THURSDAY EVENING
July 5, 7:30 o'clock
Musical Program—7:30 to 8:00 o'clock.
*National Education Association and World Conference on Education*
Address—A Foreign Delegate from Central or South America (Name to be given in official program).
Address—Princess Santa Borghese, Rome, Italy.
Address—Augustus O. Thomas, Chairman of Committee on Foreign Relations.
Address—A Foreign Delegate from the Orient (Name to be given in official program).

FRIDAY MORNING
July 6, 9:30 o'clock
Reports of Executive Committee, Board of Directors, Treasurer, Board of Trustees, and Foreign Relations Committee.
Unfinished Business—Reports of Committees on Necrology, Resolutions, and Nominations.

President Harding has been invited to be present and deliver an address some time during convention week. He will probably accept if he finds it possible to carry out his Western itinerary.

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**A STUDY OF SPELLING IN THE SCHOOLS OF VIRGINIA**

A REPORT OF A RECENT INVESTIGATION

The following investigation was carried out by the students of the Harrisonburg State Normal School who were classified as high school and grammar grade seniors, and who were taking a course in educational tests and measurements.

**Purpose**

While the test was given partly to afford the students an opportunity to become acquainted with the technique of testing, it was also for the purpose of doing a helpful and constructive piece of work for the schools of Virginia.

It should be understood that there was no intention of making invidious comparisons of one school's work with that of another.

One of the greatest values will be to enable each teacher or principal to find out where his pupils individually, and his school as a whole, stand with regard to an established standard which is now pretty well recognized throughout the United States.

In order to extend its value to those schools which did not get an opportunity to co-operate in the test there are included in this article the directions and lists of words used with directions for giving the test. These can be given by the teacher or the principal and the tabulations compared with the records of other Virginia schools as given in the accompanying graphs, and with the Ayres Standard.

As the pupil's papers were sent uncorrected to the Normal School and were graded and tabulated by the "Tests and Measurements" classes, it was thought unnecessary to include in the directions sent out methods for determining standards. However, for the benefit of those who care to give the test to their schools the following method as given in Wilson and Hoke's book on *How to Measure* is suggested:

“If there were 30 pupils in the fourth grade class, that number multiplied by the number of words in the test, 20, would give a total of 600 spellings. Suppose that of these 600 spellings, 480 were correct. Then 80% of the words were correctly spelled. Referring now to Column "O" of the Ayres scale, it will be observed that the class, as a whole, is 7% above the standard of the fourth grade pupils in the 84 cities which formed the basis for the scale. Suppose that a particular child in the grade has spelled 17 words out of the 20. That would mean a grade of 85%. This is better than the average and only a little below the standard for the fifth grade. In the same way the standard of each pupil in the grade may be determined.”

**Scope and Reliability of the Test**

While many factors enter into the giving of such a test, such as time of day in which the test was given, the knowledge or ignorance of the fact that it is a test, etc., the directions, being uniform tends to reduce these factors to a minimum. Any claim for its reliability as indicating the condition of spelling in Virginia must rest on the experience of all investigators along the same line—that where data have been gathered at random from various sections of a certain division of the country or state, providing such data accumulated constitute say 10% of the total, the medians resulting from such data are but slightly different from the results found when the data included are near 100% of the total.

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Test as Sent Out

SPELLING TEST PROJECT

Tests and Measurements Classes, Harrisonburg State Normal School, Dec., 1922

The following tests in Spelling are being sent to various schools throughout the state, with the request that they be given to the grades mentioned, during the first part of the first week in December. The pupils' papers are to be sent for correction to Clyde P. Shorts, Department of Education, State Normal School, Harrisonburg, Va., not later than Dec. 7, 1922.

Tabulations of the grades, and graphs showing the comparative scores for the different schools in the state and their relation to the Ayres standards will be made.

It is the belief of those interested in having the tests given, that the results ought to be of service to the various schools of the state in that it will give a fairly accurate estimate of the standard of spelling reached by the state, and will enable the individual schools to see how they rank with other schools of the state.

Each school taking the test will receive a printed copy of the results, with tabulations and graphs.

It is earnestly hoped that all who are asked to give the tests will co-operate with the Normal to make the project worth while.

The tests are based on the Ayers Spelling Scale.

DIRECTIONS FOR ADMINISTERING

1. Give tests Dec. 4, 5, or 6, 1922.
2. Test only pupils who came into the respective grades this fall.
3. Heading for Papers:

<table>
<thead>
<tr>
<th>Name of Pupil</th>
<th>Grade</th>
</tr>
</thead>
</table>

4. By whom given—The regular class room teacher.

5. Manner of Giving:
   
   (a) Read each sentence once.
   
   (b) Pronounce the underscored words distinctly, twice.
   
   (c) Give ample time to write sentences.
   
   (d) Give the tests as though they were a part of the regular work.
   
   (e) Do not announce beforehand that they are "Special Tests."

(f) Make it clear that the words pronounced twice constitute the test.

Fourth Grade Words. (Column 0, Ayers Scale)

1. Children should be in bed by eight o'clock.
2. My friend lives in the country.
3. We have had fine weather this fall.
4. Do you have an uncle in that city?
5. We had company for supper.
6. The teacher told John to remain after school.
7. The station burned last night.
8. The little girl is afraid of the big dog.
9. Wait until the car comes.
10. Always try to do your duty.
11. Do not come till Tuesday.
12. He knew his lesson well.
13. Don't go near the water.
14. What is the population of your city?
15. John, throw the ball to me.
16. What is your home address?

Diagram II.

<table>
<thead>
<tr>
<th>Name of School</th>
<th>5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 90 95 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harrisonburg, (M. Street)</td>
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<tr>
<td>Buchanan</td>
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<tr>
<td>Flots</td>
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<tr>
<td>Bowling Green</td>
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<td>Lincoln</td>
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<tr>
<td>Fork Union</td>
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<td>Vartna</td>
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<td>McCalleyville</td>
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<td>Fleetwood</td>
<td></td>
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<tr>
<td>Mt. Jackson</td>
<td></td>
</tr>
<tr>
<td>Norfolk (J. E. St. Stuart)</td>
<td></td>
</tr>
<tr>
<td>Harrisonburg</td>
<td></td>
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<tr>
<td>New Hope</td>
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<tr>
<td>Waynes Cave</td>
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<td>Cumberland</td>
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<td>Ruffner</td>
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<td>Shenandoah</td>
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<td>Unison-Bloomingfield</td>
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<td>Chase City</td>
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<td>Woodstock</td>
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<td>Boykins</td>
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<td>Carrsville</td>
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<tr>
<td>Timber Ridge</td>
<td></td>
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<tr>
<td>Norfolk, (Post. Washington)</td>
<td></td>
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<tr>
<td>Harrisonburg (Waterman)</td>
<td></td>
</tr>
</tbody>
</table>
18. September is a pretty month.
18. She sent me instead of going herself.
19. This is the second time you made that mistake.
20. He is getting his coat.

**Fifth Grade Words. (Column O, Ayres Scale)**
1. Were you ever in a factory?
2. There was a large crowd in the street.
3. The boy was running through the woods.
4. It is very important that all be there.
5. The command was given to rise.
6. Bring a written excuse when you are late.
7. The children left their books at home.
8. The boys and girls had a debate.
9. Sometimes we play basketball.
10. Saturday is a holiday.
11. In what direction are you going?
12. Can you remember her name?
13. Mr. Harding is our president.
14. We can all work addition problems.
15. A period is placed at the end of some sentences.
16. He became a famous man in a short time.

17. The field was covered with green grass.
18. The train made slow progress.
19. I will arrange for you to meet the boys.
20. He read the entire book in one day.

**Sixth Grade Words. (Column 8, Ayres Scale)**
1. The boy was eating a large piece of candy.
2. I believe she is coming.
3. Our government is by the people.
4. We have made an improvement in our work.
5. What difference is there between the boys?
6. I doubt if I can go.
7. We had a very pleasant ride.
8. No serious damage was done.
9. Do not mention my name.
10. His opinion is of little value.
11. One hundred years make a century.
12. I hear from home often.
13. John was very particular about his work.
14. We knew that neither of the boys was right.
15. There is too much noise in this room.
16. The girls are going to the theater tonight.

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**Diagram III.**

- **Name of School:**
  - Florida
  - Woodstock
  - Stanley
  - Harrisonburg, (H. Street)
  - Waynes Cave
  - Harrisonburg, (Waterman)
  - Woodstock
  - Norfolk, (Geo. Washington)
  - Mt. Jackson
  - Winchester
  - Norfolk, (J. E. B. Stuart)
  - Shenandoah
  - Cumberland
  - Holland
  - Lincoln
  - Varina
  - New Hope
  - Bowling Green
  - Botkins
  - Timber Ridges
  - Union-Bloomfield
  - McAleysville
  - Buchanan
  - Chase City
  - Fork Union
  - Carrsville
17. I was certain that I saw her.
18. Boy Scouts are quick to assist people who need help.
19. Most boys and girls do not like examinations.
20. The train will arrive at three o'clock.

_Seventh Grade Words_ (Column U, Ayres Scale)

1. Did you receive the flowers in time?
2. The first scene was well acted.
3. He speaks three foreign languages.
4. Name the thirteen colonies.
5. The majority of the people voted for Mr. Harding.
6. Will it be necessary for you to go?
7. She meant to be good.
8. The rain was beginning to fall in big drops.
9. The expense was very great.
10. The teacher decided to divide the class.
11. It was a great relief to know there was no one hurt.
12. I suggest that you work harder.
13. She has finally decided to come.
14. They did not come to an agreement.
15. He holds a responsible position.
16. I will probably go with you.
17. Do you know whether or not this answer is correct?
18. He was found to be a good citizen.
19. I assure you I will be there.
20. It was hard to distinguish between them.

_Diagrams_

The first four diagrams show the comparative scores of the different schools cooperating in the test and their relation to the Ayres Standard. The scores of about 3,000 children are included in the test.

The line of figures running from 5 to 100 are the possible grades that could be made. The heavy broken line indicates the grades that were made by the different schools. The heavy straight line represents Ayres Standard calculated from the study of hundreds of thousands of children in the United States.
Where more than one school has the same grade, the school having the greatest number of pupils in the test was put first.

Compiling the scores of all the pupils of each grade for a grade score for the state of Virginia, Diagram V results. This shows the fourth, fifth, and sixth grades scoring about 65, the seventh 70, and the whole group about 66, or 7 below the Ayres Standard.

Conclusion

The test indicates that Virginia is below the standard in spelling for the country at large. One of the questions growing out of the results is the cause of this low attainment. It might be because of wrong methods of teaching spelling, or lack of close supervision, or loss of the old time interest in spelling, or lack of sufficient time given to it. It is a question for each school to solve for itself. It is the observation of the writer that very few teachers, even in the larger cities, have ever read any book on the method and psychology of teaching spelling. It is also true that the average spelling book contains a very large number of words that will never be used in the later writing of the child; and to take the trouble to learn how to spell them is wasted time and energy that might better be put on words that will constitute the child’s later written vocabulary.

If a teacher is in doubt as to the character of the words she is using in her spelling lessons, it would be wise for her to use the Ayres scale of 1000 words with the Buckingham Extension to the Ayres scale consisting of 505 words, which would constitute a good written vocabulary foundation.

CLYDE P. SHORTS

"THE UNIVERSITY OF THE PRINTED WORD"

We are all going to school. All who can read are matriculated in an ever expanding university which offers courses of instruction in every conceivable subject. This is the university of the printed word, and its teaching cannot continue to improve without increased attention to the literary art.—Ashley H. Thorndike.

By the forces of light which we have—churches, schools, all associations of men for spiritual and intellectual ends—we need to strengthen the belief that a state, including your own, can do wrong, that between nations there is such a thing as live and let live, that humanity is greater than mere race.—WILL IRWIN, in The Next War.