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A Comparison of the Column Method Versus the Context Method in the Teaching of Spelling

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The Comparison of Column Method Versus the Context Method in the Teaching of Spelling

By Ira Everett Welch¹

It is important in the life of a normal American that he be able to spell correctly. Writing is, for modern man, a common form of communi-Cation, and a certain stigma is attached to a person whose writing is mar- \sim red by faulty spelling. Thus to ascertain the most effective method of teaching spelling is a major problem in modern education.

Unfortunately, this significant skill is not easily achieved because of the complexity of the English language. No one can be expected to spell an English word correctly simply because he has heard the word used in speech, nor are there any rules which will enable a person to transform easily and correctly a spoken word into a written word. We are, where is spelling is concerned, the victims of an old and deep-seated problem: the victims of our growing language heritage. Cray tells us:

JQ

.... the invention of the printing press, and the spread of the printed word from commercial centers made the imposition of some standard of spelling $\mathbb{T}_{\mathbb{T}}$ necessary. The imposition of this standard came at a time when the English \bigcirc language was still undergoing phonic changes, and the standardized spelling - made no provision for modification to meet these changes. Thus, in spite of the γ_{-} fact that standardization has been valuable, it has led to a great deal of confusion. To such an extent has this confusion been carried that there is, at pres- \sub ent, not a single letter in the English alphabet that does not represent two or - more sound values. Spelling, therefore, is no longer a phonic matter in English, \sim the words must be carefully taught in order to maintain a standard.²

うひつ Spelling has to be learned by direct experience with each word spelled. This study is directed to an investigation of the column method \downarrow versus the context method to determine which is the more effective in the teaching of spelling. By the column method is meant that method Whereby the pupil studies words from a list or column, and then in his test writes the words dictated to him in a list or column. No effort is made to place these words in a written sentence. In the context method words are studied and test-spelled in phrases, meaning-groups, sentences and \boldsymbol{r} paragraphs. It is also within the scope of this study to investigate whether Seither method, column or context, can better promote an increased com-B prehension of the meaning of words and their proper usage in the art of writing.

2. William Henry Gray, Psychology of Elementary School Subjects (New York: Prentice-Hall, Inc., 1938), pp. 206-207.



^{1.} Mr. Welch is the principal of the elementary school at Stockton, Kansas.

The Procedure Used in This Comparison

Classes of the seventh and eighth grades of the Sharon Springs Grade School, Sharon Springs, Kansas, of the school term 1948-1949 were used in this study. The experiment was conducted during the full school term. At the beginning of the term twelve pupils were enrolled in the seventh grade and twenty-eight pupils were enrolled in the eighth grade. Each of the two classes were divided into pairs of pupils who had been equated by the summation score of two tests, an intelligence test, and a spelling test. The "Otis Group Intelligence Test, Form A" of the advanced examination was used for the intelligence test. The "Kansas Spelling Test, III," published by the Bureau of Educational Measurements, Kansas State Teachers College, Emporia, Kansas, was used for the spelling test. The pupils of each of the two classes were listed from the highest to the lowest summation score. Every consecutive two from the highest to the lowest in this list became equated pairs. This method of pairing pupils of the two grades in shown by Table I and Table II.

From each equated pair one was selected for the A Group and one was selected for the B Group. The A Group became the experimental group using the context method. The B Group became the control group using the column method. The A Group of the seventh grade and the A Group of the eighth grade were combined into one class group—Group A. Likewise the B Group of the seventh grade was combined with the B Group of the eighth grade and became one class group—Group B.

The pupils' equation scores were listed consecutively from the highest to the lowest scores, and the pupils were paired according to their place-

Pupil	Equated Score	Group Assignment
Morse	200	A
Basgall	188	В
Stewart	179	В
Mantey	177	А
Shurtz	174	А
Flessner	172	В
Reinhardt	164 .	В
Mann	163	А
Wertz, J.	154	А
Gawith	150	В
Larson	145	В
Roberts, B.	141	А

TABLE I

ORIGINAL	EOUATED	PAIRS	OF 7	ГНЕ	SEVENTH	GRADE

Two Methods of Teaching Spelling

ment on this equation score list. The first two became the first pair, the second two became the second pair, and so on. In each grade (7th and 8th) the first pupil of the first pair was placed in group A; the second pupil of the first pair in group B. This process was reversed in the second pair. Here the second pupil was placed in group A and the first pupil in group B. This alternation was continued for all the pairs of each grade until the last pair was placed in a group. This is shown by Tables I and II.

During the school term two equated pairs of the seventh grade were

Pupil	Equated Score	Group Assignment
Schemm	206	A
Price	199	B
Heyl	196	B
Miller, G.	193	A
Goudy	185	A
Montgomery	183	B
Smith	~174	B
Underwood	171	A
Armstrong	171	A
Wigton	170	B
Hileman	170	B
Storer	164	A
Alley	163	A
Finley	163	B
Klinge	162	B
DeMint	162	A
Alumbaugh	161	A
Miller, C.	161	B
Houston	161	B
Roberts	160	A
Brand	153	A
Morin	152	B
Schriebeh	149	B
Wertz	147	A
Foresbeck	138	A
Vincent	137	B
Pettigrew	137	B
Dreiling	128	A

TABLE II ORIGINAL EQUATED PAIRS OF THE EIGHTH GRADE

broken by one of each pair moving away. The remaining four pairs of the seventh grade continued to the finish of the experiment. Data from the work of these four pairs of the seventh grade were used in this experiment while the incomplete records of the two broken pairs were not used.

Only one member of the eighth grade class moved from the school district during the school term. This broke one equated pair which left thirteen eighth grade equated pairs to complete the experiment of this study. The records of the one broken pair were not used in the comparison of these spelling results. Spelling records of the seventeen pairs of both grades who completed the entire experiment were used for the information and data of this study. These pairs are given in Table III. Each group of the final Groups A and B was composed of seventeen members, four seventh grade pupils and thirteen eighth grade pupils.

During the school term three seventh grade pupils and one eighth grade pupil moved into the school district. They were placed in one or the other of Groups A and B but they did not take part in the entire experiment. Their records were not used in this comparison of results and the findings for this experiment.

Group A	(Pairs listed opposite)	Group B
	7th Grade	
Morse		Basgall
Mantey		Stewart
Mann		Reinhardt
Wertz, J.		Gawith
	8th Grade	
Schemm		Price
Miller, G.		Heyl
Goudy		Montgomery
Underwood		Smith
Armstrong		Wigton
Storer		Hileman
Alley		Finley
DeMint		Klinge
Alumbaugh		Miller, C.
Brand		Morin
Wertz, C.		Schrieber
Forsbeck		Vincent
Dreiling		Pettigrew

TABLE III FINAL PAIRS USED IN THIS EXPERIMENT

Choice of Words. About two-thirds of the spelling words were chosen from the Kansas adopted spelling texts for the seventh and eighth grades, *The Newton Hanna Day-by-Day Speller*, Textbook-Notebook Edition, published by the State of Kansas. The remainder of the words were chosen from the other subjects taught in the seventh and eighth grades. A large per cent of these words were also found in the seventh and eighth grade spelling texts. Twenty-four words were used each week for the weekly spelling lesson.

Time and lesson plan of the experiment. This experiment ran for thirty school weeks of five days each. Short weeks because of holidays or storms were not counted as spelling weeks. For this reason the week numbers used in this study do not refer to school term weeks but to spelling weeks. Thus the thirtieth week of spelling was the thirty-fifth week of the school term.

The thirty weeks were divided into five six-weeks periods. In each six-weeks period five weekly lessons were covered with a weekly test, a six-weeks review and a six-weeks test. This plan was modified only in the thirtieth week when three final tests were given to close the experiment.

Materials and equipment used in the experiment. A mimeographed sheet listing the week's spelling words was given to each pupil on Monday. Textbooks were used for further study. The Webster-Merriam dictionary was used for study of definition, syllabication, accent, phonic spelling, and other information. Test sheets were given to pupils of both groups on Friday for the final written lesson of the week. These forms consisted of a list sheet numbered from 1 to 24 for Group B and a lined sheet for writing sentences and paragraphs for Group A.

Procedure for spelling lessons and tests in the Control Group B. The procedure for the spelling lessons in this group followed somewhat closely that suggested in the Textbook-Notebook Edition of the adopted Day-by-Day Speller.

On Monday the words were pronounced and written. A paragraph or sentences were read in which the words were used as was suggested by the text in the theme paragraphs given for each new lesson.

On Tuesday the words were studied as their meanings. The speller dictionary and Webster's dictionary were used for this meaning study. Roots, derivatives, antonyms, homonyms, synonyms, prefixes, suffixes, etc., were studied on this day.

On Wednesday a first test was given to determine what words needed further study for Friday's test. This lesson was always written in column form. Papers were exchanged and checked.

On Thursday the words missed on Wednesday were studied and written in isolation or in column form. The six steps outlined in the text were used in studying the words. Particular attention was given to the word and its parts, syllables and letters. The words were always written in isolation from any contextual material.

On Friday a final test for the week was given on all the words studied that week. The week's grade was based on the score made on this final test. Records were kept and accumulated for these regular Friday tests.

Procedure for the spelling lessons in the Experimental Group A. The procedure followed in this group was much the same as that followed for Group B except that all study and written work was done in context form. Meaning was stressed and obtained by using the words in contextual material. No word was written in isolation or studied in column form.

On Monday the words were introduced by pronunciation of each word and writing each word in a sentence or word phrase to show its meaning or meanings. An intense study of the dictionary was carried out. Paragraphs or sentences were read in which the words were used.

On Tuesday the words were studied as to the mechanics of the written word. The syllable, the accent, roots, derivatives, antonyms, synonyms, homonyms, prefixes, suffixes, etc., were studied on this day with a continued use of the speller dictionary and Webster's dictionary from the Monday study. A comparison of sounds found in some words with the same sounds found in other words was made. Words were never written except in context.

On Wednesday a first test was given by a written lesson. The words were written in sentences and paragraphs which were composed by the pupils upon the pronunciation of the word. Words were counted wrong on Wednesday if used improperly as to meaning. Other words missed in the context were checked and noted. Papers were exchanged and checked to determine which words needed more study on Thursday.

On Thursday each pupil practiced the words needing more study by writing them in phrases, sentences, or paragraphs. Attention was given to proper sentence and paragraph structure, punctuation marks, neatness of work, proper margins, and all other good rules followed in writing contextual material. The breaking of words at the end of lines was carefully studied.

On Friday the final test was given. The pupils were given forms to use in writing this test. The test was dictated in paragraphs and sentences containing the lesson words. The whole paragraph or sentence was read while the pupils listened. The sentence or paragraph was reread by word groups or phrases and the pupils wrote this dictation. When the sentence or paragraph was finished it was again read slowly for any correction. The next sentence or paragraph was then read, following the same procedure used on the first sentence or paragraph. This was continued until the entire lesson was written by the class. Papers were then exchanged and checked with a printed copy of the written lesson. Black circles were drawn around non-spelling words missed. Red circles were drawn around spelling words missed. The spelling grade was based on the spelling score of the spelling words spelled correctly. Other words missed were recorded but this result did not become part of the score for the week's grade. The papers were returned to the owners for a final check before they were handed in for recording.

Testing procedure. The six weeks tests or review tests were given to both A and B groups in the same room at the same time. The sixth and twelfth weeks tests were written in context only. The eighteenth and twenty-fourth weeks tests were given on two days, Tuesday and Thursday. On Tuesday the test was given in column form. On Thursday the test was given in contextual form. Forms for writing these tests were furnished.

The thirtieth week was used for culminating tests given to all pupils of both groups in the same room at the same time. On Monday a onehundred word list of review words was given and was written in column form. On Tuesday twenty-four words were given for spelling and for sentence construction writing. On Wednesday twenty-four words were pronounced to the two groups, who were instructed to spell the words, break them into syllables, and to use the word in a sentence of their own construction. Since composition work requires the proper breaking of words into syllables at line ends, this skill is necessary and important. These papers were checked for correct spelling, correct syllable breaking, and for proper use of the word in context meaning. The mechanics of sentence structure was also checked. Neatness of papers, proper margins, and other points of importance in writing words in meaning settings were noted.

All words used in these three final tests were words of lessons studied during the year.

Appraisal of Findings By Results of Experiments

It was believed that a complete change from column teachingstudying-testing spelling to context teach-studying-testing spelling would be so drastic in change and that the pupils in Group A would show a definite drop in their spelling results or achievements to that of Group B for some time until they had adjusted their study and learning habits to the new or experimental method. Because of this, it was planned not to alternate the groups from one method to the other but that each group should finish the whole term under the method or plan with which it began. It is in this factor that the present experiment differs from the column-context experiments made by other investigations.

Seventh grade regular weekly spelling lessons. The following results

for the seventh grade pupils in Groups A and B for their regular 25 weekly spelling lessons as shown on Table IV are compared by equated pairs.

The first equated pair—On the weekly tests the Control Group B member made better grades for a total of six weeks; the experimental Group A member made better grades for two weeks; and neither excelled for seventeen weeks. All the better scores for the Group B member were made in the first half or twelve lessons and the last eleven lessons were equal scores for both members of this first pair. During the first 13 weeks, the A member missed four times as many words as the B member but the last 13 weeks the B member missed 1.66 times as many as the A member.

The second equated pair-The B member made better scores for a total of twenty-one weeks, the A member made better scores for two weeks. Both members were equal in scores for two weeks. The first 13 weeks the A member missed 6.5 times as many words as the B member, but the last thirteen weeks the A member missed only 2.2 times as many as the B member.

The third equated pair—The Group B member made better scores for a total of nineteen weeks; the Group A member made better scores for three weeks; and neither was superior in scores for three weeks. The first thirteen weeks the Group A member missed 7.6 times as many words as Group B member; the last thirteen weeks the Group A member cut down to 3.75 times as many words missed as the Group B member. The Group A member did not excel in any week during the first thirteen weeks but did excel three weeks and made an equal score once during the last twelve weeks.

The fourth equated pair—Both the A and B member of this pair excelled the other for a total of eleven weeks and there was no difference in scores during three weeks. The A member missed about 1.06 times as many words as the B member during the first thirteen weeks but the two members were equal in the number of words missed in the last thirteen weeks. During the first thirteen weeks the B member excelled 1.2 times as many weeks as the A member but the last thirteen weeks shows the A member excelled 1.4 times as many weeks as the B member.

From the above appraisals of the seventh grade members of Groups A and B there seems to be evidence that the change from the column method to the context method does require time for adjustment to the new method. During the first weeks the achievements of the Experimental Group A were far below the achievements of the Control Group B making a wide gap between the two. This gap gradually decreased until by the end of the school year there was little difference.

A comparison of the two seventh grade groups from their total number of words missed for the entire group for each lesson shows the

										≯	'ecks							l)		- ff					
Pupil	-	5	3	4	5	7	8	6	10	11	13	14	15	16	17	19	20	21	22	23	25	26	27	28	29
Morse	0	ч	61	0	2	0	-	0	1	0	•	1	1	1	0	•	•	0	0	н	0	¢	0	0	0
Mantey	4	6	۳.	-	4		9	4	÷	4	2	4	ŝ	ŝ	3	4	ŝ	61	1	4	2	5	61	1	4
Mann	ñ	t-	¥	4	61	٦			2	1	ę	0	67	4	ಕಾ	0	4	0	4	0	T	9	57	3	0
Wertz, J.	3	æ	80	×	0	ŝ	4	~	57	e0	Ч	9	11	×	9	5	8	4	4	0	3	4	۲	5	3
Totals	10	25	21	13	11	r-	18	~~~	~~~~	∞	ക	11	20	19	12	ဗ	17	9	c,	9	9	15	11	9	7
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			-	MOF	SOS)IW	SSEI) EA	VCH	WE	ЗEК	BY (GRC	OUP	B 7	ch G	RAI	E							
										8	/eeks]]
Pupil	-	5	**	4	5	-	œ	6	2	1	13	14	15	16	17	19	20	21	22	23	25	26	27	28	29
Basgall	0	0	0	0	Ţ	1	0	ð	0	0	0	0	1	ę	0	0	0	0	0	F	0	0	0	0	0
Stewart	0	0	0	0	0	ŝ	1	0	0	0	0	. T	4	2	1	0	ŝ	Ō	5	63	0	1	1	0	1
Reinhardt	0	м	7	0	0	0	0	0	0	г	٦	0	1	Ч	0	0	67	1	0	1	0	¢	0	0	1
Gawith	4	2	4	1	0	11	2	3	9	2	2	4	16	0	ŝ	3	4	1	20	8	3	2	9	8	4
Totals	4	en	ŝ	1	7	15	er,	6 0	¢	en	6 73	ю	22	6	9	ಣ	10	63	۲	12	~	œ	2	8	9

TABLE IV

WORDS MISSED EACH WEEK BY GROUP A 7th GRADE

Two Methods of Teaching Spelling

following: Group B members totaled 21 weeks in which they made better total spelling scores than Group A; Group A members excelled for four weeks on the total words missed by the entire group. Group A missed a total of 2.28 times as many words in the first thirteen lessons as did Group B, and Group A missed a total of 1.35 times as many words as Group B in the last thirteen weeks of the experiment.

Eighth grade regular weekly spelling lessons. Table V shows the results of the weekly tests for the eighth grade Group A members for twenty-five lessons, and Table VI shows the same results for Group B. Members of the first equated pair are listed first on both tables, the second pair next, and so on to the last equated pair.

The following results from Tables V and VI are shown:

The first equated pair—The B member made perfect scores for all twenty-five lessons. The A member made perfect scores for nineteen weeks. The B member excelled four weeks in the first thirteen weeks and three weeks of the last thirteen weeks. The A member missed ten words during the first thirteen weeks and four words the last thirteen weeks.

The second equated pair—The B member made better scores for a total of ten weeks, only two of which were in the last thirteen weeks of the experiment; the A member made a better score one week in the last thirteen weeks; there was no difference in scores for fourteen weeks, ten of which were in the last thirteen weeks. The A member missed 13 words to the B member's 0 during the first thirteen weeks, but 5 words to 1 in the last thirteen weeks.

The third equated pair—The B member excelled for a total of thirteen weeks with both A and B members making equal scores for the other twelve weeks. The A member missed twelve times as many words the first thirteen weeks and fourteen times as many words as the B member the last thirteen weeks. The B member missed one word in each half of the twenty-five lessons. Not much change is here shown between the members of this third eighth grade equated pair.

The fourth equated pair—The B member of this pair made a better score for a total of thirteen weeks; the A member of this pair excelled for three weeks; there was no difference in scores for nine weeks. In the first thirteen weeks the B member missed 1.4 times as many words as the A member but in the last thirteen weeks the A member missed 3.2 times as many words as the B member. This pair shows an opposite trend in these results when compared with other equated pairs.

The fifth equated pair—The B member did not miss a word for any week of the entire twenty-five weeks' lessons. The A member equaled this perfect score for ten weeks, falling below for fifteen weeks. The A member missed 1.37 times as many words the first thirteen weeks as he did the TABLE V

WORDS MISSED EACH WEEK BY GROUP A 8th GRADE

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Pupil	-	67	3	4	2	2	8	6	10	11	13	14	15.	16	17	61	20	21	22	23	25	26	27	78	29
Schemm	ra	0	67	0	0	0	0	0	0	1	0	0	2	0	0	1	0	0	0	0	0	0	1	0	0
Miller, G.	٦	0	-	e	٦	7	1	0	64	0	0	1	8	0	0	0	0	0	0	0	0	ಣ	0	0	0
Goudy	Ч	0	1	7	0	0	1	0	1	0	2	Ħ	9	0	1		1	0	I	-1	0	-	61	0	0
Underwood	1	0	61	1		٦	લ્ય	•	e	0	0	4	9	61	5	0	1	1	0	5	61	•	0	o	0
Armstrong	H	1	4	0	0	5	n	0	4	, 1	0	1	5	0	\$1	1	0	0	1	0	4	Ŧ	0	0	~
Storer	٦	0	Ч	* 7	~1	н	0	0	4	¢	0	63	۲	7	0	0	ಣ	0	1	۰	1	2	0	0	57
Alley	က	9	~	~ 7	ŝ	9	10	60	4	8	I	9	14	~	Ч	4	4	0	1	0	1	0	0	0	1
DeMint	9	4	1	3	es	5	9	4	6	8	eo	en	14	~	5		6	5	5	ō	ი	9	4	ŝ	10
Alumbaugh	C	1	93	61	8	۰	1	0	¥	0	0	1	2	61	-	Ô	0	0	0	0	2	0	0	0	0
Brand	61	10	13	6	6	9	12	×	13	Ŀ	ø	6	19	11	12	7	11	Ч	9	5	2	30	9	•	11
Wertz, C.	4	0	67	0	61	1	¢1	ľ	×	61	1	0	14	4	0	61	9	0	0	1	2	9	61	1	61
Forsbeck	r-	۲.	00	80	4	6	11	6	11	Q	3	2	18	14	12	20	11	2	2	en i	10	10	11	67	11
Dreiling	9	12	ġ	6	Ģ	ŝ	9	9	18	0	ۍ ۱	=	15	15	ß	0	8	11	9	6	12	2	2	11	16
Totals	38	41	50	41	39	t~ 673	55	31	81	26	21	46	123	61	41	25	54	22	58	23	44	45	28	19	55

Two Methods of Teaching Spelling

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WORDS MISSED EACH WEEK BY GROUP B 8th GRADE

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)]]							Ň	eeks					Ì					ļ		ļ	
Pupil		5	60	4	20	-	8	6	10	=	13	14	15	16	17	9 2	8	1 2	2 2	3 2	5 2	6 2	2. 2	2 2 9
Price	0	0	0	0	0	0	•	¢	0	•	0	0	0	0	Ŷ	0		0	0	0	0	0	0	
Heyl	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	_	0	0	0	0	0		_
Montgomery	0	0	0	0	0	0	0	0	0	0	0	I	0	0	0	0	_	0	1	0	0	0	0	Č
Smith	10	0	0	0	0	1	0	0	0	1	0	0	69	0	0	Ģ	-	0	1	0	1	0	0	÷
Wigton	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	0	0	0	0	0	0	<u> </u>
Hileman	Ţ	1	4	2	ŝ	0	61	1	14	×	61	ന	13	0	ō	0	-	0	8		-	9	-	_
Finley	2	0	0	0	0	-1	ŝ	0	-	0	1	-	£	1	-	0	~	0	5	H	4	×	0	÷
Klinge	0	0	-	0	0	2	63	0	ଦା	ŗ	н	4	s	с.	0	2	-	0	en	1	0		0	~
Miller, C.	1	en	Ð	0	0	63	0	0	1	0	1	5	4	1	1	1	- -		er)	63	0	0	0	Ĵ
Morin	0	63	1	0	0	1	0	0	1	••	1	••	æ	2	0	0	*	0	~	L	67	0	67	0
Schreiber	0	11	14	3	12	11	13	16	16	6	11	11	18	17	0	0	+	4 1	5 1	3 1	0	6	0	1
Vincent	4	లు	e	0	9	11	10	6 .3	10	0	80	11	17	12	4	0	-	1 1	5	2	0	82	7 1	
Pettigrew	5	80	2	4	9	8	6	9	7	7	6	9	13	=	=	6 1		0	9 1		~	9	6	
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last. Thus it can be seen, the A member was moving in the direction of closing the gap between himself and his equated partner.

The sixth equated pair—The A member surpassed the B member for a total of fourteen weeks; the B member excelled for six weeks; there was no difference for five weeks. The A member excelled nine of the fourteen times the first thirteen weeks, the B member excelled three of the six in the first thirteen weeks. They were equal one of the five in the first thirteen weeks. Group B member missed about 3.5 times as many words as the A member in the first thirteen weeks, but missed 2.5 times as many words as the A member in the last thirteen weeks.

The seventh equated pair—The B member outstripped the A member for a total of 15 weeks, twelve of which were in the first thirteen weeks. The A member out-did the B member for five weeks; there was no difference for five weeks, four of which were in the last thirteen weeks.

The eighth equated pair—The B member scored better for a total of twenty-one weeks, ten of which were in the first thirteen weeks; the A member did better for three weeks, one before and one after the thirteenth week; the two members were equal in score for one week. The A member missed 3.38 times as many words the first thirteen weeks as the B member, but 3.2 times as many words as the B member the last thirteen weeks.

The ninth equated pair—The A member made a better score for a total of twelve weeks, six of which were in the first thirteen weeks and six in the last thirteen weeks; the B member excelled for seven weeks, five of which were in the first thirteen weeks. The A member missed 1.05 times as many words as the B member in the first thirteen weeks; the B member missed 1.83 times as many words in the last thirteen weeks as the A member.

The tenth equated pair—The B member of this pair made a better score in twenty-four lessons; the A member did not excel on any week but equaled the score of the B member on the twenty-fourth lesson. The A member missed 6.25 times as many words as the B member the first thirteen weeks, but only 3.63 times as many as the B member the last thirteen weeks.

The eleventh equated pair—The A member made better scores for a total of 20 weeks; the B member did better for four weeks; the two members made equal scores for one week in the last thirteen weeks. The B member of this group missed 3.97 times as many words as the A member in the first thirteen weeks, but only three times as many in the last thirteen weeks.

The twelfth equated pair—The B member made better scores for a total of eighteen weeks, ten of which were in the first thirteen weeks; the A member was above the B member in score for seven weeks. The A member missed 1.23 times as many words as the B member the first thirteen weeks, and 1.3 times as many as the B member the last thirteen weeks. Both members missed more words the second half of the experiment than the first half.

The thirteenth equated pair—The B member made better scores than the A member for a total of fourteen weeks, eight of which were in the last thirteen weeks; the A member excelled for ten weeks, five weeks in the first half and five weeks in the last half of the twenty-five weeks. The A member misspelled 1.14 times as many words as the B member in the first thirteen weeks, 1.13 times as many as the B member the last thirteen weeks. Both members misspelled more words the last thirteen weeks than the first thirteen weeks.

A comparison of the eighth grade A and B groups show the following: Group B members totaled 20 weeks with less words missed than the Group A members; the Group A members totaled 5 weeks with less words missed than Group B members. Group A missed 1.31 times as many words as Group B missed in the first thirteen weeks, and 1.21 times as many words as Group B in the last thirteen weeks.

The same weekly lessons shown by Table IV, Table V, and Table VI are also shown by Table VII and Table VIII which give the results in percentages. These percentages show the correct spelling of each group by grades and group totals. Graphical comparisons of these percentages are shown in Figure 1, Figure 2, and Figure 3. Figure 1 compares the seventh grade Group A with Group B. Figure 2 compares the eighth grade Group A with Group B. Figure 3 shows a graphical comparison of the percentages made by the entire Group A with the entire Group B of both grades.

It must be remembered that on all these weekly tests Group B members spelled the words by the column-dictated method while Group A members spelled the words by the context-dictated method. Group B in column spelling found some difficulty keeping ahead or equal to their Group A partners during the last half of the experiment when the A members had adjusted themselves to the radical change of their method of studying and learning spelling.

There is a noticeable likeness of the pattern seen in the graphical comparisons of the two groups. A lesson that caused difficulty for one group also seemed to be difficult for the other group. This difficulty appears to offer about an equal amount of difficulty for both groups. The wider gap between spelling scores at the start of the experiment can be seen to narrow until it reaches a somewhat balanced state.

Six-weeks tests given to both groups. Six six-weeks tests were given during the 6th, 12th, 18th, and 24th weeks. Each six-weeks test followed the five regular spelling lessons.

A dictated test in context form was given to all members of the 7th

TABLE VII

TOTAL WORDS MISSED EACH WEEK BY GROUP A WITH PER CENT OF CORRECT SPELLING

Week	1	5	3	4	5	Ŀ	8	6	10	11	13	14	15	16	17
7th Grade—Missed	10	25	21	13	11	7	18	90	90	30	6	11	20	19	12
Per Cent Correct	89.6	74.0	78.2	86.5	88.6	92.7	81.3	91.7	91.7	91.7	2.06	88.6	79.6	80.3	87.5
8th Grade-Missed	38	41	50	41	39	37	6 5	31	81	26	21	46	123	61	41
Per Cent Correct	87.8	86.9	84.0	86.9	87.7	88.1	82.4	1.06	74.1	91.7	93.3	85.3	60.6	80.6	86.9
Totals															
7th and 8th Grade	4 S	66	11	5.4	50	44	73	39	89	34	30	57	143	80	53
Per Cent Correct	88.2	83.9	82.6	86.8	87.8	89.3	82.1	90.5	78.2	91.7	92.7	86.1	65.0	80.4	87.1
Week	19	20	21	22	23	25	26	27	28	29		[otals		% Tota	ls
7th Grade—Missed	9	17	9	6	9	ය	15	11	9	5		289	I	87.44	
Per Cent Correct	93.8	\$2.3	93.8	90.7	93.8	93.8	84.4	88.6	93.8	92.7					
8th Grade	25	54	22	28	23	44	45	28	19	55		1074		86.24	
Per Cent Correct	92.0	82.7	93.0	91.1	92.4	85.9	85.6	0.10	03.9	82.4					
Totals															
7th and 8th Grades	31	11	28	37	29	50	60	39	2.5	62		1363		86.62	
Per Cent Correct	92.4	82.6	93.2	91.0	92.9	8.7.8	85.3	90.5	93.9	84.8					

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TOTAL WORDS MISSED EACH WEEK BY GROUP B WITH PER CENT OF CORRECT SPELLING

Week	1	5	3	4	ß	7	8	6	10	11	13	14	15	16	17
7th Grade-Missed	4	- m	5	I	1	15	ŝ	33	9	30	8	ъ	22	6	9
Per Cent Correct	95.8	96.8	94.8	99.0	0.66	84.4	96.8	96.8	93.6	96.8	96.8	94.8	1.7.1	90.6	93.8
8th Grade—Missed	23	28	36	17	26	38	39	26	52	29	34	42	06	58	22
Per Cent Correct	92.6	91.1	82.5	94.6	91.7	87.9	87.5	91.7	83.4	7.0G	89.1	86.6	71.3	81.5	93.0
Totals															
7th and 8th Grades	27	31	41	18	27	53	42	29	58	32	53	47	112	67	28
Per Cent Correct	93.4	92.4	90.0	95.6	93.4	87.0	89.7	92.9	85.8	92.2	90.9	88.5	72.6	83.6	93.1
Week	19	20	21	22	23	25	26	27	28	29		fotals		% Tota	ls
7th Grade—Missed	e	10	13	٢	12	e9	30	2	80	9		155		93.45	
Per Cent Correct	96.8	89.6	98.0	92.7	87.6	96.8	1.10	92.7	91.7	93.8					
8th Grade—Missed	0	37	ß	28	37	23	42	20	24	44		859		88.99	
Per Cent Correct	97.0	88.2	98.4	81.5	88.2	92.6	86.6	93.6	92.3	85.9					
Totals															
7th and 8th Grades	12	47	2	65	49	26	50	27	32	50		1014		90.06	
Per Cent Correct	97.1	88.5	98.3	84.1	SS.0	93.6	8.7.8	93.4	92.2	87.8					

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and 8th grade classes at the same time on each of the above four test weeks. The spelling words were review words from lessons already studied. Correct spelling of these review words were graded and used as a six-weeks test grade. Other words missed in these context tests were recorded for each individual. Sentence and paragraph forms and mechanics were noted. Proper placing of material on the paper, neatness, and any difference or variation from the acceptable or standard was noted for both groups.

A second test was given the 18th and 24th weeks. This test was a dictated-column test given to all members of the seventh and eighth grades at the same time.

Seventh grade six-weeks tests results. Results of the six-weeks tests for the seventh grade both Group A and Group B are shown on Table IX. These results are given in the number of words missed and the per cent of correct spelling. These are listed for each member of each group. Group totals for each test are also shown with a total per cent of words spelled by the group of the seventh grade.

Pair	6th Week	12th Week	18th Week	24th Week
1	0	0	0	0
2	В	В	В	0
3	В	В	В	0
4	Α	0	А	Α
Total	В	В	В	A

The following results are shown by Table IX: (For the four contextdictated tests shown below, a "O" means equal in score.)

From Table IX and the above summary it can be seen that Group A made the largest gains from the first test to the last test, that the A members were not at first able to do better on context even though they had practiced with context spelling each week while Group B had practiced with column spelling.

The two column-dictated tests shown below were given the 18th and 24th week. (A "O" means equal in score.)

Pair	6th Week	12th Week	18th Week	24th Week
1			0	B
2			В	Α
3			В	0
4			А	А
Total	,		В	A

TABLE IX

WORDS MISSED AND PER CENT OF CORRECT SPELLING ON SIX WEEKS REVIEW TESTS GIVEN IN COLUMN FORM AND IN CONTEXT FORM, GRADE SEVEN

Morse		week	12th	week		1011	ACCA			117 1-7	Meek	
Morse	Con.	%	Con.	%	Col.	%	Con.	%	Col.	%	Con.	%
	5	91.7	0	100.0	0	100.0	0	100.0	1	95.8	0	100.0
Mantey	5	62.5	90	66.6	ß	79.2	9	75.0	n	87.5	5	91.7
Mann	11	54.2	7	70.8	υ	79.2	۲	83.3	1	95.8	0	100.0
Wertz, J.	13	45.8	10	58.3	ę	87.5	9	75.0	8	91.7	63	91.7
Totals	35	63.6	2.5	74.0	13	86.5	16	83.4	2	92.6	4	95.7
Group B												
Basgall	61	91.7	0	100.0	0	100.0	0	100.0	Û	100.0	C	100.0
Stewart	ę	75.0	61	91.7	2	91.7	I	95.8	ŝ	79.2	2	91.7
Reinhardt	ରୀ	91.7	61	91.7	0	100.0	1	95.8	ы	95.8	0	160.0
Gawith	16	33.3	10	58.3	14	41.7	14	41.7	7	70.8	12	50.0
Totals	26	72.9	14	85.4	16	83.4	16	83.4	13	86.5	14	85.4

Col. means Column; Con. means Context,

This shows somewhat the same results as are shown in the 18th and 24th weeks context test.

Eighth grade six-weeks test results. The results of the six-weeks tests for the eighth grade both Group A and Group B are shown in Table X, and from Table X the following summary of results is evident. In this summary the group member is shown who excelled his partner in the six-weeks context spelling test. (A "O" is used to indicate those tests wherein the two members were equal in score.)

Pair	6th Week	12th Week	18th Week	24th Week
1	В	В	В	0
2	В	В	В	В
3	В	В	В	Α
4	В	Α	Α	Α
5	В	В	B	Ο
6	Α	Α	A	Α
7	В	В	A	0
8	В	В	В	В
S	Α	В	A	Α
10	В	В	В	В
11	Α	Α	А	А
12	В	Α.	А	A
13	А	Α	В	Α
Total	В	В	В	A

The above summary together with Table X clearly shows that Group A made a definite gain during the year on their six weeks context tests. Eight pairs showed a gain for the A members. Four pairs have a continuous lead for two B members and two A members for the whole year. Two of these groups were very close on scores and members of the others made some improvement. The total number of words missed and per cent of correct spelling for each group shows a continual climb of the A Group which was far behind in the beginning until the group was in the lead on the last six-weeks test. However, the last two tests show the two groups close in achievement with the A Group in a substantial lead.

The column tests given as six-weeks tests on the 12th and 18th weeks show a slightly different result. (The excelling member is shown by the Group letter and equal standing is shown by a "O.")

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Con Schemm Miller, G. Goudy Underwood Armstrong Storer Alley DeMint Hand Wertz, C. Porsbeck 17 Porsbeck			week		18th	week			24th	week	
Schemm Schemm 2 Miller, G. 44 Goudy 9 Underwood 8 Armstrong 8 Storer 9 Alley 9 DeMint 14 Alumbaugh 6 Hrand 18 Wertz, C. 8 Wertz, C. 9	%	Con.	%	Col.	%	Con.	%	Col.	%	Con.	%
Miller, G. 4 Goudy 9 Underwood 8 Armstrong 5 Storer 5 Storer 9 Alumbaugh 14 Brand 18 Wertz, C. 8 Persbeck 17 Persbeck 9	91.7		95.8		95.8		95.8	0	100.0	÷	100.0
Goudy 9 Underwood 8 Armstrong 8 Storer 5 Storer 9 Alley 9 DeMint 14 Alumbaugh 18 Wertz, C. 8 Wertz, C. 8	83.3	1	95.8	0	100.0	, 4	95.8	0	100.0	61	91.7
Underwood 8 Armstrong 8 Storer 5 Storer 9 Alley 9 DeMint 14 Alumbaugh 6 Mertz, C. 8 Wertz, C. 8 Forsbeck 17	62.5	1	95.8	1	95.8	2	91.7	1	95.8	0	100.0
Armstrong Storer 5 Storer 5 Alley 9 DeMint 14 Alumbaugh 6 Hrand 18 Wertz, C. 8 Wertz, C. 8	6.6.7	1	95.8	ł	83.3	21	91.7	0	100.0	21	91.7
Storer 5 Alley 9 DeMint 14 Alumbaugh 6 Brand 18 Wertz, C. 8 Forsbeck 17	66.7	œ	66.7	50	87.5	\$	66.7	1	95.8	0	100.0
Alley 9 DeMint 14 Alumbaugh 6 Brand 18 Wertz, C. 8 Forsbeck 17 Forsbeck 20	79.2	, , ,	95.8	1	95.8	Ţ	83.3	1	95.8	н	95.8
DeMint 14 Alumbaugh 6 Brand 18 Wertz, C. 8 Forsbeck 17 Forsbeck 20	62.5	17	29.2	м	79.2	61	91.7	rð.	79.2	en en	87.5
Alumbaugh 6 Brand 18 Wertz, C. 8 Forsbeck 17 Forsbeck 20	41.7	18	25.0	6	62.5	10	58.3	13	79.2	9	75.0
Brand 18 Wertz, C. 8 Forsbeck 17	75.0	4	83.3	0	100.0	0	100.0	0	100.0	0	100.0
Wertz, C. 8 Forsbeck 17	25.0	18	25.0	10	58.3	11	54.2	13	45.8	œ	66.7
Forsbeck 17	66.7	ъ	79.2	ŝ	87.5	ιœ	79.2	5	79.2	0	100.0
Durilia ~ 0.0	29.2	20	83.3	15	37.5	12	50.0	11	54.2	œ	66.7
Dreung 20	83.3	15	37.5	17	29.2	15	37.5	13	45.8	9	75.0
Totals 128	59.0	110	64.7	69	17.9	73	76.6	55	82.4	36	88.5
Group B											
Price 1	95.8	0	100.0	0	100.0	0	100.0	1	95.8	0	100.0
Heyl 1	95.8	0	100.0	0	100.0	0	100.0	0	100.0	0	100.0
Montgomery 1	95.8	0	100.0	1	95.8	0	100.0	ħ	95.8	2	91.7
Smith 7	70.8	ß	79.2	2	91.7	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	87.5	2	91.7	9	75.0
Wigton 3	87.5	0	100.0	ŝ	87.5	4	83.3	1	95.8	0	100.0
Hileman 10	58.3	15	37.5	10	58.3	8	66.7	5	79.2	4	83.3
Finley 6	75.0	ო	87.5	9	75.0	7	70.8	9	75.0	ಣ	87.5
Klinge 5	79.2	4	83.3	e9	87.5	0	100.0	63	91.7	61	91.7
Miller, C. 8	66.7	61	91.7	9	75.0	4	83.3	0	100.0	4	83.3
Morin 10	58.3	2	70.8	en	87.5	9	75.0	1	95.8	0	100.0
Schrieber 16	33.3	24	0.0	15	37.5	18	25.0	10	58.3	14	41.7
Vincent 20	83.3	17	29.2	6	62.5	16	33.3	б	62.5	13	45.8
Pettigrew 15	37.5	19	20.8	œ	66.7	10	58.3	8	66.7	2	70.8
Totals 103	67.0	96	69.2	66	77.8	76	75.6	46	85.9	55	82.4

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Pair	18th Week	24th Week	Pair	18th Week	24th Week
1	В	A	8	В	В
2	0	0	9	А	0
3	0	0	10	В	В
4	в	Α	11	А	Α
5	0	0	12	В	В
6	Α	Α	13	В	В
7	А	Α	Total	В	A

The above seems to show that the better spellers profited more from the context instruction while the poor spellers profited more from the column spelling. The totals for the groups gives the advantage to the Group B. The last two weeks of six-weeks testing seem to indicate that the Group A members who had once gained the lead continued in the lead. More A members gained the lead after once having started in arrears than did the B members. More pairs were about equal in achievement on the last tests than was shown on the first tests.

Other words missed on the context tests. The other words that were missed besides the review spelling words in the context for the six-weeks tests were recorded for each individual. These results are shown in Table XI. The totals for each group are shown for each grade. On all tests except the 12th week test for the seventh grade, Group A excelled. There were slight leads, however, for the A members in the 6th and 18th weeks. The eighth grade A members led with a good margin on three of the four six-weeks context tests with a slight lead in the fourth test. This would seem to indicate that context spelling would make one conscious of all the words to be spelled in the context material rather than just the spelling words which had been studied. Several members of Group A did not excel their partners in the spelling of other words in the context material of these tests. Several pairs have a difference of only one or two words.

Final tests. Three final tests were given the thirtieth week of this experiment. All three tests were given in the same room to both groups at the same time.

100 words test, Final Test 1. Results of this test are shown by Table XII. This test was given on Monday.

The seventh grade A members lead in the first, fourth, and second pair. The lead was slight for the second pair. The B member of the third pair showed a substantial lead.

For the eighth grade, the B members lead for eight pairs, showing leads of three or less for four of these. Five A members of the eighth TABLE XI

CONTEXT WORDS OTHER THAN SPELLING WORDS MISSED IN FOUR SIX WEEKS REVIEW TESTS

Wecks	6th	12th	18th	24th	Weeks	6th	12th	18th	24th
Group A					Group B				
7th Grade					7th Grade				
Morse	4	0	1	ရာ	Basgall	9	2	0	0
Mantey	11	53	ŝ	90	Stewart	5	တ	61	4
Mann	9	17	4	7	Reinhardt	61	ന	67	4
Wertz, J.	6	3	2	69	Gawith	19	œ	80	24
Total	30	21	12	21	Total	32	16	13	32
8th Grade)		8th Grade				
Schemm	10	ŗ	1	2	Price	e0	0	0	1
Miller, G.	9	1	5	e0	Heyl	ş	0	0	Ţ
Goudy	5	1	1	7	Montgomery	2	0	1	4
Underwood	10	61	1	ಣ	Smith	13	1	3	8
Armstrong	6	0	5	t-	Wigton	7	0	2	0
Storer	ю	5	0	ŝ	Hileman	16	1	5	18
Alley	11	2	ŝ	4	Finley	25	0	8	12
DeMint	16	5	5	9	Klinge	œ	o	3	80
Alumbaugh	16	60	ŝ	80	Miller, C.	9	1	ເດ	6
Brand	31	t-	16	27	Morin	17	4	4	2
Wertz, C.	14	5	2	2	Schrieber	36	12	13	34
Forsbeck	25	e7)	10	28	Vincent	49	18	17	44
Dreiling	29	12	8	27	Pettigrew	5 5 5	6	80	15
Totals	182	44	58	127	Totals	221	46	69	161

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TABLE XII

Group A		Group B	
Morse	96	Basgall	91
Mantey	75	Stewart	74
Mann	71	Reinhardt	85
Wertz, J.	69	Gawith	46
Schemm	96	Price	97
Miller, G.	96	Heyl	98
Goudy	85	Montgomery	88
Underwood	61	Smith	69
Armstrong	75	Wigton	77
Storer	95	Mileman	50
Alley	77	` Finley	54
DeMint	53	Klinge	69
Alumbaugh	86	Miller, C.	61
Brand	20	Morin	72
Wertz, C.	68	Schreiber	18
Forsbeek	33	Vincent	15
Dreiling	17	Pettigrew	50

FINAL TEST ON 100 DICTATED WORDS SPELLED IN A COLUMN

grade excelled their partners. But the five highest equation score-pairs were led by the B member, with close leads for four out of the five.

24 dictated words, Final Test 2. The results of Final Test 2 which was given on Tuesday of the 30th week are shown in Table XIII. Records were kept of the words missed on this test for each pupil. The sentences composed by the pupils were checked to determine if the pupils used the words correctly as to meaning in the sentence. Other words missed in the sentence besides the review spelling words were recorded. The other words were from the pupil-composed sentences and so of their own choosing. All context material given in the six weeks test was dictated, but in these final tests the children composed their own sentences with words of their own choosing except the review spelling words, the dictated test words.

Group A of grade seven showed superiority on all three factors of this test, words spelled correctly, correct use of the words in sentences as to meaning, and other words missed besides the spelling words. The A members spelled 9 more words correctly than did the B members, the A members used 14 more words correctly than did the B members, and the A members misspelled 14 less other words of their sentences than did their B partners.

Of the 13 pairs of eighth grade pupils, the B members show the advantage on all three factors. On the review words spelling, seven B members were leading their A partners to 5 A members leading. The B members spelled 6 more words correctly than did the A members. Seven B members led in the use of the words in sentence meaning to four A members who led their B partners. The B members were able to use 5 more words correctly than could their A partners. Six B members to 5 A members led in the correct spelling of other words which they had chosen for composing their sentences. But the total shows that the A members missed only one more word than did the B members.

TABLE XIII

FINAL TEST ON 24 DICTATED WORDS TO BE SPELLED AND USED CORRECTLY IN PUPIL-COMPOSED SENTENCE

Group A	Sp. Corr.	Sen. Mean.	O/W Miss.	Group B	Sp. Corr.	Sen. Mean.	O/W Miss.
Morse	23	22	2	Basgall	22	20	4
Mantey	23	22	0	Stewart	22	21	3
Mann	22	22	0	Reinhardt	23	19	1
Wertz, J.	22	18	6	Gawith	14	10	14
Schemm	24	23	0	Price	23	24	0
Miller, G.	23	24	2	Heyl	24	22	1
Goudy	23	21	2	Montgomery	24	22	1
Underwood	21	20	2	Smith	21	21	3
Armstrong	22	21	0	Wigton	21	18	0
Storer	23	23	0	Hileman	20	23	7
Alley	20	22	1	Finely	21	20	4
DeMint	21	19	6	Klinge	24	22	2
Alumbaugh	23	18	1	Miller, C.	20	22	5
Brand	10	14	7	Morin	19	19	10
Wertz, C.	12	18	8	Schreiber	13	18	3
Forsbeck	20	19	8	Vincent	8	16	3
Dreiling	9	18	8	Pettigrew	19	19	5

The seventh grade Group A was slightly superior in this test while the eighth grade Group B was slightly superior. However, results of this do not show that study by context form has been an advantage to the Group A over those who studied by the use of the column form.

24 dictated words, Final Test 3. The results of this test are shown in Table XIV. Twenty-four words were dictated to all pupils who were instructed to spell the words, break them into syllables, and use them in sentences of their own composition. Four separate factors or skills were recorded for this test. First, words spelled correctly; second, proper syllabication of the words; third, words used properly in sentences; and four, other words missed in the context material other than the spelling review words.

TABLE XIV

		10		-					
Group A	Sp. Cor.	Syl. Cor.	Sen. Cor.	O/W Mis.	Group B	Sp. Cor.	Syl. Cor.	Sen. Cor.	O/W Mis.
Morse	23	19	24	0	Basgall	23	19	23	4
Mantey	14	15	24	2	Stewart	18	12	21	3
Mann	14	18	22	5	Reinhardt	24	14	22	5
Wertz, J.	18	13	20	5	Gawith	10	15	22	7
Schemm	23	16	24	1	Price	24	19	24	4
Miller, G.	21	6	20	1	Heyl	24	20	24	1
Goudy	20	16	24	0	Montgomery	22	14	22	1
Underwood	20	11	22	4	Smith	24	15	21	6
Armstrong	19	14	24	0	Wigton	21	16	21	6
Storer	24	14	24	0	Hileman	19	13	23	7
Alley	18	12	21	5	Finley	13	9	24	4
DeMint	14	14	22	3	Klinge	21	10	22	8
Alumbaugh	20	10	18	3	Miller, C.	15	10	24	7
Brand	9	14	18	13	Morin	18	6	19	6
Wertz, C.	17	12	18	3	Schreiber	8	4	21	9
Forsbeck	8	11	19	5	Vincent	13	4	17	3
Dreiling	6	7	1 6	0	Pettigrew	15	4	20	7

FINAL TEST ON 24 DICTATED WORDS TO BE BROKEN INTO SYLLABLES, SPELLED AND USED CORRECTLY IN PUPIL-COMPOSED SENTENCES

Pair	Correct Spelling	Correct Syllabi- cation	Correct Sentence Use	Other Words Missed
1	0	0	А	А
2	В	А	А	А
3	в	А	0	0
4	А	В	В	A

The following is taken from results shown in Table XIV, 7th Grade:

The excelling member of the pair is shown by the group letter. The "O" shows both members were equal.

The totals show that the B members spelled 6 more words than the A members, A members syllabized 5 more words correctly than did the B members, A members used 2 more words correctly in sentences than did the B members, and that the A members missed 7 less other words than did the B members.

The eighth grade made the following on Final Test 3:

The B Group members excelled on the spelling of words by 9 B members to 4 A members leading their pairs. On the correct syllabication, the A members outstripped the B members 9 to 4 pairs; on sentence use of the words, the B members were better by 7 to 5 pairs; but the A members were far better on not missing other words in the sentences 9 to 3 pairs. This would show that the A Group did not become better spellers by studying through a context method but that by more practice in context writing, they became more conscious of all words written and try to use words which they can spell, that from practice of writing papagraphs in which the skill of breaking words in syllables becomes necessary, they are better able to correctly break the words learned into syllables. The B Group missed 1.7 times as many words as the A group.

Other factors of the comparison. Other factors of comparison between the experimental and control groups are the placing of the material written in context on the paper, punctuation and capitalization, neatness of papers, and the transfer of context writing habits into other subjects and lessons.

The last six-weeks context written test given the 24th week shows the following about some of these other factors besides learning to spell words.

All of the seventh grade and twelve members of the eighth grade of the Group B had definite margin trouble (writing in the margin, leaving no margin, running over into the margin, crowding letters and words into the margin), while three of the seventh grade and four of the eighth grade of Group A had margin difficulties. Carefulness about neatness of papers was shown to be definitely in favor of Group A. One seventh grade pupil and four eighth grade pupils of the A Group wrote careless papers and were heedless of the appearance of their papers while two of the seventh grade and seven of the eighth grade of the Group B showed this tendency.

Of the eighth grade groups, the Group B pupils were twice as careless as the Group A pupils in leaving out small words of the written context material. The seventh grade pupils did not show this fault.

All pupils had received instruction concerning proper margins, neatness of papers, proper sentence structure, punctuation and capitalization along with other factors of good contextual writing in their English classes as well as the spelling classes but the Group A practiced writing contextual material together with all the mechanics and factors that go to make up good writing for their entire spelling lessons except the two sixweeks column tests and the 100 word column final test.

Summary and Conclusions

From the various tests given in this experiment we may draw at least the following conclusions:

1. At the beginning of this experiment Group A was below Group B in spelling achievement, but as the experiment progressed this difference was gradually lessened.

2. Group A showed greater improvement than Group B but still did not surpass them in spelling ability.

3. Group A showed greater skill in spelling other words in the context.

4. Group A was more careful in their written work as to neatness, proper arrangement, etc.

5. Group B spelled better as a whole than Group A at the end as well as the beginning of the experiment.

6. Neither group showed much superiority in understanding meaning of words.

7. In their own compositions, the pupils of Group A were more careful to choose in their free choice of words those words which they could spell.

8. The two groups were nearing one another in spelling achievement as the length of time increased until there was little difference at the end of the experiment.

9. Group B seemed to find it much easier to learn to spell words by the column method of study, especially was this noticeable during the first half of the experiment. 10. The study of phonetic sounds of a word when compared with other words having the same sounds in pronunciation seemed to confuse members of Group A rather than help them.

In conclusion, we may answer with some preciseness, and with admitted redundancy, the questions underlying this study:

1. Is either the column method or the context method superior in the teaching of correct spelling? The answer is yes. The pupils using the column method spelled better on the whole than did the pupils using the experimental context method.

2. Does either method of study excell in promoting elements of good writing other than correct spelling? Again the answer is yes. But it is the context method which here takes the honors. The pupils who studied under the context method became "context minded" and were more careful in neatness of papers and in the placing of materials on the paper, indentation, and other mechanics of context writing.

3. Does either method seem to promote the pupils' comprehension of the meaning of the words used? The answer is no. Both the Group A pupils and the Group B pupils were able to write meaningful sentences about equally well.