

SPELLING AND WORD MEANING DIFFICULTIES OF  
STUDENTS IN NINTH GRADE ENGLISH  
READING ASSIGNMENTS

BY

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CHAPTER I  
INTRODUCTION

"Glasgow students just cannot spell".<sup>1</sup> These were the words of an English teacher at Glasgow High School. It was felt that this statement was unfair since the Differential Aptitude Test was the primary source of evaluation for the students' spelling. Standardized tests are compiled from words which are often outside the experiences of the students. It was felt that the words should be taken from the students' actual experience in English reading assignments before the criticism of their ability to spell is justified. Frequently one finds the unfortunate situation in which half a dozen pupils in the class are very much below average in spelling. Beck<sup>2</sup> has indicated that some children (and adults) never become good at spelling even though they may attain eminence as scholars. However, a few may be below average but seldom is found a group that "just can't spell."

Ninth grade English students at Glasgow High School were given the Differential Aptitude Tests which contained a section on spelling. This section was the recognition of a misspelled word rather than the actual spelling of the words, and those students that took the test obtained a 39 percentile rank while the national

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<sup>1</sup>Lorentzen, Elsworth, (personal interview with the writer).

<sup>2</sup>Beck, Robert H., Cook, Walter., and Kearney, Nolan C., Curriculum in the Modern Elementary School, 1960, p. 245.

norm was higher with a 50 percentile rank. Most of these words were words that were unfamiliar to the student and had no meaning to them. Carlson<sup>3</sup> made the point that it is senseless to expect young people to spell a word for which they have no meaning.

The awareness of spelling errors of Glasgow High School students and a counter view to that expressed by the English teacher led to the making of this study.

#### Statement of the Problem

The purpose of this study was to determine if the Glasgow students can spell. It was proposed to answer the question and further to identify the area of difficulty by taking the students' regular reading material as a foundation source and drawing from that source a list of common words, a list of special words, and a list of pivotal words from which to compose a test battery in spelling and word meaning. By giving the tests to the students as a part of their regular ninth grade English work, it was hoped to prove that Glasgow High School students can spell those common words drawn from their experience and further to determine what the particular areas of difficulty are.

It was expected that the students would be poorer spellers of the special and pivotal words than of the common words, but that the students will be better spellers of those words with which they

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<sup>3</sup>Carlson, G.R., "So They Still Can't Spell," Education, December, 1958, p. 219.

have had some educational experience in context. In other words, they will be better spellers of words of comparable difficulty, if the testing is done on the words drawn from material within their world of experience, and not done primarily with a standardized form, such as the Differential Aptitude Test.

### Procedures

The procedures of this investigation were as follows: (1) a systematic sampling of common, special and pivotal words was compiled from ninth grade English reading assignments, comparable in length and number of syllables to standard word lists for ninth grade students, (2) spelling and matching tests were constructed using these words, and (3) the tests were administered to the ninth grade pupils at Glasgow High School. Conclusions were drawn on the basis of the results of the study.

### Limitations

This study was limited to: (1) the ninth grade English classes at Glasgow High School, (2) the English literature text used for reading assignments in the ninth grade at Glasgow High School.

Chapter II deals with word selection from ninth grade English reading assignments.

## CHAPTER II

## WORD SELECTION AND TEST CONSTRUCTION

The task of determining the words to be given in a spelling test was accomplished by making selections from the ninth grade English literature text. In setting up the testing program, a careful selection of words were categorized into three groups: (1) common words, (2) special words, and (3) pivotal words.

The selection of the words to be categorized in each of the word groupings was determined after the investigator observed, periodically for one month, the manner in which the assigned reading material was handled in class. All of the students were assigned to read the same material, thus insuring that all students had been in contact with the words given in the tests. The selection of the common words came first in the grouping.

## Word Selection

A total of 35 common words were chosen by reading the selection and making a list of the words that were used frequently throughout the text of the various selections. Then by making a comparison of the words recorded from the selections to that of a list of words for the ninth grade level, as advocated by Horn,<sup>1</sup> the investigator evaluated and selected the words to be categorized as common words. The word comparison was made on the basis of

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<sup>1</sup>Horn, A.T., A Basic Writing Vocabulary, 1940.

the length and the number of syllables in the words.

The following are examples of selections from which the common words were selected:

Two writers were recently talking up a story for Mickey Mouse over on the Disney lot. "Here's a gag," said one of them. "Look Mickey climbs up a ladder, and what does he do? He keeps right on going!"

"Not silly enough," scoffed his partner, "Walt's been doing that in real life for years."

In fact, Walt improves the gag. He pulls the ladder up after him and does the trick all over again! Four times in his life he has reached the top rung on the ladder of success; famous, prosperous, he was entitled to sit back and stop trying. But each time he has had some cosmic new idea to try and has jumped from that safe top rung off into the blue, gambling everything he had earned. Hollywood howls calamity, and prophesies that this time Walt will fall. But he always manages at the last moment to sink his skyhooks into the clouds and pull the ladder up after him--ready to take off again.<sup>2</sup>

Now seven years later, his music is played incessantly, and stories about him spring readily to mind. Because he graduated from the Tin Pan Alley, it has taken all these years to convince some critics that George Gershwin was a great composer--one of the greatest we have produced in America. Because his monumental but strangely unobjectionable conceit encouraged his friends to circulate hilarious anecdotes about him, some of them did not realize until he was dead how deeply they liked and admired him. The stories that I have gathered for this piece are set down in loving memory. George laughed at all of them himself.<sup>3</sup>

A partial list of common words, selected from these para-

<sup>2</sup>Bailey, Matilda, and Leavell, Ullin W., Worlds to Explore, p. 207.

<sup>3</sup>Ibid., p. 225.

graphs and words comparable in number of syllables from Horn are listed in Table 1.

TABLE 1. COMMON WORDS SELECTED FROM NINTH GRADE ENGLISH ASSIGNMENTS AND COMPARABLE WORDS FROM STANDARD WORD LISTS OF NINTH GRADE LEVEL\*

No.	Common Words	No.	Comparable Words
1.	writers	1.	demand
2.	ladder	2.	doubtful
3.	silly	3.	happy
4.	enough	4.	subject
5.	success	5.	required
6.	famous	6.	surprised
7.	mortgage	7.	bereave
8.	dreaded	8.	judgment
9.	jeweler	9.	district
10.	humblest	10.	narrate
11.	conceit	11.	splendid
12.	unobjectionable	12.	concerned
13.	encourage	13.	reference
14.	hilarious	14.	experience
15.	audience	15.	inquiry

\*Horn, A.T., A Basic Writing Vocabulary, 1940.

Special words. A total of 35 special words were chosen in a similar manner. The investigator read the selections and made notes of italicized words and others used infrequently in the selection.

At the end of each selection in the English text were some of these selected words included in a list that the author of the text has recommended for study. Comparisons were made with ninth grade level word list. After making such comparisons of words the italicized and important words found in the selection were categorized as special words.

During the time the writer observed various ninth grade English classes, it was recorded that the English teacher emphasized and discussed the words recommended at the end of the text selections.

The following example taken from the selections read shows the way that these special words were used in the paragraph. Some paragraphs have two words close together and others only a single word, but these words attribute considerable meaning to the paragraphs.

Sportsman, writer, actor unofficial ambassador, philosopher, humorist, friend--more than a decade has passed since Will Rogers death in 1935, and the American regard for him has, perhaps, entered into a new realm. To those who say him, or heard him, or read his writings, he remains the chuckling spokesman of down-to-earth sanity, articulately epitomizing America's ability to laugh at herself; a unique figure in the opening third of the twentieth century. But he is becoming known as well to the young generation as a kind of legend typifying a better part of America culture--simple, good humored, and essentially kindly skepticism, never malicious, never cynical.<sup>4</sup>

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<sup>4</sup>Ibid., p. 233.

"There must be a conspiracy of Nature against us," they protested.

That was the dilemma in which Professors Michelson and Morley found themselves.

Grotesque indeed! "We live in a world which is curved," says Einstein.<sup>5</sup>

A partial list of special words and comparable words from standard lists are listed in Table 2.

TABLE 2. SPECIAL WORDS SELECTED FROM NINTH GRADE ENGLISH ASSIGNMENTS AND COMPARABLE WORDS FROM STANDARD WORD LISTS OF NINTH GRADE LEVEL\*

No.	Special Words	No.	Comparable Words
1.	dissension	1.	territory
2.	advocated	2.	hesitate
3.	construed	3.	reputable
4.	epitomizing	4.	hideous
5.	salacious	5.	sacrifice
6.	cynical	6.	naughty
7.	malicious	7.	frivolous
8.	skepticism	8.	appreciate
9.	philosopher	9.	ridiculous
10.	articulately	10.	memorandum

\*Horn, A.T., A Basic Writing Vocabulary, 1940.

<sup>5</sup>Ibid., p. 255-258.

Pivotal words. Pivotal words, as defined in this study, were words that gave meaning to a paragraph and were key words in which other material in a paragraph was dependent or associated. These words gave complete and understandable meaning to what the author was trying to set forth.

The pivotal words were systematically sampled by carefully reading each paragraph in order to select the word in a sentence that gave meaning to the rest of the paragraph. After selecting a number of paragraphs the pivotal word was taken from the paragraph, and then the paragraph was restudied for its meaning without this pivotal word. A total of 30 words that gave the paragraph the most meaning were selected and categorized as pivotal words.

In showing how the material in a paragraph is dependent upon the pivotal word the following paragraphs were chosen for examples:

The Yale confidence of winning the game with Princeton tomorrow has been shattered, and gloom enshrouds the camp of the Elis tonight. Collins, the great fullback, who has been the keystone of Yale's offensive game, was taken to the infirmary late this afternoon. He complained of feeling ill after the signal practice yesterday; fever developed overnight, and the consulting physicians decided that he must be operated on for appendicitis without delay. His place in the Princeton game will be filled by Ernest Seeley, the Freshman, who has been playing a phenomenal game in the backfield, but who is so lacking in experience that the coaches are all at sea tonight. The loss of Collins has swung the betting around to even money instead of 5 to 3 on Yale...

Even more humiliating was the thought that he would shrink from asking leave of the city editor. Saturday was not his "day off," and he so greatly hated to ask favors at the office, that his possibility of being rebuffed was more than he was willing to face...

The alert eye of the volatile Richard Giddings swept

down the New Haven dispatch like lightning.<sup>6</sup>

Walt Disney and animated cartoons grew up together. Actually, cartoons are older than motion pictures themselves but they were slower to develop. When Walt was a youngster, animated cartoons were hardly more than a series of black-and-white lantern slides; that is, one motionless picture after another shown no faster than an operator could slip the individual frames in and out of a projector. Motion, sound and color were all in the dream stage.<sup>7</sup>

The pivotal words found in these paragraphs and other pivotal words selected are shown in a partial list in Table 3.

TABLE 3. PARTIAL LIST OF PIVOTAL WORDS IN NINTH GRADE ENGLISH READING ASSIGNMENTS

No.	Word	No.	Word	No.	Word
1.	animated	6.	phenomenal	11.	illusion
2.	prosaic	7.	rebuffed	12.	hostel
3.	exaggerate	8.	volatile	13.	warranted
4.	enshrouds	9.	dormant	14.	perfunctory
5.	infirmary	10.	raze	15.	scrimmage

#### Constructing The Tests

There were two tests constructed using the three groups of words selected from reading assignments in the English literature

<sup>6</sup>Ibid., p. 60-70.

<sup>7</sup>Ibid., p. 208.

text. A total of 100 words were selected and made into a spelling test in which each word was pronounced orally for the students to spell. This test was made by writing the three groups of words so that the words could be read orally to the students of ninth grade English classes. This test was used to determine if pupils of the ninth grade could actually spell a variety of words they had read in assignments.

The other test, a matching test, utilized 50 of the three groups of words. The words were to be matched with the definitions from a standard dictionary.<sup>8</sup> This test was made up into three units. The first was the common words matched to the definitions, the second was the special words and definitions, and the third was the pivotal words and definitions. This test, constructed from the same words in the spelling test, was used by the writer to determine if the ninth grade students have word meaning difficulties. A complete listing of the 100 word spelling test and the complete three group matching test is included in the appendix.

The test administration and test results are presented in Chapter 3.

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<sup>8</sup>Webster's New Collegiate Dictionary, 1951

## CHAPTER III

## TEST ADMINISTRATION AND TEST RESULTS

The manner in which the spelling and word meaning tests were administered and the results of the tests are discussed separately in the sections that follow.

## Test Administration

The diagnostic test was administered to the ninth grade students of Glasgow High School during the regular scheduled English class period. At that time the English teacher, cooperating with the writer, administered the tests to the pupils. By having the English teacher administer the tests, the students were unaware the tests were not a regularly scheduled activity. If they had known, the students may not have had the incentive to do their best.

The spelling words were read orally to 161 students with correct pronunciation emphasized on each word. Tests were not administered to the students absent the day of the test. It required 42 minutes to complete the oral spelling test.

The matching word meaning test was also administered by the English class room teacher with the same thought in mind--that the students would not know the matching test was not a regular English activity. The test was administered in the individual classrooms where no talking or moving around in the room was permitted. The test room was kept quiet, and all papers were handed in at once

when the last person had finished the test. Due to the influx of students in the Glasgow area and return of absent students, the matching word meaning test was administered to 178 ninth grade students.

Both of the tests were administered in the middle of the week, on Wednesday, one week apart. This seemed to be the best time, since most of the students were settled down and ready to work.

### Spelling Test Results

The results of the diagnostic oral spelling test are summarized in Tables 4, 5, and 6. The tables show the words used in the spelling test and the number out of 161 students that missed each word. Table 4 shows the frequency of errors on the common words.

In the common word group, 90 per cent of the students missed lyricist, while 7 per cent missed enough. The mean was 62 errors on each word, with approximately 60 per cent correct response over-all on common words. The mean achievement on this test section was 21 correct.

TABLE 4. FREQUENCY OF SPELLING ERRORS IN 35 COMMON WORDS BY 161  
GLASGOW HIGH SCHOOL FRESHMEN

No.	Word	Frequency of errors	No.	Word	Frequency of errors
1.	lyricist	146	19.	prosperous	58
2.	anecdotes	135	20.	audience	55
3.	collaborated	131	21.	gothic	54
4.	sturgeon	110	22.	institute	46
5.	prententious	106	23.	vitality	45
6.	mortgage	103	24.	dreaded	42
7.	brooding	84	25.	success	39
8.	conceit	83	26.	writers	35
9.	hilarious	82	27.	cosmic	35
10.	annoyed	80	28.	university	32
11.	symphony	79	29.	complaint	31
12.	pianist	75	30.	widow	22
13.	commence	70	31.	silly	20
14.	unobjectionable	65	32.	famous	18
15.	humblest	63	33.	kitchen	17
16.	portrait	60	34.	ladder	15
17.	jeweler	59	35.	enough	11
18.	encourage	58			

The performance of the freshmen at Glasgow High School in the special words section of the test was summarized and is presented

in Table 5.

TABLE 5. FREQUENCY OF SPELLING ERRORS IN 35 SPECIAL WORDS BY 161 GLASGOW HIGH SCHOOL FRESHMEN

No.	Word	Frequency of errors	No.	Word	Frequency of errors
1.	dissension	155	19.	articulately	118
2.	desultory	153	20.	delinquencies	118
3.	inchoate	147	21.	nuisance	114
4.	dilemma	145	22.	malicious	114
5.	skepticism	142	23.	academics	110
6.	cynical	141	24.	construed	104
7.	incessantly	135	25.	scoffed	84
8.	philosopher	134	26.	immortality	80
9.	prophecies	131	27.	ingenious	80
10.	promontory	130	28.	calamity	73
11.	grotesque	129	29.	fertile	60
12.	naively	127	30.	advocated	60
13.	salacious	127	31.	contemplation	58
14.	boisterous	125	32.	stationary	56
15.	discipline	125	33.	solitary	48
16.	epitomizing	124	34.	bewildered	46
17.	conspiracy	123	35.	lavished	43
18.	oppressively	122			

The special words had a higher frequency of error than the common words, with the mean at 109 errors on each word and a 32 per cent correct response on the special words. The mean achievement on this section of the spelling test was 11 words correctly spelled.

The spelling test included a list of 30 pivotal words. The performance of the students on this test section is summarized in Table 6.

TABLE 6. FREQUENCY OF SPELLING ERRORS IN 30 PIVOTAL WORDS BY 161 GLASGOW HIGH SCHOOL FRESHMEN

No.	Word	Frequency of errors	No.	Word	Frequency of errors
1.	mogul	154	16.	scanned	110
2.	phenomenal	148	17.	perfunctory	106
3.	synchronize	147	18.	tremulous	104
4.	appallingly	145	19.	dormant	103
5.	taciturn	140	20.	warranted	98
6.	camouflage	139	21.	obsession	97
7.	volatile	138	22.	hostel	96
8.	enshrouds	137	23.	commission	96
9.	raze	136	24.	whinny	95
10.	exaggerate	135	25.	minx	89
11.	infirmary	133	26.	illusion	83
12.	incite	132	27.	animated	76
13.	prosaic	130	28.	sincere	51
14.	stolidly	115	29.	wrinkle	51
15.	scrimmage	111	30.	rebuffed	51

The pivotal words had a mean number of 111 errors on each word, also greater than that of the common words. There was 31 per cent correct response on the pivotal words; the average number correctly spelled was 9.

The 100 word spelling test showed that the average student was able to spell correctly 41 of the words. This did not seem to be a significant difference from the performance on the Differential Aptitude Test. On that test the students were below the national norm of a fifty percentile rank. When the students were given the D.A.T., they obtained a 39 percentile rank, equivalent to about 35 correct responses. Thus it seemed that the students at Glasgow High School did spell better on tests made from words which the students had encountered in reading assignments in their English literature text, but whether this difference would be caused by natural increase due to maturation or familiarity of the words can be debated.

#### Word Meaning Test Results

A diagnostic test in matching words to meanings was also given to determine the area of greatest difficulty. The results of the diagnostic matching type word meaning tests are shown in Tables 7, 8, and 9. Table 7 shows the frequency of errors on matching common words to definitions.

The frequency of errors for matching the common word to the definition showed a mean of 55 on each word. This would mean a 70 per cent correct response on this section.

TABLE.7.7 FREQUENCY OF ERRORS IN MATCHING COMMON WORDS TO DEFINITIONS  
BY 178 GLASGOW HIGH SCHOOL FRESHMEN ON A 50 ITEM TEST

No.	Phrase	Correct response	Frequency of errors
1.	Power of enduring or continuing	vitality	100
2.	To work or act jointly	collaborate	99
3.	Personal judgment, opinion	conceit	99
4.	Notorious	famous	90
5.	To set up, originate or establish	institute	80
6.	Not proud or assertive	humblest	76
7.	Thriving, flourishing	prosperous	63
8.	To think anxiously or moodily	brooding	51
9.	Noisily merry	hilarious	46
10.	Certain ganoid fishes	sturgeon	44
11.	To inspire with hope	encourage	41
12.	A performer	pianist	28
13.	A pictorial representation of a person	portrait	28
14.	A conveyance of property upon condition as security for the payment of a debt	mortgage	26
15.	To fear greatly	dread	22
16.	To be disturbed or irritated by repeated acts	annoyed	20
17.	An assembly of hearers	audience	16

Table 8 shows the performance of Glasgow High School Freshmen on matching special words to definitions.

TABLE 8. FREQUENCY OF ERRORS IN MATCHING SPECIAL WORDS TO DEFINITIONS  
BY 178 GLASGOW HIGH SCHOOL FRESHMEN ON A 50 ITEM TEST

No.	Phrase	Correct response	Frequency of errors
1.	One who defends any cause by argument	advocate	170
2.	Recently or just begun	inchoate	155
3.	A fanciful painting or sculpture representing human forms amid foliage	grotesque	132
4.	Having unaffected simplicity or unsophisticated	naive	132
5.	A situation involving choice between equally unsatisfactory alternatives	dilemma	131
6.	Expended or produced profusely	lavish	119
7.	Producing in abundance	fertile	119
8.	Done with wished or mischievous intentions	malicious	109
9.	Noisy and unrestrained	boisterous	108
10.	Possessed of unusual mental powers	ingenious	97
11.	A mocking expression of scorn	scoff	93
12.	An annoying or obnoxious practice or thing	nuisance	80
13.	Confusingly tangled	bewildered	79
14.	To predict or foretell	prophecy	79
15.	Going alone or without companions	solitary	70
16.	Fixed in a certain place	stationary	37
17.	An institution of higher learning	academy	32

Matching the special words to the definitions showed a mean of 101 errors on each word. This would mean a 43 per cent correct response.

The performance of Glasgow High School Freshmen on matching pivotal words to definitions is presented in Table 9.

TABLE 9. FREQUENCY OF ERRORS IN MATCHING PIVOTAL WORDS TO DEFINITIONS BY 178 GLASGOW HIGH SCHOOL FRESHMEN ON A 50 ITEM TEST

No.	Phrase	Correct response	Frequency of errors
1.	To lay level with ground, hence to destroy	raze	156
2.	To arouse to action	incite	146
3.	Dull, not easily excited	stolid	139
4.	Easily changed into vapor, as gasoline	volatile	136
5.	To cover or shelter	enshrouds	126
6.	Being in a resting or temporarily inactive state	dormant	121
7.	Authority given to act as agent for another	commission	114
8.	Being in reality what it appears to be; genuine; real	sincere	106
9.	To happen to take place at the same time or instant	synchronize	100
10.	A pert girl	minx	90
11.	A confused struggle	scrimmage	80
12.	A place of lodging; inn	hostel	71
13.	The disguising of a camp or position	camouflage	66
14.	A real or misleading image presented to the vision	illusion	61
15.	To enlarge beyond what is accurate or true	exaggerate	50
16.	A hospital or place for ill persons	infirmary	48

The frequency of errors for matching the pivotal words to the definitions showed a mean of 83 errors on word response. This would indicate a 53 per cent correct response.

The comparative scores on common, special and pivotal words in the 100 word spelling test and the 50 item matching test is presented in Table 10.

TABLE 10. COMPARISON OF PERFORMANCE ON GLASGOW HIGH SCHOOL FRESHMEN ON 100 WORD SPELLING TEST AND 50 ITEM WORD MEANING TEST

Type of word	Per cent correct response on 100 word spelling test	Per cent correct response on 50 item word spelling test
Common	60	70
Special	32	43
Pivotal	31	53

If the data shown in Table 10 is correct, it would appear that Glasgow High School Freshmen know the meaning of words somewhat better than they know how to spell the same words. It is doubtful if their ability to spell is significantly better than that indicated on the D.A.T., even on words drawn from their recent experiences. Further, the visual correlation evident in Table 10 between spelling ability and word meaning might indicate that spelling troubles are in part promoted by lack of knowledge of word meaning.

The summary of the study and conclusions are presented in Chapter IV.

CHAPTER IV  
SUMMARY AND CONCLUSIONS

The main objective of this study has been to determine if the ninth grade students at Glasgow High School have spelling and word meaning difficulties. The first step in this study was the selection of typical classroom words for testing to obtain the information necessary to locate errors. Finding these errors was accomplished by a systematic sampling of common, special, and pivotal words selected from ninth grade literature text reading assignments, by preparation of diagnostic test from word samplings, and administration of the tests to ninth grade pupils.

Summary

In the common word spelling test there was approximately a 60 per cent correct response. The special words showed a greater frequency of errors in that there was only a 32 per cent correct response on the same number of words as used for the common word spelling test. The pivotal words with a 31 per cent correct response had a 1 per cent decrease over the special words. It seems that Glasgow High School Freshmen have difficulty spelling words other than the common words, and even the common words seem difficult for some students.

In the fifty item matching test the common words had a 70 per cent correct response on 17 words. The special words frequency

of error was much higher, since there was only a 43 per cent correct response. The correct response of 53 per cent for the pivotal words was slightly higher than that of the special words.

### Conclusions

From the findings of this study the following conclusions seemed justified:

1. Ninth grade students of Glasgow High School made a large number of spelling and word meaning errors, indicating they do have a real problem in these two areas.

2. Errors taken from the over-all survey indicated that most of the spelling and word meaning difficulties centered around the special and pivotal words. However a large number of errors were made in the group of common words.

3. Word meaning difficulties seem to be related to if not a cause of, spelling difficulty.

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APPENDIX

## APPENDIX A

Complete List of Words Compiled from Reading  
Assignments in the English Literature  
Text, Worlds to Explore

1. writers
2. ladder
3. silly
4. enough
5. success
6. famous
7. cosmic
8. prosperous
9. widow
10. kitchen
11. mortgage
12. brooding
13. annoyed
14. dreaded
15. university
16. institute
17. jeweler
18. gothic
19. humblest
20. portrait
21. collaborated
22. complaint
23. vitality
24. conceit
25. unobjectionable
26. encourage
27. hilarious
28. anecdotes
29. commence
30. pianist
31. lyricist
32. sturgeon
33. symphony
34. pretentious
35. audience
36. scoffed
37. fertile
38. prophecies
39. calamity
40. oppressively
41. desultory
42. incessantly
43. naively
44. inchoate
45. immortality
46. lavished
47. delinquencies
48. dissension
49. advocated
50. construed

- |                   |                 |
|-------------------|-----------------|
| 51. epitomizing   | 76. camouflage  |
| 52. salacious     | 77. obsession   |
| 53. cynical       | 78. prosaic     |
| 54. malicious     | 79. exaggerate  |
| 55. skepticism    | 80. wrinkle     |
| 56. philosopher   | 81. whinny      |
| 57. articulately  | 82. scanned     |
| 58. conspiracy    | 83. illusion    |
| 59. dilemma       | 84. synchronize |
| 60. stationary    | 85. hostel      |
| 61. ingenious     | 86. minx        |
| 62. contemplation | 87. perfunctory |
| 63. solitary      | 88. warranted   |
| 64. boisterous    | 89. stolidly    |
| 65. discipline    | 90. taciturn    |
| 66. academies     | 91. raze        |
| 67. bewildered    | 92. enshrouds   |
| 68. promontory    | 93. infirmary   |
| 69. grotesque     | 94. phenomenal  |
| 70. nuisance      | 95. rebuffed    |
| 71. appallingly   | 96. incite      |
| 72. mogul         | 97. volatile    |
| 73. animated      | 98. tremulous   |
| 74. sincere       | 99. dormant     |
| 75. commission    | 100. scrimmage  |

## APPENDIX B

Matching Test Compiled From the  
List of Spelling Words  
in Appendix A

## PART I

- |  |                 |
|--|-----------------|
| <u>I</u> 1. To think anxiously or moodily  | A. mortgage     |
| <u>D</u> 2. To be disturbed or irritated by repeated acts                                  | B. portrait     |
| <u>L</u> 3. To fear greatly  | C. conceit      |
| <u>P</u> 4. Notorious  | D. annoyed      |
| <u>H</u> 5. Thriving, flourishing  | E. humblest     |
| <u>A</u> 6. A conveyance of property upon condition, as security for the payment of a debt | F. vitality     |
| <u>R</u> 7. To set up, originate or establish  | G. encourage    |
| <u>B</u> 8. A pictorial representation of a person   | H. prosperous   |
| <u>E</u> 9. Not proud or assertive   | I. brooding     |
| <u>J</u> 10. To work or act jointly  | J. collaborated |
| <u>F</u> 11. Power of enduring or continuing   | K. hilarious    |
| <u>G</u> 12. To inspire with hope  | L. dread        |
| <u>C</u> 13. Personal judgment, opinion  | M. pianist      |
| <u>K</u> 14. Noisily merry   | N. university   |
| <u>M</u> 15. A performer   | O. audience     |
| <u>O</u> 16. An assembly of hearers  | P. famous       |
| <u>Q</u> 17. Certain ganoid fishes   | Q. sturgeon     |
|  | R. institute    |

## PART II

- |  |                |
|--|----------------|
| <u>N</u> 1. Expended or produced profusely,<br>very abundant                                   | A. inchoate    |
| <u>R</u> 2. Fixed in a certain place   | B. dilemma     |
| <u>D</u> 3. Producing in abundance   | C. malicious   |
| <u>O</u> 4. An annoying or obnoxious thing or<br>practice                                      | D. fertile     |
| <u>A</u> 5. Recently or just begun   | E. philosopher |
| <u>M</u> 6. A fanciful painting or sculpture<br>representing human and animals<br>amid foliage | F. prophesy    |
| <u>P</u> 7. One who defends any cause by argument  | G. solitary    |
| <u>K</u> 8. Confusingly tangled  | H. boisterous  |
| <u>Q</u> 9. Possessed of unusual mental powers   | I. scoff       |
| <u>B</u> 10. A situation involving choice between<br>equally unsatisfactory alternatives       | J. academy     |
| <u>F</u> 11. To predict or foretell  | K. bewildered  |
| <u>J</u> 12. An institution of higher learning   | L. naive       |
| <u>C</u> 13. Done with wished or mischievous<br>intentions                                     | M. grotesque   |
| <u>H</u> 14. Noisy and unrestrained  | N. lavish      |
| <u>L</u> 15. Having unaffected simplicity, or<br>unsophisticated                               | O. nuisance    |
| <u>G</u> 16. Going alone or without companions   | P. advocate    |
| <u>I</u> 17. A mocking expression of scorn   | Q. ingenious   |
|  | R. stationary  |

## PART III

- |              |   |                |
|--------------|---|----------------|
| <u>G</u> 1.  | A real or misleading image presented to the vision    | A. sincere     |
| <u>K</u> 2.  | Dull, not easily excited                              | B. commission  |
| <u>C</u> 3.  | The disguising of a camp or position                  | C. camouflage  |
| <u>M</u> 4.  | A hospital or place for ill persons                   | D. prosaic     |
| <u>Q</u> 5.  | A confused struggle                                   | E. exaggerate  |
| <u>E</u> 6.  | To enlarge beyond what is accurate or true            | F. enshrouds   |
| <u>N</u> 7.  | To arouse to action                                   | G. illusion    |
| <u>H</u> 8.  | To happen, to take place at the same time or instant  | H. synchronize |
| <u>A</u> 9.  | Being in reality what it appears to be; genuine; real | I. hostel      |
| <u>J</u> 10. | A pert girl   | J. minx        |
| <u>I</u> 11. | A place of lodging; inn                               | K. stolid      |
| <u>F</u> 12. | To cover or shelter                                   | L. raze        |
| <u>O</u> 13. | Easily changed into vapor, as gasoline                | M. infirmary   |
| <u>L</u> 14. | To lay level with ground, hence to destroy            | N. incite      |
| <u>B</u> 15. | Authority given to act as agent for another           | O. volatile    |
| <u>P</u> 16. | Being in a resting or temporarily inactive state      | P. dormant     |
|              |   | Q. scrimmage   |