

Ed-151

Tests &
M

REGIS



COLLEGE

Current Events

Informal

1. Show & Tell - (1-2 grade)

last week 2nd week 3rd week etc.

Topic - Animals, Marbles, missiles

Who - Ricky, Lon, Tom

2. Trips - Language Art periods

keep log on family trip

3. Weather

4. Emergency Events - (Sirens, fire)

5. Radio - T.V.

Formal

1. Summary of News.

2. Radio - T.V.

Curr

Curr. of M.R. closely tied in with Curr.
Curr. (def.) Teaching - op. to grow - practical
kind of activity in making decisions.

Def. of Curr.
A. Narrow defining school subjects of study
B. Those things that school is responsible for
lunch room etc.

C. Everything that happens to him.

who shall we teach

what shall we teach

what goals are important

How am I going to teach.

How Experiences are to be organized

Shampo from chart etc.

How do I evaluate growth?

How to improve myself.

Why should it be taught?

Who determines goals - children, teachers, Parents

materials facilities. Economic forces. Text books.

Creativity. Liability. Community resources.

attitude (realistic) of parent - Tests

Institutions - 80 years ago - France responsible
1896 - Compulsory laws - educable - Benet Test.
excluded youngsters from school - Special class
special schools to prepare children to live
in community with other children in comm.
∴ special schools didn't last.

8:10

1. Special Ed not so special that Sp. Ed
Teacher excluded from faculty. (Be a part)
2. Faculty has to accept Sp. Ed. program.
3. Children have to accept Sp. Ed.
4. Principal key figure

6-9 - Primary

10-11 - Intermediate

11-13 - Advanced

Goals - personal adequacy (most important)
social

occupational " (special school)

Classes belong in regular schools

Homogeneous - class can be larger

Heterogeneous - class should be smaller

(new program) start with a small class 5-6 - add gradually.

Know what you want and why

To set up a Sp. Ed. Program.

1. Psychological Tests
2. Medical Examination - Social Evaluation
3. Child Study by all concerned.
4. Put on probation - Parents conference
5. Small classes - 12 Primary - 15 above
6. Teachers by choice - further education

7⁰⁰ A.M.

M.R. or handicapped - many meanings

1 - 75-80 or below

2. 50-

below 50 - deficient

0-25 - Idiot

25-50 - Imbecile

50-70 - Moron

70-85 - Borderline

Nat. Assn. of Ret. Children (Terminology)

1. 0-25 - dependent

25-50 - semi-dependent

50-75 - marginally independent

Teacher must be very creative.

M.R. repeat - see only specifics.

Learn today forget tomorrow.

Can do better in Arith computation than in Reading and are better adjusted than those that can succeed in Reading.

Work habits correlate to home -

No sense of self-evaluation due to home life.

Lack in self-direction

Interests are close to normal (Socially)

They do not enjoy intellectual tasks.

Personality - greater maladjustment

Greater dependencies - 1 - Social devaluations

Greater anxiety, Greater frustration, negativism

Greater aggressive tendencies. Greater inferiority

33
75 1500
45
50

25

20
500

25

60
1500
30

450.00

30

60
18.00

25

90
3650

8:00
M.R. have the ability to gain attention

More left-handers - Home conditions inferior

More illness - M.R. do not walk, run, or play as well. Eye-hand coordination slower.

Doll - Once retarded always retarded.

Strauss - Stimulation grey walls

Exogenous - ^{from any cause} can learn & go back to reg. group

endogenous - familial factors

* Primary class - not over 12

* Emotionally disturbed doesn't belong in class, only educable M.R. children.

* Adequate facilities & classroom space

* Have consent of parents

Physical plant & Equipment depends on age.

Sinks, refrigerators, stoves etc.

* Centers for motivation - science corner etc.

Preschool - couple of tables only.

Primary - 2 youngsters at a table with storage space

adjustable chairs and tables - work bench

24" - 30" high - vises, tools - Easels for painting

washable - movable - clean-up just as important

as painting - Let children clean-up - Block

storage - Book case - Aquarium - fish

flannel Board. Record player - Tape recorder

opaque - sink - hot & cold - hangers - coats - storage

space - hammer - nails - work bench - Lumber

7:00 AM

Family - Economy (agrarian) used to take care of M.R.
1930 - changes - people are moving - parents get disturbed
Technological western culture so changed
M.R. Definition has to change. Educable 50-60
going to have to move up because of changes
M.R. have extended life of dependency.
We can diagnose more carefully.

Philosophy - All children's needs must be met, legislation (start)

18-20% of pop. below 85 I.Q.

* Exogenous - M.R. accompanied by physical cause
Endogenous - no physical defect noted

A. Inherited group (defect) (~~protein disease~~)

B. Cause unknown

Protein disease - wine, liver

Carbohydrate area - galactosmia (poisoning)

Idiopathic hypoglycemia - (disease with no apparent cause - deficient of sugar in blood)

Sucroceris - (Sugar in urine)

Largolism - (youngsters look like apes.)

~~Lipid~~ Lipid (fat) Tay-Sachs disease

Nissan Pick's disease - escape of fluids from blood injuring heart.

Gout's disease - cancerous spleen

disorder of hormone systems

Aphrodis - anyone can get (Thyroid not there)

Familial Datrix - Thyroid present but not functioning

Metabolic disorders

Idiopathic galactemia of Infancy - Too much calcium

Cerebral acular Rheno - affects eyes - kidneys

Nephrogenic diabetes Insipidus - kidneys (too much urine)

Maple sugar disease

Congenital famils gauntice - Kinked - pains in muscles

Mongolism - Chromosomes arrangement

Tuberous sclerosis - Inflamed growth - skin (outer nervousness)

growth of dilated blood vessels -

Nerofyrosis - tumors

Immun measles - syphilis - Excessive Radiation

RH - Prenatal factors - Early maternal Bleeding

Toxemia - Prematurity - Dietary deficiencies

Liquor - dope -

Anencephalia - no skull covering when child born

small head - hypertelism - abnormal width of head or two organs, hydrocephaly - large head.

Paranatal abnormal labor - Extreme use of drugs
Inflammation of the brain.

Cerebral Palsy - 60-75% (pseudo M.R) lack of experiences

Epilepsy - Language difficulties

Idiot - Greek word - most educators Physicians
pscho diagnosis -

Itard - Wild Boy of Aveyron - Sensory type method

1. arouse social interest 2. To awaken nervous stimulation

3. Extend idea range 4. Speech ^{way} 5. Mental observation
of mental needs

Equipment

8^{1/2} need puzzles. Lath games dominoes
games. State Put building blocks

General Equipment. Use equipment that children
can use. pencils soft lead. paints
Newsprint 12" x 24". blunt scissors for
primary group. A good science corner
"Snider" Don't be afraid to try something
actual experience - concrete methods. Learn
least from abstractions. Rhythm band set for
youngsters. Mirror.

46 sq. ft. per child in room. heat on floor
map up floors. cotton rug. filing cases
cardboard boxes.

Teach M.R. Objective

1. Emotional help. mental health
2. Social adjustment - (wide sense)
3. Communication - (Language development)
4. Perception. (self concept)
5. Cognitive development - (Intellectual)
6. Aesthetic, spiritual moral values (development)

Self concept - experiences

Preschool - Goals - 1. Child learn daily
living skills 2. Cognitive + sensory
motor skills 3. Develop communication
skills - Evaluation of experiences 4. Toleration
of stimuli sustain interest in stimuli

Ridge July 9 - at 8³⁰

7⁰⁰ Stand - Knowledge + I.Q. derived from senses,
Child (Victor) showed no affection for Stand,
Ed. used in Ktgn. today - sensory -

Ed. Sequin - student - epistemology -

Modern Educator - Decoudre - Descoendres -

1. Need a purpose
2. Objectives aimed at Purpose
3. Knowledge of characteristics of child
4. Diagnosis - Diagnosis $\frac{Ma}{Ca} \times 100 = I.Q.$

(Duncan) English - General and specific intelligence
Problems of M.R.

Diagnosis - Identification

Does Learning really take place

Special classes in buildings

1. A good pediatric exam.
2. A social case study by good social worker
3. Ed. Evaluation - to include Teachers, nurse
Speech and hearing specialist - Re-evaluate the
youngster + put him back.
4. Parent report. Sometimes better to put
in institution.

Equipment

8th need puzzles. Little games. Dominos games. State Put building blocks.

General Equipment. Use equipment that children can use. pencils soft lead. paints. Newspaper 12" x 24". blunt scissors for primary group. A good science corner. "Snider" Don't be afraid to try something actual experience - concrete methods. Learn least from abstractions. Rhythm band set for youngsters. Mirror.

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8¹⁴

Goals for Pre School

Manipulation small muscle development
 Know each child as ind.
 acceptance of child-related to child.
 Freedom in approach to Learning

1. Emphasis on Cleanup
2. Blow nose - Safety - using tools
3. Lavatory - open & shut doors -
4. Stair walking

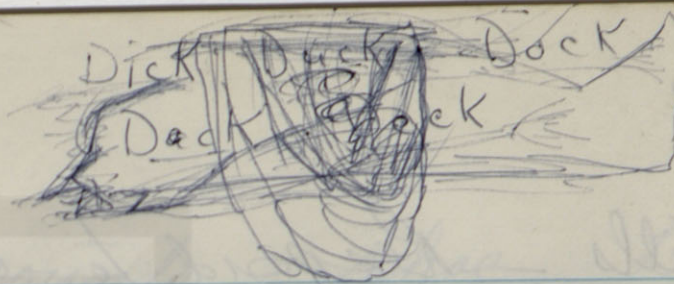
7⁰⁰ AM.

TAT.

1. Who is hero?
2. Needs of hero
3. Conception of Universe
4. How he looks at other people
5. Significant Conflicts
6. Defenses against anxiety
7. Anxieties
8. Ego while organizing story

7⁰⁰ AM.

M.R.



click
 cluck
 click
 cluck
 cluck

Need actual experience, demonstration, opportunity for trial and error. M.R. needs to see and do each step of learning process. Needs information about what he did wrong or right follow through by going over process. Reinforcement - knowledge of right or wrong acts. Child has to be motivated to want to learn. There is a place for T.V. and teaching machines if used correctly. Teacher N.B. reward only if pupil realizes that it is rewarding. Reinforcement prompt and frequent. Theoretical process for learning a skill. There is a time and place. Don't wait too long. Know when to use (1) Explain verbal response to be made. Show by Teacher's own behavior. (2) Lead student by hand - show them (3) Let student participate in demonstration. Films show too much - ^{demon.} response may not be made as M.R. will be able to do. Skills are ~~res~~ acquired because of the goal and desire of child. The more skillful performance. (Do not do well, accurately) coordination. Lack of coordination problem. Speed component of skill. Reduction of error ^{imp.} Learn how to respond to certain stimuli

film
 to trace
 copy

Skill
 component
 ↓

7:00

Skills - Respond to cues which cues to respond to. Teacher can demonstrate examples to child.

experience, meaning - demonstrate child is

fuzzy at first. 1- slow progress

2- Rate of learning increases 3- learning slows down 4- no progress 5- gradual improvement 6- decrease in rate of learning

Basic Process of learning skills.

Diagnostic - What might M.R. be like in future. Usefulness limited. When looking at psychology report - remember there are circumstances preceding test - child hungry - human element etc.

Troup Test - S.R.S., California, Davis Ellis

(less culture bias) Ind. Test Binet 1960 revision - (1916 - 1937) Guidance of Thorndike

Find a point where child passes all points for a given year - (Basal age) Find point where child fails all tests

Binet biased culture background - word (dolly)

Wisc - 2 sections - 1 verbal 1 performance 1 total no M.A. just I.Q.

8:00

Blend sounds - shoe - Learn ideas in sequence - tell stories, dramatize.

follow directions - games. Picture matching games. Lotto. color and shape discrimination

Names of colors. games. likeness - differences puzzles - Workbooks - up, down. Discrimination of

names knowing left and right - counting left to right. memory from design

Game - What's missing (objects) See opposites (Girls - dress Boys - pants) Grouping

measurements - coins etc. (money) Arithmetical vocabulary - more, less etc.

construction activities - nail & hammer - Using chalk - How to use crayons - shading

Learn to cut paper model with clay and dough. Aesthetic teaching moral values. We learn to

28

Postul

R.R. Knapp J. Ed. Psychol 51:14-20 F '60

Intelligence test scores of Mexican immigrant sample obtained under test conditions of speed were relatively more depressed as compared with their scores under power conditions than would test scores of Americans. 2 samples 100 ea. Mex - Amer. given Cattell Culture Free Intell. Test. under 2 testing conditions (power + speed) test scores subjected to an analysis of variance - Results both Mexican + American scored higher under power conditions than speed; the diff. significantly greater for Mex.

~~Spanish American children school study by~~
Morton J. Kesten + Carmine Jimenez -
J. Genet. Psychol. 1954-85 - 263-269 -
proved that bilingual Sp. Am. children of
Avg. N.M. tested with Spanish version of
Binet test proved unsatisfactory because
the Stanford Binet Intell. Test depends to
a large extent on ed. + school achievement
for this reason bilingual children are able
to perform better in language in which
they have had formal instruction

67:396-401. N-62 ✓

Pedagogical Seminary

American J. of Mental Deficiency

✓ " J. of Sociology 45 Jan 1940-554-565
✓ " J. of Consulting Psychology 2, #2 (M-April 1938)
pg. 33-34

27 The Twenty-Seventh Yearbook of the Nat. Society
for the Study of Education. Nature + Nurture, Part I
Bloomington, Ill. Pub. School Pub. Co. 1928. pp 103-218
Freeman, Frank. N. Karl J. Holzinger, + B.C. Mitchell.

Kephart, H.C. - " Influencing the Rate of Mental Growth
in Retarded Children through Environmental Stimulation
The 39 Yearbook of the Nat. Society for Study of Ed.
Intelligence: Its Nature + Nurture. Part II. Bloomington,
Ill. Pub. School Pub. Co. 1940 - pp. 223-236

Cattell, R.B. A culture free Intell. Test. J. Educ. Psychol
1940-31 - 161-179

Kesten, M.J. + Jimenez C. J. Genet. Psychol.
1954-85. 263-269

Mc Candless B. Environment + Intell. Amer. J.
Mental Def. 1952-56-674-691

✓ Skeels H.M. + Fillmore, E.M. Mental development
of Children from Underprivileged homes

✓ J. Genet. Psychol. 1937-50-427-439
also " " " 1948-72-283-294
" " " 1949-75-85-125

Vineland Social Maturity Scale

Doll -

Ed. Test Bureau

Ed. Pub. Inc.

Minn. No. ()

(Author, 1954)

direct quote include page no.

Factors unable to measure quantitatively that affect mental develop. of child - Parent child relationship - Foster parents are vitally interested in having a child - give more attention to him - ~~for~~ more experiences reading readiness Higher I. Q. than mother who is too busy with 10 children or father who is never home -

J. of Cons. Psychology - Vol. II March-April 1938 - "Mental Development of Children in Foster Homes - H. M. Skeels - pp 33-42

Solution

Culturally deprived - qualities - holds world rather than self responsible for misfortunes - need for getting by rather than getting ahead. like strong leaders. Readers and materials need to be revised - present ones do not concern themselves with life & heroes of disadvantaged. Proper ed. & guidance can overcome social & academic retardation. ^{Teachers} should rely upon child's response to learning situation rather than intelligence tests which underestimates learning potential students are not challenged to overcome effects of environment.

1950 - 1 out of 10 culturally deprived - 14 largest cities - 1960 (1-3)

"The Culturally Deprived Child - Frank Riessman, N. Y. Harper & Row. 1962 140 pp.

A. J. of Ment. Dis. Vol 56
July 1951 -
April 1952

(Discussion)
Learning takes place, according to consensus, through interaction of motives or drives, stimulation, goals, expectancies & positive or negative reinforcements 'p 7677. Environment is the perceived stimulus pattern from whence come other learning variables; the learned drive & need; the goals; the obstacle between the person & his goals; the reinforcements. Environment not a single concept. Major generalizations from social class research - the lower the socio-economic class of ind, the lower his I.Q. on verbal test however high in performance tests - The upper socio-economic classes have higher I.Q. verbal and lower performance scores.

The bright in general have rich opportunities to learn, as well as intellectually speaking - the dull have a richness of opportunity to learn self-defeating behaviors -

McCandless B - 1952

Cultural Factors in the Intellectual Functioning of the M.R. - A.B. Silverstein, Anna M. Shattell pp 396-401, Am J. of Ment. Dis. 67: 3rd IV-62

87% of Pop. of S. Calif Mex. 1570 patients admitted to Pacific State Hosp. M.R. allowances should be made, but with caution, lest more credit be allowed than due - Findings Mex. patients & control did not differ significantly on Verbal or Full Scale I.Q., but mean Performance I.Q. of Mex. significantly higher than controls. Discrepancy between mean verbal & Perf. I.Q. negligible for controls. Mex. discrepancy significant. Controls higher mean scores on Verbal Scale, whereas Mex. much higher mean scores on Performance - author suggests small diff observed between 2 groups suggests that clinical psychologists should be cautious in making allowances for cultural factors in the intellectual functioning of the M.R. - Test no good Mex. - younger C.A. Hosp. shorter length of time Social class - lower - Procedure - WAIS Verbal-Perf - Full Scale I.Q.

407 - orphanage entrants studied with
ref. to home background & development of
intell in relation to type of homes

- 1 - Children come from poor backgrounds as
indicated by low social economic status,
limited ed. of parents & conflict with law
- 2 - children under 8 years higher I.Q.
- 3 - I.Q. of older children decrease with age to
a greater extent than is found for unsolicited
children, sugg. retarding effect of poor homes
on mental development

"Pedagogical Seminary Vol 50-51
1937 page 427-439 - 'Skeels'

Vol. 72-73 - 1948 - H. M. Skeels & Doreen Harms -
pages 283-294 -

1. Children from parents of low intelligence ^{with}
low occup. social ~~stat~~ status, placed in
adoptive homes in infancy, attain a
mental level which equals or exceeds that of
the pop. as a whole - 2. Frequency with
which cases showing M.R. appear is no greater
than might be expected from random sampling
of pop. as a whole - 3. freq with which cases
showing Superior Intell appear is somewhat
greater than might be expected from Rand Sampling

It is inferred that map. security, an
environment rich in intell. stimulation, a
well balanced emotional relationship, intellectual
agility on part of parent contribute to growth
of child. ∴ Justify placing of early
placement in adoptive homes offering emotional
warmth & security in an above average
ed. & social setting. page 116 - "A final
follow up study of 100 adopted children
Marie Skolak & H. M. Skeels pages 85-125
"Pedagogical Seminary Vol. 74-75 1949 -

Theme

Case of Lottie. pp. 282 I.Q. 74, 45, 48, 51
Borderline 80-70-60. - admit to Sp. Ed (1 test)

1. Follow up test on test
2. Guidance

Wide Range Achievement. Interpret for Teacher needs.

TAT

Rorschach - House tree Test

Binet >

State Regulations of psychologists

1. Group testing program (good)
2. Individual Testing - Fullfill Reasons for Testing
3. Problems interfere with Learning
4. Recommend programs for child
5. Assist in interpreting data - parents - Teachers
6. Assist curr. for special needs.
7. Development & org. of program exceptional children
8. Team approach Ed. problems.
9. Develop referrals
10. Cooperation with staff members.
11. Public relations
12. Promote Health Programs

Reading /

1. Language Development - problem situation
real life situations - solving

Pre Reading Necessities

1. Talk freely matters interested read about situations child " in
2. Secure freedom & spontaneity in speaking free to speak
3. Genuine motives for speaking with audience Oral conversation about experience
4. Provide situations for sequential type of stories
5. New words - (Bull. Board) encourage Shown up chart stories - note books class-room experiences
6. Story motives - Like to listen to stories Learn to Read to enjoy stories to be able to tell stories
7. Play motive - such fun to read
8. Mastery motive - accomplishment
9. Utility motive - I want information ^{read to} know
10. To please Teacher motive -

Present gradually - take it easy not too fast

1. Teach wholeness
2. Break it down
3. Put it into parts

(Fairchild's method N.B.)

1. Learn the whole - (memory - parts)
2. Get stories from children - field trips
"We saw the sprinklers" Impression
of whole sentence - Long period of time
to accomplish.

2. Become aware of details, phonetic
analysis - no abstractions - no rules
sight vocabulary - 500 or more -
long words - vs. short words - gross differences
to slight differences - Third stage - no

3. longer aware of details - Read the
whole sentence, paragraph, page -
Read for comprehension not speed.
Reduce cues so child reads along
without details reacting.

Methods

Natural + Incidental - osmosis - not done by M.R.
Plenty of literature around.

2. Incidental - Stimulate but not push

3. Systematic approach - Build sight
vocabulary through experience -
Low Group - Read for protection (only need)
railroad - Danger - Stop

2nd level - Reading for instruction +
information

3rd level of reading - Read for pleasure
(Reading) too painful - comics - funnies - Poplar Mechanics

Words for protection 1st careful

Inflammable Danger Hyster Entrance Exit
Explosives Dynamite Go Stop (Be concrete)
Help wanted, fire, Bus station No Trespassing
Poisonous Private R.R. crossing, Slow, School
Wet Paint Keep off - Boys Girls etc. Police
other imp. words -

Reading for Instruction - Telephone Book. Time
Tables - Some sections of newspapers -

1. Reestablish confidence of youngster - too many
have failed

2. More repetition - greater variety of representation

3. Expect more time to prepare

4. Use all possible approaches

A. Incidentally, Bulletin Boards, Labeling
everything - desk, pictures and words
assignments - Today is ____ write assignments
out. Jerry clean the fish.

5. Happy Birthday presents - Become aware of
words and meaning of words - Present
rules - Fire Drill etc.

Beginning Reading

Reading Readiness Test. Do not start
until pass R. Readiness Test.

1. Children motivated, stimulated to tell
story - write on board - 3-4 sentences

I- Provide the real Experience from the Chart. Something that means something to children

II. Discussion Period.

1. Develop Ideas
2. Clarify concepts
3. Encourage free expression (talking)

III Build a Cooperative Story

1. Work for group participation
2. Teacher analyzes common ideas of group.
3. Unify thoughts through discussion

IV T. writes sentences on Board as Child Dictates his thoughts (Verbatim)

V T. writes story Twice

1. Chart paper
2. Tagboard

VI Reading completed chart story

1. Matching sentence strips
3. Matching phrases

Harold's Pet

We went for a walk

We saw Harold's pet

It is a rabbit.

We go to school
We like school
We are in Room 12.

Joan
My name is Joan
I go to school
I am in Room 12

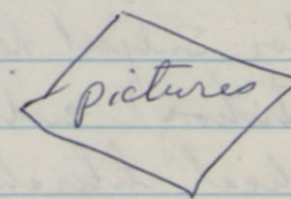
Robert
My name is Robert
I go to school
I am in Room 12

We went for a walk

We saw _____

We saw _____

We saw _____



Robert's Family

I have a mother

I have a father

I have two brothers

I have one sister

Our School

We went for a walk

We looked at our school.

It is big

We like our school

Educational Index

Direct to free + inexpensive material
Reference Room -

Educating ^{for} Retarded Child - Kirk Johnson 51

Term concerned with Curriculum ^{Reading}

Primary level

subject are a - Arithmetic - slow learner -
Philosophy on what I base my paper
objective - learn no 1-10

Content - (what) would I use
method - markers - (how)
Materials -

(footnotes)

Bibliography - Date, Author, Pub. House - original
articles - (Sears list) main corridor 1st floor
look for Subject headings. LC 4661.WS. Sp. Ed.

N.B. (Malnutrition) culturally deprived. Is to ref. room

(Periodical literature - Ed. Index - author & Subject
Child Developmental Abstracts (Ref. room) Gov. (U.S.) Coll.

diagnosis

Quarterly Cumulative Index Medicis - Readers Guide
General Sociological literature. Occupation Index
Guidance Index - (Subject Index) Psychological
Abstract. Public Affairs Info Service Bulletin
Psychological Abstract.

Reading

City Park

We will go to city Park.
We will see the _____
We will see the _____

Our Plans

1. We will go in the school bus.
2. We will go at 10:00 o'clock.
3. We will sit down
4. We will be quiet
5. We will say "Thank you"
6. We will have fun.

School Bus

Here we go

We look like this

We are happy

Monkeys

We saw the monkey
Funny funny monkey
He ate peanuts.

The Bears

We saw black Bears
We saw brown Bears
We saw white Bears
Big big bears.

Our Pet

He likes to eat _____

Make Movie pictures out of
sentences - minus proper nouns -
after eight vocabulary - sentences, phrases

Money - Phone.

Text. Psychological Problems in
Mental Deficiency -
Sarason
3rd Edition

I Orientation

II Psychology

III. Term Papers - Broadcasts
Psychology aspect

Brain Injury - Culture Problems -
classifications - Clinical Types.
Cerebral Palsy, infections - Diagnosis
ex IQ 55 etc - Psycho Therapy - what
can be done with youngsters - Institutions
what's happened - Future - what can we
do - Projective techniques.

- 1 - What is
- 4 - what could be done
- 2 - Where
- 3 - How

Cultural + Mental disorders

N.Y. Colorado Montana - Alberta, Canada 1957

FREQUENTLY MISPELLED WORDS

Presented by

WESTERN TABLET
& STATIONERY
CORPORATION

Misspelling, it seems, is a perennial pitfall. And it probably always will be.

But since accurate spelling is a touchstone of the educated man, we put together the following collection of frequently misspelled words for your reference.

No such anthology could ever be definitive (and this one doesn't pretend to be) because there are as many misspellings as there are misspellers. But you

will find that room has been left on the next page for you to record your own personal orthographical bugaboos.

This particular list is somewhat unique because it pinpoints the letter or letters in each word that most frequently lead to error. Each trouble spot is printed in red, to help you visualize the correct spelling . . . and to help you avoid the misspelling.

accessibility

accessories

accommodate

accumulate

adjacent

affidavit

already

aqueduct ✓

asinine ✓

ballistic

believe

beneficial

benefited

bookkeeping

categorically

cemetery

changeable

colossal

column

competent

consensus

consistency

convalescent

convertible

copyright

definite

definitely

describe

description

dictionary

dietitian

diphtheria

discernible ✓

embarrass

embarrassed

environment

existent

eying

gauge

gazing

grievance

guarantee

harassed

harassment

hemorrhage

immediate

incalculable

indispensable

inoculate ✓

inseparable

insistence

irreligious

Knowing — and understanding — the news is another bench mark of the educated man.

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