

AN ANALYTICAL AND COMPARATIVE STUDY OF THE SPELLING DEF-  
ICIENCIES OF FRESHMEN AND UPPER-CLASSMEN IN  
THE UNIVERSITY OF KANSAS

By

Rose Mary Carle

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Approved by

*Paul A. Witt*  
Instructor in Charge

*Raymond A. Schwepker*  
Head or Chairman of Dept.

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## Chapter I

### Introduction

Frequent complaint comes from college and university instructors that students who enter their institutions from secondary schools have had, or at least indicate by their spelling that they have had, inadequate training in spelling. There is also further complaint advanced by business and professional men to the effect that college students and college graduates who come to them for employment are frequently poor spellers. The business man places the responsibility for this condition upon the college, the college ascribes it to the high school, and the high school in turn blames the elementary school. Fixing the responsibility alone will not remedy conditions. It is necessary to face the situation as it is, study the defects, if there are any, and then seek and apply a remedy. The object of this investigation is to discern the spelling ability of university students. This is important since this field has not been adequately covered. A number of studies have been made which display the spelling defects of high school and elementary school pupils.

## Chapter II

### Problem Defined and Justified

It is the purpose of the writer to make an analytical and comparative study of the spelling deficiencies of university freshmen and upper-classmen. In the past most of the attention to spelling defects has been directed toward the elementary grades, where many studies have been made and remedial measures applied. Fewer studies have been made in the high schools and still fewer have been made in colleges. The writer believes that this study should be valuable first, to determine whether there is any noticeable improvement in spelling efficiency as the college student goes from the lower to the upper classes, and second, as a first step in an attempt to remedy the spelling deficiencies of college students. The second value will accrue primarily from the analysis of the errors of college students which will be made by the writer. Exact diagnosis must precede remedial endeavor.

### Chapter III

#### Related Studies

Witty, P. A. Diagnosis and Remedial Treatment of Poor Spellers. Journal of Educational Research, January 1926. A study was made of twenty-three cases of poor spellers in the Scarborough schools in Scarborough, N. Y. in Grades 7 to 12. The I. Q.'s of these children ranged from 89 to 118. The spelling errors were identified in the following way: (1) Lists U V and W were given from the Buckingham Revision of the Ayres Spelling Scale. (2) Dictation exercise Form A of the Stanford Achievement Test and 100 words selected from a classified word list for remedial exercises were given. (3) Compositions and regular written work were examined. Classification of errors followed Miss Watson's list. The preponderance of errors of each child could be classed under specific habit types. The pupils seemed to have formed incorrect habits which stood out definitely. During the ten weeks which followed the diagnosis each child was given twenty minute periods of individual instruction with the school psychologist. Each pupil came for eight periods. During the first period one specific difficulty was taken up. The child was led to appreciate the particular habit at fault and to try to substitute the correct one. This was continued until each incorrect habit was treated. Later tests showed marked improvement for each pupil and an appreciative attitude toward spelling.

Eycoff, Glenn L. An Analytical Study of the Spelling Deficiencies of High School Seniors in Twenty-Six Representative High Schools in Kansas and Oklahoma During the School Year 1925-1926. Thesis, 1928. Samplings of misspellings by the seniors in the schools participating in the study were secured by checking and analyzing the misspelled words found in themes written on given subjects. Subjects were selected with the idea of getting samplings of vocabularies of high school seniors in several different fields. The subjects were: (1) The Comparative Benefit to the Average High School Student, of Class Work and Extra-Curricular Activities(2) The Operation and Maintenance of an Automobile(3) Is There Any Adequate Justification for the Absurd Style and Customs of Today? (4) What Occupation Would You Like to Follow After You Finish School. The participating groups were tested with a list of 100 words chosen from Thorndike's Word Book, as follows: four from the first, second, third, fourth, and fifth 100 words; twenty from the second, third, fourth, and fifth 500 words. All came from the first 2500 words. Misspellings were checked against a list of 1,000 words that the writer himself had collected. There were 3,717 themes in the study containing 4,152 spelling errors. Since some of these words were misspelled several times, there were 1335 different words misspelled. One-thousand forty, or about 78% of the words misspelled were found in the Thorn-

dike Word Book. Only a sampling of the 1335 words were classified. One out of five or 267 words in all were classified. The average high school senior misspells mostly common rather than technical or uncommon words, is one of the conclusions of this thesis. The most outstanding type of errors was omission of letters. Eighteen per cent of the errors was of this type. The writer concludes that high school students make a vast variety of errors.

Whipple, George Gorton. A Comparison of High School Norms and the Spelling Ability of Students in the College of Liberal Arts and Sciences in the School of Education of the University of Kansas. Thesis 1926. Several university classes were selected at random and the pupils were tested in spelling near the middle of the second semester of the school session of 1925-1926. Classes were selected from the departments of: College of Liberal Arts and Sciences, Chemistry, English, History, and Psychology, and from the School of Education. In most instances the instructors administered the tests. The first half of the test was composed of 20 sentences, each sentence containing one word to be written after the administrator read the sentence and pronounced the word to be spelled and reread the sentence and pronounced the word. The second one-half was composed of the Ayres Spelling Scale, Column Y. These were not used in sentences. The distribution of spelling scores in the various groups tended

to be piled high at both ends for both lists. The smallest individual score made tended to be larger the farther along the student was in college. In general, there was a tendency for the point measures of college spelling ability to increase through the college years, and for the point measures of the women, except seniors, to be higher than those of the men. In general, there was a tendency for variability measures of college spelling ability to decrease through the college years, and for the variability measures of the women, except the seniors, to be less than those of the men. The P. E. ranged from 0.59 to 1.75 for list one and 0.61 to 1.88 for list two. In all the college years, the women excelled the men(except the seniors) in spelling ability. The mean spelling ability of college students in each year of college was higher than that of the previous year.

Brandenburg, G. C. The Spelling Ability of University Students. School and Society, 1918. G. C. Brandenburg of Purdue University made a study of the spelling ability of university students in 1916. Among other desired information, he wished to find an answer to the following questions: (1) Are university students poor spellers? (2) What is the nature of their spelling errors? (3) What is the relationship between spelling ability and general scholarship? The material used consisted of the weekly papers prepared by members of

two classes in the course in Mental Development in the University of Wisconsin during the school year of 1915-1916 and the examination books of one class. The class, the first semester, was composed of 86 women and 14 men, of whom 25 were seniors, 69 were juniors and 6 were sophomores. The collegiate distribution was: liberal arts, 81; agriculture, 4; home economics, 14; and music, 1. Each student submitted 18 papers during the semester. These papers averaged 884 words each, making an average of 15,912 words per student. There were 1,540,000 words altogether in the study. The total number of different words misspelled was 277, of which 28 were classified as slips of the pen. There were 15 students who made no mistakes in spelling and 18 who misspelled one word each. To determine the relationship between general scholarship and spelling ability, the average of the grades of each pupil in all the courses which he had pursued in the University was taken as an index of his scholarship.

Scholarship	Cases	Average No. of Misspelled Words	
		Daily Work	Examination
90% or above	10	1.2	2.4
80% to 89%	50	3.9	3.6
79% or below	11	5.7	7.9

There is a substantial correlation, concludes Mr. Brandenburg, between general scholarship and spelling ability. A few very good spellers are found in the group of poorest students, but no poor speller is found in the group with aver-



age scholarship of 90% or above. In one of his classes at Yale, Professor Bailey found that students average a trifle over 2.3 errors to every 1,000 words of written material. In the second class in the study made by Mr. Brandenburg, the average was approximately 1.9 words per 1,000.

Foster, W. T. The Results of a Recent Spelling Test at the University of Iowa. School and Society, 1917. W. T. Foster of Reed College at Portland, Oregon, reports a study made in 1911. In this study 10,000 short themes in Bowdoin College were checked for spelling errors and 2,005 errors were noted. This study covered the work of 300 students in Bowdoin College. The writers represented 140 preparatory schools in 15 different states and the data was collected by 5 clerks who were instructed to make note of every error. These clerks, of course, had no desire to prove anything in particular but the final results. Unlike formal spelling lessons, these 10,000 themes approximate the conditions under which men use the written language in daily life, and seem, in other respects, sufficiently typical and extensive to offer a safe basis for generalization. Of the 2,005 errors, 467 or 23% were due to carelessness. Two-hundred fifty-nine or about 12½% of the errors were due to mispronunciation, as atheletics, goverment, etc.

The School Review, June, 1925 (Author Not Given). The School Review for June 1925 gives a report of a study made by

a college teacher who had classes made up of teachers in training. She made up a list of 26 misspelled words collected from the written work of these students. Of the 23 students taking the test, 8 were seniors, 7 were juniors, and 8 were sophomores. The following table shows the distribution of the students on the basis of the number of words misspelled:

No. of Words Misspelled	Men	Women	Total
0	1	1	2
1	1	0	1
2	1	5	6
3	4	4	8
4	1	2	3
5	0	0	0
6	1	0	1
7	0	0	0
8	0	1	1
9	0	0	0
10	1	0	1
	<u>10</u>	<u>13</u>	<u>23</u>

Most of the misspellings were evidently due to the fact that the student was spelling according to sound without attention to the derivation or to the fact that his pronunciation was careless.

Whipple, G. Montrose. The Spelling of College Students. Journal of Educational Psychology, 1911. G. Montrose Whipple, of Cornell University, made a study of a list of 160 words culled from 58 examination books written by students of all four classes in a certain western university about fifteen years ago. His study, as reported, doesn't give us any comparable data. He merely assumed that a single student was

guilty of all the errors and wrote a letter in which all the errors were used in order that they might stand out clearly.

Thorndike, E. L. The Teachers' Word Book, 1921. The Teachers' Word Book is an alphabetical list of the 10,000 words which are found by Mr. Thorndike to occur most widely in a count of about 625,000 words from literature for children; about 3,000,000 words from the Bible and English classics; about 300,000 words from elementary-school text-books; and about 50,000 words from books about cooking, sewing, farming, the trades, and the like; about 90,000 words from the daily newspapers; and about 500,000 words from correspondence. A measure of the range and frequency of each word's occurrence is given by the credit-number following it. Range answers the question, "How widely is the word used?". Frequency answers the question, "How often is the word used?". If this credit-number is 49 or over, it means that the word is in the first 1,000 for frequency of occurrence. A credit number from 29 to 48 places it in the second 1,000. A credit of 19 to 28 places it in the third 1,000. A credit of 14 to 18 places it in the fourth 1,000. A credit of 10 to 13 places it in the fifth 1,000 (reaching to 5144 to be exact). The other 5,000 words are those with credit of 9(400 words); 8(503 words); 7(571 words); 6(644 words); 5(883 words); 4(1045 words); and 3(810 words). Special entries are not made of plurals in s; plurals where y is replaced by ies; adverbs formed by adding ly; comparatives and superlatives formed by adding er and est, or r and st; verb forms in s, d, ed and ing;

past participles formed by adding n, and adjectives formed by adding n to proper nouns.

Hollingworth, Ieta. Special Talents and Defects, Chapter V. In this chapter, Mrs. Hollingworth discusses the causes of poor spelling as she has found them in her study. She says that failure to learn spelling is frequently symptomatic of general incompetence. The correlation coefficients cluster around .5 only, in the case of spelling and general intelligence. Undoubtedly a prolific cause of poor spelling is faulty pronunciation. Faulty connections is another cause. Formation of these connections involve visual perception, habits of interpretation through the eye, which have been found to be of first rate importance in spelling. Poor spelling may be due to sheer failure to remember--failure to retain impressions. Motor awkwardness and incoordination may contribute to poor spelling. Many of the mistakes are mere lapses. Transfer of habits previously acquired also contribute. Errors follow certain laws: (1) Constant tendency to shorten rather than lengthen words in misspelling (2) The last halves of misspelled words show more errors than are found in the first halves. A complete examination of the pupil and an analysis of his spelling difficulties is necessary before remedial treatment can be effectively applied.

## Chapter IV

### Problem Specifically Defined

In making an analytical and comparative study of the spelling errors of the freshmen and upper-classmen in the University of Kansas, the writer hoped to answer these questions:

1. Do upper-classmen spell better than freshmen?
2. Is there a difference in the spelling ability of college men and women?
3. What is the relationship between spelling ability and intelligence?
4. What kinds of spelling errors do college students make?
5. Do college students misspell most those words used the most or the least frequently?
6. What is the relationship between spelling ability and grammatical ability?

The classification of errors to be used in this study is a revision of the classification made by Miss Watson.

The divisions are as follows:

1. Confusion of -ant and -ent; -ance and -ence
2. Confusion of -er and -or
3. Confusion of consonants with consonants of the same sound
4. Confusion of words identical or similar in sound

5. Confusion of -ceed and -cede
6. Confusion of vowels
7. Double letter difficulties
8. Inversion of letters
9. Insertion of silent letters
10. Mispronunciation
11. Omission of obscure vowels
12. Omission of silent letters
13. Phonic similarity
14. Slips(Omission of letters, addition of letters, etc)
15. Wrong division of a word at the end of a line

## Chapter V

### Method of Procedure in This Study

(a) The material used in this study was derived from themes written by 340 students in the University of Kansas. This data was secured by Professor P. A. Witty, for a series of studies, during the second semester of 1926, from five classes of upper-classmen in the School of Education and five classes of freshmen in the College of Liberal Arts of the University of Kansas. Each student wrote for twenty-five minutes on a discussion of "He(or she) is the best teacher I ever had." This material was first used by Miss Mabel S. Fry for her thesis, "An Analysis of the Vocabulary Content of University Students in Written Composition." The number of papers used in the original study has been reduced so that there are an equal number of compositions written by freshmen and by upper-classmen. In later studies of these compositions, as well as in the present one, there were 170 freshman papers, 130 junior and 40 senior papers.

(b) The 340 themes were checked over and the misspelled words noted. The misspelled words in this study are those words in which the wrong letters are used, letters are out of order, letters which should be doubled are not doubled, and vice versa, or the word is wrongly divided when it occurs at the end of a line.

(c) The misspelled words were classified according to the classification listed in Chapter IV, in order to find

the types of errors made by university students.

(d) In order to determine whether college students misspell most often those words used the most or the least frequently, the misspelled words were grouped according to the Thorndike Teacher's Word Book. Those words in List I are found in the first 1,000 words in the Teacher's Word Book. They are the words most generally used. Those words in List II are found in the second 1,000, and so on, while those in List IV lie between the 5145th and the 5544th word. The words listed in List XIII are not found in the Teacher's Word Book and are therefore used infrequently. A summary of the plan follows:

List I	1 to 1000
List II	1001 to 2000
List III	2001 to 3000
List IV	3001 to 4000
List V	4001 to 5144
List VI	5145 to 5544
List VII	5545 to 6047
List VIII	6048 to 6618
List IX	6619 to 7262
List X	7263 to 8145
List XI	8146 to 9190
List XII	9191 to 10000
List XIII	Words not found in the Thorndike Word Book



(e) A comparative study of the spelling deficiencies of the boys and girls in the freshman group was made, since the names were written on the themes of that group. It was not possible to make a similar study for the upper-classmen as the names did not appear on their papers.

(f) The correlation between spelling ability and intelligence of the freshman group was found. The intelligence scores used for the freshmen in this study were obtained from records in the Psychology Department of the University of Kansas. All freshmen, upon entrance in the University of Kansas, are given the Thurstone Psychological Examination for High School Graduates and College Freshmen. The scores are recorded in terms of percentiles ranging from 1 to 10. Those receiving a score of 1 are ranked with the highest 10% because of the scores received on this intelligence test. Those receiving a score of 10 are ranked with the lowest 10% in intelligence. It was not possible to make a similar study of the upper-classmen, since their names were not written on their themes.

## Chapter VI

### Presentation and Interpretation of Data

Table I

A Summary of the Number of Words Written  
and Errors Made by the 170 Freshmen  
and 170 Upper-classmen

	Freshmen	Upper-classmen
Total Number of Words	41,244	48,012
Spelling Errors	292	178
Average Number of Errors per Pupil	1.76	1.06
Standard Deviation	2.25	1.75
Number Making No Errors	52	94
Percent Making No Errors	31	55
Errors per 1,000 Words	7.1	3.4

Table I shows that the freshmen wrote 41,224 words in their 170 themes. The total number of spelling errors in these themes was 292. The average number of spelling errors per pupil was 1.76. The Standard Deviation from the average was 2.25. This means that about 68% of the freshmen made 1.76 plus or minus 2.25 spelling errors. That is about 68% of the freshmen, or 116 freshmen made from 0 to 4.01 spelling errors. Fifty-two of the freshmen or 31% of the freshmen made no spelling errors. On the basis of the data given above, the freshmen made 7.1 errors per 1,000 words written.

The themes written by the upper-classmen contained a total of 48,012 words. In the 170 themes, 178 spelling errors were found. The average number of spelling errors per pupil was 1.06. The Standard Deviation from the average was 1.75. That is about 68% of the upper-classmen or 116 upper-classmen made from 0 to 2.81 spelling errors. Out of the 170 upper-classmen, 94, or 55% made no spelling errors. On the basis of the data given above, the upper-classmen made 3.4 spelling errors per 1,000 words written.

Table II

A Summary of the Number of Words Written and  
the Errors Made by the 71 Freshman  
Girls and 99 Freshman Boys

	Girls	Boys
Total Number of Words	16,959	24,285
Spelling Errors	113	179
Average Number of Errors per Pupil	1.64	1.84
Standard Deviation	2.26	2.31
Number Making No Errors	25	27
Percent Making No Errors	35	27
Errors per 1,000 Words	6.7	7.4

Table II shows that the freshman girls, 71 in number, wrote 16,959 words altogether in the compositions studied. A total of 113 spelling errors were found in these themes. The average number of spelling errors per girl was 1.64. The Standard Deviation from the average was 2.26. That is about 48 girls made from 0 to 3.9 spelling errors. Twenty-five girls made 0 spelling errors. Thirty-five percent of the girls made no spelling errors. On the basis of the above data, the freshman girls made 6.7 spelling errors per 1,000 words written.

The themes written by the freshman boys contained 24,285 words. There were 99 freshman boys in the study. These 99 boys made 179 spelling errors. The average number of spelling errors per boy was 1.84. The Standard Deviation from the average was 2.31. That is about 67 boys made from 0 to 4.15 spelling errors. Twenty-seven boys or 27% of the boys made no spelling errors. On the basis of the above data, the freshman boys made 7.4 spelling errors per 1,000 words written.

Table III

CLASSIFICATION OF THE SPELLING ERRORS MADE  
BY THE 170 FRESHMEN

Confusion of -ant and -ent; -ance and -ence

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. excellent	excellant	1
2. insistance	insistance	1
3. perseverance	perseverance	1
4. prominent	promenant	1
5. repellent	repellant	1

Tables III to XVII contain the words misspelled by the 170 freshmen and which have been classified according to the classification listed in Chapter IV. Table III contains the words misspelled by the freshmen, which misspelling was due to a confusion of the suffixes -ant and -ent; -ance and -ence. The first column contains the words correctly spelled. The second column contains the words as they were spelled by the freshmen. The third column contains the number of times each word was misspelled in the entire 170 themes. For instance, in Table III we find that the word "excellent" was misspelled "excellant" in 1 case. Tables IV to XVII may be interpreted in a similar way.

Table IV

CLASSIFICATION OF THE SPELLING ERRORS MADE  
BY THE 170 FRESHMEN

Confusion of Consonants With Consonants of the Same Sound

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. anticipated	antispiated	1
2. course	cource	1
3. consciencious	conscientious	1
4. criticism	critisism	1
5. excelsior	excelcior	2
6. influential	influencial	1
7. praise	praize	1
8. supervised	superviced	1



Table V I

CLASSIFICATION OF THE SPELLING ERRORS MADE  
BY THE 170 FRESHMEN

Confusion of Words Identical or Similar in Sound

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. advice	advise	3
2. effect	affect	1
3. conscience	conscious	1
4. dominant	dominate	1
5. her	here	1
6. here	her	2
7. later	latter	1
8. lose	loose	3
9. knew	new	1
10. passed	past	1
11. principal	principle	3
12. staid	stayed	1
13. their	there	1
14. too	to	3
15. thorough	through	1

Table XVI

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 FRESHMEN

Confusion of -cede and -ceed

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. precede	preceed	1

Table V II

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 FRESHMEN

Confusion of Vowels

List of Words Misspelled	Way in Which Misspelled	No. of Times Misspelled
1. amateur	ameteure	1
2. according	accarding	1
3. among	ameng	1
4. analytical	anelytical	1
5. benefit	benifit	1
6. bawling	bauling	2
7. cosmopolitan	cosmopoliton	1
8. congenial	congeniel	1
9. considerable	consederable	1
10. considers	conseders	1
11. competent	compitant	1
12. despised	dispised	1
13. disturbing	desturbing	1
14. diminished	deminished	1
15. difficulties	diffeiculties	1
16. efficient	effecient	1
17. interesting	enteresting	1
18. extemporaneous	extemperaneous	1
19. influenced	enfluenced	1
20. fundamentals	fundementals	1
21. formerly	formarly	1

Table VII(Coh.)

## Confusion of Vowels

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
22. idiosincracies	idiosincricies	1
23. instructors	instructures	1
24. intelligent	intillegent	1
25. lessons	lessens	1
26. martyr	marter	1
27. magnetism	magnitism	1
28. mathematics	mathamatics	1
29. military	miletary	1
30. polliwog	polywog	2
31. person	persin	1
32. president	presedent	1
33. prominent	promenant	1
34. privileges	privaleges	1
35. privilege	privilidge	1
36. privilege	privelige	1
37. smuttiness	smutteness	1
38. solemn	solomn	1
39. tremendous	tremendious	1
40. untidiness	untidyness	1
41. university	universety	1
42. willingness	willengness	1
43. academic	acadamic	1
44. contrasting	centrasting	1

Table VIII

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 FRESHMEN

Confusion of -er and -or

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. impersonator	impersonater	1
2. interpreter	interpreter	1
3. instructor	instrucuter	2
4. visitor	visiter	1

Table IX

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 FRESHMEN

## Double Letter Difficulties

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. amendments	ammenments	1
2. bazaars	bazzars	1
3. carefully	carefully	1
4. cheerfully	cheerfully	1
5. control	controll	1
6. domineering	dominering	1
7. during	durring	1
8. embarass	embarras	1
9. embarassed	embarrassed	1
10. embarrassing	embarrasing	2
11. embarass	embarrass	1
12. environment	envirronment	1
13. griped	gripped	1
14. interrupted	interupted	1
15. mentally	mentaly	1
16. polliwog	polywog	2
17. occasional	occassional	1
18. personality	personally	1
19. professor	proffesor	3
20. particularly	particullarly	1

Table IX(Con.)  
Double Letter Difficulties

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
21. quiz	quizz	3
22. quizzes	quizes	3
23. really	realy	1
24. seeming	seming	1
25. winning	wining	1
26. writing	writting	1

Table X

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 FRESHMEN

Inversion of Letters

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. accurately	accruately	1
2. anticipated	antispiated	1
3. believes	beleives	1
4. believed	beleived	1
5. easily	eaisly	1
6. genuinely	genuienly	1
7. habit	haibt	1
8. height	heigth	1
9. peculiar	peculair	1
10. peculiarities	peculiariteis	1
11. perhaps	prehaps	1
12. received	recieved	2
13. remained	remanied	1
14. toward	towrad	1



Table XI

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 FRESHMEN

## Insertion of Silent Letters

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. cheerful	cheereful	1
2. criticisms	chritisms	1
3. firyness	fireyness	1
4. humor	humour	1
5. judgment	judgement	2
6. nervous	nervious	2
7. privilege	privilidge	1
8. privilege	priviledge	1
9. speak	speak	1
10. urge	uerge	1
11. welfare	wealfare	1

Table X II

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 FRESHMEN

Mispronunciation

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. amendments	ammenments	1
2. antithesis	anthesis	1
3. angry	angery	1
4. anecdotes	antecdotes	1
5. athletic	atheletic	2
6. athlete	athelete	1
7. amiable	aimable	1
8. Beowulf	Beoulf	1
9. casually	causually	1
10. complexioned	complected	1
11. enlightenment	enlightment	1
12. governmental	govermental	1
13. height	heighth	3
14. interpret	interpet	1
15. interpretation	interpotation	1
16. insignificant	insignifigant	1
17. mindedness	mindness	2
18. numberless	numerless	1
19. participator	particiapator	1
20. paddling	paddeling	1
21. physiognomy	physiogmony	1
22. sacrificed	sacarificed	1
23. similarity	simularity	1
24. sophomore	sophmore	1

Table XII

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 FRESHMEN

Omission of Obscure Vowels

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. business	business	1
2. conference	confrence	1
3. efficiency	efficiency	1
4. interest	intrest	1
5. individual	individul	1
6. parliamentary	parlimentary	1
7. questions	questins	1
8. recreation	recreatin	1
9. recitation	recitatin	1
10. superiority	superority	1
11. superior	superor	1
12. theorems	theorms	1
13. tremendously	tremendously	1

Table XIV

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 FRESHMEN

## Omission of Silent Letters

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. authority	athority	1
2. activeness	activness	1
3. achievement	achievment	1
4. conscious	consious	1
5. conscientious	conscientous	1
6. combined	combind	1
7. disciplinarian	disiplinarian	1
8. encouragement	encouragment	1
9. fault	falt	1
10. Johnnie	Jonnie	1
11. knowledge	knoelege	2
12. knowledge	knowlege	1
13. large	larg	1
14. medieval	medival	1
15. noticeable	noticable	1
16. psychology	psycology	1
17. quite	quit	1
18. self-conscious	self-concious	1

Table XV

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 FRESHMEN

## Phonic Similarity

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. although	allthough	1
2. always	allways	1
3. almost	allmost	1
4. altogether	all together	1
5. misbehave	miss-hehave	1
6. outweighed	outweighted	1
7. scientific	sciencetific	1

Table XVI

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 FRESHMEN

Slips(Omissions, additions, etc.)

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. almost	alnost	1
2. around	aroid	1
3. amusement	amusemet	1
4. always	alway	6
5. addition	additione	1
6. because	becaise	1
7. bit	abit	1
8. broad	broard	1
9. came	cane	1
10. criticisms	chritisms	1
11. capable	cable	1
12. could	coild	1
13. command	commanded	1
14. develop	develope	1
15. declining	decling	1
16. everything	everythig	1
17. explain	eplain	1
18. exceptionally	exceptional	1
19. enthusiasm	enthusiam	1
20. excellent	excellente	1
21. eighth	eight	1

Table XVI(Con.)

Slips(Omissions, additions, etc.)

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
22. frame	fame	1
23. forbidden	forbided	1
24. general	geneneral	1
25. generally	general	1
26. gave	give	1
27. home	hone	1
28. illustrations	illuslrations	1
29. unusual	inusual	1
30. instructors	instructures	1
31. misbehave	miss-hehave	1
32. minimum	minim	1
33. opinions	opinionions	1
34. observed	observered	1
35. means	mean	1
36. prettiness	pettiness	1
37. proved	proven	1
38. partialities	partialalities	1
39. prepared	prepaied	1
40. patience	patiences	1
41. painstaking	painsking	1
42. remarkable	remarklable	1
43. remarkable	remarhable	1
44. remind	remaind	1

Table XLI(Con.)

Slips(Omissions, additions, etc.)

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
45. sometimes	sonetines	1
46. supposed	spposed	1
47. spend	sped	1
48. superintendent	superindentendent	1
49. semester	senester	1
50. seemingly	seeming	1
51. situation	situtation	1
52. satisfaction	satfication	1
53. student	studient	2
54. time	tine	1
55. training	traing	1
56. Tennessee	Ternessee	1
57. times	tume	1
58. undoubtedly	undoubtly	1
59. university	unversity	1
60. uncomfortable	uncorfortable	1
61. years	yeas	1
62. lot	alot	1



Table XVII

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 FRESHMEN

Wrong Division at the End of the Line

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. attention	attent ion	1
2. appeared	app eared	1
3. characteristics	charac teristics	1
4. enthusiasm	enthu siasm	1
5. incidents	incid ents	1
6. knowledge	know ledge	1
7. relatives	re latives	1

Table XVIII

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 UPPER-CLASSMEN

Confusion of -ant and -ent; -ance and -ence

List of Words Misspelled	Way in Which Words Were Misspelled	Number of Times Misspelled
1. superintendent	superintendant	1

Tables XVIII to XX contain the words misspelled by the 170 upper-classmen and which have been classified according to the classification listed in Chapter IV. Table XVIII contains the words misspelled by the upper-classmen, which misspelling was due to a confusion of the suffixes -ant and -ent; -ance and -ence. The first column contains the words correctly spelled. The second column contains the words as they were spelled by the upper-classmen. The third column contains the number of times each word was misspelled in the entire 170 themes. For instance, in Table XIX the word "bawling" was misspelled "balling" in 1 case. Tables XVIII to XX may be interpreted in a similar way.

Table XIX

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 UPPER-CLASSMENConfusion of Consonants With Consonants of the  
Same Sound

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. bawling	balling	1
2. criticise	critisize	1
3. cliquey	clicky	1
4. energetic	enerjetic	1
5. incentive	insentive	1
6. laugh	lauief	1

Table XX

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 UPPER-CLASSMEN

Confusion of Words Identical or Similar in Sound

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. advice	advise	3
2. course	coarse	2
3. doing	during	1
4. lose	loose	1
5. principles	principals	1
6. principal	principle	1
7. preceding	proceeding	1
8. their	there	2
9. too	to	1
10. to	too	1

Table XXI

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 UPPER-CLASSMEN

Confusion of -cede and -ceed

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. preceding	proceeding	2

Table XXII

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 UPPER-CLASSMEN

Confusion of Vowels

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. assignments	assegnments	1
2. analyzed	analized	1
3. critical	cretical	1
4. descriptive	discriptive	1
5. enervate	innervate	1
6. energy	intergy	1
7. exercise	exercese	1
8. friendliness	friendlyness	1
9. fashionable	fashenable	1
10. humorous	humoreus	1
11. humorous	humorous	1
12. humor	humer	1
13. interesting	enteresting	1
14. ideas	edeas	1
15. influences	enfluences	1
16. impartial	inportial	1
17. mannerism	mannarsm	1
18. Manhattan	Manhatton	1
19. negligent	neglegent	1
20. placidness	placedniss	1

Table XXII(Con.)

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 UPPER-CLASSMEN

Confusion of Vowels

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
21. politician	politition	1
22. paraphrastics	peraphrastics	1
23. requisites	requesites	1
24. sincerely	sincerily	1
25. straight	streight	1
26. synaptic	syneptic	1
27. sincerely	sencerily	2
28. technique	techneque	1
29. Vassar	Vasser	1
30. valiant	valient	2
31. habitually	habetually	1



Table XXIII  
 CLASSIFICATION OF THE SPELLING ERRORS  
 MADE BY THE 170 UPPER-CLASSMEN

Double Letter Difficulties

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. accommodate	accomodate	1
2. bragging	braging	1
3. commotion	comotion	1
4. chosen	choosen	1
5. excel	excell	1
6. easily	easilly	1
7. fulfilled	fullfiled	1
8. getting	geting	1
9. harassed	harrassed	1
10. enervate	innervate	1
11. manner	maner	1
12. occasionally	ocassionally	1
13. occasional	occassional	1
14. occasions	occassions	1
15. professor	proffesor	1
16. preceding	preceeding	1
17. preferred	prefered	1
18. quiz	quizz	1
19. quizzes	quizes	2
20. supplementary	suplementary	1
21. dragginess	draginess	1

Table XXIV

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 UPPER-CLASSMEN

## Inversion of Letters

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. Caesar	Ceasar	2
2. credit	cerdit	1
3. friendly	freindly	1
4. received	recieved	1
5. scholarship	schoralship	1
6. times	tmies	1
7. toward	tword	1
8. viewpoint	veiwpoint	1

Table XXV

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 UPPER-CLASSMEN

Insertion of Silent Letters

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. algebra	alegebra	1
2. assignments	assignements	1
3. colleagues	collequeas	1
4. development	developement	2
5. determined	deterimined	1
6. explicitness	expliciteness	1
7. energy	enerigy	1
8. extremely	extreamely	1
9. forward	foreward	1
10. judgment	judgement	2
11. laugh	lauef	1
12. mimeographed	minnegriaphed	1
13. privilege	priviledge	2
14. ruly	ruley	1
15. stern	stearn	1
16. together	togeather	1

Table XXVI

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 UPPER-CLASSMEN

## Mispronunciation

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. antithesis	anthithesis	1
2. contradict	conterdict	1
3. energetic	entergetic	1
4. energy	intergy	1
5. laboratory	labatory	1
6. mimeographed	minnegriaphed	1
7. ponder	pounder	1
8. probably	probaly	1
9. sophomores	sophmores	1
10. technical	techinal	1
11. toward	tword	1

Table XXVII

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 UPPER-CLASSMEN

## Omission of Silent Letters

List of Words Misspelled	Way in Which Misspelled	No. of Times Misspelled
1. before	befor	1
2. dealt	delt	1
3. discipline	dicipline	1
4. haughtiness	hautiness	1
5. interfere	interfer	1
6. knack	nack	1
7. likeable	likable	1
8. pleasant	plesant	1
9. unconsciously	unconsiously	1

Table XXVIII

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 UPPER-CLASSMEN

Phonic Similarity

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. cheerful	cheerfull	1
2. fulfilled	fullfiled	1
3. naturally	naturely	1

Table XXIX

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 UPPER-CLASSMEN

Slips(Omissions, additions, etc.)

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. admirably	admirable	1
2. action	actin	1
3. assigned	assisgned	1
4. always	alway	1
5. any	an	1
6. assumes	assunes	1
7. chaos	choos	1
8. criterion	criteria	1
9. down	doue	1
10. develop	develope	2
11. enthusiasm	enthisiam	1
12. efficiently	efficietly	1
13. examining	examing	1
14. explaining	explanng	1
15. frail	fraile	1
16. gentleman	gentlemn	1
17. intelligent	entelligente	1
18. impartial	inportial	1
19. kept	keep	1
20. literary	litery	1

Table XXIX (Con.)

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 UPPER-CLASSMEN

Slips (Omissions, additions)

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
21. manner	mannr	1
22. means	mean	1
23. no one	noone	1
24. nor	no	1
25. obedient	odedient	1
26. oftentimes	oftentime	1
27. or	are	1
28. psychical	psychial	1
29. personality	personally	1
30. predominate	predaninate	1
31. quiz	quize	1
32. recitations	recitatems	1
33. secondly	scondly	1
34. superior	surperior	1
35. supposed	suppose	1
36. textbooks	textboods	1
37. technique	technique	1
38. usually	usual	1
39. us	use	1
40. which	whicl	1



Table XXX

CLASSIFICATION OF THE SPELLING ERRORS  
MADE BY THE 170 UPPER-CLASSMEN

Wrong Division at the End of the Line

List of Words Misspelled	Way in Which Words Were Misspelled	No. of Times Misspelled
1. correcting	corr    ecting	1
2. vocabulary	voca    bulary	1
3. reference	refere    nce	1

Table XXXI

The Number and Percent of Errors of Each Type  
Made by the Freshmen

Rank	Type of Error	Number	Percent
1	Slips(Omissions, additions, etc.)	62	23.7
2	Confusion of Vowels	44	16.8
3	Double Letter Difficulties	26	9.9
4	Mispronunciation	24	9.2
5	Omission of Silent Letters	18	7.0
6	Confusion of Words Identical or Similar in Sound	15	5.7
7	Inversion of Letters	14	5.3
8	Omission of Obscure Vowels	13	5.0
9	Insertion of Silent Letters	11	4.2
10	Confusion of Consonants With Consonants of Same Sound	8	3.1
11	Confusion because of Phonic Similarity	7	2.6
11	Wrong Division of Word When It Occurs at End of Line	7	2.6
11	Confusion of -er and -or	7	2.6
12	Confusion of -ant and -ent; -ance and -ence	5	1.9
13	Confusion of -cede and -ceed	1	0.3
		262	100.0%

Table XXXI shows the number of errors of each type made by the freshmen. The greatest number of errors were due to Slips, such as omission of letters, addition of letters, etc. Sixty-two out of a total of 262 errors were of this type. This makes 23.7% of the errors due to Slips. The second largest number of errors were due to Confusion of Vowels. Forty-four out of a total of 262 errors, or 16.8% of the errors were due to this type of error. Double Letter Difficulties comes third with 26 errors or 9.9% of the total number of errors. The fourth in rank is Errors due to Mispronunciation which accounts for 24 errors or 9.2% of all the errors. Omission of Silent Letters stands fifth with 18 errors or 7.0% of the total. Confusion of Words Identical or Similar in Sound stands sixth with 15 errors or 5.7% of the total. Inversion of Letters stands seventh with 14 errors or 5.3% of the total. Omission of Obscure Vowels stands eighth with 13 errors or 5.0% of the total. Insertion of Silent Letters stands ninth with 11 errors or 4.2% of the total. Confusion of Consonants With Consonants of the Same Sound comes tenth with 8 errors or 3.1% of the total. Confusion Because of Phonic Similarity, Wrong Division of Words at the End of the Line, and Confusion of -er and -or stand eleventh with 7 errors or 2.6% of the total.

Table XXXII

The Number and Percent of Errors of Each Type

Made by the Upper-classmen

Rank	Type of Error	Number	Percent
1	Slips(Omissions, additions)	40	25.0
2	Confusion of Vowels	31	19.5
3	Double Letter Difficulties	21	13.1
4	Insertion of Silent Letters	16	10.0
5	Mispronunciation	11	6.9
6	Confusion of Words Identical or Similar in Sound	10	6.3
7	Omission of Silent Letters	9	5.6
8	Inversion of Letters	8	5.0
9	Confusion of Consonants With Consonants of Same Sound	6	3.8
10	Phonic Similarity	3	1.9
10	Wrong Division of Word When It Occurs at End of Line	3	1.9
11	Confusion of -cede and -ceed	1	.6
11	Confusion of -ant and -ent; -ance and -ence	1	.6
12	Confusion of -er and -or	0	0.0
12	Omission of Obscure Vowels	0	0.0
		160	100.0%

Table XXXII shows the number of errors of each type made by the upper-classmen. The greatest number of errors were due to Slips, such as omission of letters, addition of letters, etc. Forty out of a total of 160 errors were of this type. This makes 25.0% of the errors due to Slips. The second largest number of errors were due to Confusion of Vowels. Thirty-one out of a total of 160 errors, or 19.5% of the errors were due to this type of error. Double Letter Difficulties came third with 21 errors or 13.1% of the total. Insertion of Silent Letters was fourth in rank with 16 errors or 10.0% of the total. Mispronunciation came fifth with 11 errors or 6.9% of the total. Confusion of Words Identical or Similar in Sound came sixth with 10 errors or 6.3% of the total. Omission of Silent Letters ranked seventh with 9 errors or 5.6% of the total. Inversion of Letters came eighth with 8 errors or 5.0% of the total. Confusion of Consonants With Consonants of the Same Sound ranked ninth with 6 errors or 3.8% of the total. Phonic Similarity and Wrong Division of a Word When It Occurs at the End of the Line came tenth, each with 3 errors or 1.9% of the total. Confusion of -cede and -ceed and Confusion of -ant and -ent; -ance and -ence came eleventh, each with 1 error or .6% of the total. The upper-classmen had no difficulty with -er and -r, or with Obscure Vowels.

Table XXXIII

Words Misspelled by the 170 Freshmen Which are  
Found in List I of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. accept	1	21. during	1
2. almost	2	22. easily	1
3. according	1	23. everything	1
4. although	1	24. eighth	1
5. always	7	25. formerly	1
6. among	1	26. frame	1
7. altogether	1	27. gave	1
8. around	1	28. general	1
9. appeared	1	29. generally	1
10. because	1	30. height	4
11. bit	1	31. her	2
12. broad	1	32. home	1
13. believe	2	33. here	1
14. business	1	34. interest	1
15. benefit	1	35. interesting	1
16. came	1	36. knew	1
17. commanded	1	37. large	1
18. course	1	38. lot	1
19. could	1	39. later	1
20. dryest	1	40. lessons	1

Table XXXIII(Con.)

Words Misspelled by the 170 Freshmen Which are  
Found in List I of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
41. means	1	55. supposed	1
42. perhaps	1	56. staid	1
43. person	1	57. speak	1
44. passed	1	58. apend	1
45. prepared	1	59. there	1
46. proved	1	60. time	1
47. quite	1	61. times	1
48. question	1	62. training	1
49. remained	1	63. toward	1
50. really	1	64. unusual	1
51. received	2	65. writing	1
52. sometimes	1	66. winning	1
53. seeming	1	67. years	
54. seemingly	1		

Tables XXXIII to XLIV contain the words misspelled by the 170 freshmen which are found listed in Thorndike's "Teacher's Word Book". Table XLV contains the words misspelled by the freshmen which are not found listed in this book. Table XXXIII contains those words which were misspelled by the 170 freshmen in the themes studied which occur in the first list in the Thorndike Word Book, or they are found among the 1,000 most frequently used words. Table XXXIV contains those words misspelled by the freshmen which occur in the second 1,000 most frequently used words, etc. After each word listed there appears a number which indicates the number of times this word was misspelled in the entire 170 themes.



Table XXXIV

Words Misspelled by the 170 Freshmen Which are  
Found in List II of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. angry	1	16. lose	3
2. advice	3	17. observed	1
3. attention	1	18. opinions	1
4. carefully	1	19. praise	1
5. cheerful	1	20. particularly	1
6. cheerfully	1	21. principle	3
7. control	1	22. president	1
8. considers	1	23. sacrificed	1
9. effect	1	24. student	2
10. explain	1	25. speed	1
11. excellent	2	26. special	1
12. fault	1	27. thorough	1
13. influenced	1	28. too	3
14. judgment	2	29. urge	1
15. knowledge	4	30. superior	1

Table XXXV

Words Misspelled by the 170 Freshmen Which Are  
Found in List III of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. addition	1	13. interrupted	1
2. authority	1	14. military	1
3. capable	1	15. numberless	1
4. combined	1	16. patience	1
5. despised	1	17. peculiar	1
6. disturbing	1	18. privilege	3
7. develop	1	19. professor	3
8. declining	1	20. remarkable	2
9. difficulty	1	21. relative	1
10. habit	1	22. solemn	1
11. humor	1	23. university	2
12. individual	1		

Table XXXVI

Words Misspelled by the 170 Freshmen Which Are  
Found in List IV of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. amendments	1	8. griped	1
2. contrasting	1	9. nervous	2
3. conscious	1	10. occasional	1
4. conference	1	11. prominent	1
5. considerable	1	12. remind	1
6. conscience	1	13. situation	1
7. forbidden	1	14. visitor	1

Table XXXVII

Words Misspelled by the 170 Freshmen Which Are  
Found in List V of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. amusement	1	9. intelligent	1
2. characteristics	1	10. Johnnie	1
3. complexioned	1	11. martyr	1
4. diminishes	1	12. paddling	1
5. enthusiasm	2	13. superintendent	1
6. genuinely	1	14. tremendous	1
7. interpret	1	15. uncomfortable	1
8. incidents	1		

Table XXXVIII

Words Misspelled by the 170 Freshmen Which Are  
Found in List VI of the Thorndike Word Book

	No. of Times Misspelled
1. precede	1

Table XXXIX

Words Misspelled by the 170 Freshmen Which Are  
Found in List VII of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. casually	1	5. mathematics	1
2. exceptionally	1	6. precedent	1
3. illustrations	1	7. recreation	1
4. insignificant	1		

Table XL  
Words Misspelled by the 170 Freshmen Which Are  
Found in List VIII of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. achievement	1	4. personality	1
2. anticipated	1	5. perseverance	1
3. interpretor	1		

Table XLI

Words Misspelled by the 170 Freshmen Which Are  
Found in List IX of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. bawling	2	6. instructor	3
2. embarrassing	2	7. mentally	1
3. embarass	2	8. recitation	1
4. embarassed	1	9. tremendously	1
5. interpretation	1		



Table XLII

Words Misspelled by the 170 Freshmen Which Are  
Found in List X of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. congenial	1	5. minimum	1
2. criticism	2	6. noticeable	1
3. efficient	1	7. peculiarities	1
4. fundamentals	1	8. undoubtedly	1

Table XLIII

Words Misspelled by the 170 Freshmen Which are  
Found in List XI of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. amateur	1	4. efficiency	1
2. competent	1	5. scientific	1
3. conscientious	2		

Words Misspelled by the 170 Freshmen Which Are Found in List XII of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. accurately	1	5. similarity	1
2. dominant	1	6. superiority	1
3. encouragement	1	7. scholarship	1
4. influential	1		

Table XLV

Words Misspelled by the 170 Freshmen Which Are  
Not Found in the Thorndike Word Book  
 (List XIII)

	No. of Times Misspelled		No. of Times Misspelled
1. academic	1	21. impersonator	1
2. activeness	1	22. insistence	1
3. amiable	1	23. magnetism	1
4. anecdotes	1	24. medieval	1
5. analytical	1	25. misbehave	1
6. antithesis	1	26. mindedness	2
7. athlete	1	27. outweighed	1
8. athletic	2	28. participator	1
9. bazaars	1	29. parliamentary	1
10. Beowulf	1	30. partialities	1
11. cosmopolitan	1	31. painstaking	1
12. disciplinarian	1	32. polliwog	2
13. domineering	1	33. physiognomy	1
14. environment	1	34. pertinent	1
15. enlightenment	1	35. prettiness	1
16. extemporaneous	1	36. portraying	1
17. excelsior	2	37. psychology	1
18. firyness	1	38. quiz	3
19. governmental	1	39. quizzes	3
20. idiosincracies	1	40. repellent	1

Table XLV(Con.)

Words Misspelled by the 170 Freshmen Which Are  
Not Found in the Thorndike Word Book  
 (List XIII)

	No. of Times Misspelled		No. of Times Misspelled
41. satisfaction	1	47. theorems	1
42. semester	1	48. Tennessee	1
43. sophomore	1	49. untidiness	1
44. self-conscious	1	50. willingness	1
45. smuttiness	1	51. welfare	1
46. supervised	1		

Table XLVI

Words Misspelled by the 170 Upper-classmen Which Are  
Found in List I of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. any	1	20. no one	1
2. always	1	21. nor	1
3. before	1	22. or	1
4. broader	1	23. pleasant	1
5. course	1	24. preferred	1
6. dealt	1	25. receive	1
7. doing	1	26. secondly	1
8. down	1	27. straight	1
9. easily	1	28. supposed	2
10. exercise	1	29. times	1
11. forward	1	30. together	1
12. getting	1	31. toward	1
13. gentlemen	2	32. their	2
14. interesting	1	33. too	2
15. kept	1	34. to	1
16. laugh	1	35. usually	1
17. lose	1	36. us	1
18. manner	3	37. which	1
19. means	1		

Tables XLVI to LVIII contain the words misspelled by the 170 upper-classmen which are found listed in "Thorndike's "Teacher's Word Book." Table LVIII contains the words misspelled by the upper-classmen which are not found listed in this book. Table XLVI contains those words which were misspelled by the 170 upper-classmen in the themes studied which occur in the first list in the Thorndike Word Book, or they are found among the 1,000 most frequently used words. Table XLVII contains those words misspelled by the upper-classmen which occur in the second 1,000 most frequently used words, etc. After each word listed there appears a number which indicates the number of times this word was misspelled in the entire 170 themes.

Table XLVII

Words Misspelled by the 170 Upper-classmen Which Are  
Found in List II of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. action	1	9. friendly	1
2. advice	3	10. influences	1
3. chosen	1	11. judgment	2
4. correcting	1	12. naturally	1
5. cheerful	1	13. occasions	1
6. extremely	1	14. probably	1
7. explaining	1	15. principal	1
8. examining	1	16. superior	1



Table XLVIII

Words Misspelled by the 170 Upper-classmen Which Are  
Found in List III of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. assumes	1	6. professor	6
2. credit	1	7. privilege	2
3. develop	2	8. sincerely	2
4. frail	1	9. textbooks	1
5. humor	1		

Table XLIX

Words Misspelled by the 170 Upper-classmen Which Are  
Found in List IV of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. development	2	6. occasionally	1
2. energy	2	7. occasional	1
3. excel	1	8. unconsciously	1
4. fulfilled	1	9. valiant	1
5. intelligent	1		

Table I

Words Misspelled by the 170 Upper-classmen Which Are  
Found in List V of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. accommodate	1	5. Manhattan	1
2. discipline	1	6. obedient	1
3. enthusiasm	1	7. reference	1
4. literary	1	8. superintendent	1

Words Misspelled by the 170 Upper-classmen Which are Found in List VI of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. fashionable	1	3. preceding	3
2. interfere	6	4. principle	1

Table LIIII

Words Misspelled by the 170 Upper-classmen Which Are  
Found in List VII of the Thorndike Word Book

	No. of Times Misspelled
1. ponder	1

Table LIII

Words Misspelled by the 170 Upper-classmen Which Are  
Found in List VIII of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. chaos	2	4. polititian	1
2. commotion	1	5. vocabulary	1
3. efficiently.	1		

Table LIV

Words Misspelled by the 170 Upper-classmen Which Are  
Found in List IX of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. admirably	1	5. humorous	1
2. algebra	1	6. impartial	1
3. bawling	1	7. oftentimes	1
4. bragging	1		

Table IV

Words Misspelled by the 170 Upper-classmen Which Are  
Found in List X of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. analyzed	1	5. laboratory	1
2. critical	1	6. placidness	1
3. criticise	1		
4. energetic	2		



Table LVI

Words Misspelled by the 170 Upper-classmen Which Are  
Found in List XI of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. assignment	2	3. negligent	1
2. assigned	1		

Table LVII

The Words Misspelled by the 170 Upper-classmen Which are Found in List XII of the Thorndike Word Book

	No. of Times Misspelled		No. of Times Misspelled
1. habitually	1	3. scholarship	1
2. predominate	1		

Table LVIII

Words Misspelled by the 170 Upper-classmen Which Are  
Not Found in the Thorndike Word Book  
 (List XIII)

	No. of Times Misspelled		No. of Times Misspelled
1. antithesis	1	19. mannerism	1
2. Caesar	2	20. peraphrastics	1
3. cliquey	1	21. personality	1
4. contradict	1	22. perdicament	1
5. colleagues	1	23. psychical	1
6. criterion	1	24. quiz	2
7. descriptive	1	25. quizzes	2
8. determined	1	26. recitation	1
9. dragginess	1	27. requisites	1
10. explicitness	1	28. ruly	1
11. enervate	1	29. stern	1
12. friendliness	1	30. synaptic	1
13. harassed	1	31. sophomore	1
14. haughtiness	1	32. supplementary	1
15. incentive	1	33. technique	3
16. ideas	1	34. technical	1
17. knack	1	35. Vassar	1
18. mimeographed	1	36. viewpoint	1

Table LIX

The Number and Percent of the 242 Words Misspelled by  
the Freshmen Found in Each Group in the  
Thorndike Word Book

Rank	List Number	Number Misspelled	Percent
1	List 1	67	27.6
2	List 13	51	21.1
3	List 2	30	12.4
4	List 3	23	9.5
5	List 5	15	6.2
6	List 4	14	5.8
7	List 9	9	3.7
8	List 10	8	3.3
9	List 7	7	2.9
9	List 12	7	2.9
10	List 8	5	2.1
10	List 11	5	2.1
11	List 6	1	0.4
		242	100.0%

Table LIX shows the ranking of the words misspelled by the freshmen, and classified according to the Thorndike Word Book. Those words found in List I, or the 1,000 words used the most frequently, were misspelled the most frequently; they comprised 27.6% of the misspelled words. Those words not found in the Thorndike Word Book, which are classed in List XIII, came second in order of frequency of misspelling; they comprised 21.1% of all the misspelled words. List II came third, with 12.4% of the misspelled words, List III came fourth with 9.5%, List V came fifth with 6.2%, List IV came sixth with 5.8%, List IX came seventh with 3.7%, List X came eighth with 3.3%, Lists VII and XII came ninth with 2.9% each, Lists VIII and XI came tenth with 2.1%, and List VI came last with 0.4% of all the misspelled words.

Table LXII

The Number and Percent of the 144 Words Misspelled by  
the Upper-classmen Found in Each Group in  
the Thorndike Word Book

Rank	List Number	Number Misspelled	Percent
1	List 1	37	25.6
2	List 13	36	25.0
3	List 2	16	11.1
4	List 3	9	6.3
4	List 4	9	6.3
5	List 5	8	5.6
6	List 9	7	4.8
7	List 10	6	4.2
8	List 8	5	3.4
9	List 6	4	2.8
10	List 12	3	2.1
10	List 11	3	2.1
11	List 7	1	0.7
		144	100.0%

Table IX shows the ranking of the words misspelled by the upper-classmen, and classified according to the Thorndike Word Book. Those words found in List I were misspelled the most frequently, and constituted 25.6% of all the misspelled words. Those words not found in the Thorndike Word Book, which were classed in List XIII, came second in order, and comprised 25.0% of the misspelled words. List II came third with 11.1% of the Misspelled words. List III and IV ranked fourth, each with 6.3% of the misspelled words. List V came fifth with 5.6% of the misspelled words, List IX came sixth with 4.8%, List X came seventh with 4.2%, List VIII came eighth with 3.4%, List VI came ninth with 2.8%, Lists XI and XII came tenth, each with 2.1%, and List VII came eleventh with 0.7% of all the misspelled words.

Table LXI

Correlation Between the 292 Spelling Errors Made by the  
170 Freshmen and Their Intelligence Scores  
on the Thurstone Psychological Test

Intelligence Scores	→	1	2	3	4	5	6	7	8	9	10
Spelling Errors	0	3	7	7	9	5	4	5	4	4	6
1	5	4	6	7	9	7	1	4	3	3	
2	3	8	2	2	4	2	2	2	1		
3	4	1	1	3	2	1	1	1	1		
4			2	1		3	2	1			1
5	1	1		2		1					1
6	1				2	1					
7					2						
8					1						
9								2			
10											
11											
12											
13											
14			1								

$$r = -.046 \pm .051$$



Table LXI shows the correlation between the spelling errors and the intelligence scores of the freshmen. The intelligence scores used in this table are the scores made by the freshmen on the Thurstone Psychological Test. The scores on these tests are recorded in percentiles. These percentiles rank from  $\frac{1}{2}$  to 10. Those receiving the highest scores are ranked  $\frac{1}{2}$ . Those receiving a ranking of  $\frac{1}{2}$  or 1 were placed under 1, or the highest ranking on this table. Those receiving a score of 10 were in the lowest rank. The spelling errors are raw scores, indicating the number of words misspelled on the composition papers. These scores range from 0 to 14. Beginning at the upper left hand corner of the table, we find that 3 freshmen who ranked 1 on the intelligence scores made no spelling errors, 7 who ranked 2 in intelligence made no spelling errors, etc.; 5 who ranked 1 in intelligence made 1 spelling error, 4 who ranked 2 in intelligence made 1 spelling error, etc. The correlation between the spelling errors and intelligence scores of the freshmen is  $-.046$  with a P. E. of  $.051$ .

Table LXII

## Correlation Between the Spelling and the Grammatical

Errors Made by the 170 Freshmen

Spelling Errors

Grammatical Errors

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14
0	3	1													
1	6	3		1		1									
2	8	6	3	2	1										
3	10	7	5	2		1									
4	9	9		2		2		1	1	1					
5	7	7	6	2	1		1	1							
6	1	9	3	3		1	1								1
7	3	2	1	1	2										
8		4	1	2	2	1	1								
9	2		2												
10					1										
11	3	1			2										
12		1		1		1									
13		1													
14	1						1								
15			1												
16			1							1					
17															
18															
19				1											

$$r = +.25 \pm .048$$

Table LXII shows the correlation between the number of spelling errors and the frequency of grammatical errors made by the freshmen. The number of spelling errors ranged from 0 to 14. The number of grammatical errors ranged from 0 to 19. Beginning at the upper left hand corner of the scale, we find that there were 3 freshmen who made 0 errors in spelling and 0 errors in grammar. There was 1 pupil who made 1 error in spelling and 0 errors in grammar. Six freshmen made 0 spelling errors and 1 grammatical error. Three freshmen made 1 spelling error and 1 grammatical error, etc. The correlation between the spelling errors and grammatical errors made by the freshmen was  $+ .25$  with a P. E. of  $.048$ .

Table LXIII

Correlation Between the Spelling and the Grammatical  
Errors Made by the 170 Juniors and Seniors

Spelling Errors →		0	1	2	3	4	5	6	7	8
Grammatical Errors	0	6		1						
	1	6	3	2						
	2	10	1	5			1			
	3	16	5	1		1				1
	4	10	2	1	1					
	5	10	4	1	1					
	6	4	1				2		1	
	7	6	6	4	2	1	1			
	8	6	5	4	1	2				
	9	8	2	1						
	10	4	1	1	1	1				
	11	3			1	1	1			
	12	1	1	1						
	13	1	1							1
	14	1								
	15					1				1
	16	1								

$$r = .24 .041$$

Table LXIII shows the correlation between the number of spelling errors and the frequency of grammatical errors made by the upper-classmen. The number of spelling errors ranged from 0 to 8. The number of grammatical errors ranged from 0 to 16. Beginning at the upper left hand corner of the scale, we find that 6 upper-classmen made 0 spelling errors and 0 grammatical errors. One upper-classman made 2 spelling errors and 0 grammatical error. Six pupils made 0 spelling errors and 1 grammatical error. Three pupils made 1 spelling error and 1 grammatical error, etc. The correlation between the spelling errors and grammatical errors made by the upper-classmen was  $+ .24$ , with a P. E. of  $.041$ .

## Chapter VII

### Conclusions and Findings

The conclusions reached in this study are based on a study of 340 themes written by students in the University of Kansas. The study probably includes too few cases to allow the reaching of general conclusions.

(1) Answers to the questions raised in Chapter IV:

Question (a) is answered in Table I. The upper-classmen show a slight superiority in spelling ability over the freshmen. They also show less variability than the freshmen. This conclusion is in accordance with the findings of George Corton Whipple(7) in his study of the spelling ability of college students.

Question (b) is answered in Table II. The girls in the freshman class show a slightly superior spelling ability over that of the boys. This condition was also found to be true by Whipple(7).

Question (c) is answered in Table IXI. The negative correlation score of  $-.046$  indicates that there is apparently no relationship between spelling ability and intelligence for this group. Mrs. Hollingworth(3) found in her study that there was a substantial correlation( $+ .5$ ) between spelling ability and intelligence. Mr. Brandenburg(1) also concludes in his study that there is a substantial correlation between the two.

The answer to Question (d) may be found in Tables XXXI and XXXII. A study of these two tables shows that the freshmen and upper-classesmen experience practically the same spelling difficulties. In both groups, "Slips", which includes omission of letters, addition of letters, etc, caused the greatest number of errors. This type of error included about one-fourth of the spelling difficulties on both instances. "Confusion of Vowels" and "Double Letter Difficulties" ranked second and third in both cases. The rest of the types of errors (with the exception of "Insertion of Silent Letters in Table XXXII) each comprised less than 10% of the spelling difficulties of the two groups. This leads one to conclude that college students make a variety of spelling errors.

Question (e) may be answered by a study of Tables LIX and LX. Table LIX shows that the freshmen misspelled most frequently the most commonly used words. Those words which are not listed among the 10,000 most commonly used words according to the Thorndike Word Book rank second in frequency of misspelling. In the upper-class group this same order is maintained according to Table LX. Thus, college students seem to experience as much difficulty in spelling correctly those words used most commonly as they do words used less commonly.

Question (f) is answered in Tables LXII and LXIII.

Table LXII shows the correlation between the spelling and grammatical ability of the freshmen to be  $+ .25$ . Table LXIII shows the correlation between the spelling and the grammatical ability of the upper-classmen to be  $+ .24$ . These correlations are so low that they indicate practically no relationship.

(2) Incidental findings

a. Of all the words misspelled by the freshmen, 78.9% were found in the Thorndike Word Book among the 10,000 most commonly used words. For the upper-classmen, this percentage was 75.0 .

b. The freshmen showed less spelling ability than those pupils in Professor Bailey's study at Yale(1). His students averaged 2.3 errors per 1,000 words written. The freshmen in the present study averaged 7.1 errors per 1,000 words written. The upper-classmen also showed less spelling ability than those students in Professor Bailey's study, as they averaged 3.4 errors per 1,000 words.



## Chapter VIII

### Summary

The writer made a study of compositions written by 170 freshmen and 170 juniors and seniors in the University of Kansas, in order to analyze and compare the spelling errors made by these students. The writer purposed to answer these questions: (a) Do upper-classmen spell better than freshmen? (b) Is there a difference in the spelling ability of college men and women? (c) What is the relationship between spelling ability and intelligence? (d) What kinds of spelling errors do college students make? (e) Do college students misspell most those words used the most or the least frequently? (f) What is the relationship between spelling ability and grammatical ability? The spelling errors were classified in accordance with a classification similar to one made by Miss Watson. The misspelled words were also grouped according to the plan in the Thorndike Word Book. The correlation between the spelling errors made by the freshmen and their intelligence scores, was found. The grammatical errors and spelling errors made by the freshmen were correlated. The grammatical errors and spelling errors made by the juniors and seniors were also correlated. The facts disclosed in this study point to the following conclusions, concerning the spelling ability of the 340 university students included in this study:

(1) The upper-classmen show a slight superiority over the freshmen in spelling ability. They also show less variability. (2) In the freshman class, the girls show a slight superior spelling ability over the boys. (3) There is apparently no relationship between spelling ability and intelligence. (4) The freshmen and upper-classmen experienced practically the same spelling difficulties. In both groups, slips, which include omissions, addition of letters, etc., caused the greatest number of errors. Confusion of vowels came next, and this was followed by double letter difficulties. (5) Those words which are the most frequently used seem to give the most difficulty in spelling, both with the freshmen and juniors and seniors. (6) The spelling ability and grammatical ability of the students in this study show a correlation so low as to indicate practically no relationship. (7) Both the freshmen and the juniors and seniors in this study show spelling ability less than those in Professor Bailey's study at Yale.

## Chapter IX

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Chapter X  
Appendices

1. A List of the Words Misspelled by the Freshmen	Page 108
2. A List of the Words Misspelled by the Juniors and Seniors	113

A LIST OF THE WORDS MISSPELLED  
BY THE FRESHMEN

- |                 |                     |
|-----------------|---------------------|
| 1. academic     | 25. athlete         |
| 2. accept       | 26. athletic        |
| 3. according    | 27. attention       |
| 4. accurately   | 28. authority       |
| 5. achievement  | 29. bawling         |
| 6. activeness   | 30. bazaars         |
| 7. advice       | 31. because         |
| 8. addition     | 32. believe         |
| 9. almost       | 33. benefit         |
| 10. although    | 34. Beowulf         |
| 11. always      | 35. bit             |
| 12. altogether  | 36. broad           |
| 13. amateur     | 37. business        |
| 14. amiable     | 38. came            |
| 15. amendment   | 39. capable         |
| 16. amusement   | 40. carefully       |
| 17. among       | 41. characteristics |
| 18. analytical  | 42. casually        |
| 19. anecdotes   | 43. cheerful        |
| 20. angry       | 44. cheerfully      |
| 21. anticipated | 45. commanded       |
| 22. antithesis  | 46. combined        |
| 23. around      | 47. complexioned    |
| 24. appeared    | 48. competent       |

- |                    |                    |
|--------------------|--------------------|
| 49. conscious      | 73. easily         |
| 50. conscience     | 74. effect         |
| 51. conscientious  | 75. efficient      |
| 52. conference     | 76. efficiency     |
| 53. congenial      | 77. eighth         |
| 54. contrasting    | 78. embarrass      |
| 55. control        | 79. embarrassing   |
| 56. considers      | 80. embarrassed    |
| 57. considerable   | 81. encouragement  |
| 58. cosmopolitan   | 82. enthusiasm     |
| 59. course         | 83. environment    |
| 60. could          | 84. enlightenment  |
| 61. criticism      | 85. explain        |
| 62. despised       | 86. everything     |
| 63. declining      | 87. excellent      |
| 64. develop        | 88. exceptionally  |
| 65. disturbing     | 89. extemporaneous |
| 66. difficulties   | 90. excelsior      |
| 67. diminishes     | 91. fault          |
| 68. disciplinarian | 92. firyness       |
| 69. domineering    | 93. formerly       |
| 70. dominant       | 94. frame          |
| 71. dryest         | 95. forbidden      |
| 72. during         | 96. fundamentals   |

97. gave  
98. general  
99. generally  
100. genuinely  
101. governmental  
102. griped  
103. habit  
104. height  
105. her  
106. here  
107. home  
108. humor  
109. idiosyncracies  
110. illustrations  
111. impersonator  
112. interpret  
113. individual  
114. interest  
115. interpreter  
116. interpretation  
117. incidents  
118. interesting  
119. influential  
120. instructor

121. influenced  
122. insistence  
123. intelligent  
124. interrupted  
125. insignificant  
126. judgment  
127. Johnnie  
128. knowledge  
129. knew  
130. large  
131. lot  
132. later  
133. lose  
134. lessons  
135. magnetism  
136. mathematics  
137. martyr  
138. mentally  
139. means  
140. medieval  
141. misbehave  
142. military  
143. mindedness  
144. minimum

145. nervous  
146. noticeable  
147. numberless  
148. observed  
149. occasional  
150. opinions  
151. outweighed  
152. patience  
153. participator  
154. parliamentary  
155. paddling  
156. partialities  
157. painstaking  
158. particularly  
159. passed  
160. perhaps  
161. person  
162. personality  
163. peculiar  
164. perseverance  
165. pertinent  
166. peculiarities  
167. physiognomy  
168. portraying

169. polliwog  
170. praise  
171. precedent  
172. prepared  
173. precede  
174. prominent  
175. proved  
176. prettiness  
177. professor  
178. privilege  
179. president  
180. psychology  
181. principal  
182. quizzes  
183. questions  
184. quite  
185. quiz  
186. recitation  
187. recreation  
188. remarkable  
189. received  
190. relative  
191. remind  
192. remained



193. repellent  
194. really  
195. satisfaction  
196. scientific  
197. scholarship  
198. seeming  
199. seemingly  
200. self-conscious  
201. sacrificed  
202. smuttiness  
203. situation  
204. similarity  
205. semester  
206. solemn  
207. sometimes  
208. sophomore  
209. spend  
210. special  
211. speak  
212. speed  
213. staid  
214. student  
215. superintendent  
216. supposed  
217. superior

218. superiority  
219. supervised  
220. theorems  
221. Tennessee  
222. there  
223. thorough  
224. time  
225. times  
226. training  
227. tremendous  
228. toward  
229. tremendously  
230. too  
231. uncomfortable  
232. university  
233. undoubtedly  
234. untidiness  
235. unusual  
236. urge  
237. visitor  
238. writing  
239. winning  
240. willingness  
241. welfare  
242. years

A LIST OF THE WORDS MISPELLED BY THE  
JUNIORS AND SENIORS

- |                |                  |
|----------------|------------------|
| 1. action      | 25. contradict   |
| 2. accommodate | 26. colleagues   |
| 3. admirably   | 27. credit       |
| 4. advice      | 28. criterion    |
| 5. any         | 29. critical     |
| 6. always      | 30. criticise    |
| 7. analyzed    | 31. dealt        |
| 8. antithesis  | 32. determine    |
| 9. assigned    | 33. descriptive  |
| 10. assignment | 34. develop      |
| 11. assumes    | 35. development  |
| 12. algebra    | 36. discipline   |
| 13. bawling    | 37. doing        |
| 14. before     | 38. down         |
| 15. bragging   | 39. dragginess   |
| 16. broader    | 40. easily       |
| 17. Caesar     | 41. efficiently  |
| 18. chaos      | 42. enthusiasm   |
| 19. cheerful   | 43. energy       |
| 20. chosen     | 44. energetic    |
| 21. cliquy     | 45. enervate     |
| 22. commotion  | 46. excel        |
| 23. course     | 47. exercise     |
| 24. correcting | 48. explicitness |

49. explaining  
50. examining  
51. extremely  
52. fashionable  
53. forward  
54. frail  
55. friendliness  
56. friendly  
57. fulfilled  
58. getting  
59. gentlemen  
60. habitually  
61. harassed  
62. haughtiness  
63. humor  
64. humorous  
65. ideas  
66. impartial  
67. interfere  
68. incentive  
69. influences  
70. interesting  
71. intelligent  
72. judgment

73. kept  
74. knack  
75. laboratory  
76. laugh  
77. lose  
78. literary  
79. manner  
80. mannerism  
81. Manhattan  
82. means  
83. mimeographed  
84. naturally  
85. negligent  
86. no one  
87. nor  
88. or  
89. occasional  
90. occasionally  
91. occasions  
92. obedient  
93. oftentimes  
94. pleasant  
95. peraphrastics  
96. personality

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|------------------|---------------------|
| 97. predominate  | 121. sincerely      |
| 98. preferred    | 122. straight       |
| 99. predicament  | 123. superior       |
| 100. ponder      | 124. superintendent |
| 101. placidness  | 125. synaptic       |
| 102. probably    | 126. supposed       |
| 103. professor   | 127. supplementary  |
| 104. politician  | 128. technique      |
| 105. preceding   | 129. technical      |
| 106. principle   | 130. textbooks      |
| 107. principal   | 131. times          |
| 108. psychical   | 132. together       |
| 109. privilege   | 133. toward         |
| 110. quiz        | 134. their          |
| 111. quizzes     | 135. too            |
| 112. recitations | 136. to             |
| 113. receive     | 137. usually        |
| 114. requisites  | 138. us             |
| 115. references  | 139. unconsciously  |
| 116. ruly        | 140. Vassar         |
| 117. secondly    | 141. valiant        |
| 118. scholarship | 142. viewpoint      |
| 119. stern       | 143. vocabulary     |
| 120. sophomores  | 144. which          |