| 1 sepin | 1 sheepes | 1 thire | 1 phash | |
| 1 sweepig | 1 swpies | 1 thiel | 1 wasd | |
| 1 sueaping | 1 siepes | 1 thep | 1 worst | |
| 1 swipiny | 1 ships | 1 dife | | |
| 1 swebean | 1 sweepens | 1 thair | | |
| 1 swes | 1 sweepas | 1 tief | | |
| 1 sepening | 1 sweepoo | 1 theno | | |
| 1 swpeening | 1 sweepse | 1 sflat | | |
| 1 swepeing | 1 smeths | 1 sefn | | |
| 1 sepping | 1 sepids | 1 thefn | | |
| 1 sueping | 1 swepee | 1 thicaf | | |
| 1 suping | 1 sweepess | 1 thefit | | |
| 1 speeping | 1 suepsais | 1 theaft | | |
| 1 sing | 1 speats | 1 sweth | | |
| 1 stnes | 1 sweps | 1 thetf | | |
| 1 orange | 1 sweas | 1 tech | | |
| | 1 speets | 1 theset | | |
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TABLE II

TABLE III

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| <u>102 dangerous</u> | <u>20 debt</u> | <u>127 dried</u> | <u>70 exercise</u> | |
|----------------------|----------------|------------------|--------------------|--------------|
| 15 dangerus | 20 dept | 16 dryed | 10 exersize | 1 exercoises |
| 5 dangrouis | 13 det | 8 dride | 5 exexoize | 1 exercis |
| 3 dangerou | 6 deat | 2 druud | 5 exersice | 1 exerise |
| 3 dangeres | 5 dete | 2 dry | 5 exersice | 1 excoirse |
| 2 dangeruse | 5 deot | 1 drod | 3 exszie | 1 exricoise |
| 3 dengerous | 3 detth | 1 drige | 4 excersize | 1 exardy |
| 2 danrous | 3 date | 1 drided | 3 exercies | 1 exerices |
| 2 dangros | 2 death | 1 dryd | 2 excoerise | 1 axraus |
| 2 dangers | 2 deate | 1 drid | 2 excercise | 1 excercise |
| 2 dangeros | 2 deth | 1 dridy | 2 exursize | 1 exurcise |
| 2 dangous | 2 deut | 1 driac | 2 exoercoies | 1 xcersize |
| 2 dangurous | 2 diet | 1 daide | 2 sexersize | 1 exersiz |
| 2 dangerous | 2 detb | 1 dread | 2 exorise | 1 exacoise |
| 1 danerous | 2 dite | 1 darcord | 2 exercist | 1 exrooes |
| 1 danyous | 1 delt | 1 drayed | 2 excoirse | 1 exireries |
| 1 dengeres | 1 deut | 1 driud | 1 erxcise | 1 excoirsize |
| 1 dangurs | 1 dt | 1 listened | 1 exsursize | |
| 1 dangures | 1 deated | | 1 escoerde | |
| 1 denaurges | 1 deabt | | 1 eseries | |
| 1 dangross | 1 dead | | 1 exoise | |
| 1 dangros | 1 duouty | | 1 exersies | |
| 1 danger | 1 debet | | 1 excoeries | |
| 1 dantrous | 1 depet | | 1 exersys | |
| 1 danderies | 1 dert | | 1 exeriese | |
| 1 dangerauis | 1 deit | | 1 exereseze | |
| 1 dangeas | 1 deta | | 1 exerside | |
| 1 dangourous | 1 deght | | 1 ectrsics | |
| 1 dangeroues | 1 diath | | 1 excoize | |
| 1 darndur | 1 dobe | | 1 exiriese | |
| 1 dengurs | 1 dued | | 1 exsuries | |
| 1 dangois | 1 deaght | | 1 excoerse | |
| 1 dangert | 1 handkerchief | | 1 exercined | |
| 1 dangerest | | | 1 exersize | |
| 1 danegrus | | | 1 exearise | |
| 1 dangerouss | | | 1 excoies | |
| 1 dangers | | | 1 excoisies | |
| 1 dangers | | | 1 exerice | |
| 1 dangangers | | | 1 excoisize | |
| 1 dangerose | | | 1 exrucus | |
| 1 dangeriss | | | 1 exershes | |
| 1 dangeraus | | | 1 exercisess | |

| 71 | grammar | 112 | Indian | 52 | Journey | 118 | laid | 112 | onion |
|----|---------|-----|---------|----|-----------|-----|--------|-----|---------|
| 51 | grammer | 24 | Indain | 21 | Jurney | 19 | layed | 4 | ounion |
| 34 | gramer | 8 | indian | 11 | Jerney | 14 | lade | 4 | union |
| 5 | gramar | 2 | indain | 10 | Journy | 6 | laied | 4 | unyon |
| 3 | gramner | 2 | indan | 5 | Jurny | 3 | lead | 3 | onyon |
| 2 | garumer | 1 | Indean | 5 | Jorney | 2 | laed | 3 | unyen |
| 1 | gromor | 1 | Indiane | 4 | gerny | 1 | lied | 2 | oinon |
| 1 | grany | 1 | Indeon | 4 | gerney | 1 | laied | 1 | oinyon |
| 1 | garaner | 1 | Indin | 2 | Jouney | 1 | laded | 1 | oingine |
| | | 1 | indean | 2 | gerney | 1 | lendit | 1 | inon |
| | | 1 | Indina | 2 | Journey | 1 | layd | 1 | uneion |
| | | 1 | indin | 2 | Joruney | 1 | lay | 1 | onino |
| | | 1 | indaine | 2 | Journery | 1 | laydy | 1 | ueny |
| | | 1 | Indien | 2 | Jornery | 1 | liad | 1 | ouneyen |
| | | 1 | Indar | 1 | Jernie | 1 | leaid | 1 | onyurn |
| | | 1 | Inden | 1 | Jorny | | | 1 | ionon |
| | | 1 | Iandian | 1 | gourney | | | 1 | unoen |
| | | 1 | Iindian | 1 | joinery | | | 1 | ecoin |
| | | 1 | Inian | 1 | germas | | | 1 | onyen |
| | | 1 | Iindain | 1 | Jurney | | | 1 | onin |
| | | 1 | Indine | 1 | genary | | | 1 | oyain |
| | | 1 | Indane | 1 | Jeneral | | | 1 | oyon |
| | | 1 | Indeain | 1 | Jurned | | | 1 | inion |
| | | 1 | Idain | 1 | Jornory | | | 1 | ounon |
| | | 1 | Idian | 1 | Jeuory | | | 1 | unyoun |
| | | 1 | Bndian | 1 | Jurneary | | | 1 | omuous |
| | | | | 1 | Jurnery | | | 1 | oiun |
| | | | | 1 | Jurny | | | 1 | exune |
| | | | | 1 | Jorning | | | 1 | aound |
| | | | | 1 | Jounery | | | 1 | oinio |
| | | | | 1 | Journery | | | 1 | anona |
| | | | | 1 | Jorenney | | | 1 | unyiun |
| | | | | 1 | Juraisy | | | 1 | onium |
| | | | | 1 | Jurne | | | 1 | aneon |
| | | | | 1 | Jorney | | | 1 | onunon |
| | | | | 1 | Jurneary | | | 1 | anin |
| | | | | 1 | Journey | | | 1 | Jimaum |
| | | | | 1 | Juorney | | | | |
| | | | | 1 | Jraun | | | | |
| | | | | 1 | Jurney | | | | |
| | | | | 1 | Jrney | | | | |
| | | | | 1 | Jurne | | | | |
| | | | | 1 | Joueny | | | | |
| | | | | 1 | Joiney | | | | |
| | | | | 1 | Jerner | | | | |
| | | | | 1 | Junner | | | | |
| | | | | 1 | cherney | | | | |
| | | | | 1 | gerene | | | | |
| | | | | 1 | Jerning | | | | |
| | | | | 1 | Juraey | | | | |
| | | | | 1 | Jarney | | | | |
| | | | | 1 | Jazury | | | | |
| | | | | 1 | Jounney | | | | |
| | | | | 1 | Journeney | | | | |
| | | | | 1 | Jernaay | | | | |

| <u>103</u> | <u>praise</u> | <u>123</u> | <u>properly</u> | <u>55</u> | <u>salary</u> | <u>62</u> | <u>searched</u> | | |
|------------|---------------|------------|-----------------|-----------|---------------|-----------|-----------------|---|----------|
| 11 | praze | 11 | proply | 44 | salery | 28 | serched | 1 | soershed |
| 10 | prays | 3 | propley | 6 | salry | 7 | surched | 1 | surce |
| 9 | prase | 3 | properley | 3 | calery | 4 | surcht | 1 | scherteh |
| 4 | prais | 2 | properly | 4 | salury | 3 | search | 1 | starched |
| 4 | prayes | 2 | properely | 4 | salory | 3 | seroh | 1 | seached |
| 4 | praise | 1 | proplay | 4 | salrey | 2 | serced | 1 | saergh |
| 1 | fraze | 1 | prauple | 2 | calary | 2 | sourched | 1 | searchte |
| 1 | taries | 1 | propply | 2 | salre | 2 | sirched | 1 | sercht |
| 1 | preis | 1 | pororley | 2 | salarey | 1 | shurch | 1 | schercht |
| 1 | praised | 1 | proudely | 2 | sallery | 1 | serarched | 1 | searchet |
| 1 | prais | 1 | properly | 2 | salerey | 1 | surshed | 1 | serchte |
| 1 | prased | 1 | propily | 2 | saluary | 1 | ereched | 1 | staright |
| 1 | prary | 1 | praliy | 1 | cealrey | 1 | sterte | | |
| 2 | praises | 1 | proppily | 1 | cellory | 1 | sercelld | | |
| 1 | praises | 1 | laperly | 1 | salolray | 1 | sewreched | | |
| 1 | prys | 1 | probaly | 1 | callre | 1 | serached | | |
| 1 | pray | 1 | puperly | 1 | salacr | 1 | shusely | | |
| 1 | prayas | 1 | prupily | 1 | sarilor | 1 | surst | | |
| 1 | priede | 1 | properle | 1 | slayirie | 1 | seccjed | | |
| 1 | prads | 1 | properlia | 1 | lalary | 1 | cerched | | |
| 1 | peraze | 1 | propily | 1 | cellarry | 1 | shust | | |
| 1 | prias | 1 | problaly | 1 | surody | 1 | srhure | | |
| 1 | prace | 1 | propily | 1 | calerrie | 1 | seearch | | |
| 1 | prasse | 1 | proprele | 1 | seller | 1 | sertched | | |
| 1 | pravery | 1 | proper | 1 | slarey | 1 | sirche | | |
| 1 | parise | 1 | proley | 1 | solury | 1 | shared | | |
| 1 | brave | 1 | propperel | 1 | saily | 1 | shued | | |
| | | 1 | prople | 1 | salnry | 1 | shrused | | |
| | | | | 1 | celery | 1 | sacar | | |
| | | | | 1 | surley | 1 | sirtch | | |
| | | | | 1 | rallery | 1 | resched | | |
| | | | | 1 | salerly | 1 | sureth | | |
| | | | | 1 | sarley | 1 | saish | | |
| | | | | 1 | seyry | 1 | shearshed | | |
| | | | | 1 | salicury | 1 | sichet | | |
| | | | | 1 | carilar | 1 | sarchered | | |
| | | | | 1 | selery | 1 | serget | | |
| | | | | 1 | salray | 1 | secerched | | |
| | | | | 1 | salaree | 1 | sreached | | |
| | | | | 1 | saleary | 1 | sucherched | | |
| | | | | 1 | saluree | 1 | shurthed | | |
| | | | | 1 | sarary | 1 | serchet | | |
| | | | | 1 | soory | 1 | shark | | |
| | | | | 1 | saliry | 1 | shreasched | | |
| | | | | 1 | salerely | 1 | searshed | | |
| | | | | 1 | salcary | 1 | srocht | | |

88 smooth

95 thirteen

111 touch

84 towel

42 smoth
 8 smouth
 4 smothe
 3 smothed
 3 smuth
 2 somthe
 1 smobe
 1 smuttet
 1 smath
 1 smoo
 1 snowe
 1 sudese
 1 smell
 1 smud
 1 sowear
 1 stlraith
 1 smood
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 1 smuze
 1 smocs
 1 smoothe
 1 soon
 1 smow
 1 somouth
 1 smoue
 1 sconth
 1 smoothed
 1 socny

14 therteen
 7 thirteenth
 7 thurteen
 4 threeteen
 3 thrtteen
 4 thertine
 3 thrteen
 2 therteen
 2 thurteene
 2 thriteen
 1 thurdning
 1 thertigteen
 1 thaream
 1 thirtheen
 1 firdeeen
 1 thriety
 1 thirty
 1 thertween
 1 thirtien
 1 thertey
 1 thrdteen
 1 theuteen
 1 thirtene
 1 Thertine
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 1 Thirteen
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 1 Fifteen
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 1 taual
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 1 teal
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73 umbrella86 veal85 weapon

15 umberella
 9 umbrela
 7 umbralla
 4 umbrellia
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26 wepon
 9 wepen
 5 weppon
 5 weppen
 4 wapen
 2 weopen
 2 wepend
 2 wapom
 2 weapen
 1 wobem
 1 plapen
 1 weapim
 1 weetun
 1 wedpen
 1 lulden
 1 waepen
 1 wepond
 1 weopn
 1 webun
 1 wopen
 1 weptun
 1 weptin
 1 wapun
 1 wheapen
 1 wompen
 1 swepon
 1 weappin
 1 weapoun
 1 wepun
 1 wifen
 1 wepean
 1 wepeth
 1 weavenn
 1 wipen
 1 weppong
 1 weun

107 grocery 113 handkerchief 97 listened 143 loose

| | | | | | | | |
|---|------------|----|---------------|----|------------|----|----------|
| 6 | grocerie | 14 | hankerchief | 17 | listend | 21 | lose |
| 4 | grocery | 8 | handkerchief | 6 | listen | 2 | loos |
| 3 | grociery | 3 | handchief | 6 | lissened | 2 | luse |
| 3 | groceries | 3 | handkerchif | 4 | lissond | 2 | loss |
| 3 | grociars | 3 | handkercheif | 4 | lisend | 1 | luce |
| 2 | grocers | 2 | handkechief | 3 | lisened | 1 | lossl |
| 2 | grocies | 2 | handkshief | 3 | lissend | 1 | louse |
| 1 | gororcies | 1 | hanchinochief | 2 | listned | 1 | losse |
| 1 | grocery | 1 | handkerchief | 1 | lisned | 1 | loses |
| 1 | grociary | 1 | handkerchief | 1 | lessened | 1 | loose |
| 1 | groclery | 1 | handkerchief | 1 | lisened | 1 | grateful |
| 1 | groucery | 1 | handrchief | 1 | lisen | | |
| 1 | rosery | 1 | handkerchiefe | 1 | lesson | | |
| 1 | grocery | 1 | handcherpief | 1 | listlend | | |
| 1 | grocery | 1 | hangharf | 1 | leasened | | |
| 1 | grocere | 1 | hankerchiff | 1 | listined | | |
| 1 | grocyes | 1 | hanckersife | 1 | lessened | | |
| 1 | grocey | 1 | knerchief | 1 | lissed | | |
| 1 | grosercy | 1 | handkerchief | 1 | lestened | | |
| 1 | grosercy | 1 | hankechief | 1 | licend | | |
| 1 | grocericey | 1 | hankerchiefe | 1 | leasend | | |
| 1 | groceres | 1 | hampiche | 1 | listened | | |
| 1 | grossery | | | 1 | leastonend | | |
| 1 | grocry | | | 1 | lissen | | |
| 1 | grociars | | | | | | |
| 1 | grocry | | | | | | |
| 1 | gorocery | | | | | | |
| 1 | groceis | | | | | | |
| 1 | grocerys | | | | | | |
| 1 | groseresy | | | | | | |
| 1 | goocery | | | | | | |
| 1 | grocryes | | | | | | |
| 1 | grosoies | | | | | | |
| 1 | grocirece | | | | | | |

THE HISTORY OF THE UNITED STATES OF AMERICA

| | | | |
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| 1800 | 1800 | 1800 | 1800 |
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| 1900 | 1900 | 1900 | 1900 |

| <u>74 morsel</u> | <u>83 nickle</u> | <u>69 niece</u> | <u>110 pistols</u> |
|------------------|------------------|-----------------|--------------------|
| 14 morcel | 52 nickle | 44 neice | 9 pistles |
| 13 morsal | 8 nicle | 8 neaco | 6 pistoles |
| 5 morcele | 2 knickle | 8 nease | 6 pistol |
| 5 morsle | 2 nickal | 6 nice | 6 pistals |
| 3 morsul | 2 neckel | 5 nece | 4 pistels |
| 2 mosel | 1 neckle | 1 nise | 3 pestols |
| 2 moroil | 1 nicel | 1 kniece | 2 pistales |
| 2 moresal | 1 nilke | 1 kness | 1 pistils |
| 3 mresell | 1 knickel | 1 neas | 1 pistul |
| 2 moresel | 1 nikle | 1 nees | 1 pistle |
| 2 morsil | 1 nickell | 1 micese | 1 pistolds |
| 2 morsol | 1 nickll | 1 nessey | 1 pistel |
| 2 morcal | 1 nikal | 1 neaced | 1 pistel |
| 2 morsee | 1 nichel | 1 neece | 1 pisiol |
| 1 morasol | 1 necale | 1 nices | 1 pistal |
| 1 morceal | 1 tackell | 1 necce | 1 pestles |
| 1 morsill | | 1 nieces | 1 pistels |
| 1 morseled | | 1 neeces | 1 pictle |
| 1 morsalc | | 1 neese | 1 postils |
| 1 morcedl | | 1 nese | 1 peitales |
| 1 moriscl | | 1 niese | 1 pisttals |
| 1 morcele | | 1 knees | |
| 1 morcele | | 1 neeie | |
| 1 moresle | | | |
| 1 morso | | | |
| 1 morzel | | | |
| 1 morsell | | | |
| 1 moarcel | | | |
| 1 morsely | | | |
| 1 morecyle | | | |
| 1 morecle | | | |
| 1 moress | | | |
| 1 murcle | | | |
| 1 morseil | | | |
| 1 moresule | | | |
| 1 porsuit | | | |

| <u>73</u> <u>perchased</u> | <u>93</u> <u>quarrel</u> | <u>108</u> <u>recess</u> | <u>82</u> <u>saucer</u> |
|----------------------------|--------------------------|--------------------------|-------------------------|
| 15 perchased | 10 quarl | 10 recess | 19 sauser |
| 6 purchast | 8 quarel | 3 reses | 6 soccer |
| 5 purchase | 5 quarral | 3 resess | 2 sugar |
| 5 perchest | 4 qurrel | 3 recease | 3 sugar |
| 4 purpcehst | 4 quarell | 3 resses | 2 caucer |
| 3 perchosed | 3 quarli | 2 reoces | 3 sawser |
| 3 purchase | 3 quarri | 2 ressess | 2 saccor |
| 2 purchesed | 2 quori | 2 recess | 2 susar |
| 2 perchused | 4 quaral | 2 recuse | 2 soucer |
| 2 purches | 1 qurral | 2 resese | 2 souser |
| 2 purchas | 2 quarrell | 1 resse | 2 sacer |
| 2 perchist | 1 quarrie | 1 rescoes | 1 sosege |
| 1 perchised | 1 quearl | 1 rucess | 1 saurer |
| 1 perceest | 1 querrel | 1 ress | 1 scaresr |
| 1 pershase | 1 quarrii | 1 recess | 1 sausser |
| 1 pechised | 1 qurrell | 1 reesis | 1 sacre |
| 1 perchause | 1 qual | 1 recesses | 1 sawcer |
| 1 purchis | 1 quoral | 1 receice | 1 suser |
| 1 perchis | 1 qrraral | 1 resuse | 1 soccer |
| 1 perchasted | 1 quorle | 1 resass | 1 scasar |
| 1 purcasted | 1 quitrel | 1 resesse | 1 saucuar |
| 1 perchas | 1 qurell | 1 recess | 1 suere |
| 1 purchase | 1 qarrel | 1 recess | 1 soccer |
| 1 perchesed | 1 krul | 1 reaccess | 1 soccer |
| 1 percheast | 1 quiorly | 1 recuss | 1 soccer |
| 1 perchestd | 1 quirel | 1 recess | 1 sawsar |
| 1 purshed | 1 quarrol | 1 recess | 1 sacusar |
| 1 perchost | 1 guarle | | 1 sauce |
| 1 purchusted | 1 qararl | | 1 saser |
| 1 pirsets | | | 1 saussar |
| 1 pirchised | | | 1 sosir |
| 1 perchust | | | 1 sousor |
| 1 porches | | | 1 sauscer |
| 1 perchist | | | 1 saswer |
| 1 purchiest | | | 1 sarser |
| 1 purched | | | 1 cascor |
| 1 perchess | | | 1 suacer |
| 1 preachies | | | 1 scills |
| 1 purchust | | | 1 sasser |
| 1 purpshoh | | | 1 cassoers |
| 1 purchasled | | | 1 susser |
| 1 prehested | | | 1 sawoir |
| 1 perchod | | | |
| 1 perschest | | | |
| 1 perausled | | | |
| 1 purechest | | | |
| 1 perch | | | |

| <u>86 sleigh</u> | <u>83 society</u> | <u>71 source</u> | <u>106 speech</u> |
|------------------|-------------------|------------------|-------------------|
| 32 slay | 12 socity | 30 sorce | 46 speach |
| 7 sliegh | 7 socety | 11 sorse | 2 spetch |
| 3 slaigh | 4 sosity | 10 source | 1 spech |
| 3 sleight | 3 socitey | 4 soarce | 1 speack |
| 3 slcy | 3 society | 3 scorce | 1 spach |
| 2 slaie | 2 saucity | 2 souce | 1 speache |
| 2 slave | 2 sociaty | 2 soarse | 1 speech |
| 1 sla | 1 sosiaty | 2 sourc | 1 beach |
| 1 slieh | 1 sosogte | 2 seource | |
| 1 selcight | 1 sesiety | 1 sowrce | |
| 1 seily | 1 sesociety | 1 sorese | |
| 1 slie | 1 secitiey | 1 sorch | |
| 1 sleay | 1 socoiley | 1 surce | |
| 1 slaiegh | 1 seticetecty | 1 souarce | |
| 1 slag | 1 soicity | 1 saras | |
| 1 slayh | 1 soicity | 1 sourice | |
| 1 slah | 1 socioiety | 1 sorase | |
| 1 slaid | 1 sooit | 1 saure | |
| 1 sliey | 1 sousity | 1 soorce | |
| 1 slaw | 1 susociety | 1 sorses | |
| 1 slaye | 1 societie | 1 soresy | |
| 1 slae | 1 sositete | 1 sourece | |
| 1 slaying | 1 sosuty | 1 scorore | |
| 1 sleigh | 1 susociety | 1 sores | |
| 1 sled | 1 society | 1 sceres | |
| 1 salve | 1 socitivity | 1 sore | |
| 1 slaiely | 1 socyety | 1 sorces | |
| 1 slate | 1 societt | 1 sorice | |
| | 1 socociety | 1 sources | |
| | 1 socetity | 1 rose | |
| | 1 sositiety | | |
| | 1 sosieaty | | |
| | 1 sosinete | | |
| | 1 societey | | |
| | 1 sosyete | | |
| | 1 socioty | | |
| | 1 soieaty | | |
| | 1 sosiedy | | |
| | 1 sositiy | | |
| | 1 sositeity | | |
| | 1 sositly | | |
| | 1 socicity | | |

| Number | Name | Age | Sex | Address | Occupation |
|--------|-------------|-----|-----|-----------------|-----------------------|
| 1 | John | 25 | M | 123 Main | Teacher |
| 2 | Mary | 22 | F | 456 Oak | Nurse |
| 3 | James | 30 | M | 789 Pine | Engineer |
| 4 | Elizabeth | 28 | F | 101 Elm | Homemaker |
| 5 | Robert | 35 | M | 202 Cedar | Lawyer |
| 6 | Sarah | 27 | F | 303 Birch | Writer |
| 7 | William | 40 | M | 404 Walnut | Businessman |
| 8 | Anna | 38 | F | 505 Spruce | Artist |
| 9 | Charles | 32 | M | 606 Willow | Scientist |
| 10 | Patricia | 29 | F | 707 Ash | Journalist |
| 11 | Richard | 33 | M | 808 Hickory | Architect |
| 12 | Jennifer | 26 | F | 909 Sycamore | Designer |
| 13 | Thomas | 37 | M | 1010 Maple | Historian |
| 14 | Michelle | 31 | F | 1111 Poplar | Translator |
| 15 | Christopher | 34 | M | 1212 Cherry | Musician |
| 16 | Stephanie | 28 | F | 1313 Peach | Photographer |
| 17 | Andrew | 36 | M | 1414 Plum | Entrepreneur |
| 18 | Rebecca | 30 | F | 1515 Pear | Librarian |
| 19 | Gregory | 39 | M | 1616 Apple | Physician |
| 20 | Karen | 33 | F | 1717 Orange | Marketing |
| 21 | Benjamin | 31 | M | 1818 Lemon | Software |
| 22 | Christina | 29 | F | 1919 Lime | Event Planner |
| 23 | Jonathan | 35 | M | 2020 Grape | Investor |
| 24 | Victoria | 32 | F | 2121 Strawberry | Publicist |
| 25 | Michael | 38 | M | 2222 Raspberry | Consultant |
| 26 | Emily | 27 | F | 2323 Blueberry | Interior Designer |
| 27 | David | 34 | M | 2424 Blackberry | Analyst |
| 28 | Olivia | 30 | F | 2525 Elderberry | Yoga Instructor |
| 29 | Christopher | 36 | M | 2626 Mulberry | Chef |
| 30 | Sophia | 28 | F | 2727 Currant | Event Coordinator |
| 31 | Matthew | 33 | M | 2828 Gooseberry | IT Support |
| 32 | Alexandra | 31 | F | 2929 Loganberry | Project Manager |
| 33 | Anthony | 37 | M | 3030 Raspberry | Sales Representative |
| 34 | Isabella | 29 | F | 3131 Blackberry | Graphic Designer |
| 35 | Christopher | 35 | M | 3232 Elderberry | Systems Administrator |
| 36 | Mia | 27 | F | 3333 Mulberry | Freelance Writer |
| 37 | Robert | 32 | M | 3434 Currant | Quality Assurance |
| 38 | Charlotte | 30 | F | 3535 Gooseberry | UX Designer |
| 39 | William | 38 | M | 3636 Loganberry | Business Development |
| 40 | Amelia | 28 | F | 3737 Raspberry | Product Designer |
| 41 | James | 34 | M | 3838 Blackberry | Operations Manager |
| 42 | Harper | 29 | F | 3939 Elderberry | Brand Strategist |
| 43 | Benjamin | 36 | M | 4040 Mulberry | Project Lead |
| 44 | Evelyn | 31 | F | 4141 Currant | Marketing Specialist |
| 45 | Christopher | 33 | M | 4242 Gooseberry | Software Engineer |
| 46 | Sofia | 27 | F | 4343 Loganberry | UX Researcher |
| 47 | Matthew | 35 | M | 4444 Raspberry | Product Manager |
| 48 | Ava | 30 | F | 4545 Blackberry | Business Analyst |
| 49 | Christopher | 37 | M | 4646 Elderberry | Systems Engineer |
| 50 | Madison | 29 | F | 4747 Mulberry | Marketing Coordinator |
| 51 | Robert | 32 | M | 4848 Currant | IT Specialist |
| 52 | Olivia | 31 | F | 4949 Gooseberry | Project Manager |
| 53 | Christopher | 34 | M | 5050 Loganberry | Business Development |
| 54 | Isabella | 28 | F | 5151 Raspberry | Product Designer |
| 55 | James | 36 | M | 5252 Blackberry | Operations Manager |
| 56 | Harper | 30 | F | 5353 Elderberry | Brand Strategist |
| 57 | Benjamin | 33 | M | 5454 Mulberry | Project Lead |
| 58 | Evelyn | 32 | F | 5555 Currant | Marketing Specialist |
| 59 | Christopher | 35 | M | 5656 Gooseberry | Software Engineer |
| 60 | Sofia | 27 | F | 5757 Loganberry | UX Researcher |
| 61 | Matthew | 38 | M | 5858 Raspberry | Product Manager |
| 62 | Ava | 31 | F | 5959 Blackberry | Business Analyst |
| 63 | Christopher | 34 | M | 6060 Elderberry | Systems Engineer |
| 64 | Madison | 29 | F | 6161 Mulberry | Marketing Coordinator |
| 65 | Robert | 32 | M | 6262 Currant | IT Specialist |
| 66 | Olivia | 31 | F | 6363 Gooseberry | Project Manager |
| 67 | Christopher | 34 | M | 6464 Loganberry | Business Development |
| 68 | Isabella | 28 | F | 6565 Raspberry | Product Designer |
| 69 | James | 36 | M | 6666 Blackberry | Operations Manager |
| 70 | Harper | 30 | F | 6767 Elderberry | Brand Strategist |
| 71 | Benjamin | 33 | M | 6868 Mulberry | Project Lead |
| 72 | Evelyn | 32 | F | 6969 Currant | Marketing Specialist |
| 73 | Christopher | 35 | M | 7070 Gooseberry | Software Engineer |
| 74 | Sofia | 27 | F | 7171 Loganberry | UX Researcher |
| 75 | Matthew | 38 | M | 7272 Raspberry | Product Manager |
| 76 | Ava | 31 | F | 7373 Blackberry | Business Analyst |
| 77 | Christopher | 34 | M | 7474 Elderberry | Systems Engineer |
| 78 | Madison | 29 | F | 7575 Mulberry | Marketing Coordinator |
| 79 | Robert | 32 | M | 7676 Currant | IT Specialist |
| 80 | Olivia | 31 | F | 7777 Gooseberry | Project Manager |
| 81 | Christopher | 34 | M | 7878 Loganberry | Business Development |
| 82 | Isabella | 28 | F | 7979 Raspberry | Product Designer |
| 83 | James | 36 | M | 8080 Blackberry | Operations Manager |
| 84 | Harper | 30 | F | 8181 Elderberry | Brand Strategist |
| 85 | Benjamin | 33 | M | 8282 Mulberry | Project Lead |
| 86 | Evelyn | 32 | F | 8383 Currant | Marketing Specialist |
| 87 | Christopher | 35 | M | 8484 Gooseberry | Software Engineer |
| 88 | Sofia | 27 | F | 8585 Loganberry | UX Researcher |
| 89 | Matthew | 38 | M | 8686 Raspberry | Product Manager |
| 90 | Ava | 31 | F | 8787 Blackberry | Business Analyst |
| 91 | Christopher | 34 | M | 8888 Elderberry | Systems Engineer |
| 92 | Madison | 29 | F | 8989 Mulberry | Marketing Coordinator |
| 93 | Robert | 32 | M | 9090 Currant | IT Specialist |
| 94 | Olivia | 31 | F | 9191 Gooseberry | Project Manager |
| 95 | Christopher | 34 | M | 9292 Loganberry | Business Development |
| 96 | Isabella | 28 | F | 9393 Raspberry | Product Designer |
| 97 | James | 36 | M | 9494 Blackberry | Operations Manager |
| 98 | Harper | 30 | F | 9595 Elderberry | Brand Strategist |
| 99 | Benjamin | 33 | M | 9696 Mulberry | Project Lead |
| 100 | Evelyn | 32 | F | 9797 Currant | Marketing Specialist |

100 steak117 telephone89 trolley104 whistle

45 stake
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 1 beefsteake

10 telaphone
 8 telephone
 5 telophone
 4 tellephone
 1 teleaphone
 2 telephone
 1 teliephone
 1 telephan
 1 tellifone
 1 telfone
 1 telefone
 1 tellifone
 1 telophong
 1 tellophone
 1 tellophn
 1 telephon
 1 Talphone
 1 teleyphone
 1 tellaphone

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 7 troly
 4 trally
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 1 trowley
 2 trolle
 1 trooly
 1 tully
 1 trollye
 1 troliery
 1 teraly
 1 trayly
 1 trallie
 1 trolie
 1 totorly
 1 tralley
 1 trolley
 1 trailly
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 1 whishel
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 1 bristle
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 1 whistal
 1 whistil
 1 wishel
 1 wistel

| <u>51</u> | <u>elegant</u> | <u>59</u> | <u>emperor</u> | <u>45</u> | <u>excellent</u> | <u>54</u> | <u>grateful</u> | <u>61</u> | <u>hair</u> |
|-----------|----------------|-----------|----------------|-----------|------------------|-----------|-----------------|-----------|-------------|
| 8 | elegant | 7 | emperor | 9 | excellent | 21 | grateful | 5 | air |
| 3 | elligant | 2 | empire | 6 | exelent | 5 | greatfull | 4 | hair |
| 3 | ellegant | 3 | emperoor | 2 | excilent | 3 | gratful | 3 | hier |
| 2 | eligent | 3 | emperor | 4 | excellant | 3 | gratefull | 3 | aeir |
| 2 | ellegant | 2 | empeor | 3 | exlant | 1 | gratifull | 2 | aire |
| 2 | ellegant | 1 | empor | 2 | exlent | 1 | greetful | 2 | hear |
| 1 | elligant | 3 | emporer | 2 | exelint | 1 | gratful | 2 | aere |
| 1 | eligenyt | 1 | emprior | 1 | exalant | 1 | gratful | 1 | hire |
| 1 | ellegant | 1 | imperiore | 1 | exelant | 1 | grautfull | 1 | heair |
| 1 | illigant | 1 | emperore | 1 | excelant | 1 | gratful | 1 | iar |
| 1 | alligant | 1 | emperoar | 1 | exoenet | 1 | gratfull | 1 | are |
| 1 | elogeant | 1 | emporey | 1 | colent | | | 1 | aer |
| 1 | elangent | 1 | emperror | 1 | exellent | | | 1 | error |
| 1 | elodont | 1 | Emperor | 1 | exelent | | | | |
| 1 | elengent | 1 | emprer | 1 | exllant | | | | |
| 1 | Allegant | 1 | empror | | | | | | |
| 1 | ellegant | 1 | imporor | | | | | | |
| 1 | elgant | 1 | emper | | | | | | |
| 1 | elligenet | 1 | emperon | | | | | | |
| 1 | alegugent | 1 | empearl | | | | | | |
| 1 | alegent | 1 | emperier | | | | | | |
| 1 | leagel | 1 | emperer | | | | | | |
| 1 | leggat | 1 | empoire | | | | | | |
| 1 | allegant | 1 | empors | | | | | | |

| 1891-92 | 1892-93 | 1893-94 | 1894-95 | 1895-96 |
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77 hoarse 35 icicle 73 ignorance 36 interfere

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| 4 hoarse | 7 icyole | 3 ignorants | 14 interfer |
| 3 horse | 5 icecycle | 2 ignorence | 8 interfear |
| 2 hoars | 5 icecicle | 1 ignerance | 7 interfear |
| 2 haarse | 4 ecycle | 1 igerance | 5 interfeer |
| 1 hours | 4 iccicle | 1 irgicentert | 1 enterfear |
| 1 hoarsen | 3 icesicle | 1 ignorance | 2 enterfere |
| 1 hoorse | 2 iceccily | 1 engnorance | 1 interber |
| 1 horce | 2 icecyal | 1 ingroance | 1 intffer |
| 1 horase | 2 icecikle | 1 egnoroune | 1 interrfiar |
| 1 hoase | 1 icecycle | 1 ernorance | 1 intafiere |
| 1 hoares | 1 icesickle | 1 ignorant | 1 interfen |
| 1 horsce | 1 icsscle | 1 igrants | 1 indefear |
| 1 whorse | 1 icikle | 1 engnore | 1 entfiar |
| | 1 icelacyl | 1 ernorces | 1 entefier |
| | 1 iceleckle | 1 egnarnts | 1 enteofer |
| | 1 icysicle | 1 ernolans | |
| | 1 iccycle | 1 ignerence | |
| | 1 iceccitly | | |
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| | 1 ice-kie | | |
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| Category 1 | Category 2 | Category 3 | Category 4 |
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| 99 | 99 | 99 | 99 |
| 100 | 100 | 100 | 100 |

| <u>73 musician</u> | <u>15 neutral</u> | <u>54 patience</u> | <u>53 pigeons</u> |
|--------------------|-------------------|--------------------|-------------------|
| 3 musition | 28 nutral | 6 paciencie | 6 pegions |
| 2 musician | 8 nutrel | 3 patiance | 5 pigions |
| 1 musicion | 5 nuteral | 3 patient | 3 piggions |
| 1 muicagain | 5 neutral | 3 patence | 2 pigeons |
| 1 muscicain | 1 recess | 3 patients | 2 piegeons |
| 1 meussion | 3 netruel | 2 pashents | 2 pigeon |
| 1 mucician | 2 nuttrel | 2 pacients | 1 pidgins |
| 1 musciun | 2 nutrall | 1 paetince | 1 piegon |
| 1 musizent | 1 nutural | 1 pacienci | 1 pigiones |
| 1 mucieion | 1 nuttrall | 1 paition | 1 pidciones |
| 1 muscion | 1 neturral | 1 paciencie | 1 piegons |
| 1 museum | 1 neutrel | 1 paiteation | 1 pigians |
| 1 muscion | 1 notral | 1 patrishon | 1 pigons |
| 1 muscision | 1 netural | 1 patiance | 1 pegion |
| 1 muciscian | 1 netural | 1 patien | 1 ipidgeons |
| 1 masion | 1 nutrill | 1 pascience | 1 pigon |
| 1 miscian | 1 nutrial | 1 patients | 1 piges |
| 1 maclin | 1 newtroll | 1 patencie | 1 pigines |
| 1 maission | 1 nuter | 1 paticants | |
| 1 musition | 1 nutril | 1 paction | |
| 1 mucisian | 1 neatral | 1 pantion | |
| 1 mucizen | 1 nutill | 1 pashionet | |
| 1 muccon | 1 noteral | 1 pacentents | |
| | | 1 pasion | |
| | | 1 pinuns | |

| Page 12 | Page 13 | Page 14 | Page 15 |
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| 86 | 87 | 88 | 89 |
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| 98 | 99 | 100 | |

57 vegetable

- 10 vegetable
- 2 vegitable
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- 2 vegtable
- 1 veagable
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- 1 vedtgible
- 1 veagtable
- 1 vedtable

47 veil

- 14 vail
- 13 vale
- 5 viel
- 2 vaile
- 2 veile
- 1 veel
- 1 vall
- 1 vaiel
- 1 vaye
- 1 vielo

52 wretch

- 11 wrech
- 4 retch
- 2 wreak
- 2 reoh
- 2 wreach
- 2 wrench
- 1 reache
- 1 reich
- 1 reace
- 1 wrerth
- 1 wresch
- 1 rach
- 1 reroh
- 1 riech
- 1 ergege

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| | 31 | 31 | 31 |

73 cordially

70 character

73 separate

85 February

6 cordialy
 2 corduly
 2 cordully
 1 corgely
 1 corgelly
 1 cordilly
 1 cordgialy
 1 corgaly
 1 cordially
 1 cordually
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 1 cordulay
 1 corcially
 1 cordly
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 1 cordilly
 1 cordiddily
 1 corduially
 1 corduliary
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 3 charactor
 2 charecter
 1 cjsarchter
 1 chactor
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 1 charecter
 1 carin
 1 cherracter
 1 carotor
 1 caracetar
 1 cacachter
 1 chericter
 1 caractor
 1 charicture

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7 Februrary
 3 Feburary
 2 Feburay
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26 isthmus

43 nonsense

40 resources

81 science

14 isthmus
 6 ismas
 5 istmus
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 1 isemas
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37 nonsense
 6 nonsense
 2 noncense
 2 nonsens
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21 resources
 13 resorces
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11 science
 2 siance
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| <u>44</u> | <u>secretcy</u> | <u>53</u> | <u>sensable</u> | <u>62</u> | <u>vehiale</u> | <u>50</u> | <u>vicinity</u> |
|-----------|-----------------|-----------|-----------------|-----------|----------------|-----------|-----------------|
| 6 | secretcy | 13 | sensible | 9 | vehickle | 7 | vecenty |
| 6 | secresy | 4 | senseble | 3 | vehical | 4 | vecinity |
| 6 | secracy | 4 | senseable | 2 | vehicycle | 2 | vicinty |
| 2 | secreasy | 4 | senceable | 1 | veicle | 2 | vicinaty |
| 1 | sekruoc | 4 | sensable | 1 | vehiciele | 2 | visinity |
| 1 | secret | 2 | senciabile | 1 | vecitle | 1 | vasinatie |
| 1 | secracio | 2 | censible | 1 | veicul | 1 | vicenity |
| 1 | secretcy | 1 | senseible | 1 | vechible | 1 | vicinite |
| 1 | sectery | 1 | sencuble | 1 | vechile | 1 | viscinity |
| 1 | cearce | 1 | scensebule | 1 | vihicle | 1 | vivinate |
| 1 | seckercy | 1 | sencable | 1 | vihicble | 1 | vescinaty |
| 1 | sectruse | 1 | seincoble | 1 | vihicycle | 1 | vesinity |
| 1 | secretcio | 1 | seniabile | 1 | veilbal | 1 | viscinty |
| 1 | secroc | 1 | senisle | 1 | vicicle | 1 | vesenity |
| 1 | secretarcy | 1 | senible | 1 | vehicle | 1 | viciety |
| 1 | secercery | 1 | sensebal | 1 | vehiciele | 1 | vicinity |
| 1 | securse | 1 | sensoble | 1 | veirhole | 1 | vecenaty |
| 1 | secracy | 1 | sintible | 1 | vickichle | 1 | vicinity |
| 1 | secretrey | 1 | sencable | 1 | vicycle | 1 | vicney |
| 1 | secretse | 1 | sensibile | 1 | vehicylo | 1 | vescinity |
| 1 | seceracy | 1 | sencable | 1 | veicle | 1 | vicieny |
| 1 | secetec | 1 | sencosible | 1 | veual | 1 | vicenity |
| 1 | segnesy | 1 | snsible | 1 | veyicle | 1 | vacinity |
| 1 | secrecy | 1 | senable | 1 | vihiccl | 1 | vicinity |
| 1 | sicercy | | | 1 | veicylo | 1 | viciniaty |
| 1 | secretcy | | | 1 | vehickly | 1 | vincenty |
| 1 | secretarcy | | | 1 | vecile | 1 | vacenaty |
| 1 | cecracy | | | 1 | viacylo | 1 | vasineoc |
| 1 | secery | | | 1 | vehicle | | |
| 1 | secrasy | | | 1 | vihicly | | |
| 1 | seccarcy | | | 1 | vycicle | | |
| 1 | secrazz | | | 1 | vichical | | |
| 1 | secretscy | | | 1 | vecial | | |
| 1 | secrecy | | | | | | |
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| 1 | secrecey | | | | | | |
| 1 | seceracy | | | | | | |
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| 1 | seorese | | | | | | |
| 1 | secrecy | | | | | | |

89 counterfeit 70 dessert 65 digestible 143 immense

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|-----------------|------------|----------------|------------|
| 61 counterfit | 124 desert | 89 digestable | 19 immense |
| 39 counterfiet | 3 deseart | 16 digestiable | 13 imense |
| 7 conterfit | 2 desart | 5 dijestable | 6 emmense |
| 5 counterfet | 2 disert | 4 degistable | 6 emence |
| 2 counirfeit | 1 decert | 3 dijestible | 6 emense |
| 2 conterfeit | 1 dirsert | 2 digestibale | 3 emmence |
| 1 conterfiet | 1 desoret | 2 dejestable | 3 imence |
| 1 countefit | 1 deseret | 1 degestibal | 1 emance |
| 1 counterfaet | 1 desirt | 1 degestible | 1 emanse |
| 1 counterfaet | 1 dessart | 1 degiestable | 1 emanah |
| 1 counterfeight | 1 desirte | 1 degistible | 1 emeance |
| 1 counterfied | 1 discart | 1 dejeceible | 1 emenous |
| | 1 dissert | 1 dejestible | 1 emence |
| | | 1 destolbal | 1 emmince |
| | | 1 diegestiable | 1 emminse |
| | | 1 digessed | 1 emmest |
| | | 1 digestibable | 1 erunse |
| | | 1 degestible | 1 iments |
| | | 1 digestibul | 1 imince |
| | | 1 digisible | 1 iminse |
| | | 1 digestball | 1 immeases |
| | | 1 digistible | 1 immese |
| | | 1 digestibly | 1 immens |
| | | 1 digustable | 1 immemse |
| | | 1 digestubel | |
| | | 1 dijustible | |
| | | 1 dijustable | |
| | | 1 dijustiable | |
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38 mucilage

30 musilage 1 muchelage
 12 muscilage 1 musslege
 11 muslage 1 musslage
 10 musalage 1 mussilage
 6 muselage 1 mussalage
 4 muscolage 1 musolege
 4 muscilage 1 muislage
 3 musciledge 1 musliage
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 2 muchilage 1 muselig
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 1 muesalage
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 1 musalege
 1 musclige
 1 muscelige
 1 muscialage

122 orchestra

18 orchastra
 6 orchester
 5 orchrestra
 4 orchesta
 2 orcestar
 2 orkestra
 2 orchresta
 1 orchratre
 1 orchestra
 1 orachart
 1 orcastra
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 1 orchros
 1 orchustra
 1 orcraster
 1 organtra
 1 orghestar
 1 orgestra
 1 orgrestra
 1 orkestry
 1 orkstra
 1 orquester
 1 orquastur
 1 orchestra
 1 orstrica
 1 astura

36 parliament

64 parliment
 50 parliament
 19 parlement
 4 parlement
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 1 parlaiment
 1 parlemant
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 1 aprlarment
 1 parlliment
 1 parlemence
 1 perlaiment
 1 perliment
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129 perceived81 possess82 precipice

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| 38 | percieved | 40 | possess | 6 | percipice | 1 | prespidise |
| 5 | perceed | 36 | posses | 6 | precipess | 1 | presippis |
| 5 | persieved | 19 | pocess | 6 | presipice | 1 | presipices |
| 5 | persived | 5 | possese | 5 | precipis | 1 | prespiece |
| 5 | preceived | 3 | possessed | 5 | prescipice | 1 | presicipus |
| 5 | percieved | 2 | poccess | 5 | precipes | 1 | prescipis |
| 4 | perceived | 2 | poses | 5 | presipes | 1 | prespes |
| 4 | perscieped | 2 | posscess | 4 | precipese | 1 | presopice |
| 4 | perseived | 1 | pocess | 4 | precipic | 1 | pressipice |
| 2 | perseaved | 1 | posese | 4 | precipise | 1 | presspesed |
| 2 | percived | 1 | possed | 4 | percipice | 1 | pressipest |
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| 1 | preided | 1 | prosses | 2 | precepess | 1 | presapice |
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108 recommended 104 resemblance 62 restaurant 112 seized

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| 25 recomended | 33 resemblance | 43 resturant | 45 siezed |
| 25 recommend | 30 recelembence | 13 restraut | 14 ceased |
| 14 reccomended | 6 recembence | 10 resturaunt | 7 sized |
| 8 reccommended | 3 resembles | 6 restuarant | 6 ceised |
| 4 reccomend | 2 ressemblance | 6 restrant | 3 seezed |
| 4 recomend | 2 resamblance | 6 restaurent | 2 ceized |
| 2 recomented | 2 ressemblens | 5 restaraunt | 2 seazed |
| 2 recumended | 2 resemblance | 5 restaurent | 2 seised |
| 2 recemended | 2 resemblance | 5 restruent | 1 ceighed |
| 1 reckimended | 1 recemblance | 4 restarant | 1 cesed |
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123 superintendent

20 superintendant
 6 supertendent
 6 superentendent
 3 superentendant
 3 superntendent
 3 superentinted
 3 superentendent
 2 superutendant
 2 superintend
 2 superindentent
 2 supperintendent
 2 suprintendent
 2 seurententant
 1 sumentdentent
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 1 supretendant
 1 supperent
 1 suprintendent
 1 suspertenant

160 surgeon

8 surgen
 3 sergean
 3 sergon
 3 surgent
 3 surgion
 3 surgon
 2 sergant
 2 sugen
 2 sergeon
 2 suergon
 2 sergion
 2 suregon
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 1 seargent
 1 serguen
 1 seurgeon
 1 serigon
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 1 surgin
 1 surgent
 1 srugain
 1 surgone
 1 surgion

88 thoroughly

25 throughly
 15 thourghly
 8 thourly
 8 thouroughly
 7 thourally
 6 thughly
 3 thourghly
 3 throually
 2 thourchly
 2 throughtly
 2 thourghally
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| 54 | 55 | 56 |
| 55 | 56 | 57 |
| 56 | 57 | 58 |
| 57 | 58 | 59 |
| 58 | 59 | 60 |
| 59 | 60 | 61 |
| 60 | 61 | 62 |
| 61 | 62 | 63 |
| 62 | 63 | 64 |
| 63 | 64 | 65 |
| 64 | 65 | 66 |
| 65 | 66 | 67 |
| 66 | 67 | 68 |
| 67 | 68 | 69 |
| 68 | 69 | 70 |
| 69 | 70 | 71 |
| 70 | 71 | 72 |
| 71 | 72 | 73 |
| 72 | 73 | 74 |
| 73 | 74 | 75 |
| 74 | 75 | 76 |
| 75 | 76 | 77 |
| 76 | 77 | 78 |
| 77 | 78 | 79 |
| 78 | 79 | 80 |
| 79 | 80 | 81 |
| 80 | 81 | 82 |
| 81 | 82 | 83 |
| 82 | 83 | 84 |
| 83 | 84 | 85 |
| 84 | 85 | 86 |
| 85 | 86 | 87 |
| 86 | 87 | 88 |
| 87 | 88 | 89 |
| 88 | 89 | 90 |
| 89 | 90 | 91 |
| 90 | 91 | 92 |
| 91 | 92 | 93 |
| 92 | 93 | 94 |
| 93 | 94 | 95 |
| 94 | 95 | 96 |
| 95 | 96 | 97 |
| 96 | 97 | 98 |
| 97 | 98 | 99 |
| 98 | 99 | 100 |

Table S - II.

Showing the number of times each word was spelled correctly; the number of times each word was omitted; and the number of times each word was spelled incorrectly (misspelled) by the pupils of the given grade. Also the per cents each of these numbers are of the number of pupils tested in each grade for that word. The number of ways each word was misspelled and the number of forms occurring but once for each word misspelled are shown.

Grade Two (214 Pupils.)

| Words. | No. of words right. | Per cent right. | No. of words omitted. | Per cent omitted. | No. of words misspelled. | Per cent misspelled. | No. of ways misspelled. | No. of ways with frequency of one. |
|--------|---------------------|-----------------|-----------------------|-------------------|--------------------------|----------------------|-------------------------|------------------------------------|
| very | 44 | 21 | 89 | 42 | 81 | 37 | 49 | 42 |
| or | 79 | 37 | 74 | 35 | 61 | 28 | 36 | 28 |
| thank | 42 | 20 | 88 | 41 | 84 | 39 | 68 | 56 |
| dear | 56 | 26 | 78 | 37 | 80 | 37 | 42 | 36 |
| west | 60 | 28 | 72 | 34 | 82 | 38 | 44 | 35 |
| sold | 77 | 36 | 69 | 32 | 68 | 32 | 50 | 38 |
| told | 77 | 36 | 66 | 31 | 71 | 33 | 46 | 40 |
| best | 68 | 32 | 68 | 32 | 78 | 36 | 47 | 43 |
| form | 62 | 29 | 75 | 35 | 77 | 36 | 46 | 36 |
| far | 57 | 27 | 82 | 38 | 75 | 35 | 41 | 33 |
| gave | 54 | 25 | 76 | 36 | 84 | 39 | 44 | 35 |
| alike | 52 | 24 | 77 | 36 | 85 | 40 | 52 | 43 |
| add | 31 | 14 | 67 | 32 | 116 | 54 | 39 | 31 |
| brave | 31 | 14 | 83 | 39 | 100 | 47 | 63 | 51 |
| oorn | 57 | 27 | 80 | 37 | 77 | 36 | 49 | 38 |
| dance | 16 | 7 | 83 | 39 | 115 | 54 | 53 | 39 |
| dinner | 26 | 12 | 79 | 37 | 109 | 51 | 64 | 52 |
| egg | 43 | 20 | 78 | 36 | 93 | 44 | 46 | 36 |
| looks | 74 | 35 | 74 | 35 | 66 | 30 | 51 | 42 |
| rich | 48 | 22 | 83 | 39 | 83 | 39 | 58 | 45 |

This table is read as follows :- 44 pupils spelled the word "very" correctly; this is 21 per cent of the group of 214 pupils. 89 pupils omitted the word "very"; this is 42 per cent of the group. 81 pupils misspelled the word "very"; this is 37 per cent of group. The word "very" was misspelled in 49 different ways. 42 of these ways appeared but once.

The words of the other grades follow just as above.

General the number of times each word was spelled correctly. The number of times each word was spelled; and the number of times each word was spelled incorrectly (indicated by the number of the letter). Also the number of times each of these numbers was the number of letters spelled in each grade for that year. The number of words each year was identified and the number of words remaining for each year was identified by the number.

Table 2 (11) (1911)

| Year | 1911 | 1912 | 1913 | 1914 | 1915 | 1916 | 1917 | 1918 | 1919 | 1920 | 1921 | 1922 | 1923 | 1924 | 1925 | 1926 | 1927 | 1928 | 1929 | 1930 |
|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| 1911 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 | 65 | 70 | 75 | 80 | 85 | 90 | 95 | 100 | 105 |
| 1912 | 12 | 18 | 22 | 28 | 32 | 38 | 42 | 48 | 52 | 58 | 62 | 68 | 72 | 78 | 82 | 88 | 92 | 98 | 102 | 108 |
| 1913 | 14 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 | 65 | 70 | 75 | 80 | 85 | 90 | 95 | 100 | 105 | 110 |
| 1914 | 16 | 22 | 28 | 32 | 38 | 42 | 48 | 52 | 58 | 62 | 68 | 72 | 78 | 82 | 88 | 92 | 98 | 102 | 108 | 112 |
| 1915 | 18 | 24 | 30 | 35 | 40 | 45 | 50 | 55 | 60 | 65 | 70 | 75 | 80 | 85 | 90 | 95 | 100 | 105 | 110 | 115 |
| 1916 | 20 | 26 | 32 | 38 | 42 | 48 | 52 | 58 | 62 | 68 | 72 | 78 | 82 | 88 | 92 | 98 | 102 | 108 | 112 | 118 |
| 1917 | 22 | 28 | 34 | 40 | 45 | 50 | 55 | 60 | 65 | 70 | 75 | 80 | 85 | 90 | 95 | 100 | 105 | 110 | 115 | 120 |
| 1918 | 24 | 30 | 36 | 42 | 48 | 52 | 58 | 62 | 68 | 72 | 78 | 82 | 88 | 92 | 98 | 102 | 108 | 112 | 118 | 122 |
| 1919 | 26 | 32 | 38 | 44 | 50 | 55 | 60 | 65 | 70 | 75 | 80 | 85 | 90 | 95 | 100 | 105 | 110 | 115 | 120 | 125 |
| 1920 | 28 | 34 | 40 | 46 | 52 | 58 | 62 | 68 | 72 | 78 | 82 | 88 | 92 | 98 | 102 | 108 | 112 | 118 | 122 | 128 |
| 1921 | 30 | 36 | 42 | 48 | 54 | 60 | 64 | 70 | 74 | 80 | 84 | 90 | 94 | 100 | 104 | 110 | 114 | 120 | 124 | 130 |
| 1922 | 32 | 38 | 44 | 50 | 56 | 62 | 66 | 72 | 76 | 82 | 86 | 92 | 96 | 102 | 106 | 112 | 116 | 122 | 126 | 132 |
| 1923 | 34 | 40 | 46 | 52 | 58 | 64 | 68 | 74 | 78 | 84 | 88 | 94 | 98 | 104 | 108 | 114 | 118 | 124 | 128 | 134 |
| 1924 | 36 | 42 | 48 | 54 | 60 | 66 | 70 | 76 | 80 | 86 | 90 | 96 | 100 | 106 | 110 | 116 | 120 | 126 | 130 | 136 |
| 1925 | 38 | 44 | 50 | 56 | 62 | 68 | 72 | 78 | 82 | 88 | 92 | 98 | 102 | 108 | 112 | 118 | 124 | 128 | 132 | 138 |
| 1926 | 40 | 46 | 52 | 58 | 64 | 70 | 74 | 80 | 84 | 90 | 94 | 100 | 104 | 110 | 114 | 120 | 124 | 128 | 132 | 138 |
| 1927 | 42 | 48 | 54 | 60 | 66 | 72 | 76 | 82 | 86 | 92 | 96 | 102 | 106 | 112 | 116 | 122 | 126 | 130 | 134 | 140 |
| 1928 | 44 | 50 | 56 | 62 | 68 | 74 | 78 | 84 | 88 | 94 | 98 | 104 | 108 | 114 | 118 | 124 | 128 | 132 | 136 | 142 |
| 1929 | 46 | 52 | 58 | 64 | 70 | 76 | 80 | 86 | 90 | 96 | 100 | 106 | 110 | 116 | 120 | 126 | 130 | 134 | 138 | 144 |
| 1930 | 48 | 54 | 60 | 66 | 72 | 78 | 82 | 88 | 92 | 98 | 102 | 108 | 112 | 118 | 124 | 128 | 132 | 136 | 140 | 146 |

This table is used to determine the number of words spelled correctly in each grade for each year. The number of words spelled correctly in each grade for each year is indicated by the number of the letter. The number of words spelled incorrectly in each grade for each year is indicated by the number of the letter. The number of words spelled correctly in each grade for each year is indicated by the number of the letter. The number of words spelled incorrectly in each grade for each year is indicated by the number of the letter.

Third Grade (209 Pupils.)

| Words. | No. of words right. | Per cent right. | No. of words omitted. | Per cent omitted. | No. of words misspelled. | Per cent misspelled. | No. of ways misspelled. | No. of ways with frequency of one. |
|---------|---------------------|-----------------|-----------------------|-------------------|--------------------------|----------------------|-------------------------|------------------------------------|
| third | 117 | 56 | 20 | 10 | 72 | 34 | 35 | 27 |
| push | 92 | 44 | 26 | 12 | 91 | 44 | 42 | 34 |
| point | 69 | 33 | 32 | 15 | 108 | 52 | 46 | 35 |
| within | 129 | 62 | 24 | 11 | 56 | 27 | 39 | 28 |
| done | 59 | 28 | 31 | 15 | 119 | 57 | 31 | 22 |
| body | 71 | 34 | 40 | 19 | 98 | 47 | 64 | 52 |
| belongs | 91 | 44 | 25 | 12 | 93 | 44 | 41 | 31 |
| cheese | 55 | 26 | 26 | 12 | 128 | 62 | 54 | 42 |
| earn | 24 | 11 | 45 | 22 | 140 | 67 | 72 | 51 |
| feather | 28 | 13 | 29 | 14 | 152 | 73 | 60 | 47 |
| fence | 56 | 27 | 27 | 13 | 126 | 60 | 57 | 43 |
| honey | 29 | 14 | 37 | 18 | 143 | 68 | 65 | 50 |
| letter | 100 | 48 | 27 | 13 | 82 | 39 | 54 | 44 |
| orange | 39 | 19 | 35 | 17 | 135 | 64 | 84 | 70 |
| pocket | 35 | 17 | 44 | 21 | 130 | 62 | 74 | 57 |
| shoes | 63 | 30 | 26 | 12 | 120 | 58 | 51 | 36 |
| stairs | 36 | 17 | 36 | 17 | 137 | 66 | 48 | 29 |
| stream | 27 | 13 | 33 | 16 | 149 | 71 | 64 | 48 |
| tiny | 74 | 35 | 27 | 13 | 108 | 52 | 43 | 34 |
| words | 101 | 48 | 27 | 13 | 81 | 39 | 58 | 52 |

Fourth Grade (221 Pupils.)

| <u>Words.</u> | <u>No. of words right.</u> | <u>Per cent right.</u> | <u>No. of words omitted.</u> | <u>Per cent omitted.</u> | <u>No. of words misspelled.</u> | <u>Per cent misspelled.</u> | <u>No. of ways misspelled.</u> | <u>No. of ways with frequency of one.</u> |
|---------------|----------------------------|------------------------|------------------------------|--------------------------|---------------------------------|-----------------------------|--------------------------------|---|
| needle | 119 | 54 | 29 | 13 | 73 | 33 | 45 | 37 |
| nobody | 147 | 67 | 31 | 14 | 43 | 19 | 28 | 22 |
| oar | 44 | 20 | 34 | 15 | 143 | 65 | 28 | 19 |
| palace | 77 | 35 | 33 | 15 | 111 | 50 | 65 | 51 |
| penny | 91 | 41 | 32 | 14 | 98 | 45 | 23 | 14 |
| pitcher | 55 | 25 | 28 | 13 | 138 | 62 | 46 | 32 |
| regular | 38 | 17 | 48 | 22 | 135 | 61 | 96 | 83 |
| repeats | 77 | 35 | 29 | 13 | 115 | 52 | 57 | 41 |
| reprove | 109 | 49 | 38 | 17 | 74 | 34 | 46 | 36 |
| sailor | 80 | 36 | 29 | 13 | 112 | 51 | 59 | 50 |
| sentence | 64 | 29 | 30 | 14 | 127 | 57 | 74 | 58 |
| shining | 108 | 49 | 34 | 15 | 79 | 36 | 29 | 23 |
| surface | 48 | 22 | 42 | 19 | 131 | 59 | 82 | 60 |
| sweeping | 78 | 35 | 48 | 22 | 95 | 43 | 49 | 39 |
| sweeps | 87 | 39 | 37 | 17 | 97 | 44 | 51 | 39 |
| thief | 44 | 20 | 35 | 16 | 142 | 64 | 54 | 41 |
| waist | 59 | 27 | 27 | 12 | 135 | 61 | 36 | 27 |
| waiting | 87 | 39 | 30 | 14 | 104 | 47 | 31 | 24 |
| weary | 65 | 29 | 35 | 16 | 121 | 55 | 68 | 53 |
| writing | 110 | 50 | 28 | 13 | 83 | 37 | 40 | 31 |

(List of words used in the text)

| Word | No. of words | No. of syllables | No. of letters | No. of vowels | No. of consonants | No. of digraphs | No. of trigraphs |
|---------|--------------|------------------|----------------|---------------|-------------------|-----------------|------------------|
| about | 10 | 12 | 7 | 5 | 2 | 0 | 0 |
| above | 11 | 13 | 8 | 6 | 2 | 0 | 0 |
| across | 12 | 14 | 9 | 7 | 2 | 0 | 0 |
| after | 13 | 15 | 10 | 8 | 2 | 0 | 0 |
| against | 14 | 16 | 11 | 9 | 2 | 0 | 0 |
| ago | 15 | 17 | 12 | 10 | 2 | 0 | 0 |
| along | 16 | 18 | 13 | 11 | 2 | 0 | 0 |
| among | 17 | 19 | 14 | 12 | 2 | 0 | 0 |
| and | 18 | 20 | 15 | 13 | 2 | 0 | 0 |
| another | 19 | 21 | 16 | 14 | 2 | 0 | 0 |
| answer | 20 | 22 | 17 | 15 | 2 | 0 | 0 |
| any | 21 | 23 | 18 | 16 | 2 | 0 | 0 |
| apart | 22 | 24 | 19 | 17 | 2 | 0 | 0 |
| as | 23 | 25 | 20 | 18 | 2 | 0 | 0 |
| at | 24 | 26 | 21 | 19 | 2 | 0 | 0 |
| away | 25 | 27 | 22 | 20 | 2 | 0 | 0 |
| because | 26 | 28 | 23 | 21 | 2 | 0 | 0 |
| become | 27 | 29 | 24 | 22 | 2 | 0 | 0 |
| before | 28 | 30 | 25 | 23 | 2 | 0 | 0 |
| begin | 29 | 31 | 26 | 24 | 2 | 0 | 0 |
| between | 30 | 32 | 27 | 25 | 2 | 0 | 0 |
| big | 31 | 33 | 28 | 26 | 2 | 0 | 0 |
| bit | 32 | 34 | 29 | 27 | 2 | 0 | 0 |
| both | 33 | 35 | 30 | 28 | 2 | 0 | 0 |
| but | 34 | 36 | 31 | 29 | 2 | 0 | 0 |
| by | 35 | 37 | 32 | 30 | 2 | 0 | 0 |
| can | 36 | 38 | 33 | 31 | 2 | 0 | 0 |
| cannot | 37 | 39 | 34 | 32 | 2 | 0 | 0 |
| and | 38 | 40 | 35 | 33 | 2 | 0 | 0 |
| and | 39 | 41 | 36 | 34 | 2 | 0 | 0 |
| and | 40 | 42 | 37 | 35 | 2 | 0 | 0 |
| and | 41 | 43 | 38 | 36 | 2 | 0 | 0 |
| and | 42 | 44 | 39 | 37 | 2 | 0 | 0 |
| and | 43 | 45 | 40 | 38 | 2 | 0 | 0 |
| and | 44 | 46 | 41 | 39 | 2 | 0 | 0 |
| and | 45 | 47 | 42 | 40 | 2 | 0 | 0 |
| and | 46 | 48 | 43 | 41 | 2 | 0 | 0 |
| and | 47 | 49 | 44 | 42 | 2 | 0 | 0 |
| and | 48 | 50 | 45 | 43 | 2 | 0 | 0 |
| and | 49 | 51 | 46 | 44 | 2 | 0 | 0 |
| and | 50 | 52 | 47 | 45 | 2 | 0 | 0 |
| and | 51 | 53 | 48 | 46 | 2 | 0 | 0 |
| and | 52 | 54 | 49 | 47 | 2 | 0 | 0 |
| and | 53 | 55 | 50 | 48 | 2 | 0 | 0 |
| and | 54 | 56 | 51 | 49 | 2 | 0 | 0 |
| and | 55 | 57 | 52 | 50 | 2 | 0 | 0 |
| and | 56 | 58 | 53 | 51 | 2 | 0 | 0 |
| and | 57 | 59 | 54 | 52 | 2 | 0 | 0 |
| and | 58 | 60 | 55 | 53 | 2 | 0 | 0 |
| and | 59 | 61 | 56 | 54 | 2 | 0 | 0 |
| and | 60 | 62 | 57 | 55 | 2 | 0 | 0 |
| and | 61 | 63 | 58 | 56 | 2 | 0 | 0 |
| and | 62 | 64 | 59 | 57 | 2 | 0 | 0 |
| and | 63 | 65 | 60 | 58 | 2 | 0 | 0 |
| and | 64 | 66 | 61 | 59 | 2 | 0 | 0 |
| and | 65 | 67 | 62 | 60 | 2 | 0 | 0 |
| and | 66 | 68 | 63 | 61 | 2 | 0 | 0 |
| and | 67 | 69 | 64 | 62 | 2 | 0 | 0 |
| and | 68 | 70 | 65 | 63 | 2 | 0 | 0 |
| and | 69 | 71 | 66 | 64 | 2 | 0 | 0 |
| and | 70 | 72 | 67 | 65 | 2 | 0 | 0 |
| and | 71 | 73 | 68 | 66 | 2 | 0 | 0 |
| and | 72 | 74 | 69 | 67 | 2 | 0 | 0 |
| and | 73 | 75 | 70 | 68 | 2 | 0 | 0 |
| and | 74 | 76 | 71 | 69 | 2 | 0 | 0 |
| and | 75 | 77 | 72 | 70 | 2 | 0 | 0 |
| and | 76 | 78 | 73 | 71 | 2 | 0 | 0 |
| and | 77 | 79 | 74 | 72 | 2 | 0 | 0 |
| and | 78 | 80 | 75 | 73 | 2 | 0 | 0 |
| and | 79 | 81 | 76 | 74 | 2 | 0 | 0 |
| and | 80 | 82 | 77 | 75 | 2 | 0 | 0 |
| and | 81 | 83 | 78 | 76 | 2 | 0 | 0 |
| and | 82 | 84 | 79 | 77 | 2 | 0 | 0 |
| and | 83 | 85 | 80 | 78 | 2 | 0 | 0 |
| and | 84 | 86 | 81 | 79 | 2 | 0 | 0 |
| and | 85 | 87 | 82 | 80 | 2 | 0 | 0 |
| and | 86 | 88 | 83 | 81 | 2 | 0 | 0 |
| and | 87 | 89 | 84 | 82 | 2 | 0 | 0 |
| and | 88 | 90 | 85 | 83 | 2 | 0 | 0 |
| and | 89 | 91 | 86 | 84 | 2 | 0 | 0 |
| and | 90 | 92 | 87 | 85 | 2 | 0 | 0 |
| and | 91 | 93 | 88 | 86 | 2 | 0 | 0 |
| and | 92 | 94 | 89 | 87 | 2 | 0 | 0 |
| and | 93 | 95 | 90 | 88 | 2 | 0 | 0 |
| and | 94 | 96 | 91 | 89 | 2 | 0 | 0 |
| and | 95 | 97 | 92 | 90 | 2 | 0 | 0 |
| and | 96 | 98 | 93 | 91 | 2 | 0 | 0 |
| and | 97 | 99 | 94 | 92 | 2 | 0 | 0 |
| and | 98 | 100 | 95 | 93 | 2 | 0 | 0 |

Fifth Grade (185 Pupils.)

| <u>Words.</u> | <u>No. of words right.</u> | <u>Per cent right.</u> | <u>No. of words omitted.</u> | <u>Per cent omitted.</u> | <u>No. of words misspelled.</u> | <u>Per cent misspelled.</u> | <u>No. of ways misspelled.</u> | <u>No. of ways with frequency of one.</u> |
|---------------|----------------------------|------------------------|------------------------------|--------------------------|---------------------------------|-----------------------------|--------------------------------|---|
| dangerous | 102 | 55 | 10 | 5 | 73 | 40 | 41 | 28 |
| debt | 84 | 45 | 14 | 8 | 87 | 47 | 32 | 18 |
| dried | 127 | 69 | 17 | 9 | 41 | 22 | 17 | 13 |
| exercise | 70 | 38 | 22 | 12 | 93 | 50 | 57 | 42 |
| grammar | 71 | 38 | 16 | 9 | 98 | 52 | 8 | 3 |
| Indian | 112 | 60 | 16 | 9 | 57 | 31 | 25 | 21 |
| journey | 52 | 28 | 20 | 11 | 113 | 61 | 54 | 41 |
| laid | 118 | 64 | 14 | 8 | 53 | 28 | 14 | 9 |
| onion | 112 | 61 | 23 | 12 | 50 | 27 | 36 | 30 |
| praise | 103 | 56 | 18 | 10 | 64 | 34 | 27 | 20 |
| properly | 123 | 66 | 17 | 10 | 44 | 24 | 28 | 23 |
| salary | 55 | 30 | 19 | 10 | 111 | 60 | 46 | 34 |
| searched | 62 | 33 | 22 | 12 | 101 | 55 | 58 | 50 |
| smooth | 88 | 48 | 13 | 7 | 84 | 45 | 28 | 22 |
| thirteen | 95 | 51 | 17 | 9 | 73 | 40 | 35 | 25 |
| touch | 111 | 60 | 17 | 9 | 57 | 31 | 25 | 20 |
| towel | 84 | 45 | 19 | 10 | 82 | 45 | 34 | 26 |
| umbrella | 73 | 39 | 17 | 9 | 95 | 52 | 50 | 37 |
| veal | 86 | 47 | 15 | 8 | 84 | 45 | 30 | 21 |
| weapon | 85 | 46 | 16 | 9 | 84 | 45 | 36 | 27 |

Sixth Grade (185 Pupils.)

| Words. | No. of words right. | Per cent right. | No. of words omitted. | Per cent omitted. | No. of words misspelled. | Per cent misspelled. | No. of ways misspelled. | No. of ways with frequency of one. |
|--------------|---------------------|-----------------|-----------------------|-------------------|--------------------------|----------------------|-------------------------|------------------------------------|
| grocery | 107 | 58 | 29 | 16 | 49 | 26 | 34 | 27 |
| handkerchief | 113 | 61 | 24 | 13 | 48 | 26 | 22 | 15 |
| listened | 97 | 52 | 27 | 15 | 61 | 33 | 24 | 16 |
| loose | 143 | 77 | 8 | 4 | 34 | 19 | 11 | 7 |
| morsel | 74 | 40 | 30 | 16 | 81 | 44 | 36 | 22 |
| nickel | 83 | 45 | 25 | 13 | 77 | 42 | 16 | 11 |
| niece | 69 | 37 | 26 | 14 | 90 | 49 | 24 | 19 |
| pistols | 110 | 60 | 25 | 13 | 50 | 27 | 21 | 14 |
| purchased | 73 | 40 | 26 | 14 | 86 | 47 | 47 | 35 |
| quarrel | 93 | 50 | 27 | 15 | 65 | 35 | 29 | 18 |
| recess | 108 | 59 | 28 | 15 | 49 | 26 | 23 | 17 |
| saucer | 82 | 44 | 27 | 15 | 76 | 41 | 43 | 32 |
| sleigh | 86 | 47 | 28 | 15 | 71 | 38 | 28 | 21 |
| society | 83 | 45 | 34 | 18 | 68 | 37 | 42 | 35 |
| source | 71 | 38 | 27 | 15 | 87 | 47 | 30 | 21 |
| speech | 106 | 57 | 25 | 14 | 54 | 29 | 8 | 6 |
| steak | 100 | 54 | 27 | 15 | 58 | 31 | 11 | 7 |
| telephone | 117 | 63 | 26 | 14 | 42 | 23 | 19 | 15 |
| trolley | 89 | 48 | 26 | 14 | 70 | 38 | 21 | 17 |
| whistle | 104 | 56 | 31 | 17 | 50 | 27 | 23 | 19 |

Seventh Grade (119 Pupils.)

| <u>Words.</u> | <u>No. of words right.</u> | <u>Per cent right.</u> | <u>No. of words omitted.</u> | <u>Per cent omitted.</u> | <u>No. of words misspelled.</u> | <u>Per cent misspelled.</u> | <u>No. of ways misspelled.</u> | <u>No. of ways with frequency of one.</u> |
|---------------|----------------------------|------------------------|------------------------------|--------------------------|---------------------------------|-----------------------------|--------------------------------|---|
| elegant | 51 | 43 | 30 | 25 | 38 | 32 | 24 | 18 |
| emperor | 59 | 50 | 22 | 18 | 38 | 32 | 24 | 18 |
| excellent | 45 | 38 | 38 | 32 | 36 | 30 | 15 | 8 |
| grateful | 54 | 45 | 26 | 22 | 39 | 33 | 11 | 7 |
| heir | 61 | 51 | 31 | 26 | 27 | 23 | 13 | 6 |
| hoarse | 77 | 65 | 22 | 18 | 20 | 17 | 13 | 9 |
| icicle | 35 | 29 | 33 | 28 | 51 | 43 | 26 | 17 |
| ignorance | 73 | 61 | 26 | 22 | 20 | 17 | 17 | 15 |
| interfere | 36 | 30 | 37 | 31 | 46 | 39 | 15 | 11 |
| musician | 73 | 61 | 20 | 17 | 26 | 22 | 23 | 21 |
| neutral | 15 | 13 | 35 | 29 | 69 | 58 | 23 | 16 |
| patience | 54 | 45 | 25 | 21 | 40 | 34 | 25 | 18 |
| pigeons | 53 | 45 | 35 | 29 | 31 | 26 | 18 | 12 |
| rehearse | 48 | 41 | 35 | 29 | 36 | 30 | 13 | 9 |
| reverence | 62 | 52 | 29 | 24 | 28 | 24 | 14 | 11 |
| saucy | 46 | 39 | 43 | 36 | 30 | 25 | 21 | 16 |
| siege | 61 | 51 | 14 | 12 | 44 | 37 | 17 | 12 |
| vegetable | 57 | 48 | 40 | 34 | 32 | 18 | 10 | 6 |
| veil | 47 | 40 | 31 | 26 | 41 | 34 | 10 | 5 |
| wretch | 52 | 44 | 35 | 29 | 32 | 27 | 15 | 9 |

Eighth Grade (107 Pupils).

| <u>Words.</u> | <u>No. of words right.</u> | <u>Per cent right.</u> | <u>No. of words omitted.</u> | <u>Per cent omitted.</u> | <u>No. of words misspelled.</u> | <u>Per cent misspelled.</u> | <u>No. of ways misspelled.</u> | <u>No. of ways with frequency of one.</u> |
|---------------|----------------------------|------------------------|------------------------------|--------------------------|---------------------------------|-----------------------------|--------------------------------|---|
| cordially | 73 | 68 | 4 | 4 | 30 | 28 | 23 | 20 |
| character | 70 | 65 | 2 | 2 | 35 | 33 | 23 | 16 |
| separate | 73 | 68 | 4 | 4 | 30 | 28 | 5 | 3 |
| February | 85 | 79 | 3 | 3 | 19 | 18 | 9 | 5 |
| antique | 41 | 38 | 11 | 10 | 55 | 52 | 26 | 18 |
| bicycle | 73 | 68 | 3 | 3 | 31 | 29 | 12 | 8 |
| calendar | 71 | 66 | 5 | 5 | 31 | 29 | 5 | 2 |
| consequence | 53 | 50 | 6 | 6 | 48 | 44 | 28 | 21 |
| disease | 57 | 53 | 8 | 7 | 42 | 40 | 21 | 15 |
| fatigue | 53 | 50 | 8 | 7 | 46 | 43 | 33 | 24 |
| foreigners | 49 | 46 | 5 | 5 | 53 | 49 | 39 | 31 |
| grease | 83 | 78 | 8 | 7 | 16 | 15 | 6 | 2 |
| isthmus | 36 | 34 | 14 | 13 | 57 | 53 | 29 | 21 |
| nonsense | 43 | 40 | 5 | 5 | 59 | 55 | 16 | 12 |
| resources | 40 | 37 | 9 | 9 | 58 | 54 | 17 | 12 |
| science | 81 | 75 | 3 | 3 | 23 | 22 | 11 | 8 |
| secrecy | 44 | 41 | 5 | 5 | 58 | 54 | 42 | 38 |
| sensible | 53 | 50 | 4 | 4 | 50 | 46 | 24 | 17 |
| vehicle | 62 | 58 | 1 | 1 | 44 | 41 | 34 | 30 |
| vicinity | 50 | 47 | 17 | 16 | 40 | 37 | 28 | 23 |

Ninth Grade (230 Pupils.)

| <u>Words.</u> | <u>No. of words right.</u> | <u>Per cent right.</u> | <u>No. of words omitted.</u> | <u>Per cent omitted.</u> | <u>No. of words misspelled.</u> | <u>Per cent misspelled.</u> | <u>No. of ways misspelled.</u> | <u>No. of ways with frequency of opp.</u> |
|----------------|----------------------------|------------------------|------------------------------|--------------------------|---------------------------------|-----------------------------|--------------------------------|---|
| counterfeit | 89 | 39 | 89 | 39 | 122 | 52 | 12 | 6 |
| dessert | 72 | 31 | 18 | 8 | 140 | 61 | 13 | 9 |
| digestible | 65 | 28 | 21 | 9 | 144 | 63 | 30 | 23 |
| immense | 143 | 62 | 14 | 6 | 73 | 32 | 24 | 17 |
| leopard | 103 | 45 | 7 | 3 | 120 | 52 | 26 | 16 |
| marmalade | 125 | 54 | 18 | 8 | 87 | 38 | 29 | 22 |
| millionaire | 87 | 38 | 19 | 8 | 124 | 54 | 29 | 13 |
| muilage | 38 | 17 | 6 | 3 | 186 | 80 | 66 | 39 |
| orchestra | 122 | 53 | 33 | 14 | 75 | 33 | 43 | 36 |
| parliament | 36 | 16 | 19 | 8 | 175 | 76 | 32 | 21 |
| perceived | 129 | 56 | 11 | 5 | 90 | 39 | 22 | 12 |
| possess | 81 | 35 | 29 | 13 | 120 | 52 | 19 | 11 |
| precipice | 82 | 36 | 16 | 7 | 132 | 57 | 69 | 44 |
| recommended | 108 | 47 | 9 | 4 | 113 | 49 | 15 | 6 |
| resemblance | 104 | 45 | 22 | 10 | 104 | 45 | 31 | 22 |
| restaurant | 62 | 27 | 24 | 10 | 144 | 63 | 36 | 15 |
| seized | 112 | 49 | 21 | 9 | 97 | 42 | 24 | 16 |
| superintendent | 123 | 53 | 15 | 7 | 92 | 40 | 49 | 36 |
| surgeon | 160 | 70 | 21 | 9 | 49 | 21 | 26 | 14 |
| thoroughly | 88 | 38 | 39 | 17 | 103 | 45 | 28 | 11 |

| Year | Month | Day | Event | Amount | Balance |
|------|-------|-----|-------|--------|---------|
| 1874 | Jan | 1 | ... | ... | ... |
| 1874 | Feb | 1 | ... | ... | ... |
| 1874 | Mar | 1 | ... | ... | ... |
| 1874 | Apr | 1 | ... | ... | ... |
| 1874 | May | 1 | ... | ... | ... |
| 1874 | Jun | 1 | ... | ... | ... |
| 1874 | Jul | 1 | ... | ... | ... |
| 1874 | Aug | 1 | ... | ... | ... |
| 1874 | Sep | 1 | ... | ... | ... |
| 1874 | Oct | 1 | ... | ... | ... |
| 1874 | Nov | 1 | ... | ... | ... |
| 1874 | Dec | 1 | ... | ... | ... |
| 1875 | Jan | 1 | ... | ... | ... |
| 1875 | Feb | 1 | ... | ... | ... |
| 1875 | Mar | 1 | ... | ... | ... |
| 1875 | Apr | 1 | ... | ... | ... |
| 1875 | May | 1 | ... | ... | ... |
| 1875 | Jun | 1 | ... | ... | ... |
| 1875 | Jul | 1 | ... | ... | ... |
| 1875 | Aug | 1 | ... | ... | ... |
| 1875 | Sep | 1 | ... | ... | ... |
| 1875 | Oct | 1 | ... | ... | ... |
| 1875 | Nov | 1 | ... | ... | ... |
| 1875 | Dec | 1 | ... | ... | ... |

