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UNIVERSITY OF LOUISVILLE
MINIMUM ESSENTIALS IN SPELLING, PUNCTUATION,
CAPITALIZATION AND ENGLISH GRAMMAR

BEING A STUDY TO DETERMINE WHAT SPELLING, PUNCTUATION, CAPITALIZATION
AND GRAMMAR SHOULD BE STUDIED IN THE JUNIOR HIGH SCHOOL AND TO DETER-
MINE WHAT ITEMS OF GRAMMAR SHOULD BE STRESSED.

A Dissertation
Submitted to the Faculty
Of the Graduate School of the University of Louisville
In Partial Fulfillment of the
Requirements for the Degree
Of Master of Arts
Department of Education
By

JOHN RILEY BEARD

1 9 3 3

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P R E F A C E

P R E F A C E

There is considerable interest in minimum essentials in English. This interest is manifested in educational periodicals, pamphlets and monographs that have given the results of surveys that have been made in order to find out what the minimum essentials should be. Not only periodicals treat of the subject, but books also are being written which are devoted entirely or in part to the minimum essentials. Practice pads and other devices are other evidences of an effort to aid those who are trying to teach the essentials.

The criticism of the colleges and the technical training schools is that their entering students have to be coached in the fundamentals. What those fundamentals are no one has yet defined completely nor answered satisfactorily. The colleges blame the high school for the alleged poor preparation of the graduate, and the high school complains about the poor training which the elementary school is giving in the fundamentals. Any study that further defines the fundamentals or one that defines the amount of the commonly termed fundamentals that the normal pupil may be expected to master in a given time should be welcome contribution. As a result of one year's perusal of what has been accomplished in the field upon the subject of minimum essentials in English in various schools and especially in the Junior High Schools of Louisville, Kentucky, this thesis is presented.

Acknowledgement is due Dr. J. J. Oppenheimer, University of Louisville, Department of Education, for advice and guidance in the preparation of this thesis. Mr. Binford, Assistant Superintendent in charge of Secondary Education of Louisville, gave the author his permission to study the tests¹ that had been given in the 9B and 9A of the Junior high schools of Louisville in English. The results of these tests indicate close agreement. Dr. Raymond A. Kent, President of the University of Louisville, Dr. Blom, Assistant Superintendent in charge of Research, Louisville, Dr. Rubado, Assistant Superintendent in charge of Elementary Education, and Miss Mary Hebden, English teacher and Curriculum worker of the schools of Louisville, have all given valuable suggestions to the writer in this investigation, for all of which the author is sincerely grateful.

No little inspiration and encouragement is due my wife, Ola M. Beard, for the assistance she rendered during this investigation and in the preparation of this thesis.

1 See Appendix A for copies of the tests that were used in the Junior High Schools of Louisville.

CHAPTER I

CHAPTER I

INTRODUCTION

The subject of grammar for a thesis was first suggested to me by reading Harry N. Rivlin's investigation on Functional Grammar¹ which inspired me to try to find what grammar should be mastered in the Junior High School by the 9B and 9A pupils.

The first thing I did was to learn when and how grammar came to be a common school subject and the reasons for its inclusion in the common school curriculum.

HISTORY OF GRAMMAR:--Schmidt² says that the first grammatical treatise used in England was written in Latin and published in 1594. It was designed for foreigners who desired to learn English and who were able to read and understand Latin. Soon there followed texts that were written in English, to help Englishmen whose vernacular was very different from the literary language.

Latin grammars had been studied for many centuries, and it was therefore quite natural for authors in compiling English grammars to imitate these Latin authors in their new work of formulating English grammar. Many of the concepts of Latin grammar were grafted upon the English grammar.

1 Rivlin, Harry N., "Functional Grammar", Teachers' College, Columbia University Contribution to Education No. 435.

2 Schmidt, C. C., Teaching and Learning the Common Branches, pp 261-282.

These Latinized texts exerted a harmful influence on the teaching of English for three hundred years. From this influence we have not yet freed ourselves. In America English grammar made its appearance in the curricula of several colleges and academies shortly before the American Revolution. Later Latin lost some of its prestige and gave way to the study of English. The new study of English Grammar then took a place in the curriculum along with reading, writing, and spelling. Within a few years after the Revolutionary War there were several different texts published in America, but the most popular used in the United States at that time was Lindley Murray's English Grammar which was first published in 1795. Fifty editions of this book were published. The enormous sale is accounted for by the fact that the study was begun by young children and continued as long as they were in school.

After 1850 authors began to write grammar texts in language more easily understood by children, but their efforts were almost worthless so far as giving children the ability to use correct English was concerned. In the early eighties another important change was introduced; a new type of book containing "language lessons" was published, but like its predecessors it emphasized grammatical concepts in the vain belief that children would apply these abstractions in their speech.

HISTORICAL PRACTICES:--In recent years several investigations have been undertaken with the aim of discovering what were the tendencies of former studies and treatises in grammar and how they have changed in the course of the last two hundred years.

Mr. R. L. Lyman, professor of education at the University of Chicago, made one of the most thorough of these studies. He investigated language books, commonly called "grammars" and charted the trends of early vernacular instruction in America centered about grammar. Curriculums from 1750 forward are suggested by the titles given to successive periods, as follows:

"Grammar as art:

I--Latin period, 1750 to 1784

II--Rote period, 1784 to 1823

III--Parsing period, 1823 to 1847

As a result of a somewhat less intensive study of language and composition books published between 1850 and 1920, Lyman indicated the later curricular trends as follows:

I--Analysis period, 1848 to 1873

II--Rhetorical period, 1873 to 1891

III--Incidental period, 1891 to 1920³.

Carr carried the investigation just reported from the year 1860 to the present day. This history of the language text books since 1860 is primarily a history of increasing differentiation and better grading. In the earlier periods the ten year old child and the college Sophomore studied the English language from the same book. An English grammar

3 Lyman, R. L., "Summary of Investigations Relating to Grammar and Composition", pp 40-41.

published by T. W. Harvey⁴ in 1864 claimed that it was suitable for use in schools of any grade. About 1905 the two-book series began to appear; the three-book series for Junior High schools is the most recent development.

Carr classified the period from 1860 as follows:

I--Emphasis on drill for its own sake period, 1860-1870

II--Formalized self expression period, 1870-1890

III--Separation of grammar from composition period, 1890-1910

IV--Socialized language aims period, 1910 to the present⁵.

Carr found from an examination of its contents that one representative text-book of each period showed: (1) that drill on formal grammar has not materially diminished although elaborating has almost disappeared, (2) that letter writing has increased, and (3) that written expression, particularly oral composition, has materially gained in emphasis.

The modern curriculum endeavors to include English grammar only so far as it functions directly in sentence mastery or in correct usage. The tendency in the language courses is toward practical use and away from the memorizing of bodies of rules and principles.

Surveys, indicative of significant changes in the conception and practice of language instruction during recent years, have shown: (1) Emphasis on formal grammar is gradually diminishing. (2) Oral expression and written expression are receiving largely increased attention. (3) Individual and group activities are supplanting lesson learning. (4) Stress in oral and written composition is more and more focused on

4 Harvey, T. W., Practical Grammar of the English Language, Preface, Van Antwerp, Brag & Co., Cincinnati, Ohio, 1864, page 1

5 Carr, William C., The Evolution of the Junior High School Textbook in English. English Journal, XVI (February, 1927), pp 119-28.

activities that pertain to social, civic, and vocational outlooks of the pupils.

Much still needs to be done. Study of psychology of learning has finally undermined the belief that children can talk by rules. We know that language used by an individual is acquired largely through imitation and that its growth is measured by the acquisition of suitable habits and an urge from within to speak correctly. Technical grammar has now been reduced to a limited number of essential facts and principles that really function in speech. This study is an attempt to determine what those essential facts are and how to teach them so that they will function in the speech and later life of the pupils.

C O N C L U S I O N S

The following conclusions may be drawn from a study of the history of grammar:

- I--Due to the fact that the first English grammars were written in Latin for foreigners who wanted to learn English, the models of the Latin grammars were followed in the first grammars that were written and continued to be imitated for many centuries, even when they were written in English for Englishmen to learn how to speak correct English.
- II--Many of the first English Grammars used in America were grammars that were written in England by English authors, so there were no difference between the grammars used in America and England.

III--There were no changes in technical grammar in America for about two-hundred years, until thoughtful men began to question the grammars and grammatical practices and make investigations. Then a change took place. Language lessons were added to the grammars. The new books were made easier and simpler for beginners.

CHAPTER II

CHAPTER II

PROBLEM....

The problem of this study or thesis was to determine what should be the minimum essentials in spelling, punctuation, capitalization, grammar and what items in grammar should receive the most emphasis in the junior high school.

The limitation of the problem:

1. The study was restricted to (a) tests for 9B and 9A pupils of the Louisville schools in January, 1932 and (b) tests for the 9A pupils in May 1932, who were 9B in the first semester and (c) survey of what others had done.
2. The tentative minima were limited to spelling, punctuation, capitalization and grammar.
3. No attempt was made to check the progress of the individual pupil from one semester to the next.
4. No segregation of scores was made upon the basis of slow, normal and accelerated sections.

CHAPTER III

CHAPTER III

REASONS ADVANCED FOR TEACHING GRAMMAR

There have been many theories why English grammar should be taught to pupils in the elementary grades and the high school. The following are the reasons most commonly given:¹

- 1--It helps the pupil to write and speak more correctly.
- 2--It is of value in the study of literature.
- 3--It gives an appreciation of one's language.
- 4--It aids in teaching the pupil how to think logically.
- 5--It helps the pupil's study of a foreign language.
- 6--It is an element of culture and, as such, should be studied by the student.

During the latter part of the nineteenth and the beginning of the twentieth century many educators began to question these various claims and set about to experiment with groups of students to see if all these claims were valid.

That a study of grammar aids in giving a mastery of the correct use of English is questioned by some of the experimental evidence already collected. All studies that have been conducted have disclosed the fact that the influence of the study of grammar upon composition ability is almost negligible Hoyt², after studying two hundred children in an Indianapolis High School, found correlation between grammar and composition ability to be .18 and concluded that the grammar taught in the elementary school has no influence on the composition ability of high school freshmen.

1 Rivlin, Harry N., "Functional Grammar", pp 5-6

2 Hoyt, F. S., (The Place of Grammar in the Elementary Curriculum) Teachers' College Record, Vol. VII, pp 477-500 (Nov. 1906).

Rapeer³ determined the correlation between grammar and composition ability of ninth grade pupils in Minneapolis to be .23. Segal and Barr⁴ found that there was a correlation of .48 between formal grammar and applied grammar. They decided that "formal grammar" has no immediate transfer so far as applied English grammar is concerned.

The correlation between proficiency in grammar and the ability to interpret a poem was found by both Hoyt⁵ and Rapeer⁶ to be extremely low, the correlation being .21 according to Hoyt, and .24 by Rapeer. Not a single instance was found of the incidental application of rules of grammar during approximately two hundred class sessions devoted to the study of literature in a survey conducted by Rivlin⁷ at a large high school in Brooklyn, New York.

The argument that grammar trains reasoning is refuted by the experiments on the transfer of training, notably those of Briggs,⁸ who reported an experiment in Teachers' College Record the result of his finding on teaching grammar, September 1913. He attempted to determine whether the abilities developed through formal grammar extended into fields other than grammar. He devised or selected tests that would test all the ten claims that were advanced for grammar and administered them to pupils

- 3 Rapeer, Louis W., "The Problem of Formal Grammar in Elementary Education", Journal of Educational Psychology, , pp 125-137, March 1913.
- 4 Segal, David, and Barr, Nora R., "Relation of Achievement in Formal Grammar to Achievement in Applied Grammar", Journal of Educational Research, Vol. XIV pp 401-402, December, 1926.
- 5 Hoyt, T. S., op. cit.
- 6 Rapeer, L. W., op. cit.
- 7 Rivlin, Harry N., "Functional Grammar", pp 37-45.
- 8 Briggs, Thomas H., "Formal English Grammar as a Discipline", Teachers' College Record Vol. XIV September 1913, pp 1-93.

in two seventh grades in the Horace Mann School of Teachers' College, Columbia University, and to pupils in five public schools in Illinois.

He taught by contrasted methods two seventh-grade classes in the Horace Mann School for three thirty-minute periods per week for six months, having first determined that the two groups were of approximately the same ability in language. Their median ages were 12.9 and 12.8 years respectively. A preliminary set of tests was given to both classes. Class I, the experimental group, shown by preliminary tests to be slightly inferior to class 2, was taught formal grammar for three months of the allotted time; class 2 was taught composition and language. After a second set of tests, the teaching methods were reversed with the two groups for a second period of three months, at the end of which time the first tests were again given to all the children. During the two periods of three months the only teaching variable was the difference between instruction in formal grammar and instruction in composition. Similar experiments were later conducted by Briggs in five Illinois schools with a larger number of pupils. Representative gains in the Horace Mann School were indicated by the results of an examination in grammar at the end of the first three months in which the formal grammar group made an average score of 25.88 as contrasted with 44.76 for the language group. Still further all class records in the second and third series of tests except two of the tests in Group I (ability to see likeness and differences) showed a slight superiority of gain for the non-grammar classes. Briggs concludes as follows:

"These particular children, after the amount of formal grammar that they had, do not, as measured by the means employed, show improvement in any of the abilities tested, that may be attributed to

their training in formal grammar ... There is a possible exception in the tests of Group I (ability to see likeness and differences)"⁹

From Briggs' investigations it seems that there is very little transfer of grammar giving the pupils ability to use correct English. He concluded from his experiment that it had very little disciplinary value on the mind and could not be kept in the curriculum for its disciplinary value.

Many teachers believe that the teaching of English grammar should be used as a preparation for the study of a foreign language. It has been asserted that grammatical rules in a foreign language can be approached very well through a study of the grammatical rules of one's native tongue. Such a study of grammar, however, is more properly a part of the study of the foreign language. Why should all students in the seventh and eighth grades study those parts of English grammar which will be useful only to the pupils who are planning to study some foreign language? Many of the pupils in the Junior High school will never study any foreign language.

Only one reason remains for teaching English grammar, and that is to help the children to speak and write correctly.

Stormzand and O'Shea¹⁰ say that in the instruction in English courses emphasis should be placed on the ability of pupils to write a 'decent sentence'.

They then define what they consider a 'decent sentence' as follows:

9 Briggs, Thomas H., Formal English Grammar as a Discipline, Teachers College Record Vol. XIV September 1913, pp 1-93.

10 Stormzand, Martin J and O'Shea, M. V., "How Much English Grammar", p 16.

"1---A "Decent sentence" must be free from mistakes in spelling, grammar, and punctuation.

2---It must have individuality, so far as its structure is concerned, so that all the sentences in a paragraph or composition will not be just alike. In other words, one should be able to use freely sentences of different types or forms or lengths in order to give variety and freshness to one's speaking and writing".

C O N C L U S I O N S

1---Experiments, especially those of Briggs, show that grammar can not justify its claim to a place in the curriculum for its disciplinary value.

2---It should not be kept in the curriculum only because it aids in the study of a foreign language, for many of the pupils who are in the junior high school will never study any foreign language.

3---Grammar should be taught in the Junior High School in order to teach pupils to correct their mistakes in English and to avoid future mistakes.

4---We should find out what items should be taught and drill upon them till they are mastered and will function in their everyday language usage, both oral and written.

5---A consideration of how three and four are to be brought about constitutes the problem of this thesis, that is to determine the minimum essentials of spelling, punctuation, capitalization and grammar for the 9B and 9A of the junior high school.

CHAPTER IV

CHAPTER IV

A SURVEY OF STUDIES ON GRAMMAR

During the later part of the nineteenth century thoughtful men began to question the theory that formal grammar as then taught produced good speakers and writers of English. The National Education Association appointed a committee (Committee of Ten)¹ in 1893 to investigate the subject of grammar, and to report. (The report of this committee indicated what educators thought about grammar). The same association appointed another committee to study and report again on the subject of grammar in 1895 (The Committee of Fifteen)².

The reports of these two committees showed that people had begun to change their thought somewhat about the teaching of grammar. They still believed that the study of grammar disciplined the mind and that analyzing sentences both as to structure and syntax was a good practice; routine parsing, however, they agreed, should be avoided. These reports show that a change had begun even though it included but a few points.

In 1913 the English Section of Secondary Schools of the Upper Ohio Valley made a forward movement when its committee said in its report:

"Too much is asked for in the way of analytical grammar.

The time devouring demands of formal English grammar are outrageous; the results on language interpretation and language are practically nil".³

- 1 Report of Committee on Secondary School studies (Committee of Ten) United States Bureau of Education, Washington, D. C. 1893.
- 2 "Report of Committee of Fifteen on Elementary Education", National Education Association 1895.
- 3 English Journal page 260, 1914.

This report shows that a great step forward had been taken since the two reports of 1893 and 1895 were made. From time to time associations of English teachers continued the work on the study of grammar and they recommended that the time devoted to technical grammar be lessened and that the time devoted to grammar be spent on correct and effective expression in speech and writing. The various associations of English teachers continued limiting the teaching of grammar until by 1928 they recommended that "grammar"⁴ be restricted to those items or parts that function in the speech and writing of the pupils.

As these reports were issued from time to time, writers of text-books on grammar tried to prepare their texts in accordance with the thought of the period. Those texts that were already written were revised to meet the demands of educators. In these new texts or revised ones there was a decrease in technical grammar and more functional grammar was incorporated in the more widely used texts as these were published.

Both Stormzand and Rivlin have analyzed the changes that have taken place in textbooks on grammar from 1877 to 1928. They give the following tables which show changes that have taken place in textbooks.

The tables of Stormzand⁵ are as follows:

- 4 "Report on Minimum Grammar" by a Committee of Wisconsin English Teachers' Association, English Journal Vol. XVII. No 3 p 214, 1928.
- 5 Stormzand, Martin J. and O'Shea, M. V., "How Much Grammar", pp 199-202.

TABLE I DECREASE IN PERCENTAGE OF TECHNICAL GRAMMAR IN LANGUAGE TEXTBOOKS

Text	Date	Total No. of Lines	Percent technical grammar
1. Whitney	1877	9,554	100
2. Baskerville-Sewell	1895	9,960	100
3. Maxwell	1907	7,788	88
4. Blount-Northup	1911	7,730	100
5. Manly-Bailey	1912	9,730	58
6. Pearson-Kirchway	1915	12,081	69
7. Elson	1916	10,157	45
8. Aldine	1916	11,710	48
9. Potter-Jeschke, Gillet	1917	12,727	62
10. Driggs	1918	10,400	55

TABLE II INCREASE IN THE PERCENTAGE OF PRACTICE EXERCISES IN GRAMMAR TEXTS

Name of Text	Technical Text	Grammar Exercises	Percent of Exercises
1. Whitney	7,738	1,658	17
2. Baskerville-Sewell	7,804	2,156	21
3. Maxwell	4,829	1,942	28
4. Blount-Northup	4,038	3,739	48
5. Manly-Bailey	3,983	1,701	30
6. Pearson-Kirchway	4,609	3,632	44
7. Elson	2,984	1,638	35
8. Aldine	3,020	2,556	46
9. Potter-Jeschke-Gillet	3,915	3,948	50
10. Driggs	2,810	2,904	51

TABLE III RHETORIC, COMPOSITION AND LITERATURE IN ELEMENTARY LANGUAGE TEXTS

Text	Composition rhetoric, No of lines	and Percent of Composition	Literature No of lines
1. Whitney	0	0	0
2. Baskerville-Sewell	0	0	0
3. Maxwell	300	4	0
4. Blount-Northup	0	0	0
5. Manly-Bailey	2,651	27	841
6. Pearson-Kirchwey	0	32	0
7. Elson	1,833	18	2,815
8. Aldine	4,009	34	573
9. Potter-Jeschke-Gillet	3,099	24	541
10. Driggs	3,722	37	569

TABLE IV PUNCTUATION MATERIAL IN LANGUAGE TEXTS

Text	Punctuation material No of lines	
1. Whitney		
2. Baskerville-Sewell		
3. Maxwell	268	
4. Blount-Northup		
5. Manly-Bailey	464	
6. Pearson-Kirchwey		
7. Elson	319	
8. Aldine	646	
9. Potter-Jeschke-Gillet	484	
10. Driggs	176	

Rivlin has the following to say in regard to the changes that were being made in the grammars that were being written: "It will be noted that the recent textbooks are more functional than those of the past. The belief that grammar texts are now devoting more space to the functions of grammar than was formerly the custom is thus substantiated by an examination of the texts that were formerly used and are now used". He

than gives the following table to prove his statement. The tables record the changes that were taking place:

TABLE V THE EMPHASIS PLACED UPON FUNCTIONAL GRAMMAR IN TEXTBOOKS

TEXT	Date of Publication	Percentage of Grammar that is Functional
1. Reed & Kellog, "Graded Lessons in English	1884	25.9
2. Maxwell, Introductory Lessons in English Grammar	1894	24.
3. Crumpton & Holic, "Junior High School English	1928	60.9
4. Scott-Congdon, Pitt V. Frazee, "The Open Door Language Lesson Series, Third Book"	1928	59.6

While the various English associations were making investigations and recommendations and textbook writers were trying to write books that would meet the demands of the times, a few educators conceived the idea that the way to find out what to teach in grammar was to study the errors that children make and teach those items that will help the children to correct these errors. The first investigation that I have discovered in my study was made by Guy Wilson⁷ in 1908 at Connersville, Indiana. There have been thirty-three⁸ of these error study investigations

6 Rivlin, Harry N., Functional Grammar p 33

7 Wilson, G. M., "Errors in Language of Grade Pupils", Educator Journal, December 1909, A Study of Errors of Connersville Children.

8 Harap, Henry, "The Most Common Grammatical Errors", English Journal Vol. XIX p 440-446 June 1930.

made since 1908 in various places in the United States. The following are the most important ones:

- 1--Wilson, Connersville, Indiana-----1908
- 2--Charters and Miller, Kansas City, Missouri--1915
- 3--Earhart and Small, Boise, Idaho-----1915
- 4--Sears and Deibel, Cincinnati, Ohio-----1916
- 5--Randolph, Speyer School, New York
- 6--Filler, Bonham, Texas
- 7--Jones, Columbia, Missouri
- 8--Charters, Detroit, Michigan-----1915
- 9--Charters, Pittsburg, Pennsylvania-----1915
- 10--Johnson, Kansas City, Missouri-----1917

The outstanding study was that of Charters⁹. After he had analyzed his studies, he found that more than twenty-nine rules in grammar must be taught in order to make students understand how to correct mistakes and to avoid future errors.

CHARTERS' GUIDE LIST OF ERRORS

Table VI

A. Nouns

- a. Definition
- b. Inflection (1) number, (2) case (possessive), (3) gender (slight use)
- c. Common and proper
- d. Syntax (1) Subject of verb (2) subject complement, (3) object of verb or preposition (4) the indirect object
(These are chiefly of use as an aid to the understanding of pronouns).

B. Pronouns

- a. Definition
- b. Personal pronouns (case, person, gender and number)
- c. Compound personal pronouns

C. Adjectives

- a. Definition
- b. Demonstrative
- c. Cardinal and ordinal adjectives
- d. The derivation of proper adjectives
- e. Comparison of adjectives

9 Charters, W. W.; "Minimum Essentials in Elementary Language and Grammar" The Sixteenth Yearbook, of the National Society for the Study of Education Part I pp 85-110.

D. Verbs

- a. Definition
- b. Transitive and intransitive
- c. Person
- d. Number
- e. Tense (particularly present, past, and past perfect)
- f. "Shall" and "Will"
- g. "Can" and "May"
- h. Mood (very slight)
- i. Voice
- j. Past Participles
- k. Infinitive (very slight) split infinitive

E. Adverbs

- a. Definition
- b. Comparison

F. Prepositions

- a. Definition
- b. Government of case

G. Conjunctions

- a. Definition
- b. Classification

H. Misplaced modifiers

I. Double negatives

J. Syntactical redundance

K. Spelling--when explainable by reference to grammar--"to" a preposition; "two", an adjective; and "too", an adverb.

L. Sentence structure

- a. Definition
- b. How to write it
 - Begin with capital letter
 - End with a period, exclamation mark or interrogation mark.

M. Parsing and analysis

- a. Definition
- b. Division of sentence into parts
- c. In general, the parsing will follow the elements in the foregoing outline
- d. The extent to which parsing will be carried on should be determined by the errors of children.

The language error studies or surveys that have been made as noted above have been helpful in pointing out to teachers just what the common language difficulties are. The error-study-group adopt as their criteria the doctrine of needs, and then go to the children to find the difficulties these encounter or the errors that they make. They then teach the rules of grammar that children need to know in order to correct mistakes and prevent future errors.

The influence of the error-study-group on curriculum construction and improvement in the curriculum in English has been very great. The group has tried to analyze the needs of the pupils and to build the curriculum on these needs. They have lessened the number of items to teach in grammar and have indicated the ones that should receive the major emphases. After we have found what to teach in grammar we must determine how to distribute the work to suit the grade, for it does little good to drill on any item before the pupils need it or before they are ready for it.

The greatest contribution made by studies of errors, however, seems to be their influence on the character of instruction through the development of technique for determining errors and the attention they have centered on the necessity of objective data as a basis for selecting points deserving greatest emphasis in the classroom.

About 1928 there appeared a group of grammar advocates who styled themselves functional grammar advocates. They define functional grammar thus:

" 'Function' as used in this connection, may be defined as,
'That application of the knowledge of a grammatical item
which will prevent the commission of an error in English

or which will assist in the correction of an error already made."10.

The error-study theory of teaching grammar is now being supplanted by the theory of functional grammar. The functional grammar group says that building a course of study on error studies is faulty in two respects: (1) in failing to stress sentence mastery and (2) in making the method of dealing with matters of usage too complex and technical.¹¹

"Grammar based on errors catalogues the formal errors and tries to eradicate them. Functional grammar does the same, and then goes on to direct the child in the methods at his command to construct sentences. Both are intelligently corrective. The latter is corrective and constructive."12.

The functional grammar advocates claim that building a curriculum on errors is loose, inaccurate, and unscientific; and that functional grammar performs the same service as the error method does, and in addition gives training to prevent future errors. Both, however, must arrive at a conclusion as to what items to teach and emphasize. Accordingly Rivlin¹³, the best known authority on functional grammar, listed all the items that he could find in grammars and grammar source books. He listed one-hundred eighty-five separate items in grammar and submitted them to the one-hundred seventy-eight teachers in various places of New York State, forty-nine graduate students of English at the 1928 summer session

10 Rivlin, Harry N. "Functional Grammar", p 61

11 California Course of English. Reported by Lyman, R. L., Summary of Investigations Relating to Grammar and Composition, p 37.

12 Lyman, R. L., "Summary of Investigations Relating to Grammar, Language and Composition", p 36.

13 Rivlin, Harry N., "Functional Grammar", 24.

of Teachers' College, Columbia University, and four experts (Professors Abbott, Charters, Inglis, and Leonard) to rate the items.

TEACHERS PARTICIPATING IN EVALUATION OF THE ITEMS OF GRAMMAR

	Total
Teachers in rural elementary schools.....	74
Teachers in rural high schools.....	10
Teachers in city elementary schools.....	42
Teachers in city high schools.....	52
Graduate students.....	49
	<hr/> 178
	<hr/> 49
	<hr/> 227

The items to be rated were presented on a sheet of paper. The ratings to be used were "0", "1", "2", and "3", "0" meaning that the item has so little value to the student that it may be safely omitted, "3" signifying "most important value to the student"; "1" and "2" are intermediate ratings. The following were rated the most important by the group as a whole:

TABLE VII RIVLIN'S CONSENSUS OF OPINION REGARDING THE MOST IMPORTANT ITEMS OF GRAMMAR

1-Concept of Sentence

- (1) a. Classification of sentences as to form and meaning
- (2) b. Subject and predicate
 - c. Clauses as to kind and use
 - d. Concept of phrases

- (1) Kind as to form and use

2-Nouns

- (3) a. Concept of noun
- (3) b. Common and proper
- (4) c. Number
 - d. Predicate noun
- (5) e. Possessive case of nouns
 - f. Noun as substantive
 - g. Abstract noun
- (6) h. Masculine and feminine forms of nouns
 - i. Nouns with irregular plurals
 - j. Nouns in apposition

3-Pronouns

- (7) a. Concept of pronoun
- (8) b. Personal pronouns

- (9) c. Number of pronoun
- (10) d. Antecedent of pronoun
- (11) e. Case of pronoun
- (12) f. Person of Pronoun
 - g. Pronoun as substantive
 - h. Relative pronoun

4-Verbs

- (13) a. Concept of verb
- (14) b. Principal parts of a verb
 - c. Predicate verb
 - d. Complete verb
- (15) e. Person of verb
- (16) f. Number of verb
- (17) g. Irregular verbs
- (18) h. Transitive and Intransitive verbs
- (19) i. Participles
- (20) j. Auxiliary verbs

5-Adjectives

- (21) a. Concept of adjectives
- (22) b. Classification of adjectives
 - c. Predicate adjectives
- (23) d. Proper adjectives
- (24) e. Comparison of adjectives

(25) 6-Concept of adverb

(26) 7-Conjunctions

- (27) a. Concept of conjunctions
- (28) b. Kinds and use

8-Contractions

9-Abbreviations

Both Charters and Rivlin agree on the above items with the Arabic figures enclosed in brackets. See Sixteenth Yearbook pp 85-110 and Rivlin's "Functional Grammar" p 24.

The items that have just been listed were considered the most important. The remaining items were marked "0" as very low and considered of no functional value. There were fifty-four items out of the one hundred eighty-five that were considered to have functional value and

therefore to be important enough for emphasis.

When one compares Rivlin's ¹⁴list of what was considered the most important with those of Charters¹⁵ and Stormzand¹⁶ one will see that they are very similar in twenty-eight items. These tests may be considered to have established the items that the pupils should master if they are to speak and write adequately.

There has never been complete agreement upon all of the items to be included in a study of grammar and, even should there ever be complete agreement, we must, nevertheless, distribute the work to suit the grade, for it does little good to drill on any item in grammar before it is needed or can be assimilated. Therefore, it is incumbent upon the functional group not only to find out what items to teach but to place the items in the age and grade levels to which they belong. It is essential also that the function of each item be fixed in the mind of the teacher.

As was said before, functional grammar seems now to be in the ascendancy but the problem is still far from being solved. The contribution that the functional grammar group has made to grammar study is to catalogue the formal errors, try to eradicate them, and then direct the child in the methods at his command to construct sentences for sentence mastery, as the sentence is the unit of thought. They not only advocate the correction of errors already made, but they are striving for a perfection that will prevent future errors. They try to learn what items are most widely used in adult life, and then teach and drill upon those

14 Rivlin, Harry N., "Functional Grammar", p 24

15 Charters, W. W., "The Sixteenth Yearbook", p 105-109

16 Stormzand, Martin J. and O'Shea, M. V., "How Much English Grammar" p 207-13.

items. This seems to be a better method than the error-study method, for teachers could not hear all the errors, they might not notice all or have time to record all. Moreover, children would certainly make mistakes at home which would not occur at school; and teaching the items in grammar that help to prevent making mistakes is better psychology than trying to eradicate errors which have already become habits.

Functional grammar has not been in the field long enough to form any hard and fast conclusions. We do not yet know whether the practices of the functional grammar group will prove any more effective in training students to speak and write correct English than those of the formal grammar and the error-study-groups have.

SUMMARY OF CONCLUSIONS

- 1-During the later part of the nineteenth century educators began to question the value of formal grammar as it was then being taught.
- 2-Associations of teachers began to recommend changes in the teaching of grammar, and textbook writers began to plan their books to meet the changed conditions. The books were made more functional. They provided for more practice in composition.
- 3-A few educators decided that the place to find out what to teach is from the children themselves; so Wilson, Charters, and others set about to find out from children's errors what items to teach in grammar. Their contribution to teaching grammar was in part to point out the common language difficulties of children and based their curricula on those errors.

4-These studies were followed in 1928 by another group known as the functional grammar group, who emphasized sentence mastery.

5-The problem is not yet solved. There is much yet to be done and even if it were solved, we have still to place the items to fit the age and needs of the groups.

CHAPTER IV

CHAPTER V

THE RESULTS OF THE EXAMINATION OF THE TESTS

PROBLEM

What items of grammar, punctuation, capitalization and spelling should be stressed in teaching grammar in the Junior High School or in other words, what items should be mastered by Junior High School pupils?

The limitation of the problem:

- 1-The study was restricted to tests for the 9B and 9A pupils of the Louisville schools in January, 1932 and tests for the 9A pupils in May, 1932, who were 9B's in the first semester and a survey of what others had done.
- 2-The tentative minima were limited to grammar, punctuation, capitalization and spelling.
- 3-No attempt was made to check the progress of the individual pupil from one semester to the next.
- 4-No segregation of scores was made upon the basis of slow, normal and accelerated sections.

Through the kindness of Mr. Binford, Dr. Blom, and Miss Mary Hebden I was permitted to study the type of errors made by the pupils of 9B and 9A classes of two of the junior high schools of Louisville. This enabled me to compare the errors that were common here with type errors as found by Charters and other investigators in various places in the United States. I studied these tests to aid me in arriving at a conclusion as to what should be the minimum essentials in a grammar curriculum for junior high schools.

To prove the validity of the tests that were used in the first semester, the items were checked against the course of study in English of the Louisville schools and the texts in English that were used in the junior high schools of Louisville. The texts in English that were used were English in Action, by J. C. Tressler¹, The Open Door Language Series-Third Book, by Scott, Congdon, Peet and Frazee², The Louisville course of study was checked against the courses of study used in Denver, Pittsburg, Chicago, and San Francisco to determine the validity of the tests and the course of study.

The local test was of an objective type and was based upon the course of study and the texts used. The sentences and words that were used were not the same sentences that were used in the texts and course of study, but were similar and tested the pupils on what had been taught.

That table which follows gives the number of the 9B and 9A pupils in schools X and Y and the total number of junior high school pupils of the 9B and 9A of all the schools of Louisville taking the tests. The table gives the medians for each part of the test. The test was divided into Part I Spelling which came first in the test; Part II came second and was Punctuation and Capitalization; Part III came third and was Sentence Study; and Part IV came last in the tests and was named Grammar.

The medians for each part of the test for schools X and Y and the medians for all the schools of Louisville are given. One may determine from the table whether there was a fair sampling of the work in English of the entire city of the work in the 9B and 9A.

- 1 Tressler, J. C., English in Action, (D. C. Heath & Co., Publishers, 1929).
- 2 Scott, Congdon, Peet and Frazee, The Open Door Language Series- Third Book, (Houghton Mufflin and Company, 1928).

TABLE VIII MEDIAN FOR SCHOOLS X AND Y AND ALL THE HIGH SCHOOLS OF LOUISVILLE....JANUARY - 1932

School		Number Pupils Tested	Part I Spelling	Part II Punct. & Cap.	Part III Sentence Study	Part IV Grammar	Total
Medians							
Grade 9B							
Junior High School of Louisville	X	222	24	16	9	30	79
Junior High School of Louisville	Y	125	23	13	8	26	70
All High Schools of Louisville		1471	24	13	8	28	73
Grade 9A							
Junior High School of Louisville	X	101	19	20	13	32	84
Junior High School of Louisville	Y	67	18	14	13	27	72
All High Schools of Louisville		686	19	15	13	28	75

The table is an attempt to show that the schools X and Y are representative schools of the city and from them one may get a random sampling of the work of the pupils of the city.

SPELLING Spelling came first in the Tests.

The spelling words of the tests were taken from the Ayres' Spelling List and a check of the words by the Thorndike List of words and the degree of difficulty in the Ayres' List. There were 347 pupils in the two schools in the 9B Sections. These sections were classified into accelerated, medium, and slow sections. We paid no attention to these classifications. The words were dictated in sentences to the pupils. All the words of the 9B and 9A tests were taken from the Ayres' Spelling List which comprises 92 percent of the written discourse of the country

at large, according to Ayres' investigation¹. All the Ayres' Spelling List should be mastered so as to enable the pupils to be good spellers in written discourse. The pupil must have a "spelling consciousness". He must have (1) a knowledge of the spelling of the words, (2) the habit of writing them correctly and (3) the proper attitude toward correct spelling. Such skills come from practice in writing the word in connected discourse. The findings on spelling in the tests are as follows:

TABLE IX A TABLE SHOWING THE WORDS USED IN THE 4B TEST, TIMES SPELLED CORRECTLY, TIMES SPELLED INCORRECTLY, PERCENT SPELLED CORRECTLY AND PERCENT OF ERRORS

Word	Number Times Spelled Correctly	Percent Spelled Correctly	Number Times Spelled incorrectly	Percentage of Errors
1. develop	198	55.3	158	44.7
2. probably	201	58.	146	42
3. whether	208	60.	139	40
4. beginning	223	64.3	124	35.7
5. absence	256	73.8	91	26.2
6. finally	265	76.4	82	23.6
7. opinion	265	76.4	82	23.6
8. Wednesday	276	79.6	71	20.4
9. business	282	81.2	65	18.8
10. believe	284	81.6	63	18.4
11. marriage	285	82.2	62	17.8
12. effect	293	84.5	54	15.5
13. meant	294	84.7	53	15.3
14. course	300	86.5	47	13.5
15. government	307	88.5	40	11.5
16. neighbor	308	88.7	39	11.3
17. success	308	88.7	39	11.3
18. salary	309	89.1	38	10.9
19. too	310	89.2	37	10.8
20. against	312	89.4	35	10.6
21. together	313	90.2	34	9.8
22. director	313	90.2	34	9.8
23. already	324	93.4	23	6.6
24. toward	326	93.8	21	6.2
25. education	331	95.4	16	4.6

1 Ayres, L. F., "Ayres' Spelling Scale", (Russell Sage Foundation, New York City).

TABLE X A CHECK OF THE DIFFICULTY OF THE WORDS IN THE 9B TEST AND THE DIFFICULTY ACCORDING TO THE BUCKINGHAM EXTENSION OF THE AYRES' SPELLING SCALE, THE PERCENT THE PUPILS WERE EXPECTED TO MAKE AND THE PERCENT THEY MADE ON THE TEST.

Word	Letters of the Columns in the Buck- ingham Exten- sion of the Ayres' Spell- ing Scale	Percent When the words are in columns	Percent the Pupils are expected to make when words are Dictated in Sentences	Percent Spelled Correctly
1. develop	U	92	88	55.3
2. probably	U	92	88	58
3. whether	U	92	88	60
4. beginning	U	92	88	64.3
5. absence	T	94	92	73.8
6. finally	U	92	88	76.4
7. opinion	S	96	94	76.4
8. Wednesday	T	94	92	79.6
9. business	T	94	92	81.2
10. believe	S	96	94	81.6
11. marriage	S	96	94	82.2
12. effect	R	98	96	84.4
13. meant	U	92	88	84.7
14. course	S	96	94	86.5
15. government	S	96	94	88.5
16. neighbor	R	98	96	88.7
17. success	R	98	96	88.7
18. salary	Ry	98	96	89.1
19. too	S	96	94	89.2
20. against	R	98	96	89.4
21. together	R	98	96	90.2
22. director	R	98	96	90.2
23. already	R	98	96	93.4
24. toward	R	98	96	93.8
25. education	R	98	96	95.4

This table is made from the "Buckingham Extension of the Ayres' Spelling Scale", Public School Publishing Company, Bloomington, Illinois.

These words were checked by Thorndike's ² Word Book to see if they were among the list of the most commonly used words. The Ayres' Spelling List gave them all in the 9th Grade work, and Table XI page 35 indicates where the words are placed in Thorndike's Wordbook. The table below is a Key to Thorndike's Word Book.

KEY TO WORDS IN WORD BOOK

Credit-Number	Position of Word
49 or over	1 to 1000
29 to 48	1001 to 2000
19 to 28	2001 to 3000
14 to 18	3001 to 4000
10 to 13	4001 to 5144
9	5145 to 5544
8	5545 to 6047
7	6048 to 6618
6	6619 to 7262
5	7263 to 8145
4	8146 to 9190
3	1919 to 10,000

2 Thorndike, Edward L., "The Teacher's Word Book", p VI p 1-126

TABLE XI SHOWS WHERE EACH WORD THAT WAS USED IN THE 9B TEST IS LISTED IN THORNDIKE'S WORD BOOK OF THE 10,000 MOST COMMONLY USED WORDS

Word	Credit No.	Where Found
1. develop	24	2001 to 3000
2. probably	36	1001 to 2000
3. whether	59	1 to 1000
4. beginning	6	6619 to 7262
5. absence	22	2001 to 3000
6. finally	40	1001 to 2000
7. opinion	37	1001 to 2000
8. Wednesday	33	1001 to 2000
9. business	73	1 to 1000
10. believe	77	1 to 1000
11. marriage	27	2001 to 3000
12. effect	47	1001 to 2000
13. meant	60	1 to 1000
14. course	91	1 to 1000
15. government	62	1 to 1000
16. neighbor	66	1 to 1000
17. success	39	1001 to 2000
18. salary	23	2001 to 3000
19. too	119	1 to 1000
20. against	114	1 to 1000
21. together	97	1 to 1000
22. director	15	3001 to 4000
23. already	73	1 to 1000
24. toward	75	1 to 1000
25. education	23	2001 to 3000

TABLE XII A LIST OF THE WORDS USED IN THE 9A TEST, TIMES SPELLED CORRECTLY, PERCENT CORRECT, NUMBER OF TIMES SPELLED INCORRECTLY, PERCENT OF ERRORS MADE BY 168 PUPILS WHO WERE IN THE 9A CLASSES.

Word	No of Times Spelled Cor- rectly	Percent Spelled correctly	No of Times Spelled In- correctly	Percent of Errors
1. immediately	89	53	79	47
2. convenient	90	53.6	78	46.4
3. recommended	101	59.9	67	40.1
4. sincerely	103	61.9	64	38.1
5. volumes	108	64.3	60	35.7
6. principle	111	66.1	57	33.9
7. separate	112	66.7	56	33.3
8. disappointed	112	66.7	56	33.3
9. February	123	73.2	45	26.8
10. experiences	128	76.2	40	23.8
11. annual	129	76.8	39	23.2
12. athletics	131	78.	37	22.
13. receive	134	79.8	34	20.2
14. arrangements	134	79.8	34	20.2
15. committee	137	83.2	31	16.8
16. height	140	83.3	28	16.7
17. secretary	141	84.	27	16.
18. proceed	144	85.8	24	14.2
19. accept	154	91.7	14	8.3
20. suggest	156	92.8	12	7.2

TABLE XIII THE NUMBERS OF THE WORDS IN THE 9A TEST AND RANK ACCORDING TO AYRES' LIST ALSO THE RANKING OF THE DIFFICULTY AND WHERE FOUND IN THORNDIKE'S WORDBOOK.

Word	Where found in Thorndike's Wordbook Credit No	Position of Word
1. immediately	38	1001 to 2000
2. convenient	23	2001 to 3000
3. recommended	20	2001 to 3000
4. sincerely	23	2001 to 3000
5. volumes	28	2001 to 3000
6. principles	21	2001 to 3000
7. separate	50	1 to 1000
8. disappointed	20	2001 to 3000
9. February	30	1001 to 2000
10. experiences	40	1001 to 2000
11. annual	26	2001 to 3000
12. athletics	11	4001 to 5144
13. receive	88	1 to 1000
14. arrangements	13	4001 to 5144
15. committee	22	2001 to 3000
16. height	54	1 to 1000
17. secretary	22	2001 to 3000
18. proceed	38	1001 to 2000
19. accept	49	1 to 1000
20. suggest	24	2001 to 3000

TABLE XIV THE LETTER NUMBER OF THE WORD USED IN THE 9A TEST AND THE DIFFICULTY OF THE WORD ACCORDING TO THE BUCKINGHAM EXTENSION OF THE AYRES' SPELLING SCALE, THE PERCENT THEY WERE EXPECTED TO MAKE AND THE PERCENT THEY MADE IN THE TEST.

Word	Letters of the Column in the Buckingham Extension of the Ayres' Spelling Scale	Percent When words are in columns	Percent when words are Dictated in Sentences	Percent Spelled Correctly
1. immediately	X	79	73	53
2. convenient	X	79	73	53.6
3. recommended	Z	66	58	59.9
4. sincerely	W	84	79	61.9
5. volumes	T	94	92	64.3
6. principle	Y	73	66	66.1
7. separate	W	84	79	66.7
8. disappointed	X	79	73	66.7
9. February	W	84	79	73.2
10. experiences	V	88	84	76.2
11. annual	X	79	73	76.8
12. athletics	W	84	79	78.
13. receive	U	92	88	79.8
14. arrangements	U	88	84	79.8
15. committee	X	79	73	83.2
16. height	V	88	84	83.3
17. secretary	V	88	84	84
18. proceed	W	84	79	85.8
19. accept	T	94	92	91.7
20. suggest	U	92	88	92.8

All the words in each column are of approximately equal spelling difficulty. The steps in spelling difficulty from each column to the next are approximately equal steps. The letters in the first column indicate where the words are found in the Ayres' List and the second and third columns indicate about what percent of correct spellings may be expected among the children of the 9th grade, at the end of the school year. The last column of figures indicate the percent the pupils made on the test.

The average percent of all errors in 9B Test was 18 percent and in the 9A Test the average percent of all errors was 23.8 percent, which is not as high as Ayres' Spelling Scale expects at the end of the year. This was the end of the first semester. The percent spelled incorrectly in the 9A was higher than in the 9B.

In the teaching of spelling in sentences particular attention should be given to the ending of words like "develop"; the spelling of words that sound alike but are spelled differently and mean different things, as "whether" and "weather"; and that double the consonants, such as "beginning".

The following words that were used in these spelling tests are given in Jones' ³ "One Hundred Spelling Demons" of the English Language:

1--Wednesday	5--believe
2--beginning	6--February
3--meant	7--separate
4--too	8--business

The test results indicate that these words were demons for many pupils.

The words, "beginning", and "finally", were spelled incorrectly many times. This shows that the rules which apply to the spelling of these should be mastered. They should learn that when a suffix is added to a word ending in a consonant that is preceded by a vowel the consonant is doubled when the second syllable is accented. The word "too" was also spelled incorrectly 10.8 percent times. This shows that you must learn the meaning of the word so as to be able to spell it correctly when using it in a sentence. The same might be said about "course" which had 13.5 percent of errors.

3 Jones, W. F., "Concrete Investigations of the Materials of English Spelling", University of South Dakota, Vermillion, South Dakota, 1914.

The word "develop" was spelled incorrectly 44.7 percent of the times. The trouble here was due chiefly to putting an "e" on the ending of the word. This indicates that the ending of this word should receive emphasis. The ending of this word was the hard spot in the word. Tireman⁴ made a study of the value in marking the hard spots in spelling.

"Whether" had a percentage of errors of 40. Most of the incorrect spelling was probably due to the fact that the children understood the word to be "weather" as indicated by their spelling. The pupil should know the difference in the spelling and meaning of words when they sound very much alike but mean different things, such as "to", "too", "two", "course", "coarse", "principal" and "principle". All of the above words used in these lists were in dictated sentences, and showed large frequencies of errors. This indicates that the meaning of words must be learned.

These words were given in dictated sentences and the pupils were told what words to spell. People do not usually spell by dictation but they have to spell words in writing connected discourse and most spelling is done this way. Pupils must acquire skill in writing words in connected discourse. This indicates that the pupil must know the meaning of words. The tests indicate that this was the cause of many of the errors that occurred in both the 9B and the 9A spelling. The pupils must know the spelling and meaning of words.

4 Tireman, L. S., "Value in Marking Hard Spots in Spelling", p 48.

In conclusion would say that all the Ayres' List of Spelling words and the Jones' List of One Hundred Demons should be included in a minimum list of spelling for the 9th grade. These are not all the words pupils should learn to spell but as was said before, these words will comprise most of the words which they will use in after life and these pupils had not mastered all of these words, therefore, they should be emphasized so the pupils will be able to write a 'decent sentence' in regard to spelling of the words. The spelling and meaning of these lists should be emphasized.

PUNCTUATION AND CAPITALIZATION

The tests given to the 9B and 9A children in January were the second set of the semester. Punctuation and capitalization had been the weakest points in the first test. Eighty teachers emphasized these phases of the work with the resulting improvement shown by the data in Tables XV and XVI.

In almost all the investigations that have been made to determine minimum essentials in a course in language technique, punctuation and capitalization have ranked highest in the number and percentage of mistakes. Charters and Miller⁵ found that punctuation and capitalization had a ranking of 55 percent of all errors in technique. The finding of other investigators were similar. Lyman has the following to say: "Errors in punctuation were most common in five of these studies, constituting 52 percent of the errors in Stormzand's study; 48 percent in

5 Charters W. W., Sixteenth Yearbook of the Society for the Study of Education Part I p 92.

Vaughn's study; 29 percent in Parker's study; 22.3 percent in Potter's study; and nearly 50 percent in Seaton's study".⁶

PUNCTUATION AND CAPITALIZATION
OF 9B GROUP OF 347 PUPILS

TABLE XV TIMES CORRECT, THE PERCENT CORRECT, THE ERRORS, THE PERCENT OF ERRORS IN PUNCTUATION AND CAPITALIZATION

9B

January--1932

Punctuation and Capitalization	Times Correct	Percent Correct	The Errors	Percent of Errors
	5747	66.2	2928	33.8

PUNCTUATION AND CAPITALIZATION
OF 9A GROUP OF 168 PUPILS

TABLE XVI TIMES CORRECT, PERCENT CORRECT, THE ERRORS, PERCENT OF ERRORS

9A

January--1932

Punctuation and Capitalization	Times Correct	Percent Correct	Errors	Percent of Errors
	3300	78.5	900	2.15

The findings in punctuation and capitalization were similar to the findings of the other investigators. The mistakes in punctuation in the 9B Test were 33.8 percent and in the 9A Test were 21.5 percent. According to Stormzand's⁷ "two scientific criteria, frequency of usage and frequency of error, show us that emphasis should be placed upon punctuation".

SENTENCE STUDY TEST 9B

Sentence study followed punctuation in the tests. The tables below indicate the findings. Sentence study should be emphasized for the sentence is the unit of thought. The pupil and adults usually think,

⁶ Lyman, R. L. Summary of Investigations Relating to Grammar and Composition, p 94

⁷ Stormzand, Martin J. and O'Shea, M. V., "How Much English Grammar, p 205.

talk and write in complete statements or sentences.

TABLE XVII SENTENCE STRUCTURE FOR 9B CLASS, TIMES CORRECT, PERCENT CORRECT, ERRORS AND PERCENT OF ERRORS.

Recognizing	Times Correct	Percent Correct	Errors	January 1932
				Percent of Errors
1. Sentences	1451	83.6	284	16.4
2. Subject	1530	88.2	205	11.8
3. Predicate	1331	76.7	401	23.3

In the 9B group there was 11.8 percent of errors in selecting the simple subject in the study of sentences given in tests, and 23.3 percent in the recognition of the simple predicate. In the recognition of sentences there was 16.4 percent of errors. (See Appendix for the sentences given, pp 89. Table XVIII gives the result of the 9A group).

SENTENCE STUDY OF 9A GROUP

TABLE XVIII TIMES CORRECT, PERCENT CORRECT, ERRORS AND PERCENT OF ERRORS OF SENTENCE STRUCTURE FOR 9A CLASSES

Recognizing	Times Correct	Percent Correct	Errors	Percent of Errors
1. Sentences	663	78.9	177	21.1
2. Subject	805	95.8	35	4.3
3. Predicate	824	92.	16	2.0

In the 9A classes in sentence study there were thirty-five mistakes or 4.3 percent in recognizing the complete subject. There were sixteen errors in finding the complete predicate. The errors of the predicate amounted to 2. percent. In recognizing the complete sentences there were one hundred seventy-seven mistakes out of six hundred sixty-three, a percent of errors of 21.1. This indicates that there is need for drill on sentence study. (See Appendix p 96 for a list of the sentences used in Sentence Study of the Tests).

SINGULAR AND PLURAL NOUNS

Part IV of the Tests was Grammar. The first section in this called for the plurals of ten singular nouns. The table gives the result of what was found in the Tests.

TABLE XIX TIMES CORRECT, PERCENT CORRECT, NUMBER OF ERRORS AND PERCENT OF ERRORS OF 9B CLASSES IN SCHOOLS X AND Y.

NOUNS

JANUARY 1932

Singular No	Plural No	No correct	Percent Correct	No of Errors	Percent of Errors
Word					
1. radius	radii	63	18.2	284	81.8
2. valley	valleys	172	46.6	175	50.4
3. mouthful	mouthfuls	210	60.5	137	39.5
4. motto	mottoes	236	68.1	111	31.9
5. chief	chiefs	238	68.6	109	31.4
6. daisy	daisies	270	77.8	77	22.2
7. Roman	Romans	273	78.7	74	21.3
8. sheep	sheep	279	80.4	68	19.6
9. saleswoman	saleswomen	285	82.2	62	17.8
10. class	classes	323	93.1	24	6.9

The above singular nouns for which the plural forms were to be written were selected from Tressler's Book I, pp 89-92⁸.

The test indicates that drill should be given on the formation of plurals. The highest percent of errors was on the word radii. It was missed 81.8 percent of times; however according to Stormzand's⁹ "the criteria of frequency of usage" the high percent of errors here was not more serious than many other words that are more frequently used. The fact that ^{the} plural retains the foreign plural form, and that the plural form is rarely used will probably account for the many errors.

8 Tressler, J. C., English in Action Book I, pp 89-92.

9 Stormzand, Martin J. and O'Shea, M. V., How Much English Grammar, p 105.

This word is important for the pupils in the 9B classes because it is a term that they will use in the mathematics of this grade.

The following table shows where the words that were used may be found in Thorndike's Word Book of the 10,000 most commonly used words. A glance at the preceding table and the following table will indicate the difficulty of the word according to groups. The word "radius" that was missed so many times occurs in the group 7263-8145.

TABLE XX THE RANKING OF THE WORDS ACCORDING TO THORNDIKE'S WORD BOOK OF WORDS FOR WHICH PLURALS WERE NEEDED IN THE 9B TEST.

WORD	RANK	NUMBER
1. radius	5	7263-8145
2. valley	60	1-1000
3. mouthful	4	8146-9190
4. motto	7	6048-6618
5. chief	64	1-1000
6. daisy	25	2001-3000
7. Roman	37	1001-2000
8. sheen	67	1-1000
9. saleswoman	not given	not given
10. class	60	1-1000

PERSONAL PRONOUNS

Personal pronouns were the next item in the 9B Test and the following gives my findings.

Stormzand⁹ says, "Of all pronouns 72.7 percent are personal and the fact that this class involves important changes in declension forms for case, number, and even gender, makes this frequency doubly significant. We are justified merely in asserting that usage does not warrant much emphasis on case construction of nouns. On the other hand in the study

⁹ Stormzand, Martin J., and O'Shea, M. V., How Much English Grammar

of pronouns, this emphasis on case construction is warranted, and is vitally necessary for successful mastery".

Charters¹⁰ found the misuse in case forms of pronouns to be 17.2 percent of errors of his study in grammar.

TABLE XXI RESULTS OF 9B TEST OF CHOOSING THE CORRECT CASE FORM OF PRONOUNS

Case	Times Correct	Percent Correct	Errors	Percent of Errors
Nominative	255	73.5	92	26.5
Objective	287	82.8	60	17.2

This is functional because case governs the forms of personal pronouns. The 9B test result showed 26.5 percent of mistakes in the use of the nominative form of the personal pronoun. The pupils did not seem to know that any form of the verb "be" takes the same case form after it as it does before it¹¹. This seems to indicate that teachers should drill the pupils on sentences using the verb "be" with personal pronouns till the right form to use will become automatic or habitual. There were 17.2 percent mistakes in using the objective form. The findings of this study are in agreement with the findings of Charters in regard to the personal pronouns. There must be much drill on personal pronouns. They should be included in our minimum essentials in grammar and receive frequent drill. There is not as high a percentage of errors in the use of personal pronouns as there is in the use of verbs, because the error involving pronouns are more persistent than are those for any other part of speech and for the reason that these errors persist they should receive much and frequent drills.

10 Charters, W. W., Sixteenth Yearbook, p 91

11 Tressler, J. C. English in Action, p 452.

VERBS

Charters¹² found in his study of verbs for the eight grades to be 40.1 percent of all errors in grammar. Verb errors hold a relatively high place in all the studies that have been made by various investigators or error studies in grammar and this indicates that much drill needs to be done on verbs, especially a few irregular verbs.

Charters¹³ named the verbs with which there was the greatest confusion in the use of the past tense and perfect participle in speech, as shown by the Boise, Detroit and Kansas City studies. The four verbs, "see", "do", "come" and "go" caused 52 percent of the errors in Boise; 74 percent in Kansas City, and 81 percent in Detroit.

In 9B Test three of these four verb "demons" were used and the percent of errors did not rank as high as for the verb "lay" which had a percent of errors of 40.6 percent; "burst" had 35.7 percent while "do" had 10.1 percent of errors, "see", 8.1 percent of errors and "go" only 3.2 percent of errors. My findings therefore differ slightly from those of Charters, but a difference would be expected between tests and compositions. The test did not offer as great a chance for errors although Leonard says that tests give a fair indication of what the pupils will likely use in his oral or written composition. He will likely use the form that he is accustomed to using.¹⁴

12 Charters W. W., "ibid", p 91

13 Charters, W. W., "ibid", p 103

14 Leonard, S. A., "The Wisconsin Test of Grammatical Correctness", English Journal, pp 430-42 (June 1926)

TABLE XXII VERBS IN THE 9B TEST, THE TIMES USED CORRECTLY, TIMES USED INCORRECTLY, PERCENT CORRECT AND THE PERCENT OF ERRORS

Words	Times Used correctly	Percent correctly	Times in- correctly	Percent of Errors
1. lay	206	59.4	141	40.6
2. burst	223	64.3	124	35.7
3. do	312	89.9	35	10.1
4. lie	317	91.1	30	8.9
5. see	319	91.9	28	8.1
6. go	336	96.8	11	3.2

Probably the reason why the findings of this investigation did not agree with those of other investigators in regard to these verbs is that in the Tests I worked with each word used only a few times while Charters examined compositions and records of oral conversation where these verbs were used many times. In common conversation and writing "go", "see" and "do" would be used more frequently than "lay" and "burst".

Lyman says that verb forms constitute about 57 percent of all errors of children. Investigations show that there are about fifteen demon verbs that cause most of the trouble. They are as follows: "begin", "some" "do", "drink", "give", "go", "lie", "ring", "rise", "run", "see", "sing", "sit", "take", and "write"¹⁵. This suggests that intensive drill should be placed on these verb forms.

In the last part of Test 9B of Part IV, Grammar, there were eleven sentences given in which the pupils were to choose the correct words and place them in the sentences. The following are the words. The sentences may be found in the Appendix p 90.

15 Lyman, R. L., "Summary of Investigations Relating to Grammar and Composition", p 94.

CHOOSING THE CORRECT GRAMMATICAL FORMS

TABLE XXIII RESULTS OF THE CHOICE OF GRAMMATICAL FORMS IN SENTENCES IN 9B TEST, NUMBER OF TIMES CORRECT: PERCENT CORRECT: NUMBER OF ERRORS: PERCENT OF ERRORS.

Words	No of Times correct	Percent correct	No of Errors	Percent of Errors
1. He-him	122	35.2	225	64.8
2. wear-wears	122	35.2	225	64.8
3. his-their	123	35.4	224	64.6
4. are-is	140	40.4	207	59.6
5. was-were	151	43.5	196	56.5
6. this-these	173	49.9	174	50.1
7. their-their's	224	64.5	123	35.5
8. yours-your's	224	64.5	123	35.5
9. have-has	239	68.9	108	31.1
10. us-we	275	79.3	72	20.7
11. yourself-you	286	82.4	61	17.6
12. don't-doesn't	327	94.2	20	5.8
13. was-were	327	94.2	20	5.8

The mistakes in choosing the correct word in the 9B test show that there is a need for drill on uses of personal pronouns, verbs, adjectives and adverbs. The choice of the word depends, of course, on the sentence. Specifically we find:

1. Nobody but (he-him) could solve the problem.

The first one should have been the objective form "him" because it is governed by the word "but" which is a preposition. It is a special case. The word "but" is sometimes a conjunction. For a list of all the words and the sentences see page 90 of the Appendix.

2. (This-these) kind of gloves (wear-wears) better than yours.

"Wears" is chosen for the subject of the verb is singular; a verb must agree with its subject in person and number. This is a special case.

3. Each of the boys (have-has) (his-their) own work to do.

"His" is the correct form to use for a pronoun must agree with its antecedent in person and number. In this sentence (which is 13) the antecedent is singular number, so the singular number of the possessive singular of the personal pronoun must be emphasized and the fact that a pronoun must agree in person and number with its antecedent.

4. Neither of the girls (are-is) present today.

The singular form "is" should be chosen, for its subject is singular. A verb must agree with its subject in person and number. (See sentence 14 Appendix, page 90).

5. Each of the boys (have-has) (his-their) own work to do.

The singular form is chosen because its subject is a collective noun and when a collective noun means a collection taken as a whole, the verb must be singular and when the collection is referred to as separate individuals the verb must be plural, so we must drill upon collective nouns. (See sentence 13).

6. (This-These) kind of gloves (wear-wears) better than yours.

The word "this" is chosen because the noun it modifies is singular. "This" is singular form of an adjective. We must drill upon "this" and "these" and recognize when each should be used. (See sentence 16).

7. Is this package (their's-theirs) or (yours-your's)?

"Theirs" is the word to choose because it is a possessive pronoun that should be used. There is no such word as "their's".

8. Is this package (their's-theirs) or (yours-your's)?

"Yours" is chosen for the same reason as number seven.

9. Each of the boys (have-has) (his-their) own work to do.

The word "has" is the correct form to choose because it is the singular form of the verb. The subject is singular number so we must teach person and number of verbs. (See sentence 13).

10. All of (us-we) boys went to the play in our car.

"Us" should be chosen for it was object of the preposition. So we must teach the children that a pronoun that is governed by a preposition is in the objective case. (See sentence 11).

11. We are very proud to have a friend like (yourself-you).

The word "you" is chosen because it is the objective form of the pronoun that is wanted, because it is object of the preposition "like" (See sentence 15). The word "like" is sometimes used as a preposition. See Tressler's English in Action p 281, also Scott, Congdon, Peet and Frazee, The Open Door Language Series, Third Book p 332. "Yourself" is a compound personal pronoun used for emphasis. No emphasis is needed here.

12. That (don't-doesn't) matter now.

"Doesn't" is chosen because it is singular form and as was said before, a verb must agree with its subject in number. (See sentence 20 of the Appendix p 91).

13. If you (was-were) there, you should know what happened.

The word "were" should be chosen because its subject is the word "you" and is always followed by a plural verb in number. The number of the subject governs the choice of the form of the verb. (See sentence 21 of the Appendix p 91).

From this simple exercise it is evident that eleven rules in grammar must be learned to correct the mistakes and to avoid making future errors.

The following is the result of choosing the correct words in the 9A Test. The sentences will be found in the Appendix pages 93.

In the last part of Test 9A of Part IV Grammar there were twenty-two sentences given in which the pupils were to choose the correct word and place in sentences. The following table gives my findings. Each sentence illustrated some rule in grammar.

TABLE XXIV WORDS USED IN THE 9A TEST, THE TIMES USED CORRECTLY, THE TIMES USED INCORRECTLY, THE PERCENT CORRECT AND THE PERCENT OF ERRORS

Words	No of Times correct	Percent correct	No of times incorrect	Percent of Errors
1. this-these	115	68.5	53	31.5
2. his-him	116	69.1	52	30.9
3. sure-surely	122	72.6	46	27.4
4. off-off of	124	73.8	44	26.2
5. ran-run	124	73.8	44	26.2
6. tallest-taller	129	76.8	39	23.2
7. was-were	137	81.8	31	18.2
8. was-were	138	82.2	30	17.8
9. was-were	143	85.1	25	14.9
10. queer-queerly	144	85.7	24	14.3
11. like-as if, like as if	146	86.9	22	13.1
12. good-well	147	87.5	21	12.5
13. I-me-myself	148	88.1	20	11.9
14. easily-easy	149	88.7	19	11.3
15. their-his	151	89.9	17	10.1
16. threw-thrown, throwed	151	89.9	17	10.1
17. in-into	157	93.5	11	6.5
18. become-became	158	94.1	10	5.9
19. saw-seen	159	94.6	9	5.4
20. doesn't-don't	162	94.4	6	3.6

A discussion of the use of the words follow:

1. (Don't wear (this-these) kind of gloves.

The word "this" is the correct form to choose for the subject is singular. This shows that there should be drill upon the word "this" and these. In the 9B Test the percent of errors was 50.1 percent while in the 9A Test there was only 31.5 percent of errors. (For a list of the sentences see Appendix pp 93. See sentence 12).

2. I had not heard of (his-him) winning the prize.

Choose "his" because it is the possessive form of the personal pronoun that should be used. Use the possessive form before gerund. Notice that with an infinitive ending in ing the possessive adjective is used instead of a pronoun in the accusative case. (See Scott, Congdon, Peet and Frazee p 402). We must know the different forms of the pronoun to use in order to choose the correct form and we should know what the word modifies or its relation in the sentence. The relation that words bear to each other in the sentence should be emphasized. (See sentence 10 Appendix p 93).

3. Those girls (sure-surely) can do beautiful work.

"Surely" is the correct form to use. We must know both adverbs and adjectives thoroughly in order to use them correctly (See sentence 21 Appendix p 93).

4. The workman fell (off-off of) of the roof and was injured.

The correct word to choose is "off" because it is an adverb that modifies the verb "fell" (See sentence 14 Appendix p 93). (See Tressler's English in Action p 64).

5. He had (run-ran) a long distance before he (became-became) tired.

"Run" is the correct form to use, it is the past participle form that should be used. The mistakes were caused by not using the correct verb forms. So there must be frequent and continual drill on the verb for more mistakes occur in the use of the verb than anything else, except capitalization and punctuation. In oral speech more mistakes occur in the use of the verb than in the use of any other part of grammar. We talk far more than we write. (See sentence 6 p 93).

6. Mary is the (tallest-taller) of the twins.

"Taller" should be chosen and this shows us that the comparison of adjectives should be stressed (See sentence 17 p 93).

7. If I (was-were) you, I should stay at home.

"Were" should be chosen because it is the subjunctive mood and the subjunctive mood governs the form of the verb be. (See sentence 11, p 93).

8. Every boy in the two teams (was-were) ready with (their-his) equipment.

"Was" is the correct form to use because its subject "boy" is singular. A verb must agree with its subject, in person and number (See sentence 16, p 93).

9. If you (was-were) there yourself, it (doesn't-don't) seem necessary for me to tell you what happened.

"Were" is the correct form to use because its subject is the word "you" which is always followed by a plural verb in number, although it would have been the word "were" had the subject been singular for it was subjunctive mood and the subjunctive mood requires a plural form of the verb "be".

10. This apple tastes (queer-queerly).

"Queer" is chosen and this impresses us with the fact that much drill must be given to both adjectives and adverbs so as to be able to know when to use each (See sentence 20, Appendix p 93).

11. He acts (like-as if) he has never played ball before.

We should choose "as if" because it is a conjunctive adverb and so we must teach about adverbs as modifiers and as connectives in complex sentences. (See sentence 15 Appendix p 93).

12. Henry played (good-well) today.

The word "well" is the word to use because it is the manner of the doing that is meant. Adverbs should receive much drill and the comparison of both adverbs and adjectives. The differences and the likenesses of adjectives and adverbs should be emphasized (See sentence 18 Appendix p 98).

13. Edward and (I-me-myself) enjoy playing together.

The word "I" is the correct form to choose. Do not use a reflexive pronoun, such as myself in a sentence that contains no word to which it can refer. (See Scott, Congdon, Peet, and Frazee p 384). (See sentence 9 Appendix p 93).

14. He can pull the cart (easy-easily).

The word "easily" is the correct form because it is an adverb. Drill should be given till the pupil will be able to distinguish the differences between adverbs and adjectives. (See sentence 19, Appendix p 93).

15. Every boy in the two teams (was-were) ready with (their-his) equipment.

The word "his" should be chosen because a singular possessive pronoun is the correct form for this sentence. A pronoun must agree with its antecedent, in person, number and gender (See sentence 16 Appendix p 93).

16. James has (threw-thrown-throwed) his paper into the fire.

The word "thrown" is the correct form. The errors in the choice of the three forms given were caused by not using the correct verb form. (See sentence 8 Appendix p 93).

17. He jumped [in-into] the water and rescued the little girl.

The word "into" is the word to choose because it expresses motion from one place to another - bank to water. (See sentence 13 Appendix p 93). The preposition into is used with verbs of motion (See Scott, Congdon, Peet and Frazee p 331).

18. He had (ran-run) a long distance before he (~~become~~-became) tired.

The word "became " should be chosen because it is the past tense form of the verb that is wanted. The mistakes in the choice of this word were caused by not using the correct tense forms. (See sentence 6 Appendix p 93).

19. I (saw-seen) you on the street yesterday.

"Saw" is the form to choose for the same reason as in the choice of "became" above. (See sentence 7 Appendix p 93).

20. If you (was-were) there yourself, it (doesn't-don't) seem necessary for me to tell you what happened.

The word "doesn't" is the correct word to use because its subject is third person, singular. A verb must agree with its subject in person, and number. (See sentence 22 Appendix p 93).

In the use of words of sentences I found that about nineteen rules of grammar must be taught if the pupils are to correct the mistakes they had made and to avoid future mistakes.

Charters¹⁶ found in his study of the errors made by children that more than twenty-nine rules in grammar had been violated and must be taught, to enable the children to correct these errors or to be able to

16 Charters, W. W., "Sixteenth Yearbook", Part I, page 104.

overcome them. "Obviously more than twenty-nine rules in the tables must be taught, since to understand, for instance, the fact that the subject must agree with its predicate in person and number, one must understand not only the subject and predicate, but noun, pronoun, singular and plural numbers, verbs, and tense also. The list includes not only the rules broken but also the other facts of grammar which are necessary in order to understand them".

My findings are similar to those of Charters and I would use list of essentials as given on page 21 of this thesis.

¹⁷
Charters found that there was similarity of errors in cities in various parts of the United States. "It is significant to note the close similarity in the proportion of gross divisions of type of gross errors between cities so widely separated as Kansas City and Detroit. Also significant is the fact, that no new types of oral errors were reported from any city". Our general type of errors seems to be national rather than sectional.

In a group of nine sentences which may be found in the Appendix page 92 some of the verbs were transitive and some were intransitive. The pupils were to tell which were transitive and which were intransitive. Table XXV gives the results of the test for the 9A class.

TABLE XXV FINDING TRANSITIVE AND INTRANSITIVE VERBS --- 9A CLASSES
January 1932

Kind of verb	No of Times correct	Percent correct	No of Times incorrect	Percent of Errors
Intransitive	621	61.6	387	38.4
Transitive	574	85.4	98	14.6

17 Charters, W. W., "The Sixteenth Yearbook" page 104.

The table indicates that these children have more difficulty with intransitive than with transitive verbs. I have found the same results in teaching verbs to children in the class-room. This shows that a teacher must teach the difference between an intransitive and a transitive verb and drill pupils in the recognition of each.

The B part of Part IV of 9A Test was to choose the correct form of the pronouns in five sentences. Both the nominative and the objective forms are given and in two of the sentences the nominative form should be used and in three of the sentences the objective forms should be used.

1. Jane is taller than (he-him)
2. Is Kate there? This is (she-her)
3. Nobody was there but John and (I-me)
4. (Who-whom) have you invited to your party.
5. Mother bought Alice and (I-me) some new books at Christmas time.

Table XXVI shows the result of the Test in the 9A classes in the choice of the pronouns.

TABLE XXVI CHOOSING THE CORRECT FORM OF THE PERSONAL PRONOUN OF 9A TEST

Form of Pronoun	No of Times correct	Percent correct	No of Times incorrect	Percent of Errors
Objective	351	69.6	153	30.4
Nominative	316	94.	40	6.

As there were 24.4 percent more mistakes in the objective form than in the nominative forms. This indicates a need for much drill on the proper use of the objective and nominative forms of personal pronouns.

I find from these tests that more than twenty-six rules in grammar must be learned by the children who took these tests in order to correct their mistakes and to avoid future errors. In this respect my findings are similar to the findings of Charters.

STATISTICAL DATA

The following are tables of the tests and the class averages of the children who took these tests, also a correlation table between the tests and their class record. This statistical data is given to show that the groups were normal groups and the results indicate a bell shaped curve which will be found in all normal groups when tested. The data indicate that the tests were valid.

TABLE XXVII DISTRIBUTION OF SCORES, MEAN, MEDIAN AND QUANTILES FOR 9B TEST
January 1932

Score		F.		D.		Fd		Fd ²
96-100	-	-5		+ -3	-	+ -15	-	45
91- 95	-	-13		+ -2	-	+ -26	-	52
86- 90	-	-14	fg 32	+ -1	-	+ -14	-	14
						--55		0
81- 85	-	-21		0		0	-	
76- 80	-	-13		-0	-	-13	-	13
71- 75	-	-16		-2	-	-32	-	64
66- 70	-	-11		-3	-	-33	-	99
61- 65	-	- 5		-4	-	-20	-	80
56- 60	-	- 2		-5	-	-10	-	50
51- 55	-	- 4	fl 73	-6	-	-25	-	144
46- 50	-	-1		-7	-	- 7	-	49
						-139		
N-105				Sum		194	-139	
				Dif. Fd=		- 84	Sum	610

Mean= 79.5 Q₁= 72.02 Q= 8.02 S D= 11.35

Median= 81.12 Q₃= 88.05 A D= 9.39

The mean and median are near the middle point, Q is relatively small, A D is larger than Q and S D is larger than A D, therefore, this indicates that the test was valid.

Mean= 79.5 Q_1 = 72.02 Q = 8.02 Median= 81.12 Q_3 = 88.05
A D= 9.39 S D= 11.35

TABLE XXVIII DISTRIBUTION OF TEACHERS' MARKS FOR 9B PUPILS. ALSO CENTRAL TENDENCY AND VARIABILITY MEASURES

Score	F.		D.	Fd		² Fd
96-100	-2	-	-4	--8		32
91- 95	-6	-fg	-3	--18		54
86- 90	-14	-49	-2	--28		56
81- 85	-27	-	-1	--27	-81	27
76- 80	-28	-	0	0		0
71- 75	-20	-	-1	-20		20
66- 70	-4	-	-2	-8		16
61- 65	-3	-f1	-3	-9		27
56- 60	-1	-56	-4	-4	-41	16
51- 55	-0	-	-5	-0		0
46- 50	-0	-	-6	-0		0
	150			Dif. Sum	-40	248 Sum
				122		

M= 80.4 Md= 80.375 Q_1 = 75.56 Q_3 = 78.75

Q = 4.82 A D= 5.94 S D= 7.4

Tables XXVII and XVIII show that this group follows fairly well the normal distribution curve and the tests were a fair random sampling of what might be expected from an ordinary test.

TABLE XXIX CORRELATION OF TEST OF 9B TEST AND CLASS RECORD
(X--VARIABLE)

	46- 50	51- 55	56- 60	61- 65	66- 70	71- 75	76- 80	81- 85	86- 90	91- 95	96- 100	fy	dy	fdy	fdy ²	x	y
100											12						
96											2	2	4	8	32	24	
91- 95								1	2	3	6	9	6	3	18	54	24
86- 90								2	2	2	4	6	2	2	28	56	48
81- 85		-6	-5	-4	-3	-2	-1		4	2	2	14	2	28	56	48	
76- 80		-6			-6	-4	-4	9	7	2	3	27	1	27	27	12	24
71- 75		2	0	2	4	7	6	4	2	1	0	28	0	+181			
66- 70		7	6	5	8	12	10	1	4	-1		20	-1	20	20	49	-1
61- 65			10	8	6	4	2	1				4	-2	-8	16	10	
56- 60			15	12	9	3						3	-3	-9	27	24	
51- 55			20	12	9	3						1	-4	-4	16	20	
46- 50			20														
fx	1	4	2	5	11	16	13	21	14	13	5	105	54	+40	248	+1	186
dx	-7	-6	-5	-4	-3	-2	-1	0	1	2	3						
fdx ₀	-7	-24	-10	-20	-33	-32	-13	-139	14	26	15	-455	-84				
fdx	49	144	50	80	99	64	13		14	52	45		(610)				

$$C_x = \frac{-84}{105} = -.8$$

$$C_y = \frac{40}{105} = .381$$

$$r = \frac{186}{105} - (-8)(.381) = 1.7714 - .3048 = 1.7714 - (-.3048) = 2.27 \times 1.48 = 3.3596$$

$$C_x^2 = .64$$

$$C_y^2 = .145161$$

$$\sigma_x = \sqrt{\frac{610}{105}} = .64$$

$$\sigma_y = \sqrt{\frac{248}{105}} = .145161$$

$$r = \frac{2.0762}{3.36} = .618$$

$$= \sqrt{5.81} = .64$$

$$= \sqrt{2.3619} = .1452$$

$$P. E. = -.044$$

$$= \sqrt{5.17}$$

$$= \sqrt{2.2167}$$

$$= 2.27$$

$$= 1.48$$

This means that the chances are even though the "true" r falls between $.618 \pm .044 = .66$ & $.57$ also the chances are 99 in 100 that the true r falls within the limits of $.618 \pm 4 \times .044$ or between $.794$ & $.412$.

Moreover the fact that the mean score from the two sources are approximately equal suggest that comparable units have been used. While the correlation coefficient is not unusually large, it does seem the tests measure about the same thing upon which the teacher estimates their grades.

The correlation ($.64 \pm .038$) obtained from the data given in the scatter diagram Table XXIX indicates a definite direct relationship between the scores obtained on the 9B test and the marks given by the teachers.

TABLE XXX DISTRIBUTION OF SCORES, MEAN, MEDIAN AND QUANTILES FOR 9A TEST

Score		F.		D.		FD		FD ²
96-100	-	1-		-2	-	-2	-	4
91- 95	-	13-		-1	-	-13	-	13
			fg 14				-15	
86- 90	-	15-		0		0		0
81- 85	-	8-		-1	-	-8	-	8
76- 80	-	3-		-2	-	-6	-	12
71- 75	-	5-		-3	-	-15	-	45
66- 70	-	3-		-4	-	-12	-	48
61- 65	-	1-		-5	-	-5	-	25
56- 60		1-		-6	-	-6	-	36
			fl 36				-52	
51- 55		0		-7	-	0		0
N		50		Sum		67		
							-37	191

Mean 84.7 $Q_1 = 80.17$ $Q = 5.7$ A D = 7.2

Median 87.33 $Q_3 = 91.58$ S D = 9.05

TABLE XXXI DISTRIBUTION OF SCORES, MEAN, MEDIAN AND FOR 9A CLASS RECORDS

January -- 1932					
Score	F		D	Fd	Fd ²
96-100	-0	(fg)	-3	-0	0
91- 95	6	(20)	-2	-12	24
86- 90	14		-1	-14	14
				-26	
81- 85	14		0	0	0
76- 80	6		-1	-6	6
71- 75	3		-2	-6	12
66- 70	3		-3	-9	27
61- 65	3	(f1)	-4	-12	48
		30			
56- 60	0		-5	-0	0
51- 55	1		-6	-6	36
				-39	
	50			65	167
				Dif.	-13

Mean 82.2 $Q_1 = 78.08$ $Q = 5.3$

Median 84.2 $Q_3 = 88.68$ A D= 6.24 S D= 9.05

TABLE XXXII CORRELATION TABLE OF 9A TEST AND CLASS RECORD
TEST SCORE (X--VARIABLE)

	46-50	51-55	56-60	61-65	66-70	71-75	76-80	81-85	86-90	91-95	96-100	fy	dy	fdy	fd ² y	x	y
100																-	-
96												0	3	0	0	+	-
91-																	
95									1	2	4	6	2	12	24	12	
86-																	
90								1	1	8	5	14	1	14	14	5	-1
81-																	
85						1		5	4	4		14	0	26	38		
76-						3	3	4	2			6	1	-6	6	8	
80						2	2	1	1	2							
71-						1	2	4	1	2		3	2	-6	12	16	
75						1	2	4	1	2		3	2	-6	12	16	
66-						1	2	4	1	2		3	2	-6	12	16	
70						1	2	4	1	2		3	2	-6	12	16	
61-						1	2	4	1	2		3	2	-6	12	16	
65						1	2	4	1	2		3	2	-6	12	16	
56-						1	2	4	1	2		3	2	-6	12	16	
60						1	2	4	1	2		3	2	-6	12	16	
51-						1	2	4	1	2		3	2	-6	12	16	
55						1	2	4	1	2		3	2	-6	12	16	
fx	0	0	1	1	3	5	3	8	15	13	1	50					
dx	-8	-7	-6	-5	-4	-3	-2	-1	0	1	2						
fdx			-6	-5	-12	-15	-6	-8	0	13	2						
fd ² x			36	25	48	45	12	8	0	13	4						

$$cx = \frac{-37}{50} = .74$$

$$cy = \frac{-13}{50} = -.26$$

$$\sigma_x = \sqrt{\frac{191}{50}} = .5476$$

$$c^2x = .5476$$

$$c^2y = .0676$$

$$Cx = 3.70$$

$$= 1.80 \times 5$$

$$= 9.00$$

$$Cy = 1.30$$

$$C. R. = 38$$

$$r = \frac{150}{50} = (-.74)(-.26) = \frac{3}{3.24} = .87$$

$$r = .87$$

$$\sigma_y = \sqrt{\frac{167}{50}} = .0676$$

$$= 1.80$$

$$= 9.00$$

$$P. E. = .6745 \sqrt{1 - (.87)^2} = .6745 \times .2431$$

$$P. E. = .023$$

The table indicates that there was a high correlation between the test grades and the class records of the 9A pupils who took this test. With the P. E. = .023 one can be sure that the coefficient of correlation is approximately .8 or more.

The fact that the mean (83.7) for the 9A test and the mean (81.3) from the teacher's grades are approximately the same seems to indicate that the pupils obtained about the same score by the two methods of grading; moreover the rather high positive correlation between the two set of scores obtained from a comparatively homogeneous groups would lead one to infer that the test has a high degree of validity under the circumstances.

In the beginning of this chapter I tried to prove the validity of these tests by checking them against the course of study and the text-books in English that were taught in the schools where these tests were given. I am now presenting another criterion on the validity of the tests in this form of correlation between the test results and the class grades of the children who took the tests. These correlations were .64 for the 9B and .61 for the 9A tests respectively. For homogeneous groups like those tested, these correlations are sufficiently high to indicate reasonable validity. The term validity is used in this respect in accordance with the following definition:

"The validity of any measuring instrument depends on the fidelity with which it measures whatever it purports to measure. A yardstick is "valid" when measurements made by it can be checked by other measuring instruments. And in like manner a test is valid when the capacity which it measures corresponds to the same capacity as otherwise objectively measured and defined"².

I do not have any data on the oral errors of the children, whose written work I examined; therefore I can draw no conclusion as to their

2 Garrett, Henry E., "Statistics in Psychology and Education", p 266.

oral language and how the mistakes they made in the test would correlate with their oral mistakes.

In May the 9A's who had been the 9B's the first semester were given the "English Essentials Test" Ninth Grade-Alpha, by Annie Ginsberg and Rewry Belle Inglis and published by University Printing Company, 215 Avenue, S. E., Minneapolis, Minn. (See Appendix page 98). The results of the test are as follows:

TABLE XXXIII NUMBER OF WORDS SPELLED CORRECTLY, NUMBER OF WORDS SPELLED INCORRECTLY, THE PERCENT SPELLED CORRECTLY AND PERCENT OF ERRORS FOR THE 9A "ENGLISH ESSENTIALS TEST".

Word	Correct	Errors	Percent Correct	Percent of Errors
1. immediately	182	173	51.3	48.7
2. niece	189	166	53.2	46.8
3. all right	189	166	53.2	46.8
4. dining	205	150	57.7	42.3
5. you're	205	150	57.7	42.3
6. they're	207	148	58.3	41.7
7. sincerely	218	137	61.4	38.6
8. ninety	219	136	61.7	38.3
9. hurrying	223	132	62.8	37.2
10. buries	231	124	65.1	34.9
11. seize	233	122	65.6	34.4
12. disappoint	243	112	68.5	31.5
13. heroes	245	110	69.	31.0
14. planning	246	109	69.3	30.7
15. disappear	252	103	71.0	29.0
16. valleys	252	103	71.0	29.0
17. received	255	100	71.8	28.2
18. eighth	258	97	72.7	27.3
19. lilies	259	96	73.0	27.0
20. its	264	91	74.4	25.6
21. February	269	86	75.8	24.2
22. hoping	277	78	78.0	22.0
23. writing	281	74	79.2	20.8
24. exercise	299	56	84.2	15.8
25. lying	336	19	94.6	5.4

The spelling shows that emphasis must be placed upon the rules of spelling the plurals of such words as "lilies" and "valleys". When the word ending in "y" is preceded by a vowel add "s" but if it is preceded

by a consonant change the "y" to "i" and add "es". Some plural words will follow this rule and other words have to be memorized in learning the spelling of the word. The difference between the contraction "it's" and the possessive form of the pronoun "its" must be learned. The spelling of contractions should be emphasized in English. The spelling of words that sound alike and have different meaning should be emphasized; e. g., such as "hoping" and "hopping". As was said before spelling should be emphasized in the English work so that students may be able to write a "decent sentence" which will be free from mistakes in spelling. In English the mistakes in spelling rank very high in every investigation that has been made.

PUNCTUATION AND CAPITALIZATION
OF 9A
SECOND SEMESTER USING STANDARDIZED TEST

Punctuation followed spelling in the test or was Part II. The following table gives my findings.

TABLE XXXIV TIMES CORRECT, PERCENT CORRECT, NUMBER OF ERRORS, PERCENT OF ERRORS

MAY 1932.

Punctuation and Capitalization	Times Correct	Percent Correct	Errors	Percent of Errors
	10755	75.7	3445	24.3

The errors in capitalization and punctuation were 24.3 percent; this is not as high as was reported by Lyman³, but I had tests only to examine, while other investigators in the matter of punctuation, had the written compositions from which to tabulate the errors in capitalization and punctuation, and they would therefore probably find more errors than would be found in a test. Any test in Punctuation and Capitalization, moreover, is inadequate since it does not offer the natural condition as written composition.

3 Lyman, R. L., "Summary of Investigations Relating to Grammar and Compositions", p 94.

Part III of the test was Grammar. There were ten sentences the pupils were to fill the blanks with the past tense or participles of the verbs indicated.

1. (write) He has ___ to Jane and (I, me)_____.
2. (go) Each man had ___ to (his, their)___ own home.
3. (begin) I though they ___ too soon.
4. (sit) The child has ___ there for twenty minutes, holding
(this, these) kind of flowers.
5. (see) Ellen ___ Mr. Parr and (he,him)___ yesterday.
6. (give) They have ___ away (that, those)___ useless sort
of articles.
7. (come) The snow ___ down like feathers.
8. (break) When had you ___ that cup.
9. (do) Have you ___ (this, these) ___ sort of problems?
10. (run) Bob has ___ faster than any other boy.

The following table gives my findings:

TABLE XXXV TIMES CORRECT, NUMBER OF TIMES INCORRECT, PERCENT CORRECT, PERCENT OF ERRORS IN THE USE OF PAST TENSE AND PAST PARTICIPLE OF THE FOLLOWING VERBS

Verbs	Times Correct	No of Times incorrect	Percent correct	Percent of Errors
1. run	212	143	59.7	40.3
2. sit	292	63	82.3	17.7
3. give	303	52	85.4	14.6
4. do	315	50	88.7	11.3
5. begin	316	39	89.0	11.0
6. break	316	39	89.0	11.0
7. write	322	33	90.7	9.3
8. see	326	29	91.8	8.2
9. go	342	13	96.3	3.7
10. come	348	7	98.0	2.0

For a list of the sentences see Appendix page 161.

Three of the same verbs were used in this test that were used in the first test, "do", "see", and "go". The percentage of errors in the use of these verbs was almost the same in both tests for these three verbs. It shows that verb errors are like pronouns; they persist and need constant and repeated drill on those verbs that are used most often. The "demon" verbs should be determined, then drilled upon till the correct form becomes habitual. For a list of the demon verbs see page 47 of this thesis. All of these verbs that the pupils were to use are given in list of fifteen "demon verbs" except "break" and "sit". The following sentences were given to illustrate different problems in agreement of verb and subject.

11. There (come, comes) ____ Mary and her dog.
17. Each of the sticks (were, was) ____ given a coat of varnish.
20. If either of the prisoners (try, tries) ____ to escape,
notify me at once.
22. Near the door (was, were) ____ two chairs.
25. Home with all its comforts (was, were) ____ entirely forgotten.
26. Every one of the boys (are, is) ____ working hard.

TABLE XXXVI ERRORS IN THE NUMBER FORM OF VERBS

Verb	No of Times correct	Percent correct	May-1932	
			No of Times incorrect	Percent incorrect
22. was-were	276	77.7	79	22.3
17. was-were	263	74.1	92	25.9
25. was-were	238	67.0	117	33.0
26. is-are	238	67.0	117	33.0
11. comes-come	178	50.1	117	49.9
20. tries-try	148	41.4	207	58.6

For a list of the sentences see Appendix page 101.

The above table shows that there needs to be drill on number forms of verbs. A verb must agree with its subject in person and number.

The pupil was to fill other blanks with the correct word of the two which appear in parentheses.

6. (give) They have _____ away (that, those) _____ useless sort of articles.
24. It could not have been (them, they) _____ who cheated.
14. Is this book (their's, theirs) _____?
29. Is it (she, her) _____ whom you mean?
27. (Who's, whose) _____ is it, if it isn't yours?
12. (Its, it's) _____ poor little wing is injured.
13. Was it not (he, him) _____?
9. (do) Have you _____ (this, these) _____ sort of problems?
18. Ed told Henry and (I, me) _____ the news.
19. The contrast between Bert and (he, him) _____ is marked.
21. He walked beside Bertha and (her, she) _____.
4. (sit) The child has _____ there for twenty minutes, holding (this, these) _____ kind of flowers.
15. Has either of the boys found (his, their) _____ cap?
23. I never saw Guy and (he, him) _____ together.
1. (write) He has _____ to Jane and (I, me) _____.
28. He judged the Sloans and (we, us) _____ too harshly.
16. He wrote to his mother and (I, me) _____.
2. (go) Each man had _____ to (his, their) _____ own home.
5. (see) Ellen _____ Mr. Parr and (he, him) _____ yesterday.

The following table indicates my findings:

TABLE XXXVII MISTAKES THAT WERE MADE IN THE CHOICE OF WORDS IN SENTENCES
IN THE SECOND TEST, OF THE STANDARDIZED TEST OF 9A

MAY 1932

Words	Times Correct	Percent correct	Errors	Percent of Errors
6. That-those	213	60	142	40.0
24. they-them	226	63.7	129	36.3
14. their's-theirs	260	73.2	95	26.8
29. she-her	276	77.7	79	22.3
27. who's-whose	277	78.0	78	22.0
12. it's-its	278	78.3	77	21.7
13. he-him	285	80.3	70	19.7
9. this-these	286	80.6	69	19.4
18. I-me	289	81.4	66	18.6
19. he-him	296	83.4	59	16.6
21. her-she	297	83.7	58	16.3
4. this-these	298	83.9	57	16.1
15. his-their	306	86.2	49	13.9
23. he-him	307	86.5	48	13.5
1. I-me	312	87.9	43	12.1
28. we-us	316	89.0	39	11.0
16. I-me	320	90.1	35	9.9
2. his-their	330	93.0	25	7.0
5. he-him	332	93.5	23	6.5

For a list of the sentences see Appendix page 101.

In Table XXXVII I have given the words, number of the sentences in which they were used (See Appendix page 101).

The above table gives the results of the correct choice of grammatical forms. It indicates that there should be much drill on adjectives, pronouns, and contractions. Many of the same words were used in both tests, while the sentences were not the same but were similar sentences. The percentage of errors was not as high as in the first test, which shows that drill will help to eradicate these errors, but it must be carried on all through the high school or till the right usage becomes habitual. There were twelve rules in grammar broken in the use of these words. The form to use in the past tense and past participle should be learned so that pupils may know what form to choose in the use of

irregular verbs. They should learn that a verb must agree with its subject in person and number. They should learn that any form of the verb "be" takes the same case after it that it does before it⁴.

They should learn that the form of the pronoun is governed by prepositions when the pronoun follows the preposition in a prepositional phrase. Case should be mastered in order to know what form of the pronoun to choose. Mistakes in the use of pronouns are persistent and should receive continuous drill.

The possessive form of the pronoun was troublesome to the pupils who took these tests. The words "theirs" and "their's" were used in both the first and second test. The first test showed 35 percent of errors for all who took the examination while the second test showed 26.8 percent of errors.

The pupils had made an improvement of 8.2 percent, but the drill should be continued.

In the use of "this", "these" in the first test there was 50.1 percent in errors while in the second test there was 16.1 percent in errors. The same pupils had made an improvement of 34 percent. They had evidently been well drilled on these words. There is not so much to learn in the use of these words as in the use of pronouns. The selection of the personal pronoun to be used depends partly upon case, and the noun to which it refers, the kinds of verbs that are used and prepositions. There needs to be more drill upon pronouns than any other part of mechanics of writing, except punctuation. Mistakes in the use of verbs are greater than pronouns, but they do not seem to be so persistent; so Lyman⁵ states in his monograph.

4 Scott, Congdon, Peet and Frazee, "The Open Door Language Series", Book III page 386.

5 Lyman, R. L., "Summary of Investigations Relating to Grammar and Compositions", p 116.

SUMMARY OF CONCLUSIONS

- 1--The local tests were reasonably valid, as indicated by correlation of the test scores and teacher's marks, and the comparison of the test items with the course of study.
- 2--The tests revealed what words should be emphasized by the teachers for these pupils so that they may be able to write a sentence free from mistakes in spelling. For a list of the words that were most frequently missed see pages 32, 36, 65 of this thesis.
- 3--This study shows that the largest percentage of errors was in punctuation and capitalization. These findings agree with those of other investigators. Therefore punctuation and capitalization should be stressed all through the grades and high school and into the college.
- 4--There should be drill upon singular and plural forms of nouns.
- 5--Personal pronouns were troublesome to these pupils, as has been found in all investigations. The errors in pronouns are not as great in number as in verbs, but are said to be more persistent and harder to eradicate. Personal pronouns should receive emphasis and frequent drill.
- 6--The verbs should receive much attention in a course in grammar. for more mistakes occur in the use of verbs than any other phase of language work except punctuation and capitalization. There are a few "demon verbs" that cause most of the errors. These should be determined and drilled upon till the correct forms become habitual. (See page 47 of Thesis, for these).
- 7--In the study of adjectives and adverbs particular emphasis should be placed upon their likenesses and differences.

8--The percentage of errors was not as high in my findings as had been found in most places where investigations were conducted, but I had the written work of a few tests and the class records only as data, and most of these other investigators had both the written and oral work from which to form conclusions. The findings were similar to most of the other studies of errors that have been made. Like Charters I believe that our type of errors is in the main national and not to any large extent sectional.

9--Punctuation, capitalization, pronouns, and verbs should receive the major part of the attention and drill in mechanics of writing and should be studied all through the grades and high school and on into the college.

1/8

CHAPTER VI

CHAPTER VI

MINIMUM ESSENTIALS OF GRAMMAR FOR A COURSE OF STUDY

The doctrine of need is now beginning to be applied to curriculum construction in grammar as well as the other tool subjects in school. Many notable studies have been made in the field of composition and grammar in an effort to determine what items of each need to be taught and drilled upon in the schools, and where emphasis should be placed, but there is not yet complete agreement upon the items to be taught.

Craig¹ examined ninety-three courses of study in various parts of the United States to determine what should be the minimum essentials in grammar. There was a lack of agreement on all the items to be taught or what constitutes the minimum. He states that the courses do show that there is developed a consciousness of minima. Practically all agree that spelling, punctuation, capitalization and a sentence sense should be emphasized. There was also agreement on the emphasis being placed upon pronouns and verbs.

The study of grammar, both oral and written work, should be confined to those forms which are actually necessary to insure good usage. This may be determined from the mistakes of the pupils themselves. The correct forms should be mastered.

Bagley² says:--"Efforts to dispense entirely with the study of the structure and functions of language forms, on the ground that clear and

1 Craig, Stewart, Shively, "Minimum Essentials in Grammar", Unpublished Thesis, Indiana University, pp 28-36.

2 Bagley, W. C., Twenty-Sixth Yearbook, Part II p 31.

correct expression is solely a matter of good models and constant practice, have not been successful. The present tendency is to recognize a place for the study of grammatical categories and rules, but a serious effort is being made to determine just what materials of formal grammar are of the greatest service in fixing habits of good expression".

In this thesis I have endeavored to ascertain what should be the minimum essentials or what parts of grammar should receive the major emphasis. On page 20 of this thesis can be found what Charters³ considered minimum essentials. He is the most typical of the error-study group. On page 25⁴ can be found what Rivlin⁴, who is representative of the functional grammar group, thinks are the items that should receive the major emphasis. Stormzand⁵, who has done more than any single investigator to determine what items should be stressed, says that the fundamental method of determining the content of an English grammar course must be, with only occasional exceptions, the relative frequencies of usage and frequency of error. He then gives the following as minimum essentials in English grammar:

" I. The Sentence, Its Form and Structure.

- A. The distinction between simple, compound and complex sentences is fundamental.
- B. The emphasis on the distinction according to meaning, the declarative, interrogative, imperative and exclamatory form, seems far less important; on the basis of usage, the distinction warrants no emphasis. The chances for error in punctuation of the interrogative

3 Charters, W. W., Sixteenth Yearbook Part I pp 85-111

4 Rivlin, Harry N., "Functional Grammar", p 24

5 Stormzand, Martin J. and O'Shea, M. V., "How Much Grammar", pp 205-213

and exclamatory sentences are so rare that this principle can give very little basis for endless exercises in classification, and punctuation of these sentences.

2. Clauses

- A. The three types of clauses, adverbial, adjectival and substantive, are practically of equal importance so far as frequency of usage is concerned.

3. Prepositional Phrases

This section should receive attention, so far as frequency of usage is concerned; but error studies show the difficulty here is not one of a grammatical nature.

4. Parts of Speech

A. Nouns

- (1) Declension should be simplified and the time devoted to it should be reduced.
- (2) One case, the genative, demands considerable emphasis.
- (3) The puzzling exercises so often used in the parsing of nouns as to their classification might be eliminated, except the identification of proper nouns for the sake of capitalization.

5. Pronouns

- A. The declension of pronouns as an important topic in grammar is fully warranted both by the criterion of usage and that of error.
- B. The pronouns agreeing with their antecedent is of importance both as to frequency of usage and frequency of error.

6. Adjectives

- A. For the sake of capitalization the topic of proper adjectives must be emphasized.
- B. In the matter of comparison of irregular adjectives frequency of usage warrants considerable emphasis and frequency of error demands it.

7. Adverbs

The irregular adverbs are the ones that should receive the most attention of all the adverbs, for they are the only ones that there is likely to be any error in their use.

8. Conjunctions

As separate parts of speech the conjunctions require but little attention or discussion. The place for their treatment will be in their functional connection with compound and complex sentences.

9. Verb

- A. The whole matter of verbs, because of conjugational complexities, warrants extended treatment in the course in grammar.
- B. The few forms most commonly used should be given attention without memorization and drill on the whole paradigm of the subjunctive mood.

In comparing the findings of Charters, Rivlin and Stormzand I found that there is almost complete agreement on most of the items. From my findings and from the findings of the above named experimenters I would include the following in my course of study.

OUTLINE OF TENTATIVE COURSE OF STUDY

1. Spelling

- a. Learning to spell all the words in the Ayres' List,¹ The Jones' List of One Hundred Demons² and other lists that investigations have shown that are likely to be used in adult life; e.g., Buckingham List³, Horn's List⁴ and first two thousand words in Thorndike's Word Book⁵.

- 1 Ayres, L. A., "Ayres' Spelling Scale".
- 2 Jones, W. F., "Concrete Investigation of the Materials of English Spelling".
- 3 Buckingham, R. B., "Buckingham Extension of Ayres' Spelling List.
- 4 Horn, E., "Eighteenth Yearbook", pp 53-77.
- 5 Thorndike, E. L., "The Teacher's Word Book" pp 1-126.

2. Punctuation

- a. Use of comma in series of words
- b. Use of comma after "yes" and "no"
- c. After a word of direct address
- d. Use of comma in contractions
- e. Use of comma in complex and compound sentences
- f. Use of commas as quotation marks
- g. Use of comma in separating items in headings and addresses
- h. Use of the commas in appositive modifiers
- i. Use of the comma after complimentary conclusions as "Yours truly".
- j. Use of the comma separating direct quotation from the rest of the sentence.
- k. Use of the comma to denote possession
- l. Use of comma to separate a phrase
- m. Use of the colon in salutations of letters
- n. Use of the period in abbreviations, initials and at close of declarative and imperative sentences
- o. Use of interrogation point at the close of direct questions.
- p. Use of exclamation point or mark after exclamatory words or sentences.

3. Capitalization

- a. Beginning of sentences
- b. Proper nouns
- c. Initials
- d. Cardinal points of compass
- e. Days of the week and month of the year
- f. Holidays
- g. First line of poetry
- h. Beginning of direct quotation
- i. Titles
- j. Names of Deity
- k. The letter O and I.

4. Nouns

- a. Common and Proper nouns should be emphasized till pupils know how to use them correctly in sentences.
- b. Possessive or genitive case should be taught so as to enable the pupil to use the sign of possession correctly when writing.
- c. Number should be emphasized so the pupil will know when to use plurals and spell them correctly.

5. Pronouns

- a. Learning all the forms of the personal pronoun and giving reason for choice.
- b. Nominative case

- (1) Subject in the nominative case; e.g., Edward and (I-me-myself) enjoy playing together. Mary and (me-I) will finish your work for you. The tests indicate that this should be drilled upon for there were 11.9 percent of errors in using the correct word.
- (2) Predicate nominative; e.g., Was it (he-him) of whom you were speaking. Much drill needs to be done on the predicate nominative for 26.5 percent of errors occurred in the use of the predicative nominative. This seemed to be one of the type errors.

c. Possessive case

The form of the possessive should be emphasized; e. g., Each of the boys has (his-their) work to do. Is this package (theirs-their's) or (yours-your's)? I had not heard of (his-him) winning the prize. Use the possessive form before the gerund. The possessive form and contractions were troublesome.

Objective case or forms of the personal pronouns (1) Objective of a verb; e.g., Give Henry and (I-me) some help. Mother took you and (her-she) to the play last week.

(2) Object of preposition; e.g., Nobody but (he-him) could solve the problem. All of (us-we) boys went to the play in our car. (Whom-Who) are you waiting for? (Who-whom) have you invited to your party?

6. Adjectives

- a. Common and proper; e.g., On February 22, 1732 in Westmoreland County, Virginia was born George Washington one of our greatest American leaders.
- b. Predicate adjective; e.g., The streets were narrow, dirty and crooked.
- c. Comparison of adjectives; e.g., Mary is the (tallest-taller) of the twins.
- d. Learning certain adjectives and when to use them; e.g., "this" and "these", "that" and "those", etc.
(This-these) kind of gloves (wear-wears) better than yours.
Don't wear (this-these) kind of gloves.

- e. Distinction between usage of adjectives and adverbs; e.g., Henry played (good-well) to-day.

7. Adverbs

- a. What they modify; e.g., He can pull the cart (easy-easily) This apple tastes (queer-queerly).
- b. Comparison of the irregular adverbs; e.g., Henry played (good-well) to-day.
- c. Distinction between usage of adjectives and adverbs; e.g., Ray White pitched (good-well) to-day.

8. Verbs

- a. A verb must agree with its subject in person; e.g., We are very proud to have a friend like you. You were the one we called. They were ready when they were called.
- b. A verb must agree with its subject in number; e.g., Each of the boys (have-has) (his-their) own work to do. Neither of the girls (are-is) present to-day.
- c. Tense should be stressed much in the study of verbs; e.g., They have not (go-went-gone) yet. He has not (do-did-done) the work that I expected of him. He had (run-ran) a long distance before he (become-became) tired. I (saw-seen) you on the street yesterday. The past tense forms and the participial forms are the ones that should receive the most emphasis.
- d. Mood
 - (1) Indicative mood needs no emphasis
 - (2) Imperative mood needs no emphasis
 - (3) Subjunctive mood is the mood that should receive the most drill especially when the verb "be" is used in the sentence; e.g., If I (were-was) you, I should stay at home.
- e. Transitive; e.g., He raised the windows each morning. The expressman set the box on the floor.
- f. Intransitive; e.g., James has sat still for twenty minutes. He lay down for an hour this morning.
- g. Regular verb; e.g., Our football team plays well now. They played poorly last fall.

- h. Irregular; e.g., (write) He has _____ to Jane and me.
(come) The snow _____ down like feathers. There should be much drill of the forms of the following demon verbs; "begin", "come", "do", "drink", "give", "go", "lie", "ring", "rise", "run", "see", "sing", "sit", "take", and "write" for they are the ones that cause most of the errors in the use of verbs.

9. Sentences

a. Parts

- (1) Subject; When the sentence was in regular order only a few errors were made in naming the simple and complete subject; e.g., The three friends were always loyal to each other. Sentences like the following caused most of the errors in naming the simple and complete subject; e.g., During all that long winter no word came from the imprisoned men. Suddenly, without warning, there appeared before us an old witch-like woman. When do you expect to start? Many of these pupils did not seem to know that the subject may not be found in the first part of a sentence. They had difficulty in locating the subject of interrogative sentences.
- (2) Predicate; When the sentence was in regular order and the simple predicate was only a single verb and not a verb phrase very few errors were made; e.g., John, disturbed by the rumor, telephoned to his friends at once. When the simple predicate was more than one word errors were more frequent; e.g., I know I have been earning my living by my pen for twenty-five years. Many did not know that the simple predicate may be a verb phrase.
- (3) Recognizing Sentences; Many errors were made in recognizing sentences from groups of words. Some of them made complete statements; some did not e.g., Crying out in terror at the strange sight. On the first afternoon six acres of wheat were reaped. After the storm and while the grass was still wet. It rained a week then the blue sky appeared to our dismay the heat grew intense.

10. Contractions and Abbreviations; e.g., Dr. Brown came to the house, looked the patient over carefully and then ordered her to bed. (Its-it's) poor little wing is injured. (Who's-Whose) is it, if it isn't yours?

Charters⁶ found from his study of errors that he would have to teach over twenty-nine rules in grammar in order to teach the children how to correct the errors and to avoid future errors. I found in the study of these Tests that over thirty-three rules in grammar should be taught in order to teach the children how to correct the errors and to avoid future errors. The course of study that I have outlined above, which is based solely on the errors of the tests, is very similar to the one that Charters⁷ built on his study of errors, the most important items listed by Rivlin⁸ in his list, and the recommendations of Stormzand⁹. I think it would be safe to include all these items that have been listed as minimum essentials in grammar. There may be others, but more and extended studies will have to be made to ascertain all that should be included. The future will have to solve this problem and the method of teaching the items after they have been determined..

SUMMARY OF CONCLUSIONS

1. The doctrine of need is now being applied to the making of courses in grammar.
2. We need to teach grammar in order to teach the pupils how they may correct their errors and to avoid future errors.
3. There are about thirty-three items or rules in grammar that should be taught and emphasized, and the remainder should be put in an outline in the Appendix of grammars to be used as reference material.

7 Charters, W. W., "Sixteenth Year Book", p 105

8 Rivlin, Harry N., "Functional Grammar", p 24

9 Stormzand, Martin J. and O'Shea, M. V., "Not Much Grammar", p 205

6 Charters, W. W., Sixteenth Yearbook, Part I p 104

4. The errors made by children, the frequency with which these errors occur, the forms that they will most likely use in adult life, and the mastery of the sentence will form a basis upon which to build a curriculum in grammar.

CHAPTER VI I

CHAPTER VII

SUMMARY OF CONCLUSIONS

1. Due to the fact that the first English grammars were written in Latin for foreigners who wanted to learn English, the models of the Latin grammars were followed in the first grammars that were written and continued to be imitated for many centuries even when they were written in English for Englishmen to learn how to speak correct English.
2. There were no changes in technical grammar in America for about two-hundred years, until thoughtful men began to question the grammars and grammatical practices and make investigations. Then a change took place. Language lessons were added to the grammars. The new books were made easier and simpler for beginners.
3. Experiments especially those of Briggs show that grammar can not justify its claim to a place in the curriculum for its disciplinary value.
4. It should not be kept in the curriculum only because it aids in the study of a foreign language, for many of the junior high school pupils will never study any foreign language.
5. Grammar should be taught in the junior high school in order to teach pupils to correct their mistakes in English and to avoid future mistakes.
6. We should find out what items should be taught and drill upon them till they are mastered and will function in their everyday language usage, both oral and written.

7. A consideration of how seven is to be brought about constitutes the problem of this thesis.
8. During the latter part of the nineteenth century educators began to question the value of formal grammar as it was then being taught.
9. Associations of English teachers began to recommend changes in the teaching of grammar and textbook writers began to plan their books to meet the changed conditions. The books were made more functional. They provided for more practice in composition.
10. A few educators said that the place to find out what to teach is from the children themselves; so Wilson, Charters and others set about to find out from children's errors what items to teach in grammar. Their contribution to teaching grammar was in part to point out the common language difficulties of children and built their curriculum on those errors.
11. These were followed in 1928 by another group known as the functional grammar group, who emphasized sentence mastery.
12. I examined a local test of two junior high schools of Louisville to see how the errors compared with the Guide List of Charters, Rivlin's List of Functional Grammar and Stormzand's List and found that there was agreement on twenty-four of their items of grammar that should be emphasized. For a list of the items see pages 20, 24, 75.
13. The local tests were reasonable valid as indicated by correlation of the test scores, and teachers marks and the comparison of test items with the course of study.

14. The tests revealed what words in spelling should be emphasized by teachers for these pupils so that these pupils may be able to write a sentence free from mistakes in spelling. For a list of the words see pages 32, 36 and 65 of this thesis.
15. This study shows that the largest percentage of errors was in punctuation and capitalization. These findings agree with those of other investigators. Therefore punctuation and capitalization should be stressed all through the grades, high school and into the colleges.
16. There should be drill upon singular and plural forms of nouns.
17. Personal pronouns were troublesome to these pupils as has been found in all investigations. The errors in pronouns are not as great in number as in verbs, but are said to be more persistent and harder to eradicate. Personal pronouns should receive emphasis and frequent drill.
18. The verbs should receive much attention in a course of study, for more mistakes occur in the use of the verbs than any other phase of language work except punctuation and capitalization. There are a few "Demon Verbs" that cause most of the errors. These should be determined and drilled upon till the correct forms become habitual. (See page 47 of thesis for a list of these).
19. In the study of adjectives and adverbs, particular emphasis should be placed upon the likeness and differences noted of each.
20. The percentage of errors was not as high in my findings as has been found in most places where investigations were conducted, but I had

the written work of a few tests and the class records only as data and most of these other investigators had both the written and oral work from which to form conclusions. The findings were similar to most of the other studies of errors that have been made. Like Charters I believe that our type of errors are in the main national and not to any large extent sectional.

21. Punctuation, capitalization, pronouns, and verbs should receive the major part of the attention and drill in grammar work, and should be studied all through the grades and high school and on into the college.
22. The doctrine of need is now being applied to the making of courses of studies in grammar.
23. We need to teach grammar in order to teach the pupils how they may correct their errors and to avoid future errors.
24. There are about thirty or thirty-five items or rules in grammar that are functional that should be taught and emphasized, and the rest should be put in an outline in the Appendix in grammars to be used as reference material.
25. The errors made by children, the frequency with which these errors occur, the forms that they will most likely use in adult life, and the mastery of the sentences will form a basis upon which to build a curriculum in grammar.

APPENDIX A

APPENDIX A

9B

ENGLISH....

Pupil's Score_____

Pupil's Name_____ Grade_____ School_____

Part I Spelling

25 points

On the lines below place the words which your teacher dictates to you. Put the first word after 1, the second after 2, and so on.

1. _____	14. _____
2. _____	15. _____
3. _____	16. _____
4. _____	17. _____
5. _____	18. _____
6. _____	19. _____
7. _____	20. _____
8. _____	21. _____
9. _____	22. _____
10. _____	23. _____
11. _____	24. _____
12. _____	25. _____
13. _____	

Score_____

Part II. Punctuation and Capitalization

25 points

Put in all necessary punctuation marks, and use capital letters where they are correct.

1. Dr. Brown came to the house looked the patient over carefully and then ordered her to bed.
2. Well what are you going to do now asked Mary our usually patient cook in a tone of annoyance.
3. It was in Atlanta not in New Orleans where the event took place.
4. On February 22 1732 in westmoreland county Virginia was born George Washington one of our greatest american leaders.
5. Speak quickly John and dont waste so much of the committees time.
6. In the valley below the people looked like pigmies.
7. The old man said quietly his friends I sure have known of his return for a long time.
8. _____

My dear Dorothy

yours affectionately

Score_____

PART III Sentence Study

Total - 10 points

A. (5-points)

Read the five sentences following carefully. Pick out the simple subject and simple predicate of each sentence. Draw one line under the simple subject of the sentence, and two lines under the simple predicate. If the simple predicate has more than one word, underline both words twice.

1. The three friends were always loyal to each other.
2. During all that long winter no word came from the imprisoned men.
3. When do you expect to start?
4. Suddenly, without warning, there appeared before us an old witch-like woman.
5. John, disturbed by the rumor, telephoned to his friends at once.

B. (5-points)

Study the following groups of words. Some of them make complete sentences; some do not. On the lines before the groups of words, place 0 if the group is not a complete sentence; place 1 if the group makes one sentence; place 2 if the group makes two sentences; place 3 if the group makes three sentences.

- _____ 1. On the first afternoon six acres of wheat were reaped.
- _____ 2. The man stepped into the shallow water and instantly began to go down, he was soon drowned.
- _____ 3. Crying out in terror at the strange sight.
- _____ 4. It rained for a week then the blue sky appeared to our dismay the heat grew intense.
- _____ 5. After the storm and while the grass was still wet.

PART IV Grammar

 Score _____
 Total 40 points

A. (10-points)

Each one of the words given in the column below is in the singular number. Write the plural forms on the lines next to the singular.

1. daisy	_____
2. Roman	_____
3. class	_____
4. valley	_____
5. saleswoman	_____
6. mouthful	_____
7. sheep	_____
8. radius	_____
9. motto	_____
10. chief	_____

B. (30-points)

In the following five sentences you are given a choice of two forms in each sentence. Underline the correct forms. Tell why you selected the form which you underlined. In your reason you must tell the case of the person, and how the person is used in that sentence. For instance,

if the person is in the nominative case, say that it is nominative case, subject of the verb (naming the verb), or predicate nominative after the verb (naming the verb). If the pronoun is in the objective case, say it is objective case, object of a certain preposition or of a certain verb. Put the reason below the sentence.

1. Was it (he-him) of whom you were speaking?
2. Mary and (me-I) will finish your work for you.
3. Give Henry and (I-me) some help.
4. Mother took you and (her-she) to the play last week.
5. (Whom-Who) are you waiting for?

In the five sentences following, fill blanks with correct forms of the verbs indicated in parentheses before each sentence.

(do)	6. He has not ____ the work that I expected of him.
(see)	7. I haven't ____ you for a long time.
(go)	8. They have not ____ yet.
(lie)	9. John will not ____ his book down, but reads even while he is in bed.
(burst)	10. The water pipes ____ last winter when the weather was very cold.

In the sentences following underline the correct forms.

11. All of (us-we) boys went to the play in our car.
12. Nobody but (he-him) could solve the problem.
13. Each of the boys (have-has) (his-their) own work to do.
14. Neither of the girls (are-is) present today.
15. We are very proud to have a friend like (yourself-you).
16. (This-These) kind of gloves (wear-wears) better than yours.
17. Who has lost (his-their) umbrella?
18. Is this package (their's-theirs) or (yours-your's)?
19. A deck of cards, fifty-two in number, (was-were) used for the game.
20. That (don't-doesn't) matter now.
21. If you (was-were) there, you should know what happened.

9A Test

O A Test

ENGLISH

Pupil's score _____

Pupil's Name _____ Grade _____ School _____

Part I Spelling

20 points

Your teacher will read some sentences to you. Place on the lines below, the words she tells you to write. Put the first word after 1, the second after 2, and so on. There are twenty words.

1. _____	11. _____
2. _____	12. _____
3. _____	13. _____
4. _____	14. _____
5. _____	15. _____
6. _____	16. _____
7. _____	17. _____
8. _____	18. _____
9. _____	19. _____
10. _____	20. _____

Score _____

Part II Punctuation and Capitalization

25 points...

In the following sentences put in punctuation marks where they are needed and capital letters where they are correct.

1. Without a moments hesitation George answered no I wont be connected with such a plan
2. We expect to travel in France Italy Austria and Germany and shall spend the month of June in London England.
3. Boy take this message to the manager said the stranger as John came into the room.
4. The small boy quickly pushing his way into the house asked the lady if she wished to buy a copy of liberty a magazine which he had for sale.
5. It was the tone of his comment not the comment itself which hurt my feelings.
6. Instead of stopping the girl on the bicycle went on down the road without looking behind.
7. _____

1427 south fourth street.
Louisville Kentucky
December 10 1931.

Dr. S. C. Hall.
Senate Office Building
Washington, D. C.

My dear Doctor Hall

Yours truly

Score _____

Part III Sentence Study

Total - 15 points

A. 5 (points)

Use each of the following groups of words as the complete subject of a sentence. Finish the sentence by adding a predicate. You will have five sentences.

1. Those old soldiers.....
2. Our football team.....
3. The long winter months.....
4. A little girl in a red dress.....
5. Many fierce animals.....

B. 5 (points)

Use each of the following groups of words as the complete predicate of a sentence. Complete each sentence by giving it a subject. You will have five sentences.

- 1.....were floating down the river.
- 2.....has been driving too fast.
- 3.....has gone away to school.
- 4.....walked down the street together.
- 5.....are planted in the spring.

C. 5 (points)

The following paragraph contains several complete sentences, but there are no marks to show that they are complete. Show where each sentence begins and ends by using capital letters at the beginning of the first words of the sentences and the proper punctuation marks at the ends of the sentences.

It is hard to write, but it is infinitely harder to begin to write don't I know i have been earning my living by my pen for twenty-five years I shouldn't like to guess how many hundred thousand words I've put on paper and I have never in my life sat down at my desk and started off without hesitation and wild flounderings other authors confess that it is much the same with them there are exceptions, stories, even novels, where the opening words pop right into one's mind, but these inspirations are far between

Score _____

Part IV Grammar

A. 10 points

Total - 40 points

Some of the verbs in the following sentences are transitive and some are intransitive. Put 1 line under the transitive and 2 lines under the intransitive verb. If the verb has more than one part, underline all parts. There are 10 verbs to be underlined:

1. He lay down for an hour this morning.
2. The expressman set the box on the floor.
3. The old man was lying on the porch.

Part IV Grammar--continued

4. James has set still for twenty minutes.
5. Mother will lay John's clothes on the bed.
6. Sit down, boys.
7. Rise at once, girls.
8. He raised the windows each morning.
9. John had already eaten his dinner when I came in.

B. 30 points

In the following five sentences you are given a choice of two forms in each sentence. Underline the correct forms. Tell why you selected the form which you underlined. In your reason you must tell the case of the pronoun and how the pronoun is used in that sentence. For instance, if the pronoun is in the nominative case, say that it is nominative case, subject of the verb. (naming the verb), or predicate nominative after the verb (naming the verb). If the pronoun is in the objective case, say that it is objective case, object of a certain preposition or of a certain verb. Put the reason below the sentence.

1. Jane is taller than (he-him).
2. Is Kate there? This is (she-her).
3. Nobody was there but John and (I-me).
4. (Who-whom) have you invited to your party?
5. Mother bought Alice and (I-me) some new books at Christmas time.

In the sentences following underline the correct forms in each sentence.

6. He had (ran-run) a long distance before he (became-became) tired.
7. I (saw-seen) you on the street yesterday.
8. James has (threw-thrown-threw) his paper into the fire.
9. Edward and (I-me-myself) enjoy playing together.
10. I had not heard of (his-him) winning the prize.
11. Don't wear (this-these) kind of gloves.
12. If I (was-were) you, I should stay at home.
13. He jumped (in-into) the water and rescued the little girl.
14. The workman fell (off-off of) of the roof and was injured.
15. He acts (like-as if) he has never played ball before.
16. Every boy in the two teams (was-were) ready with (their-his) equipment.
17. Mary is the (tallest-taller) of the twins.
18. Henry played (good-well) today.
19. He can pull that cart (easy-easily).
20. This apple tastes (queer-queerly).
21. Those girls (sure-surely) can do beautiful work.
22. If you (was-were) there yourself, it (doesn't-don't) seem necessary for me to tell you what happened.

9A Test - English

DIRECTIONS TO TEACHERS AND KEY

Part I - Spelling

20 points

Read to your class the following sentences, asking pupils to write down, after you have read each sentence, the words underlined in that sentence. The words are to be written in the order in which they occur in the sentences.

1. I suggest that the secretary make arrangements for calling the committee together.
2. The members of our athletic club were disappointed because the board would not allow them to accept the other club's challenge.
3. In their annual report they recommended that a separate fund be planned for the poor.
4. It was not convenient for them to proceed on their journey immediately.
5. George Washington was six feet, two inches in height.
6. He is a man of the highest principles and is sincerely admired by the people of the country.
7. He published two volumes of letters as a result of his experiences in the Great War.
8. In February we shall receive our awards.

Part I

Key
Spelling

20 points

1. suggest	11. convenient
2. secretary	12. proceed
3. arrangements	13. immediately
4. committee	14. height
5. athletic	15. principles
6. disappointed	16. sincerely
7. accept	17. volumes
8. annual	18. experiences
9. recommended	19. February
10. separate	20. receive

Part II Punctuation and Capitalization 25 points

- A. Only underlined marks are counted.
- B. Commas on both sides of words of address, parenthetical expressions, appositives, non-restrictive phrases, contrasting expressions, and geographical names, commas within series, and quotation marks on both sides of a quotation count as one point. Mark as an error if one of these pairs is missing or if both are missing. Do not mark as two errors if both are missing.

Part II (Continued)

(9A)

B. (Continued)

Note that, in the letter salutation and complimentary close, small d (beginning dear) and small t (beginning truly) count as one point each; if pupil changes the small d or t given to capital letter, count one point off for each error so made. The number of test points for each sentence is marked after that sentence.

1. Without a moments hesitation Geroge answered, "No, I won't be connected with such a plan." (6)
2. We expect to travel in France, Italy, Austria (, or no punctuation) and Germany and shall spend the month of June in London, England. (3)
3. "Boy, take this message to the manager" said the stranger as John came into the room. (3)
4. The small boy, quickly pushing his way into the house, asked the lady if she wished to buy a copy of Liberty (" " or under-line) , a magazine which he had for sale. (4)
5. It was the tone of his comment, not the comment itself, which hurt my feelings. (1)
6. Instead of stopping, the girl on the bicycle went on down the road without looking behind. (1)
- 7.

1427 South Fourth Street
Louisville, Kentucky
December 10, 1931.

Dr. S. C. Hall
Senate Office Building
Washington, D. C.

My dear Doctor Hall:

Yours truly,

(7)

Part III Sentence Study

Total - 15 points

A. (5 points)

The five subjects must be given predicates, and the resulting sentences must be complete.

B. (5 points)

The five predicates must be given subjects, and the resulting sentences be complete.

C. (5 points)

The mark of punctuation at the end of the sentences and the capital following count as one point.

Part III Continued)

(9A)

It is hard to write, but it is infinitely harder to begin to write. Don't I know it? (or :) I have been earning my living by my pen for twenty-five years. I shouldn't like to guess how many hundred thousand words I've put on paper, and I have never in my life sat down at my desk and started off without hesitation and wild flounderings. Other authors confess that it is much the same with them. There are exceptions, stories, even novels, where the opening words pop right into one's mind, but these inspirations are far between.

Part IV Grammar

Total 40 points

A. (10 points)

1. lay
2. set
3. was lying
4. has sat
5. will lay
6. sit
7. rise
8. raised
9. has eaten, came

B. (30 points)

The first five sentences are to be given two points credit each, one point for the selection of the correct and one point for the correct reason. The reason is to include a statement of the case of the pronoun (nominative, possessive or objective), and how the pronoun is used in the sentence, as subject predicate nominative, object of a verb or a preposition. A mere naming of the case of the pronoun is not sufficient.

1. he-nominative case, subject of the understood verb is.
2. she-nominative predicate (used after a part of the verb to be).
Note: words in parentheses may be omitted.
3. me-objective case, object of the preposition but.
4. whom-objective case, object of the very have invited. (Note: accept also for this test "object of verb invited". not strictly correct but indicating at least that pupil understands the relationship between pronoun and verb in the sentence.)

5. me-indirect object of the verb bought. or object of the preposition for understood.

6. run-became	15. as if
7. saw	16. was - his
8. thrown	17. taller
9. I	18. well
10. his	19. easily
11. were	20. queer
12. this	21. surely
13. into	22. were - doesn't
14. off	

OA Test ENGLISH Pupil's Score _____
Pupil's Name _____ Grade _____ School _____

Part I Spelling

Your teacher will read some sentences to you. Place on the lines below, the words she tells you to write. Put the first word after 1, the second after 2, and so on. There are twenty words.

1. suggest	11. convenient
2. secretary	12. proceed
3. arrangements	13. immediately
4. committee	14. height
5. disappointed	15. principles
6. athletic	16. sincerely
7. accent	17. volumes
8. annual	18. experiences
9. recommended	19. February
10. separate	20. receive

Pupil's Score _____

ENGLISH ESSENTIALS TEST

NINTH GRADE--ALPHA

Name _____

School _____ Grade _____

Town _____ State _____

Age _____ Date _____

Part I. Spelling, 25 Points

In the following spaces, write the sentences which your teacher will dictate:

1. _____

2. _____

3. _____

Devised and Copyrighted by

Annie Ginsberg and Fewry Belle Inglis

1926

University Printing Co.

215 14th Ave. S. E., Minneapolis,

Minn.

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

PART II. PUNCTUATION AND SENTENCE RECOGNITION

40 POINTS

Make any necessary changes in punctuation and capitalization. Some sentences are run together; others are incomplete. Correct these, but make no change in wording.

1. "Good gracious" she screamed.
2. "Is it her money", he asked "that you have borrowed".
3. I noticed that Parker the village constable seemed very busy. Telephoning the mayor.
4. Im rather hungry shall we go to lunch
5. The boys faces were covered with smiles. As they watched the performance.
6. No theres no reason for staying we shall go home in an hour.
7. I am sure Dr. Nash that you are right.
8. I started to run home Remembering my promise to my mother.
9. She asked, did Miss Berman the dressmaker leave early?
10. The streets were narrow dirty and crooked the houses were huddled together.
11. Ben buy those gloves they are cheap.
12. Johns mother shrieked, Police! Police
- 13.

330 Seventh Street
St. Paul Minn.
Sept 25 1924

Mr. Robert Green
Chicago, Ill.

Dear Sir

14. My aunt asked "are the glasses knives forks and spoons on the table?
15. Yes I am studying my latin. Because we are having a test tomorrow.
16. The children cries were unheeded. While the nursemaids gossiped.
17. Mr Jones nephew noticed the pictures they were all oil paintings.

PART III. GRAMMAR, 35 POINTS

READ THIS:

In the first ten sentences, fill the blank with the past tense of participle of the verbs indicated. DO NOT WRITE THE PRESENT TENSE.

Fill all other blanks with the correct word of the two which appear in parentheses.

1. (write) He has.....to Jane and (I, me).....
2. (go) Each man had.....to(his-their).....own home.
3. (begin) I thought they.....too soon.
4. (sit) The child has.....there for twenty minutes, holding (this, these).....kind of flowers.
5. (see) Ellen.....Mr. Parr and (he, him).....yesterday.
6. (give) They have.....away (that, those).....useless sort of articles.
7. (come) The snow.....down like feathers.
8. (break) When had you.....that cup?
9. (do) Have you.....(these, this).....sort of problems?
10. (run) Bob has.....faster than any other boy.
11. There (come, comes).....Mary and her dog.
12. (Its, It's).....poor little wing is injured.
13. Was it not (he, him).....?
14. Is this book (theirs, their's).....?
15. Has either of the boys found (his, their).....cap?
16. He wrote to his mother and (I, me).....
17. Each of the sticks (were, was).....given a coat of varnish.
18. Ed told Henry and (I, me).....the news.
19. The contrast between Bert and (he, him).....is marked.
20. If either of the prisoners (try, tries).....to escape, notify me at once.

21. He walked beside Bertha and (her, she).....
22. Near the door (was, were).....two chairs.
23. I never saw Guy and (he, him) together.
24. It could not have been (them, they).....who cheated.
25. Home with all its comforts (was,were).....entirely forgotten.
26. Every one of the boys (are, is).....working hard.
27. (Who's, Whose).....is it, if it isn't yours?
28. He judged the Sloans and (we, us)....too harshly.
29. Is it (she, her).....whom you mean?

ENGLISH ESSENTIALS TEST

NINTH GRADE---ALPHA

DIRECTIONS TO TEACHERS

When the pupils are seated and ready for the test, have the papers distributed with the blanks for spelling dictation uppermost. Do not allow pupils to turn over or examine papers before the dictation begins. When all are provided with paper and pencil or pen, say to the pupils, "You will be given all the time you need for this test. Do not hurry, but do not waste time. Think what you want to write before you write it, for no erasures or changes will be allowed. Any indication of change in a word will make it count as wrong. I shall first dictate to you ten sentences which are to be written in the blank spaces on your paper. The first time I read each sentence do not write anything, but listen carefully and get the entire sentence in mind. The second time I shall read the sentence more slowly for you to write it. It will not be repeated after that".

Then dictate the sentences clearly, allowing plenty of time for everyone to finish a sentence before going on to the next. Be sure that the contractions are read as contractions. After the ten sentences have been completed, tell the pupils to underline the words which you read, and give those underlined below, which are the only ones to be counted in scoring the papers.

When the spelling dictation has been finished, tell the pupils to continue the writing of the test according to the directions which they will find printed on the sheets. As soon as each pupil has finished the entire test, he should hand it in to the teacher. Be sure that this is done very quietly so as not to disturb those who are still writing. No pupil should be allowed to write more than sixty minutes. Most pupils will be able to finish the test in forty-five minutes or less.

SPELLING SENTENCES

1. They finished the exercises on the eighth of February.
2. Your writing is all right.
3. The river has flooded its valleys.
4. Heroes deserve to be sincerely respected.
5. Ninety lilies were received for Easter.
6. He immediately saw that they were lying in wait to seize him.
7. I shall be dining with your niece.
8. I trust you're not planning to disappoint me.
9. A miser buries his gold, hoping it will not disappear.
10. I know they're hurrying to catch the car.

SCORING PAPERS

Correct papers with colored pencil or red ink.

Check all errors which count as points in the test thus V at the place where the error appears. Pay no attention to other errors. Mark any test-points as errors if there is evidence of erasure or other change after the word has first been written.

There are just 100 points in the test divided as follows:

Spelling.....	25
Punctuation.....	40
Grammar.....	35

Opposite each of these sections write the score for that section, found by subtracting the number of errors from the total number of points. Thus if a pupil misses four words in spelling, his score is 21; if he misses seven points in punctuation, his score is 33, etc. At the top of the paper write the complete score, which is the sum of the three scores for the sections.

After all the papers have been scored, arrange them in order with the highest score on top and lowest on the bottom, and fill out the score sheet with the number of pupils making each score.

Pupils who make a score of 95 or over, and who are deemed trustworthy by the teachers may assist in the correction of papers under the teacher's supervision. It is recommended that such pupils correct the grammar and spelling sections rather than the punctuation, since the latter key is more difficult to follow.

CORRECTION KEY

SPELLING, 25 POINTS

The underlined words in the spelling sentences constitute the key. For convenience in marking, the words are repeated on this page. Mark no other words which may be misspelled. Words containing apostrophes or hyphens are to be marked wrong if the apostrophe or hyphen is in the wrong place or missing. All right is to be counted wrong if it is written as one word or with a hyphen. Any word which is erased, crossed out and rewritten, or changed in any way is to be marked wrong.

1. exercises, eighth, February
2. writing, all right
3. its, valleys
4. Heroes, sincerely
5. Ninety, lilies, received
6. immediately, lying, seize
7. dining, niece
8. you're, planning, disappoint
9. buries, hoping, disappear
10. they're, hurrying

PUNCTUATION AND SENTENCE RECOGNITION, 40 POINTS

Only the underlined points are to be counted on the test. Where options are allowed, they are indicated in the key. Restrictive and non-restrictive modifiers are not required in Eng. I, hence the option in sentences 3, 5, 8, 15, 16.

Commas on both sides of words of address and appositives, commas within series, and quotation marks on both sides of a quotation count as one point. Mark as an error if one of any of these pairs is missing or if both are missing. Be careful not to mark as two errors if both are missing. The number of test points for each sentence is indicated by the number in parentheses at the end of the sentence.

1. "Good gracious!" she screamed. (1)
2. "Is it her money," he asked, "that you have borrowed?" (2)
3. I noticed that Parker, the village constable, seemed very busy (, or no punct.) telephoning the mayor. (2)
4. I'm rather hungry (; s or .S) Shall we go to lunch? (3)
5. The boys' faces were covered with smiles (, or no punct.) as they watched the performance. (2)
6. No (, or; or! or.T) there's no reason for staying (; w or.W) We shall go home in an hour. (3)
7. I am sure, Dr. Nash, that you are right. (1)
8. I started to run home (, or no punct.) remembering my promise to my mother. (1)
9. She asked, "Did Miss Berman, the dressmaker, leave early?" (3)
10. The streets were marrow, dirty, and crooked (; t or.T) he houses were huddled together. (2)
11. Ben (, or!) buy those gloves (; t or.T or ! T) they are cheap. (2)
12. John's mother shrieked, "Police! Police!" (3)
13. 330 Seventh Street
St. Paul, Minn.
Sept. 25, 1924

Mr. Robert Green
Chicago, Ill.

Dear Sir: (4)
14. My aunt asked, "Are the glasses, knives, forks, and spoons on the table?" (3)
15. Yes, (, or ; or ! or.) I am studying my Latin (, or no punct.) because we are having a test tomorrow. (3)
16. The children's cries were unheeded (, or no punct.) while the nurse-maids gossiped. (2)
17. Mr. Jones' (or Jones's) nephew noticed the pictures (; t or.T) they were all oil paintings. (3)

GRAMMAR, 35 POINTS

1. written	me	11. its	21. her
2. gone	his	12. come	22. were
3. began		13. he	23. him
4. sat	this	14. theirs	24. they
5. saw	him	15. his	25. was
6. given	that	16. me	26. is
7. came		17. was	27. whose
8. broken		18. me	28. us
9. done	this	19. him	29. she
10. run		20. tries	

STANDARDS FOR NINTH GRADE ALPHA AND BETA TESTS

Grade	7	8	9	10	11	12	9-12, inc.
Median	54.20	63.42	68.23	73.80	79.91	82.04	74.60
Score							

Derived from a first taking of the tests without previous drill, in April, 1924.

IMPROVEMENT MEDIANS FOR NINTH GRADE PUPILS ONLY

Alpha	Sept., 1926	11,152 pupils	64.80
Beta	Jan., 1927	8,506 "	77.20
Gamma	April, 1927	10,192 "	88.20

SUGGESTIONS FOR REMEDIAL WORK

1. **Frequency Table of Class Errors.** This may be made within a single recitation period. When each child has his own corrected paper, call for a show of hands of those making errors for each point of the test. Keep record on black-board that all may see where most class drill is needed.
2. **Class Drill.** It is recommended that class drill be given on all errors made by half the class or more. In planning class drill the teacher should be sure that principles involved in the error are understood by the pupils, that practice materials and methods are varied, and that the drills are administered in short periods with intervals between.

When as many as five-sixths or seven-eighths of the class have mastered the point, it is well to forego further class drill, but bring in the stragglers by individual work.

3. **Individual Drill.** Each pupil should be given individual work on his errors which are not selected for class drill. He may keep a drill sheet on which he writes the correct form for each of his errors and similar sentences involving these particular points.

Pupils may often be set to work in pairs or in small groups on their individual errors, dictating exercises to each other and correcting the results. Pupils achieving highest standings may be excused from class drill; they may also be used for coaching the weaker ones.

Administrators may provide special classes for pupils proved noticeably deficient by these tests.

4. **Devices.** Three to five minute daily drills on mechanics at opening of class session
Games on English usage played in class
Short contests between different classes or groups within a class
Investigation by pupils of various texts to find like examples
Composition of similar tests by pupils themselves
Posters illustrating right forms
Posted bulletins of any matter of interest connected with contest
Graphs or charts showing improvement of individuals, classes, and entire school
Honor rolls of those achieving high standing
Comparative standings of schools as shown by statistical reports posted and announced.
5. **Publicity.** Enthusiasm and desire for improvement may be generated and kept alive by the following means:
Publishing feature write-ups in school and local papers
Making reports of progress to parent-teacher associations, or enlisting interest of parents by any other means.

APPENDIX B

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TABLE XXXVIII CORRELATION TABLE OF 9B BETWEEN TERM GRADE AND STANDARDIZED TEST GRADE

STANDARDIZED TEST SCORE (X -- VARIABLE)

Term Y	41- 45	46- 50	51- 55	56- 60	61- 65	66- 70	71- 75	76- 80	81- 85	86- 90	91- 95	96- 100	fy	dy	fdy	fdy ²	x	y
100												12						
96												2	2	3	6	18	24	
95-												24						
91										414	42	818	9	2	18	36	54	
90-										111	182	1253						
86										182	1253		14	1	14	14	31	
85-										0	0	0						
81							2	7	5	4	2		20	0	0	0	0	
80-							22	2	1	2								
76						422	22	2	1	2			8	1	8	8	63	
75-						522	422	4	2	4								
71				818		522	422	4	2	4			11	2	22	44	206	
70-						919	616	632	1	0								
66						919	616	632	1	0			5	3	15	45	21	
65-						16116	12											
61						16116	12						3	4	12	48	56	
60-						25	15											
56-						25	15						3	5	15	75	65	
55-						30												
51-						30							1	6	6	36	30	
50-																		
46															40	324	307	9
45-																		
41																		298
fx	1		3	2	3	5	8	14	8	16	13	3	76					
dx	-7	16	-3	-4	-3	-2	-1	0	1	2	3	4						
fdx	-7	0	15	-8	-9	-10	-5	0	8	32	39	12	134					
fdx ²	49	0	75	32	27	20	8		8	64	117	48	448					

$$r = \frac{298 - (-.5263 \times .4473)}{76} = .876$$

$$P. E. r = .6745 \frac{((1 - (.876)^2))}{76} = .018$$

$$r = .876$$

$$P. E. = .018$$

$$C. R. = 48$$

$$y = 1.99$$

$$x = 2.39$$

$$cy = \frac{-40}{76} = .5263$$

$$c^2y = .276676$$

$$cx = \frac{34}{76} = .4473$$

$$c^2x = .199809$$

The "r" is high which indicates that there is a high relation between the term grade and the test.

TABLE XXXIX CORRELATION TABLE OF 9B BETWEEN FIRST TEST AND STANDARDIZED TEST

STANDARDIZED TEST SCORE (X--VARIABLE)

FIRST TEST SCORE THE (Y-VARIABLE)

Term Y	41- 45	46- 50	51- 55	56- 60	61- 65	66- 70	71- 75	76- 80	81- 85	86- 90	91- 95	96- 100	fy	dy	fdy	fdy ²	x t	y -
100										3	6	9						
96-										2	3	3	8	3	24	72	51	
95-										6	18	27						
91									1	8	4	7	12	2	24	48	36	
90-										0	2	1						
86								2	2	5	2	1	10	1	10	10	7	-2
85-										0	0	0						
81						1	3	4	4	4	2		18	0		0		
80-																		
76					4	2	3	2	3	1			8	-1	-8	8	15	
75-																		
71					8	6	12	8	4				7	-2	-18	36	34	
70-																		
66				15			6	3					4	-3	-12	36	39	
65-		32																
61	32												1	-4	-4	16	32	
60-																		
56										5			1	-5	-5	25		-5
55-																		
51			36										1	-6	-6	36	36	
fx	1		1	2	2	4	8	14	8	16	13	3	72		15	287	243	-7
dx	-8	-7	-6	-5	-4	-3	-2	-1	0	1	2	3						
fdx	-8	0	-6	-10	-8	-12	-16	-14	0	16	26	9						
fdx ²	64	0	36	50	32	36	32	14		16	52	27	359					

$$r = \frac{243}{72} - \frac{(.06944 \times 1 - .3194)}{1.995 \times 2.21} = .776$$

$$P. E. = .6745 \frac{(1 - (.776)^2)}{72} = .03$$

$$r = .776$$

$$P. E. = .03$$

$$C. R. = 25$$

TABLE XL

CORRELATION TABLE BETWEEN THE TERM GRADE AND STANDARDIZED TEST OF 9A
STANDARDIZED TEST SCORE (X--VARIABLE)

Term Y	41- 45	46- 50	51- 55	56- 60	61- 65	66- 70	71- 75	76- 80	81- 85	86- 90	91- 95	96- 100	fy	dy	fdy	fdy ²	x	y
100- 96																		
95- 91											4 ¹ 4	6 ¹ 6	2	2	4	8	10	
90- 86										5 ⁵ 5	2 ¹ 2		6	1	6	6 +10	7	
85- 81								1	3	3	2		9		0			
80- 76								3 ³ 3					3	-1	-3	3	3	
75- 71						6 ¹ 6							1	-2	-2	4	6	
70- 66						18 ² 18							2	-3	-6	18	18	
65- 61				20 ¹ 20	16 ¹ 16								2	-4	-8 -19	32	36	
fx				1	1	3	0	4	3	8	4	1	25		-9	71	80	
dx				-5	-4	-3	-2	-1	0	1	2	3						
fdx				-5	-4	-9	0	-4		8	8	3	19	-3				
fdx ²				25	16	27	0	4		8	16	9	105					

$$r = \frac{\sum xy - (\sum cy \cdot \sum cx)}{n \cdot \overline{Oy} \cdot \overline{Ox}}$$

$$r = \frac{80 - (7.36 \cdot -12)}{25} = .93 - \frac{1.646 \times 2.046}{}$$

$$P. E. = .6745 \frac{(1 - (.93)^2)}{\sqrt{25}} = .018$$

$$r = .93$$

$$P. E. = .018$$

$$C. R. = -51$$

TABLE XLI

TABLE SHOWING THE CORRELATION BETWEEN THE LOCAL TEST AND THE
STANDARDIZED TEST OF THE 9A

STANDARDIZED TEST SCORE (X--VARIABLE)

1st Y	41- 45	46- 50	51- 55	56- 60	61- 65	66- 70	71- 75	76- 80	81- 85	86- 90	91- 95	96- 100	fy	dy	fdy	fdy ²	x	y
100																		
96																		
95-																		
91																		
90-																		
86																		
85-																		
81																		
80-																		
76																		
75-																		
71																		
70-																		
66																		
65-																		
61																		
60-																		
56																		
fx																		
dx																		
fdx																		
fdx ²																		

$$r = \frac{84}{25} (-.12)(-.12) = (.0144)$$

$$\frac{3.3456}{1.769 \times 2.045} = .91$$

R = .91

$$P. E. \text{ of } r = .6745 \frac{(1 - (.91)^2)}{(-25)} = .023$$

r = .91

P. E. = .023

C. R. = 39.