

A COMPARISON OF SPELLING SCORES OF POTTAWATOMIE
COUNTY EIGHTH GRADE STUDENTS WITH
NATIONAL SPELLING NORMS

by

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A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

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INTRODUCTION

A very important need of all educated people is the ability to spell correctly the words most commonly used so they may have more effective written communication.

Spelling is an exact study. Spelling power developed to a greater extent in our elementary schools will lead to a higher degree of spelling and writing mastery in later years; therefore, the elementary schools must continue striving to develop this ability.

Since spelling is an exact study, it must have an important place in the curriculum of our elementary schools. Spelling errors detract from the effectiveness of any written work. The advantages of good spelling ability and the disadvantages of poor spelling ability more than justify systematic planning for helping pupils learn to spell correctly.

A brief history of the teaching of spelling

Periodically, people revolt against the inherent difficulties in spelling the English language and demand a change. The effort to simplify spelling has a long and discouraging history.

In 1513, Sir Thomas Smith suggested simplification by means of adding new symbols to take care of some of the phonemes. In 1520, William Bullokar tried introducing combinations of existing letters and diacritics to

represent additional sounds. In 1573, John Barrett's dictionary suggested that the superfluous q be omitted from English spelling, and that the letter g be used solely in combination with the letter h to spell the sound heard in words like much and church. In 1768, Benjamin Franklin recommended extensive reforms. Later Noah Webster introduced such changes as honor for honour.

In America, the following organizations developed: The Simplified Spelling League, The Spelling Reform Association, and the Simplified Spelling Board with which Theodore Roosevelt's list of 300 simplified spellings is associated.

Part of the problem of those wanting simplification has been their eagerness to proceed too rapidly. Many people believe that to begin with a few obvious reforms would pave the way for a later systematic overhauling of the entire language. Among the obvious reforms might be: eliminating the gh from such words as right, light, and fight. A great many inconsistencies might be corrected and the results would save countless hours of study time and endless frustrations.

Since there does not appear to be any hope in the foreseeable future of achieving any major reformation in the spelling of English, the schools will have to continue to spend more time than would be necessary if a reformation

could be effected. But even without reform an improvement of the teaching-learning of spelling is under way as teachers utilize the research into (a) the structure of our language with its alphabetic letter representation of sounds and (b) the neurology and psychology of learning to spell.¹

The problem

Statement of the problem. It was the purpose of this study (1) to compare the spelling scores on a selected list of words of eighth grade students enrolled in the elementary schools of Pottawatomie County, Kansas with those spelling scores achieved throughout the nation as recorded in The New Iowa Spelling Scale; and (2) to determine objectives and make suggestions for the improvement of the spelling program in the elementary schools of Pottawatomie County, Kansas.

Importance of the study. The ability to spell correctly the words most commonly needed and used in effective written communication is one which the elementary school constantly strives to develop. The New Iowa Spelling Scale is designed to give practical assistance to the

¹Jean S. Hanna and Paul R. Hanna "Spelling As A School Subject: a brief history", The National Elementary Principal, XXXVIII (May, 1959), 22-23.

elementary school teacher in attaining this outcome in the following specific ways:

(1) It provides an extensive and carefully screened list of words which have been found to be used widely in the written communication of children and adults.

(2) It provides the teacher with reliable information on the average difficulty of each of these words in each elementary school grade.

(3) It furnishes useful information for the construction and validation of informal or standardized spelling tests.

(4) It makes available an excellent and extensive source of words for use in spelling instruction in junior or senior high school classes or in carrying on remedial work in spelling.

(5) It provides important material and evidence for use in experimental studies of spelling methods.²

Procedures used in making the study

For the use of this study a group of forty words was selected from The New Iowa Spelling Scale. These words were selected in four groups of ten according to the percentage of accuracy found in The New Iowa Spelling Scale. In order

²Harry A. Greene, The New Iowa Spelling Scale (Iowa City, Iowa: State University of Iowa, 1954), 178 pp.

to obtain a large spread in the difficulty of the words, ten words from each quartile were selected. This made it possible to gain a comparison from various levels of word difficulty in testing the spelling of Pottawatomie County eighth graders. The first group of ten words was located in the 76 to 99 percentage of accuracy as determined through this scale. Words numbered eleven through twenty constituted the percentage group of 51 to 75. In the percentage group of 26 through 50 were words numbered twenty-one through thirty. The last group of words (numbers thirty-one through forty) was selected from the percentage 0 to 25. Since the spelling of each word has its individual percentage of accuracy, there seemed to be no need for random sampling. These forty words were to be tested in grade eight by the teachers in the elementary schools of Pottawatomie County, Kansas.

On October 17, 1962 a letter to all the elementary principals in Pottawatomie County was sent out by Mr. L. F. Snow, County Superintendent, informing them of the study and asking their cooperation in the administration of these spelling tests. A copy of this letter may be found in Appendix A of this report.

A cover letter addressed to each elementary principal was sent on November 5, 1962 by the writer. This letter informed each principal of the purpose of the study and asked his cooperation in administering the spelling test.

An exact copy of the cover letter may be found in Appendix B of this report.

Included with the cover letter was a copy of the Directions to the Teachers. A request slip was included on this same copy with the Directions to the Teachers. This request slip gave each school an opportunity to obtain the results of the spelling test. Appendix C contains a copy of Directions to the Teachers and the request slip.

Also included with the cover letter and the Directions to the Teachers was a sealed copy of the spelling test with directions to be read by the teachers to the pupils before administering the test. This sealed copy of the spelling test was not to be opened until time for the test to be given. All spelling tests were given on November 7 or 8. The writer had no means of knowing whether or not the teachers complied with the directions. Appendix D contains an exact copy of this spelling test with its' directions for the pupils.

Suggestions for the improvement of the spelling programs of the elementary schools of Pottawatomie County were included with the test results that were requested by the individual schools.

Limitations of the study

Pottawatomie County, Kansas was the area limitation of this study. The study was also limited to the eighth

grade pupils of the county. A further limitation was the forty words selected and used as the basis for the comparison of the eighth graders of Pottawatomie County with the national averages of these words as determined by The New Iowa Spelling Scale.

THE LOCALE AND BASIS OF THE PROJECT

The setting

Pottawatomie County, located in northeast Kansas, is a county where the people are engaged largely in agriculture. Geographically, Pottawatomie County is bounded on the north by the counties of Marshall and Nemaha. To the east are Shawnee and Jackson counties while Waubaussee is the southern neighboring county. Riley County forms the western boundary. The county seat is situated at Westmoreland.

Figures from the 1960 census show the population of Pottawatomie County to be 11,957 which causes it to rank 42 among the 105 counties of Kansas. In size, the county ranks 43 in the state with a total area of 854 square miles, including 4 square miles of water.³

The school systems

Enrollment figures show the following elementary schools with their individual school enrollments in

³Fred W. Foster, School and Library Atlas of the World. School and Library Publishing Company: Sycamore, Illinois (1961), p. 46A.

grades one through eight as of September 15, 1962.

Wamego Grade School -----	309
Immaculate Conception Grade School (St. Marys) --	212
Onaga Grade School -----	205
St. George Grade School -----	180
Westmoreland Grade School -----	147
St. Bernard's Grade School (Wamego) -----	136
Louisville Grade School -----	94
Wheaton Grade School -----	81
St. Marys Grade School -----	78
Belvue Grade School -----	72
Green Valley Grade School -----	67
Flush Grade School -----	64
Olsburg Grade School -----	60
Holy Cross Grade School (Emmett) -----	55
Havensville Grade School -----	51
Emmett Grade School -----	34
Fostoria Grade School -----	30
Laclede Grade School -----	25
St. Clere Grade School -----	21
Blaine Grade School -----	19
St. Paul's Lutheran Grade School (Duluth) -----	19
Pleasant Hill Grade School -----	12
Cloverleaf Grade School -----	7

The New Iowa Spelling Scale

The New Iowa Spelling Scale presents the spelling accuracy of a scientifically selected list of 5,507 words of high social usefulness. This is not only a much more comprehensive list than has been included in previous scales, but the results are based on a nation-wide sampling of spellings at each grade level by pupils in grade two through grade eight. In The New Iowa Spelling Scale the word difficulties are based on data from approximately 30,000 pupils per grade in 645 school systems located in all states and in all types of cities in the United States.

The vocabulary used in this scale comprises words which have been shown by numerous investigations to be among those most commonly used by adults and children in written communication.⁴

THE FINDINGS

The achievements compared

Of the ten words in the first quartile the students of Pottawatomie County had a higher per cent of accuracy on five words than the national average. They were equal on one word and lower on four words.

Of the five words in which Pottawatomie County students were higher the difference in per cent ranged from four to nine per cent. Of the four words in which the students of the county were lower, the difference in per cent ranged from one to six per cent.

These results of the first quartile are shown in Figure 1 on page 10.

Of the ten words in the second quartile the Pottawatomie County students had a higher per cent of accuracy on four words than the national average. They were lower on six words.

Of the four words in which Pottawatomie County students were higher, the difference in per cent ranged from

⁴Greene, loc. cit.

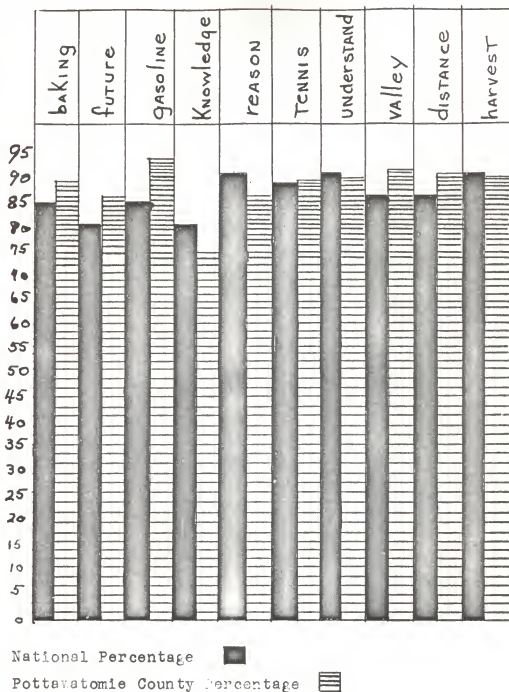


Figure 1. Comparative results obtained from analysis of spelling tests given the eighth grade children in Pottawatomie County to the national norm in the 76 to 99 percentage of difficulty of The New Iowa Spelling Scale.

one to twelve per cent. Of the six words in which the students of the county were lower, the difference in per cent ranged from one to twenty-three per cent.

These results of the second quartile are shown in Figure 2 on page 12.

Of the ten words in the third quartile the students of Pottawatomie County had a higher per cent of accuracy on two words than the national average. They were lower on eight words.

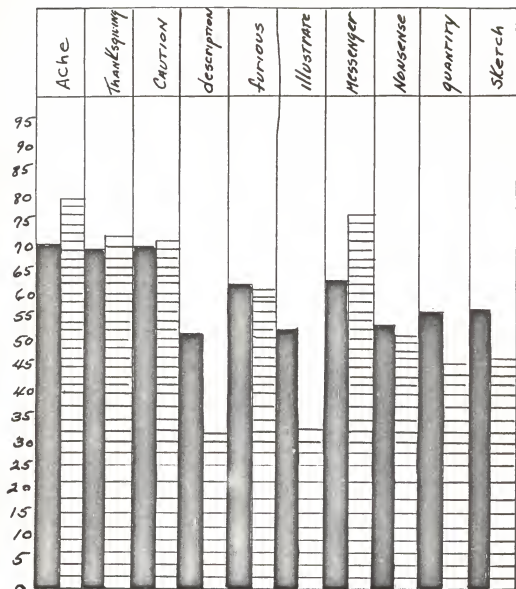
Of the two words in which Pottawatomie County students were higher, both words were five per cent higher than the national average. Of the eight words in which the students of the county were lower the difference in per cent ranged from two to sixteen per cent.

These results of the third quartile are shown in Figure 3 on page 13.

Of the ten words in the fourth quartile the students of Pottawatomie County had a higher per cent of accuracy on one word than the national average. They were lower on nine words.

The one word in which Pottawatomie County students were higher was five per cent above the national average. Of the nine words in which the students of the county were lower, the difference ranged from one to seventeen per cent.

These results of the fourth quartile are shown in Figure 4 on page 14.



National Percentage ■

Pottawatomie County Percentage ▨

Figure 2. Comparative results obtained from analysis of spelling tests given the eighth grade children in Pottawatomie County to the national norm in the 51 to 75 percentage of difficulty of The New Iowa Spelling Scale.

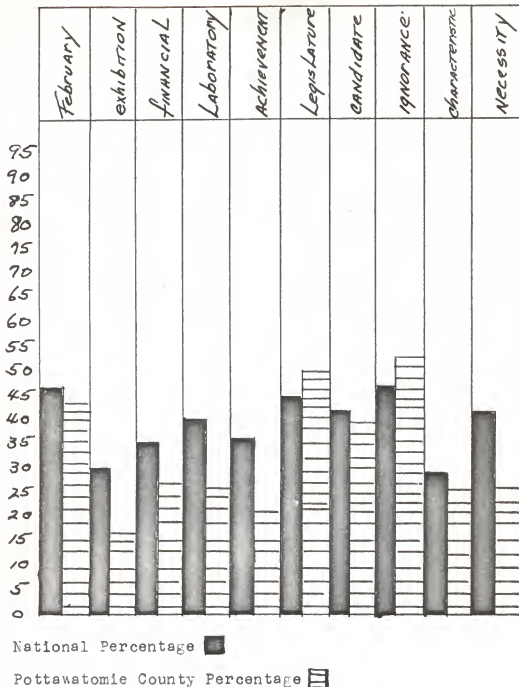


Figure 3. Comparative results obtained from analysis of spelling tests given the eighth grade children in Pottawatomie County to the national norm in the 26 to 50 percentage of difficulty of The New Iowa Spelling Scale.

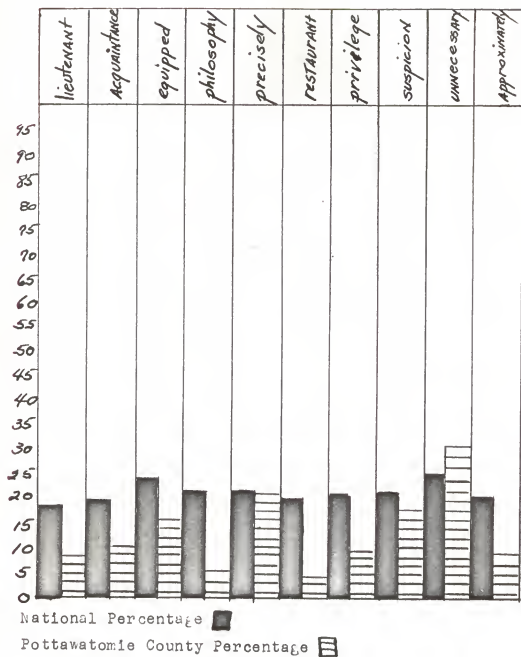


Figure 4. Comparative results obtained from analysis of spelling tests given the eighth grade children in Pottawatomie County to the national norm in the 0 to 25 percentage of difficulty of The New Iowa Spelling Scale.

A comparison of the median scores of each quartile between the nation-wide averages and Pottawatomie County may be found in Table I on page 16.

A complete review of the results of the entire group of forty test words indicated a weakness in spelling accuracy with the more difficult words by the eighth grade pupils of Pottawatomie County when compared with the national average.

The time factor

No limitations or differences in the time factor were present in this study since the spelling test was given in Pottawatomie County, Kansas in early November. The national percentage averages of these spelling words were also computed from spelling tests given in early November.

SUGGESTIONS FOR TEACHING SPELLING

In the teaching of spelling, workbooks or tests are utilized in the majority of schools in Pottawatomie County.

Coordination between spelling and the activities performed in other curriculum areas is essential in developing spelling ability. Major contributions are made from the curriculum areas of reading and written composition. Speech and handwriting also have an influence, as well as all activities employing the use of language.

TABLE I

COMPARISON OF MEDIAN SCORES OF POTTAWATOMIE COUNTY AND
THE NATIONAL MEDIAN SCORES AS DETERMINED
FROM THE NEW IOWA SPELLING SCALE

	First Quartile	Second Quartile	Third Quartile	Fourth Quartile
Pottawatomie County	88.5	55.0	25.5	11.0
National	84.5	59.0	39.5	21.5

Learning to spell through visual analysis. For pupils in the upper elementary grades the most effective methods of word study to be taught have been outlined by the experts in language instruction. Successful attack on words requires attention to pronunciation and syllabication as well as visual analysis of word forms. The value of marking hard spots and the use of tracing as a mode of practice is considered.⁵

The results of the spelling test given the Pottawatomie County group seemed to indicate that on the word restaurant very few of the students listened carefully to the pronunciation or formed any visual analysis of how to spell this particular word. The writer's analysis was based on the fact that only four per cent spelled restaurant correctly and the majority of the students had many of the letters misplaced.

Learning to spell through reading. Spelling and reading abilities have close relationships. Reported correlations between spelling and reading show them to be nearly as high as reported correlations between intelligence and reading. Reading makes substantial contributions to spelling. As reading abilities are developed, spelling is

⁵Gertrude H. Hildreth, Teaching Spelling, Henry Holt and Company: New York (1955) p. 263.

improved. If deficiencies in reading exist, serious handicaps result in learning to spell.

Learning to spell through written work. Composition contributes greatly to spelling mastery. Important motives for learning to spell are created in the writing of letters, bulletins, school news items, special reports and other forms of creative writing. Various forms of creative writing also aid in maintaining words which the child has learned in his spelling lessons. Learning of the most important words is increased when the occasions for writing in school resemble the occasions in which writing is done out of school.⁶

Upper-graders should be taught to reason and to generalize as much as English words permit when they attempt to learn new words or try to recall words needed in writing.⁷

It was quite evident to the writer that many of the test words in the fourth quartile (0 to 25 percentage) had been encountered by the Pottawatomie County students in their written work to a very small extent. This judgment was based on (a) the great number of misplaced letters in

⁶Ernest Horn, "Teaching Spelling", Department of Classroom Teachers, American Educational Research Association of the National Education Association January, 1954, pp. 3-30.

⁷Hildreth, loc. cit.

each word and (b) the very low percentage of correct spellings as compared to the national average.

Contributions of speech and handwriting. Speech defects of mispronunciations and articulation have been found to be related to disabilities in spelling. Removal of these shortcomings will be reflected in better spelling. Creating opportunities for speaking will help develop fluency in expression which is carried over into written work, with benefits to spelling.

Writing legibly and with reasonable speed, the pupil has an advantage in taking tests in spelling because he can write the words in the time allowed. Also, he is not penalized because of illegible letters and is not distracted by difficulties of handwriting. Furthermore, poor handwriting is frequently cited among the factors causing difficulty in spelling.⁸

As in all problems of speaking and writing, the foremost need in the teaching of spelling is to plant in the pupil's mind a desire for specific achievement.

The words he wants to use are our opportunity to improve his spelling power. Gradually we discover what words he has had greatest trouble with in times past; most demon words have their roots in the earliest years of writing.

But year by year most youngsters, as their minds unfold and permit more exact and critical thinking,

⁸Horn, loc. cit.

break through their blocks and slough off one by one their errors in spelling and sentence sense. The demons, however, do not yield to such normal growth components, whatever they are. They yield only to dramatic focus on trouble spots. That is why they require an organized, step-by-step teaching in the elementary grades.⁹

Outside activities. Children do learn to spell many words in activities outside the spelling class. Using the dictionary, proofreading, and associating sounds with letters helps pupils to progress in spelling. When spelling lessons are highly motivated and efficient, pupils develop interest in spelling in other curriculum areas. Consequently, these other curriculum areas contribute greatly to spelling power of the pupils.

Learning to spell so many words outside the spelling class points to the need of coordinating instruction in spelling periods with the development of spelling ability in other activities. Direct, systematic instruction in spelling periods is necessary in the case of pupils of below average spelling ability and for all pupils in the learning of difficult words. This instruction supplements that which is done with spelling in connection with other language arts needs.¹⁰

⁹Don M. Wolfe, Language Arts and Life Patterns, The Odyssey Press, Inc.: New York (1961) p. 131.

¹⁰Horn, loc. cit.

Phonics in relation to spelling. In the teaching of spelling, techniques of phonetic analysis must be utilized. The teacher must give attention to: word-groupings, spelling of compound words, hyphenation, contractions, possessives, abbreviations, capitalization, study of word-derivation, word-building principles, formation of plurals, verb tenses, studying and learning spelling rules, and the use of the dictionary as an aid to spelling.¹¹

Horn¹² believes that in learning to spell a word, it is important to pronounce it correctly, noting how each sound is spelled. This gradually increases the pupil's knowledge of sound-to-letter relationships, but it is not the same as direct instruction on phonetic generalizations. Horn indicates that instruction in phonics should be regarded as an aid to spelling rather than as a substitute for the systematic study of the words in the spelling list.

If sound-letter relationships are competently taught, it is expected that this teaching will contribute to the effectiveness of the way sounds in a given word are spelled.

THE SUMMARY AND RECOMMENDATIONS

The summary

A total return of 100 per cent from the elementary schools of Pottawatomie County was attained from the

¹¹Hildreth, loc. cit.

¹²Horn, loc. cit.

spelling test given the eighth grade students in this study. The fact that the population was the entire enrollment of eighth graders in Pottawatomie County gave the writer a very accurate picture of the test achievements in the county.

A definite weakness was shown in the spelling of the more difficult words given in this test in the county. The final twenty words, which were found in the third and fourth quartiles, showed this low percentage of correct spellings when compared to the national average on each of these words. The writer had no way of determining definitely any reasons that may have caused this inability to spell these more difficult words. However, the study did reveal the need for improvement of the spelling programs in the county. Recommendations for the improvement of spelling in the elementary schools of Pottawatomie County follows this summary.

Recommendations

As a result of this study, the writer offers the following recommendations to the elementary schools of Pottawatomie County for the improvement of their spelling programs: (a) a greater stress on phonics, especially in the primary grades; (b) some type of in-service training for all elementary teachers of spelling; (c) use of daily supplemental spelling tests given in addition to the

regular weekly spelling lesson; (d) more stress on correct spelling in all written work of the student.

Some of these recommendations may be of value to elementary schools located in many other parts of our nation. If the need for better spelling is evident, then the elementary school must fill that need to the best of its ability.

ACKNOWLEDGMENTS

Sincere appreciation is expressed to Dr. J. Harvey Littrell, Associate Professor of Education at Kansas State University, for his valuable guidance and assistance in the preparation of this report.

The writer also wishes to express appreciation to Mr. L. F. Snow, County Superintendent of Schools in Pottawatomie County, and to all of the teachers and eighth grade pupils in the elementary schools of Pottawatomie County for their cooperation.

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APPENDIX A
(COPY)OFFICE OF THE COUNTY SUPERINTENDENT
POTTAWATOMIE COUNTY
Westmoreland, Kansas

October 17, 1962

Dear Principal/Teacher:

Richard Simecka, Belvue Principal, is doing a research problem to complete the work for his Master's Degree.

I am happy to see another of our members attain this status, and I am sure you join with me in extending congratulations to Dick for his attainment. I am especially happy for Dick, since I have known him for the past twenty years, and you who have attained this level know that it doesn't come easily.

There is a very positive way you can be of service. I am asking your cooperation with him in a research test. Dick's research is in the area of spelling. He will send you soon, a spelling test of approximately 40 words, to be given to your eighth grade students. Directions will accompany the test. All you have to do is administer the test as he will direct, and return the tests to him for grading. You will receive the results, and the comparison with a National scale.

Thanking you for your cooperation,

Sincerely,

Lauren F. Snow
County Supt. Schools

APPENDIX B

Belvue Grade School
Belvue, Kansas
November 5, 1962

Dear

For my masters report at Kansas State University, I wish to make a study of the comparison of spelling test results of the eighth grade pupils in Pottawatomie County with those results obtained in The New Iowa Spelling Scale. This study is under the direction of Dr. J. Harvey Littrell and has the approval and cooperation of Mr. L. F. Snow, County Superintendent of Schools. I am asking you to assist me by having your eighth grade teacher administer the enclosed spelling test to all eighth grade students. A direction sheet for the administration of the test is enclosed.

The New Iowa Spelling Scale is based on a nationwide sampling of spellings at each grade level by pupils in grades two through eight.

These tests must be administered on November 7 or 8. Unless this is done the study will not be valid. Please send the ungraded tests back to me at Belvue Grade School immediately after they have been administered. I will score all papers. A self-addressed, stamped envelope is enclosed for your convenience.

In using the results of these tests, individual schools will not be identified nor compared. The test results for your school will be sent to you if you return the enclosed request slip.

I will appreciate your cooperation in this study.

Sincerely yours,

Richard D. Simecka

APPENDIX C

Directions to the Teacher

1. Do not tell the students until the day of the test that they will be tested.
2. Do not open the test envelope until the time the test is to be given.
3. In using the results of this spelling test, the individual schools and the individual pupils will not be identified; therefore assign each pupil a number.
4. Have each pupil place his number at the top of his spelling test paper.
5. Record each pupil's number and keep for your personal reference to use when you obtain the individual test results.
6. Return the attached request slip to me at Belvue Grade School if you wish to obtain your pupil's spelling test results or the other information listed on the request slip.
7. Return all test papers ungraded to me in the enclosed envelope.

Request Slip

Please send me the information on the results of the spelling test which I have checked below:

The test results of our school.

The test results of the individual pupils of our school.

The test results of Pottawatomie County (individual schools will not be identified).

Signed _____

Eighth grade teacher

Name of school

Address

APPENDIX D

DIRECTIONS to be read by the teachers to the pupils: This is a test on spelling. First I will pronounce the word, then use that word in a sentence, and then pronounce the word again. WRITE ONLY THE WORD. Listen carefully and be careful of your writing.

1. baking Mother was baking cookies. baking
2. future His future looked bright. future
3. gasoline John bought gasoline for the car. gasoline
4. knowledge Much knowledge was gained today. knowledge
5. reason She had a reason for being late. reason
6. tennis They enjoy playing tennis. tennis
7. understood We understood the poetry. understood
8. valley The valley was very fertile. valley
9. distance The distance was ten miles. distance
10. harvest The wheat harvest was in June. harvest
11. ache He has an ache in his back. ache
12. Thanksgiving We ate turkey on Thanksgiving. Thanksgiving
13. caution Please use caution while using the machine. caution
14. description Give us a description of the store. description
15. furious Jane was furious with her sister. furious
16. illustrate Please illustrate your plan. illustrate
17. messenger The messenger arrived later. messenger
18. nonsense It was nonsense for him to go. nonsense
19. quantity He has a large quantity of goods. quantity
20. sketch She drew a sketch of the scene. sketch

21. February His birthday is in February. February
22. exhibition The exhibition was held on Monday. exhibition
23. financial For financial reasons it cannot be done.
financial
24. laboratory The science laboratory was empty. laboratory
25. achievement Achievement tests were given. achievement
26. legislature The legislature passed the bill. legislature
27. candidate He was a candidate for the election. candidate
28. ignorance It happened through his ignorance. ignorance
29. characteristic It was a characteristic of John.
characteristic
30. necessity She considered the coat a necessity. necessity
31. lieutenant Henry was a lieutenant in the Navy. lieutenant
32. acquaintance He met an old acquaintance. acquaintance
33. equipped The machine was fully equipped. equipped
34. philosophy The speaker talked about his philosophy.
philosophy
35. precisely He arrived precisely on the hour. precisely
36. restaurant The restaurant was crowded. restaurant
37. privilege It was a privilege to attend. privilege
38. suspicion He was under suspicion for robbery. suspicion
39. unnecessary They found it unnecessary. unnecessary
40. approximately The train left approximately on time.
approximately

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COUNTY EIGHTH GRADE STUDENTS WITH
NATIONAL SPELLING NORMS

by

RICHARD D. SIMECKA
B.A., Baker University, 1951

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1963

Spelling is important in written communication; therefore, elementary teachers have the obligation to help their pupils improve in spelling power.

One purpose of this study was to compare the results of a spelling test of forty words selected from The New Iowa Spelling Scale and given to the eighth grade pupils of Pottawatomie County, Kansas with those results obtained nationwide from this scale.

The population consisted of all of the 218 eighth grade students enrolled in the elementary schools of Pottawatomie County.

The forty selected words given these eighth graders in Pottawatomie County represented various levels of word difficulty. Of the forty words selected from The New Iowa Spelling Scale, ten were taken from each quartile and comparison of the correct spelling of each word within the quartile was made between the eighth graders of the county and the national average. The statistical presentation of this material was accomplished through use of vertical bar graphs. Also, the number of words spelled correctly was compared by using the median per cent of accuracy of the words in each quartile from the eighth grade students of Pottawatomie County with those median per cent of accuracy of the national group.

A second purpose was to present different approaches for the teaching of spelling and recommendations for the

improvement of the spelling programs of the elementary schools of Pottawatomie County.