

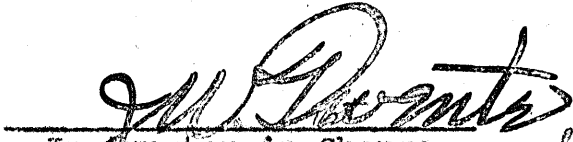
DRILL WORK IN THE CORRECTION  
of  
ERRORS IN ENGLISH

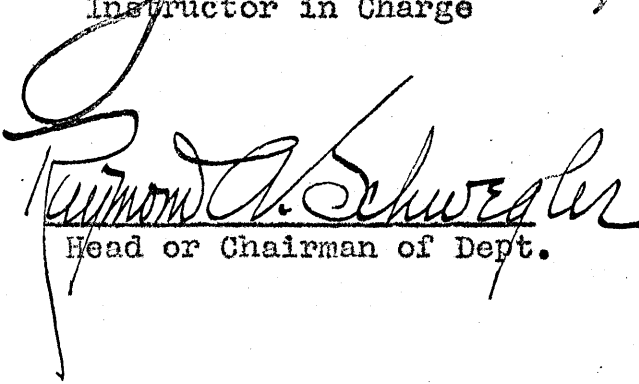
by

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W. V. S.

## CHAPTER I

### GENERAL PROBLEM

G. M. Wilson of Iowa State College in an article entitled "Locating the Language Errors of Children"<sup>(1)</sup> written in 1920, sets forth in a very concise form an interesting background for the problem which is under investigation in this thesis. He says in part:

"We were shown a number of years ago that children who have studied formal grammar do not write any better or interpret literature any better than children who have not studied formal, technical grammar.<sup>(2)</sup> We have also been taught that formal English is ineffectual as a discipline.<sup>(3)</sup> However, the time schedule for language and grammar in the public schools has remained about the same. In fact there has been a tendency in recent years to extend the time schedule, particularly in the lower grades. This has been accompanied by the effort to find a better type of work than the old formal grammar. The better type of work, for the most part, has consisted of oral and written composition on a motivated basis, and more recently of specific work designed to correct the language errors of children."

Methods in the educational process are under severe scrutiny at this time. Research workers are testing our methods of procedure, and those which survive must have in them very definite values. Experiments of one kind and another are contributing to the information which forms the basis of our revisions in the science of education.

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(1) G.M. Wilson, "Locating the Language Errors of Children," Elementary School Journal, December 1920, P. 290-296.

(2) Franklin S. Hoyt, "Studies in the Teaching of English Grammar," Teachers College Record, November, 1906.

(3) Thomas H. Briggs, "Formal English Grammar as a Discipline," Teachers College Record, September, 1913.

Thomas H. Briggs, Teachers College, Columbia University,  
says: (4)

"The fundamental problem in education is the curriculum. What should be taught to a large extent determines the organization of our schools, the buildings and equipment, the methods used, and the value of the schools to the community. Always recognized as important, it has in recent years, because of a changed conception of discipline, become paramount. No superintendent, principal, or teacher can proceed far with intelligent plans--indeed, he can hardly begin them--until he has decided what is to be taught. And yet about nothing in education is less with certainty known."

It was with this idea in mind that we determined to investigate some phase of the language work as carried on in our schools. As a result of considerable thought it was decided to make a study of English grammatical errors made by children in the Salina Public Schools in grades three to eight inclusive. The study was conceived in the idea that the content of our language course was not as helpful as it should be.

Several important elements contributed to the selection of this subject.

First: The need of ascertaining the efficiency of our present course of study in language in dealing with the most common errors of English grammar.

Second: A demonstration of the retentive power of intensive drill over progressive periods of time, i.e., immediate, one year and two years.

Third: It limited the field of investigation to the single unit of English grammatical errors.

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(4) Briggs, "Curriculum Problems."

Fourth: To determine the relative effect of intensive drill on the three general classes of pupils, i.e. rapid, normal, and slow.

## CHAPTER II

### THE METHOD OF PROCEDURE

A committee on research was appointed by Superintendent W. S. Heusner of the Salina Public Schools in September, 1924. It was suggested that this committee determine on a problem which would command the attention of the entire teaching corps of the schools.

The entire course of study was surveyed with the hope that we might discover a place where research would be most beneficial. After considerable thought and investigation it was decided the English department provided a very fertile field for our work. A large amount of available material in English standard tests was examined. The committee selected Charter's Diagnostic Language Test as the one best adapted to our use. This test was developed by W. W. Charters, at present a member of the faculty of the University of Chicago. It is published by the Public School Publishing Company of Bloomington, Illinois. The test consists of forty common errors in English composition; twenty-five of the errors are verb forms. A copy of the tests used are to be found in Appendix B.

Three features of the test influenced us in the selection of it:

1. The test was available in form for use in grades three to twelve inclusive.
2. It limited the field of our investigation to English grammatical errors.
3. It was definite enough to be easily scored by class room teachers.

All pupils in grades three to eight inclusive were classified in the following groups: rapid, normal, and slow. This classification was determined by a composite of teachers rating and intelligence quotient. Each teacher was asked to give the pupils under her supervision a rating of A, B, or C. The National Intelligence Group Test (1) published by the World Book Company, Yonkers on the Hudson, New York, was given to all pupils and the intelligence quotient for each one was computed.

Table Number I shows the correspondence between our classification, the teacher's rating and the intelligence quotient.

TABLE I

Our classification	Teachers Rating	Intelligence Quotient
Rapid	A	110 and above
Normal	B	90--109
Slow	C	89 and below

In January, 1925, several weeks after the intelligence test had been given, Charter's Diagnostic Language Test, (2) Miscellaneous B, Form I was given to 1,567 pupils in grades three to eight inclusive. In order to maintain uniform conditions, as near as possible, these tests were given by the same person.

An "English Record Card" (3) was provided for each pupil on which information, tests records, and teacher's ratings were entered. This card was kept on file in the office of

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(1) Appendix B  
 (2) Appendix B  
 (3) Appendix C



the Superintendent of Schools. After the tests were graded the cards were sent to the teachers in each building and they entered the grades for their respective pupils. These cards were then returned to the office and a summary made of the results of the test. A copy of this summary and comments was compiled in bulletin form and sent out January 21, 1925(4) to all teachers of grades three to eight inclusive.

A study was made of the course of study and text books used in grades three to six inclusive to ascertain how many of the word forms used in the test were studied in the regular routine of daily work.(5)

A further study of the errors made in the first test disclosed other interesting information. This was compiled and sent out in a bulletin on February 27, 1925.(6) There is attached to this bulletin a copy of the sheet of suggestions which was compiled following a personal interview with each teacher of grades three to six inclusive. These interviews brought out many helpful plans of procedure in the classroom for the elimination of English errors. It also produced a list of helpful reference materials and books.

In March, 1925 a 5 x 8 card(7) was sent to each teacher in sufficient numbers so that each pupil could be supplied with one. This card listed the errors and provided spaces where the pupil could check the number of times he made an error in the use of these particular grammatical construc-

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(4) Appendix C

(5) See Chapter III

(6) Appendix C

(7) Appendix C

tions. In addition to the individual cards an 8 $\frac{1}{2}$  x 12 card(8) for class use was also provided. Upon this card were listed the forty sentences of the test and a place where the name of each member of the class might be listed and a check mark to show each error which the pupil made in the first test. In this way he could be reminded of his error and impressed in such a way that he would not make the same error again.

Emphasis was placed on the need for intensive drill as we expected to give a second test early in May and we wished to study the effect of a short period of intensive study.

The second English test was given in May, 1925. On this occasion we used Charter's Diagnostic Language Test, Miscellaneous B, Form II.(9) A bulletin(10) setting forth the results of this test by grades and buildings was sent to the teachers. The data in this bulletin are based upon a comparison of the twenty most common errors in Test I and II. This was done to determine the improvement made by three months of intensive drill.

In January 1926 and February 1927 Charter's Diagnostic Language Test Miscellaneous B, Form II(11) was given for the purpose of determining first, whether pupils show the results of intensive drill after intervals of one and two year periods; second, whether the improvement or loss was uniform by groups.

Bulletins(12) were issued to the teachers following each test containing a summary of the results of the test and such

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(8) Appendix C

(9) Appendix B

(10) Appendix C

(11) Appendix C

(12) Appendix C

comments as would be helpful in understanding them in light of previous tests. The teachers were not informed of our intention to give the tests prior to giving them in 1926 and 1927. No effort was made to continue the drill work which had been inaugurated in the spring of 1925 preceding the second test which was given during May of that year.

CHAPTER III  
PRESENTATION OF DATA

Table II

Total Number and Rank of Errors by 1567  
Pupils in Grades 3-8 Inclusive, January, 1925

Sentence	Total No. Errors	Rank
1. The boy got well.	247	37
2. I don't like that there color.	376	35
3. I left it go.	504	27
4. This here kind is good.	508	26
5. I hain't got time.	1166	5
6. This ain't mine.	178	40
7. The Indians, why, they ran away.	694	18.5
8. Donald's got my knife.	806	13
9. We ain't got no paper.	746	15
10. The man was drowned.	1052	7
11. I ain't seen it.	246	38
12. He took it off of my desk.	1402	2
13. I got to go home.	800	14
14. The boys they went home.	459	33
15. I've got to go now.	1043	8
16. Mine hain't here.	203	39
17. Them there flowers are dead.	722	16
18. Tain't true.	488	30
19. I can't hardly see it.	1084	6
20. He hadn't ought to do that.	1403	1
21. I can learn him now.	631	23
22. I don't want no more.	714	17
23. You daresn't get one.	1301	3
24. I ain't got any.	828	10
25. The balloon busted.	1233	4
26. May I lend one from her.	814	12
27. This ain't no good.	677	20
28. The wind blowed hard.	469	31
29. Mother says you ain't going.	323	36
30. I haven't no book.	639	22
31. That seat is tooken.	463	32
32. Will you leave us go?	611	24
33. He went and hit me.	671	21
34. Ain't those trees large?	438	34
35. I can't think of none.	603	25
36. He thrun a ball at me.	499	29
37. I ain't finished.	694	18.5
38. I never had no pencil.	889	9
39. I brung it today.	501	29
40. Can I have the ball?	824	11

In Table II the sentences are arranged in the order in which they appear in the test. The total number of errors and the rank, based on the number of errors, is shown for each sentence.

Table III  
Frequency of Occurrence of the Twenty

Most Common Errors				
Rank	Sentence	Error	No. of times	Percent
1.	20	hadn't ought	1403	89.53
2.	12	off of--off	1402	89.47
3.	23	daresn't--dare not	1301	83.02
4.	25	busted--burst	1233	78.68
5.	5	hain't got--haven't	1166	74.40
6.	19	can't hardly	1084	69.17
7.	10	drownded--drownea	1052	67.13
8.	15	I've got--I have	1043	66.56
9.	38	no--any	889	56.73
10.	24	ain't got--haven't	828	52.83
11.	40	can--may	824	52.58
12.	26	lend--borrow	814	51.88
13.	8	got--has	806	51.43
14.	13	got--have	800	51.05
15.	9	ain't got no	746	47.60
16.	17	them there	722	46.07
17.	22	no--any	714	45.56
18-19	37	ain't--haven't	694	44.28
18-19	7	why	694	44.28
20.	27	ain't no--isn't any	677	43.20

In Table III the twenty sentences appear in the order of their rank as based on the total number of errors. The number of the sentence as it appears in the test is given together with the number of times the sentence was missed and the percent of times missed. Thus sentence 20 containing the error "hadn't ought" ranks first with 1403 times missed or 89.53%.

Fourteen out of the twenty most common errors which appear in Table III are verb forms, three double negatives, and two prepositions. Six of the errors are due to the improper use of the word "got."

The course of study used in the Salina Public Schools was surveyed to ascertain how much attention was given to word forms as listed in this test.

The course of study for grade three shows two--(21. learn--teach), (40. can--may)--of the twenty most common errors have been dealt with specifically and only four (6. ain't--isn't), (16. hain't--isn't), (18. tain't--it isn't), (27. ain't no--sin't any), of the remaining twenty errors are referred to in the course. The course of study in grade three gives general but not specific directions for word forms. In grade four the course of study does not refer to any of the errors of the test and the text refers to only two (6. ain't--isn't), and(29. ain't--aren't). The course of study in grade 5 refers to the error in sentences (2.that there), (28. Blowed --blew), and (36. thrun--threw). The text for that year refers to the following errors in sentences of the test: (6. ain't--isn't), (15. I've got--I have), (29. ain't--aren't), (39. brung--brought). Of this list in grade five only (15. I've got--I have), which was referred to in the text, was among the twenty most common errors. In grade six we find no mention in the course of study of any errors included in the test.

TABLE IV

Seventeen Errors Common to All Grades Three to Six Inclusive  
of the Twenty Most Frequent Errors  
in Test I.

Sent. No.	Sentence
5.	I hain't got time.
8.	Donald's got my knife.
9.	We ain't got no paper.
10.	The man was drowneded.
12.	He took it off of my desk.
13.	I got to go home.
15.	I've got to go home.
17.	Them there flowers are dead.
19.	I can't hardly see it.
20.	He hadn't ought to do that.
22.	I don't want no more.
23.	You daresn't get one.
24.	I ain't got any
25.	The balloon busted.
26.	May I lend one from her?
38.	I never had no pencil.
40.	Can I have the ball?

Out of 1567 pupils who took the test 1403 or 89.53% missed sentence number 20; "He hadn't ought to do that," and 1402 or 89.47% missed sentence number 12; "He took it off of my desk." The total number of possible errors in this test was 62,680. The total number of errors actually made was 27,929. This is 44.55% of the possible number of errors. The sentence "This ain't mine," number 6, was missed 178 times or 11.36%. This sentence was missed the fewest number of times. There were no perfect scores in this test.

A detailed study of the errors made by grades in the different sentences of the test is found in Table IV. The sentences are listed by number and can be found in Table II or by reference to the test in Appendix B.

Table V.

## Total Number of Errors, by Grades, for Each Sentence

	Grades No. Pupils	3	4	5	6	7	8
Sentence 1		43	26	37	50	60	31
2		148	96	57	39	22	14
3		151	106	78	62	58	49
4		188	126	62	63	34	35
5		219	225	215	187	155	165
6		90	51	13	9	12	3
7		189	162	111	78	59	95
8		211	189	141	110	64	91
9		208	170	135	108	57	68
10		232	218	192	192	101	117
11		100	44	30	31	26	15
12		259	239	244	216	228	216
13		208	180	132	109	80	91
14		172	105	55	56	25	26
15		235	218	179	160	128	123
16		102	48	7	31	9	6
17		215	171	121	122	59	34
18		166	124	78	70	5	45
19		241	229	194	162	134	124
20		260	249	234	216	229	215
21		220	123	92	95	54	47
22		220	178	123	117	39	37
23		250	240	226	205	187	193
24		213	185	150	123	62	95
25		252	234	250	219	89	209
26		253	193	148	103	62	95
27		199	177	123	97	43	38
28		176	118	69	48	42	16
29		141	82	34	33	19	14
30		195	156	110	77	60	41
31		204	151	62	41	10	15
32		190	141	87	79	59	55
33		227	163	106	75	46	54
34		153	118	61	55	32	19
35		209	163	104	70	31	26
36		183	128	82	50	35	21
37		144	96	96	97	82	179
38		223	178	142	124	98	124
39		199	119	70	59	24	30
40		233	174	125	113	77	102



Table VI

## Comparison Between Mid Year Standard and Salina Median

Grade	No. of Groups	No. of Pupils	Mid-year Standard	Salina Median	Highest Score
3	11	282	7.9	10.0	1 Pupil 36
4	10	271	17.8	16.0	1 " 36
5	10	272	22.0	22.0	3 " 37
6	10	252	27.3	25.0	1 " 38
7	9	268	29.4	30.0	1 " 38
8	8	235	32.0	29.0	2 " 38

Table VI shows that grades 3 and 7 attained a median above the standard mid-year median for that grade, grade 5 the same median, and grades 4, 6, and 8 fell below the standard median. In the tables of Bulletin No. I, January 21, 1925, (1) the third grade is the only grade in which the group with the highest Room I.Q. median made the highest language median score.

Table VII

## A Comparison of the Rank of Rooms Having Highest I. Q. for Grade with Rank According to Language Median

Grade	Room I.Q. Median	Rank-Lang. Med.
3	106	1
4	110	1
	110	3
5	121	3
6	110	4

Grades 7 and 8 cannot be included in this phase of the subject as they were not given the intelligence test.

Table VIII which follows, is a study of the twenty most common errors of grades 3-6 inclusive, for each of the three classes of pupils, rapid, normal, and slow. The sentence number is given and the error can be found by reference to the test(2)

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(1) Appendix C.

(2) Appendix B.

Table VIII

Comparison Between Rapid, Normal, and Slow Groups in Rank  
and Percentage of Errors for Nineteen Sentences Which  
Show Greatest Frequency of Error

Group	Rapid		Normal		Slow	
No. of Pupils	361		420		306	
Sent.No.	% Errors	Rank	% Errors	Rank	% Errors	Rank
1						
2						
3						
4						
5	68.42	3	49.52	12	33.66	18
6						
7			22.85	19		
8	40.44	12	52.38	10	35.94	15
9	41.27	11	34.28	15	34.96	17
10	61.49	6	83.57	3	76.14	4
11						
12	86.14	1	61.19	6	79.41	3
13	36.56	14	33.57	16	53.92	9
14						
15	60.38	7	60.71	7	73.20	5
16						
17	32.68	16			50.32	11
18						
19	67.31	4	71.66	5	72.22	6
20	59.28	8	87.14	1	93.13	2
21	10.80	20			49.34	12
22	26.59	18	50.71	11	51.30	10
23	76.17	2	84.76	2	96.40	1
24	39.33	13			47.38	13
25	66.76	5	73.57	4	69.60	7
26	52.08	9	59.52	8	61.11	8
27			27.85	17		
28						
29						
30						
31						
32						
33	26.87	17	26.19	18	27.77	19
34						
35			36.90	14	27.12	20
36						
37	18.28	19				
38	34.35	15	47.38	13	45.42	14
39						
40	43.21	10	55.71	9	35.62	16

Table IX

Percent of Errors for Rapid, Normal, and Slow Groups in First and Nineteenth Sentences Showing Greatest Frequency of Error.

	Rapid % Errors	Normal % Errors	Slow * % Errors
1.	86.14	87.14	96.40
19.	18.28	22.85	27.77

Table IX shows an increase in the number of errors made by pupils in normal and slow groups as compared with the rapid group in the first nineteen sentences missed the greatest number of times. The increase between rapid and normal is relatively smaller, only 1% on the highest and 4.57% on the lowest, as compared with 9.26% on the highest and 4.92% on the lowest between the normal and slow groups. This also means that 10.26% more errors were made by pupils in the slow group than in the rapid group on the sentence which was missed the greatest number of times.

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\* Nineteen sentences used instead of twenty because of the repetition of one of the sentences in the test form.

Table X

Rank and Percent of Errors of Ten Sentences Showing Greatest Frequency of Error in Groups Based on Intelligence Quotient

Group		Rapid	Normal	Slow		
No. of Pupils		361	420	306		
Rank	Sent.No.	% Errors	Sent.No.	% Er.	Sent.No.	% Err.
1	12	86.14	20	87.14	23	96.40
2	23	76.17	23	84.76	20	93.13
3	5	68.42	10	83.57	12	79.41
4	19	67.31	25	73.57	10	76.14
5	25	66.76	19	71.66	15	73.20
6	10	61.49	12	61.19	19	72.22
7	15	60.38	15	60.71	25	69.60
8	20	59.28	26	59.52	26	61.11
9	26	52.08	40	55.71	13	53.92
10	40	43.21	8	52.38	22	51.30

Table X shows that sentence 12 with 86.14% errors ranks first in the rapid group. Sentence 20 with 87.14% errors ranks first in normal group. Sentence 23 ranks first with 96.40% errors in slow group. Sentence 23 appears second in rapid and normal groups and first in slow group. This is the only sentence which appears to be uniform in difficulty in the three groups.

Table XI

Rank of Errors Common to First Ten Most Frequent Errors of Each Intelligence Group.

Group	Rapid	Normal	Slow	Tot. of Rank	Rank
Sen. Number & Error	Rank	Rank	Rank		
23. daresn't-dare not	2	2	1	5	1
12. off of-off	1	6	3	10	2
20. hadn't ought	8	1	2	11	3
10. drowned-drowned	6	3	4	13	4
19. can't hardly	4	5	6	15	5
25. busted-burst	5	4	7	16	6
15. I've got-I have	7	7	5	19	7
26. lend-borrow	9	8	8	25	8

Eight out of the first ten errors are common to all groups.

Sentence 5 which ranks third for rapid pupils with 68% missing it, ranks twelfth with 49% missing it in normal group and eighteenth with 33% missing it, in slow group. Sentence 40 is common to rapid and normal groups but falls to sixteenth place in the slow group.

Table XII

Increase in Difficulty of Eight Errors Common to All Intelligence Groups as Determined by Percent of Errors

Group Sentence	Rapid % Errors	Normal % Errors	Slow % Errors	
23	76.17	84.76	96.40	Increase
12	86.14	61.19	79.41	
20	59.28	87.14	93.13	Increase
10	61.49	83.57	76.14	
19	67.31	71.66	72.22	Increase
25	66.76	73.57	69.60	
15	60.38	60.71	73.20	Increase
26	52.08	59.52	61.11	Increase

In Table XII we find sentences 23, 20, 19, 15, and 27 show a progressive increase in the percentage of those missing the sentences in the groups rapid, normal and slow as determined by percentage of error.

Table XIII

Total Number, Rank of Errors, and Percent by 1599 Pupils in  
Grades 3 - 8 Inclusive, May, 1925

Sentence Number	Error	Total Number of Pupils--1599		
		Tot.No.of Errors	Rank	Percent
1.	became	130	30	8.13
2.	here	84	36	5.25
3.	left-let	93	33	5.81
4.	this here	89	35	5.56
5.	hain't got	199	27	12.44
6.	ain't	68	39	4.22
7.	why	124	31	7.75
8.	got	329	18	20.57
9.	ain't got no	259	37	4.95
10.	attacked	957	2	59.85
11.	ain't	40	40	2.50
12.	off of	443	10	27.70
13.	got for have	258	20	16.13
14.	the frogs they	69	38	4.31
15.	got for have	259	19	16.13
16.	hain't	92	34	5.75
17.	them there	473	9	29.58
18.	taint	243	21	15.19
19.	can't scarcely	458	11	27.39
20.	hadn't ought	936	3	58.53
21.	learn for teach	486	8	30.39
22.	didn't do nothing	525	7	32.83
23.	dast for dare	1132	1	70.79
24.	ain't got	358	15	22.39
25.	busted	558	6	34.89
26.	lent for borrow	368	14	23.01
27.	ain't nothing	590	5	36.89
28.	blowed for blew	212	26	13.25
29.	ain't	106	32	6.62
30.	haven't none	212	25	13.25
31.	tooken	357	16	22.32
32.	leave for let	337	17	21.07
33.	took and cut	176	28	11.00
34.	ain't	395	13	24.58
35.	can't nobody	403	12	25.20
36.	thrun for threw	242	22	15.13
37.	ain't	217	24	13.57
38.	never--no	822	4	51.41
39.	brung for bring	175	29	10.94
40.	can for may	219	23	13.69

The data in Table XIII were obtained from Test II given May, 1925, three months after intensive drill was started following Test I.

Table XIV

Frequency of Occurrence of the Twenty Most Common Errors  
in Test II, May, 1925

Rank	Sent. No.	Error	No. of Errors	Percent
1	23	dast--dare	1132	70.79
2	10	attackted	957	59.85
3.	20	hadn't ought	936	58.53
4	38	never--no	822	51.41
5	27	ain't nothing	590	36.89
6	25	busted	558	34.89
7	22	didn't do nothing	525	32.83
8	21	learn for teach	486	30.39
9	17	them there	473	29.58
10	12	off of	443	27.70
11	19	can't scarcely	438	27.39
12	35	can't nobody	403	25.20
13	34	ain't	393	24.58
14	26	lent for borrow	368	23.01
15	24	ain't got	358	22.39
16	31	tooken	357	22.32
17	32	leave for let	337	21.07
18	8	got	329	20.57
19	15	got for have	259	16.19
20	13	got for have	258	16.13

In Test II as shown in Table XIV sentence 23 ranks first, having been missed 1132 times or 70.79%. In Test I sentence 20 ranked first and sentence 23 third. Sentences 20 and 23 have thus changed places in these two tests.

Out of the twenty most common errors, twelve are verb forms and five are double negatives. In Test I the improper use of "got" appeared six times among the twenty most common errors; in Test II it appeared one time.

Table XV

Errors Common to Grades 3-6 Inclusive Among Twenty Most Frequent Errors in Test II.

Grades	Sentence Numbers			
	3	4	5	6
8	15	16	17	15
10	8	2	1	2
12	20	19	10	14
17	6	11	7	9
19	9	12	12	7
20	3	3	2	3
21	13	9	11	11
22	5	6	6	6
23	1	1	3	1
24	16	10	20	13
25	11	7	8	10
26	12	14	18	18
27	4	4	4	5
31	7	13	9	8
35	10	8	13	12
38	2	5	5	4

Table XVI

Correlation Between High Frequency of Certain Errors in Grades 3-8 Inclusive

Grade	3	4	5	6	7	8
Rank Sen.No.	Rank-%	Rank-%	Rank-%	Rank-%	Rank-%	Rank-%
1 23	1-93.68	1-91.37	3-44.72	1-72.01	2-61.31	2-55.98
2 10	8-58.13	2-74.82	1-67.63	2-69.40	4-49.79	4-34.61
3 20	3-71.76	3-55.03	2-53.45	3-44.40	1-72.01	3-53.84
4 38	2-72.75	5-42.44	5-33.09	4-36.94	3-60.90	1-62.82
5 27	4-68.43	4-48.20	4-34.18	5-33.95	17-12.75	12-14.53

Sentence 23 ranges in rank from 1-3  
 " 10 " " " " 1-8  
 " 20 " " " " 1-3  
 " 38 " " " " 1-5  
 " 27 " " " " 4-17

Table XVI shows five sentences, namely, 23, 10, 20, 38, and 27 which have a low range in rank for each grade taking Test II.



Table XVII

Rank of Sentences Common to Both Test I and Test II in  
Twenty Most Frequent Errors in Grades 3-6 Inclusive

Sent. No.	Test I Rank	Test II Rank	Test I&II added	Rank
8	13	18	31	13
10	7	2	9	3
12	2	10	12	5
13	14	20	34	14
15	8	19	27	12
17	16	9	25	10
19	6	11	17	7
20	1	3	4	1.5
22	17	7	24	8
23	3	1	4	1.5
24	10	15	25	10
25	4	6	10	4
27	20	5	25	10
38	9	4	13	6

Sentence 8 ranks thirteen in Test I and eighteenth in Test II thus giving it rank thirteen among the fourteen sentences which are common to both Test I and Test II among the twenty most frequent errors.

The rankings in Test I and Test II shows sentences 20, 23, and 25 are only two points apart in their ranks. Sentences 8, 10, 19, 24, and 38 are five points separated in the two tests. These eight tests evidently are quite similar in their difficulty. All of the above sentences except number 8 have rankings within the first ten for one or both tests. The lowest ranking for sentence 8 was thirteenth place in Test I.

Table XVIII

Per Cent of Improvement in Language Median of Test II  
as Compared with Test I.

Grade	Stand. Med.	Salina Lang. Med. Test I	Lang. Med. Test II	% of Improvement
3	7.9	10	25	150
4	17.8	16	31	93
5	22.0	22	35	37
6	27.3	23.5	35	37
7	29.4	30	34	15
8	32.0	29	35	20

In Table XVIII the standard median for grade 3 is shown as 7.9. In Test II grade 3 of the Salina schools made a median of 10 and in Test II a median of 25 thus showing 150% improvement in Test II as compared with Test I.

All grades show a marked improvement in Test II over the accomplishment in Test I. All grades are well above the standard median in Test II. Out of 41 groups taking this, there were 16 groups in which every child in the group reached the standard median.

Table XIX

Comparison of Errors Made in Tests I and II

	Total Possible Errors	Actual Errors	Percent
Test I	62,690	27,929	44.55
Test II	63,960	13,451	21.03

Table XIX shows the total possible number of errors in both tests and the number of errors which were actually made. The last column of the table gives the per cent of actual errors compared with possible errors. Improvement made as a result of the intensive drill amounted to the elimination of 14,478 errors or a reduction of 23.52%.

Table XX

Total Number of Pupils Making Perfect Scores in  
Tests I and II

Grade	Test I	Test II
3	0	0
4	0	5
5	0	7
6	0	3
7	0	6
8	0	8
Total	0	29

Table XX shows there were no perfect scores made in Test I and 29 perfect scores in Test II.

Table XXI

Comparison of Grade Medians for Test I-IV Inclusive

Grade	3	4	5	6	7	8
Standard Median	7.9	17.8	22	27.3	29.4	32
Salina Median						
Test I-January, 1925	10.	16	22	25.5	30	29
Test II-May, 1925	25	31	25	35	34	35
Test III-January, 1926 *		28	32	34	36	*
Test IV-Feb., 1927	10.5	20	32	32	33.01	34.5

Table XXI shows the grade median for the four years. It must be remembered, however, that each group has advanced one grade in Test III over what they were in Tests I and II. In Test IV they have advanced two grades.

Table XXII

Comparison of Medians for Identical Groups in Tests  
I-IV Inclusive

Grade	3	4	5	6
Salina Median				
Test I--Jan., 1925	10	16	22	25.5
Test II-May, 1925	25	31	25	35
Test III-Jan., 1926	23	32	34	36
Test IV--Feb., 1927	32	32	33.01	34.5

\* Test was not given in grades 5 and 8 January, 1926.

Table XXII shows the median arranged according to original groupings as in Tests I and II. That is, the median shown for grade 3 of Test III is really the median for grade 4 in 1926. Since it is the same group which made third grade medians in 1925, it is necessary to move them back one year. In Test IV each grade moves back two years.

A study of Table XXII shows the third grade group of 1925 did better as fourth grade pupils in Test III and fifth grade pupils in Test IV. Fourth grade pupils of 1925 showed a slight gain as fifth graders in 1926 and remained the same as sixth grade pupils in 1927. Fifth grade pupils of 1925 showed a substained gain as sixth graders in 1926 but lost .99 as seventh graders in 1927. Pupils who were in the sixth grade in 1925 showed a slight increase in the seventh grade in 1926 but lost 1.5 in the eighth grade in 1927.

This seems to indicate a marked tendency for pupils in the seventh and eighth grades to lose the effect of the intensive drill previously given. It is difficult to say whether this is due to poor teaching or an inclination on the part of school work.

A study of scores made by ten individual children was made for the rapid, normal, and slow groups. These children were selected from the 1927 seventh grade and were children who had taken all four tests. There were no other qualifying factors entering into the selection. Results are shown in Tables XXIII, XXIV, and XXV, which follow.

Table XXIII

Scores Made by Ten Pupils of Rapid Group in Tests I-IV  
Inclusive through Grades 5, 6, and 7

Grades	5	5	6	7
Standard Test	I	II	III	IV
Standard Median	22	22	27.3	29.4
Students	S c o r e s			
1	36	35	38	33
2	19	35	37	35
3	28	33	37	33
4	33	39	39	37
5	25	37	40	34
6	37	39	38	38
7	17	37	36	35
8	30	35	39	39
9	25	32	31	36
10	27	40	40	38
Med. Score	27.7	36.2	37.5	35.8

The range of I.Q.'s was from 113-143.

0 pupils show constant increase in improvement.

7 pupils show a slight variation, 1 to 2 points in improvement.

3 pupils show considerable variation--i.e., more than two points in gain or loss from previous score.

Table XXIV

Scores Made by Ten Pupils of Normal Group in Tests I-IV  
Inclusive Through Grades 5, 6, and 7

Grades	5	5	6	7
Test	I	II	III	IV
Standard Median	22	22	27.3	29.4
Students	S c o r e s			
1	21	25	28	36
2	17	26	30	35
3	28	30	33	32
4	30	38	34	36
5	15	37	33	32
6	22	34	36	38
7	24	36	33	35
8	21	20	25	30
9	26	37	38	37
10	23	35	35	33
Med. Score	22.7	32.7	32.4	34.4

The range of I.Q.'s was from 91 - 109.

5 pupils show constant increase in improvement.

4 pupils show slight variation--1 to 2 points in improvement.

3 pupils show considerable variation--i.e., more than two points in gain or loss from previous score.

Table XXV

Scores Made by Ten Pupils of Slow Group in Tests I-IV  
Inclusive Through Grades 5, 6, and 7

Grades	5	5	6	7
Test	I	II	III	IV
Standard Med.	22	22	27.3	29.4
Students	S c o r e s			
1	11	25	25	33
2	22	31	30	32
3	17	34	50	36
4	20	30	26	36
5	15	37	33	32
6	21	35	28	34
7	17	35	36	34
8	9	19	20	20
9	22	34	34	37
10	19	36	34	34
Med. Score	17.3	31.6	29.6	32.7

The range of I.Q.'s was from 71 to 88.

0 show constant increase in improvement.

6 show slight variation--1 to 2 points in improvement.

4 show considerable variation--i.e., more than two points in gain or loss from previous score.

Table XXVI

Median Scores of the Rapid, Normal, and Slow Groups of  
Ten Pupils in Tests I-IV Inclusive

Tests	I	II	III	IV
Rapid	27.7	36.2	37.5	35.8
Normal	22.7	32.7	32.4	34.4
Slow	17.3	31.6	29.6	32.7
Standard Med.	22	22	27.3	29.4

Table XXVI shows the median of the rapid group as 27.7 in Test I, 36.2 in Test II, 37.5 in Test III and 35.8 in Test IV.

All except the slow group in Test I are above the standard median. The slow group shows a tendency to slump on Test III. The normal group slumps very slightly on Test III. The rapid group slumps on Test IV.

In the initial test there was greater variation of scores among the groups showing that intensive drill is more necessary to the slow group than to the other groups. After the intensive drill was dropped the third test shows a slight drop in scores with the slow and normal groups of ten. The slow group deviated much more from the standard than did the other two groups.



Table XXVII

Comparison of Errors in Tests I-II-III and IV as to Rank  
and Per Cent of Errors

Sentence Number	Test I		Test II		Test III*		Test IV	
	Rank	% of Errors	Rank	% of Errors	Rank	% of Errors	Rank	% of Errors
	1567 pupils		1599	pupils	1091	pupils	1661	pupils
1	37	15.76	30	8.13	53	6.32	39	9.63
2	35	23.99	36	5.25	34	5.68	33	18.78
3	27	32.16	53	5.81	32	6.39	34	16.13
4	26	32.54	55	5.56	36	4.03	31	20.31
5	5	74.40	27	12.44	26	13.75	21	34.07
6	40	11.35	59	4.22	39	2.29	37	11.13
7	18	44.28	31	7.75	31	6.87	28	23.54
8	13	51.43	18	20.57	15	23.55	18	35.40
9	15	47.60	37	4.95	19	17.41	24	29.56
10	7	67.13	2	59.85	3	64.53	4	64.59
11	38	15.69	40	2.50	40	1.65	38	10.17
12	2	39.47	10	27.70	8	33.73	5	52.25
13	14	51.05	20	16.13	22	16.77	27	32.69
14	33	28.01	38	4.31	37	4.03	36	14.81
15	8	66.56	19	16.19	18	19.79	16	36.48
16	59	12.95	34	5.75	33	2.47	40	9.63
17	16	46.07	9	29.58	12	29.05	13	42.32
18	30	31.14	21	15.19	24	14.66	30	21.31
19	6	69.17	11	27.39	13	27.40	10	43.34
20	1	89.53	3	58.53	2	66.73	2	79.22
21	23	40.26	8	30.39	9	32.99	8	46.78
22	17	45.56	7	32.33	10	32.08	14	49.83
23	3	83.02	1	70.79	1	66.82	3	70.62
24	10	52.33	15	22.39	14	24.38	15	39.43
25	4	78.68	6	34.89	5	40.23	6	51.29
26	12	51.88	14	23.01	11	29.42	11	43.04
27	20	43.20	5	36.89	6	39.68	9	43.34
28	31	29.93	26	13.25	25	14.11	12	43.04
29	36	20.61	32	6.62	35	4.12	35	14.93
30	22	40.77	25	13.25	21	16.95	25	28.47
31	32	29.54	16	22.32	16	23.00	7	47.80
32	24	38.99	17	21.07	17	21.44	20	34.37
33	21	42.32	28	11.00	30	9.80	27	24.20
34	34	27.95	13	24.58	29	9.80	32	19.74
35	25	38.48	12	25.20	7	34.46	17	35.75
36	29	31.84	22	15.13	23	15.67	23	30.82
37	19	44.28	24	13.57	28	12.09	29	22.45
38	9	56.73	4	51.41	4	42.98	1	79.41
39	28	31.97	29	10.94	27	12.19	26	24.80
40	11	52.58	23	13.69	20	17.14	19	34.92

\* Grades III and VIII did not take Test III.

CHAPTER IV  
SUMMARY OF FINDINGS

The objectives of this thesis as set forth in Chapter I(1) were:

1. Efficiency of the Salina course of study in dealing with the most common errors of English grammar
2. Pupils power to retain effect of intensive drill over set periods of time.
3. Effect of intensive drill on the three general classes of pupils, rapid, normal, and slow.

The data which are found in Chapter III and the bulletins in Appendix C tend to force certain conclusions which are more or less significant. The three objectives given above will be dealt with separately.

The results of a detailed investigation of the course of study in English grammar used in grades three to six inclusive(2) show a great lack of emphasis on the common errors of English as set forth in the diagnostic test(3) which was selected for this study. The course for grade three is the only one where specific study is made of any of the twenty most frequent errors used in the test. Two errors are thus dealt with. Ten other errors are referred to in the course of study or the text used in these grades.

This seems to indicate a weakness in the course of study used in the Salina Schools as the errors included in the test were selected because they were common.

The effect of three months of intensive drill is demon-

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(1) General Problem, Chapter I, p. 4-5

(2) Presentation of Data, Chapter III, p. 14-15

(3) Appendix B.

strated in the results shown in Table XVIII.(4) In the third grade Test I shows a language median of 10. After intensive drill the third grade language median advances to 25, an improvement of 150%. Other grades did not present as high a percentage of improvement as this but the average for all grades was 58.33. The lowest percentage of improvement was in the seventh grade with 13% and the eighth grade with 20%.

Table XIX(5) shows a decrease in the per cent of errors actually made in Test II as compared with Test I of 23.52%.

The total number of pupils making perfect scores in Test II was 29.(6) In Test I there were no pupils who made a perfect score.

The above facts seem to indicate a marked improvement in the ability to use good English when pupils are given intensive drill.

Another phase of this problem is to determine whether pupils are able to retain the effect of this drill over a period of time when no special emphasis was given to drill on the forms contained in the test.

The pupils in grade 3 who in Test II advanced the language median from 10 to 25, an improvement of 150%, made a median of 29 in test III, which was given in January, 1926, a span of nine months.(7) One year later, January 1927, this same group now in grade 5 showed a median of 32. This group, therefore, shows a tendency to constant improvement.

On the other hand the groups in grades 5 and 6 show slight

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(4) Chapter III, p.

(5) Chapter III, p.

(6) Chapter III, Table XX, p.

(7) Chapter, III, Table XXI and Table XXII, p.

improvement after a lapse of nine months. One year later, namely, February 1927, they show an actual decrease. Explanation for this tendency to break downward in the upper grades is difficult to make. It seems to be typical however of seventh and eighth grade pupils in all four tests that they show a smaller per cent of progress than younger pupils under intensive drill. Their power of retention also seems to diminish rather than increase. This may be due to one or more several reasons, namely, the persistence of language habits formed in the years immediately preceding; lack of adjustment to departmental type of teaching in junior high school; carelessness typical of adolescent age; or poorer teaching in seventh and eighth grades.

A study of sentences which show the highest percentage of frequency in each test<sup>(8)</sup> brings out the fact that sentence 23, "You darean't get one" Form I, and "Dast I got a drink," Form II, is found to be the most difficult. This is a verb form and the course of study fails to refer to it throughout the grades included in this test. Sentences 10 and 20<sup>(9)</sup> also have high percentage of errors in the four tests as compared with other sentence forms.

The rooms which have the highest median I.Q. do not always show the highest language median. This is shown in Table VII<sup>(10)</sup> <sup>(11)</sup>. In grade 3 the room which had the highest median I.Q., 106 ranked first in language median. One of the two rooms which had 110 as median I.Q. was first in language median with 23 and the other was tied for third place with language median of 18.5.

( 8 ) Chapter III, Table XXVII, p.

( 9 ) Appendix B, Test Form I, Test Form II

(10) Chapter III, Table VII, p.

(11) Appendix C, Bulletin, January 21, 1925, p.

The fifth and sixth grades rank third and fourth respectively.

A study of the scores made by ten pupils selected at random from each of the intelligence groups, rapid, normal, and slow(12) who had taken the four tests, reveals nothing which is regular enough to base conclusions upon. The slow group responds to intensive drill but fails to retain the effect for an extended period.

Tables X and XI(13) seem to indicate that the rapid, normal, and slow groups find the same sentences hard. Table X, however, reveals the fact that in most cases there is a constantly increasing percentage of error in the rapid, normal, and slow groups, e.g., the highest percentage of error in the rapid group is 86.14% for sentence 12, sentence 20 is the most difficult for the normal group with 87.14% of error. Sentences 34, 12, 20, and 10 which are the four with the highest frequency of error for all groups are also the first four of greatest difficulty for the slow group.

A summary of the results of the entire study seems to verify the following conclusions:

1. Intensive drill is effective on all types of pupils, particularly the slow group.
2. The results of intensive drill are retained with considerable regularity by all types of pupils.
3. Seventh and eighth grade pupils in Salina show a lower record of achievement than sixth grade pupils.
4. The Salina course of study is deficient in that it

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(12) Chapter III, Tables XXIII, XXIV, XXV, and XXVI, p.

(13) Chapter III, Tables X and XI.

- lacks emphasis upon the common errors of English usage.
5. Pupils of varying intelligence ratings miss the same type of errors but in a slightly ascending scale of frequency from rapid to slow.

## APPENDIX "A"

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APPENDIX "B"

TESTS AND BLANK FORMS



MISCELLANEOUS B }  
Form I }  
Grades III to XII }

Published by the  
**PUBLIC SCHOOL PUBLISHING CO.**  
BLOOMINGTON, ILL.

Pupil's Scores  
Language.....  
Grammar.....

## DIAGNOSTIC LANGUAGE TEST

By W. W. Charters

City ..... County ..... State ..... Date .....

Name ..... Age today ..... Race ..... Sex .....  
(Years, Months)

School ..... Grade ..... Teacher .....

### GENERAL INSTRUCTIONS

After telling the children not to read the papers, ask those on the front seats to distribute them, placing one upon the desk of each pupil in the class. Have each pupil fill in the blanks at the top. Then say, "Look at the directions while I read them to you."

**DIRECTIONS:** (To be read by the teacher and pupils together.)

"This test is given to pupils who have studied language lessons to see how well they are able to tell when sentences are right and when they are wrong. Now look at the sample below."

1. I told him to go.

.....  
"The plan is to read this sentence over carefully to see if it is right. If it is right make a cross on the dotted line below the sentence. The sentence, 'I told him to go,' is right so we shall make a cross on the dotted line below it. Make the cross now." (The teacher should pause to allow time for doing this and should pass around the room in the lower grades to make certain every pupil understands).

"If the sentence is not right we are to write it correctly on the dotted line below it. Let us try one that is not right."

2. I runned to school this morning.

.....  
"The right form is 'I ran to school this morning.' So we shall write the corrected sentence on the dotted line."

"Now children this is what you are to do on the rest of this page and on the next page. (Pointing). Read each sentence carefully and see if it is all right. If it is all right, make a cross on the dotted line below it. If it is wrong, write the correct form on the dotted line. Do not hurry. Be sure to get them right. When you have finished, bring your paper to me. Begin!"

This is not a speed test so ample time should be allowed for each to finish.

1. The boy got well.	4. This here kind is good.
2. I don't like that there color.	5. I hain't got time.
3. I left it go.	6. This ain't mine.

89-2p

7. The Indians, why, they ran away.

8. Donald's got my knife.

9. We ain't got no paper.

10. The man was drowned.

11. I ain't seen it.

12. He took it off of my desk.

13. I got to go home.

14. The boys they went home.

15. I've got to go now.

16. Mine hain't here.

17. Them there flowers are dead.

18. Tain't true.

19. I can't hardly see it.

20. He hadn't ought to do that.

21. I can learn him how.

22. I don't want no more.

23. You daresn't get one.

24. I ain't got any.

25. The balloon busted.

26. May I lend one from her?

27. This ain't no good.

28. The wind blowed hard.

29. Mother says you ain't going.

30. I haven't no book.

31. That seat is tooken.

32. Will you leave us go?

33. He went and hit me.

34. Ain't those trees large!

35. I can't think of none.

36. He thrun a ball at me.

37. I ain't finished.

38. I never had no pencil.

39. I brung it today.

40. Can I have the ball?

### DIAGNOSTIC LANGUAGE TEST

By W. W. Charters

City ..... County ..... State ..... Date .....

Name ..... Age today ..... Race ..... Sex .....

(Years, Months)

School ..... Grade ..... Teacher .....

#### GENERAL INSTRUCTIONS

After telling the children not to read the papers, ask those on the front seats to distribute them, placing one upon the desk of each pupil in the class. Have each pupil fill in the blanks at the top. Then say, "Look at the directions while I read them to you."

**DIRECTIONS:** (To be read by the teacher and pupils together.)

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.....

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"If the sentence is not right we are to write it correctly on the dotted line below it. Let us try one that is not right."

2. I runned to school this morning.

.....

"The right form is 'I ran to school this morning.' So we shall write the corrected sentence on the dotted line."

"Now children this is what you are to do on the rest of this page and on the next page. (Pointing). Read each sentence carefully and see if it is all right. If it is all right, make a cross on the dotted line below it. If it is wrong, write the correct form on the dotted line. Do not hurry. Be sure to get them right. When you have finished, bring your paper to me. Begin!"

This is not a speed test so ample time should be allowed for each to finish.

1. The girl became sad.	4. This here pencil is sharper.
2. Are these here words right?	5. I hain't got a pen.
3. They left him go.	6. This ain't any good.

7. In the barn why there were birds.

8. Who's got it?

9. I ain't got no ink.

10. A lion attackted the boys.

11. I ain't been up town.

12. He jumped off of the steps.

13. I got to get a pad.

14. The frogs they made a noise.

15. They've got a new flag.

16. It hain't your turn.

17. Give me them there apples.

18. Tain't mine.

19. I can't scarcely reach it.

20. I hadn't ought to go.

21. It will learn him a lesson.

22. I didn't do nothing.

23. Dast I get a drink?

24. He ain't got his book.

25. The balloon busted.

26. She has lent one from me.

27. That ain't nothing.

28. It blowed me right over.

29. You ain't playing.

30. You haven't none.

31. Maybe he was tooken sick.

32. Leave them do it.

33. He took and cut his finger.

34. Those lines ain't straight.

35. I can't catch nobody.

36. He thrun the apple away.

37. I ain't going.

38. I never saw it no place.

39. I brung my book.

40. Can I come?

**Make a Separate Sheet for Each Grade (Yearly or Half-Yearly)**

City.....State.....Date.....

School.....Teacher.....Grade.....

Test.....Form.....Remarks.....

Distribution of Scores	
Score	No. of Pupils
39-40	
37-38	
35-36	
33-34	
31-32	
29-30	
27-28	
25-26	
23-24	
21-22	
19-20	
17-18	
15-16	
13-14	
11-12	
9-10	
7-8	
5-6	
3-4	
1-2	
0	
Total	
Median	

**DIRECTIONS FOR RECORDING SCORES**

1. Use a separate class record sheet for each grade (yearly or half-yearly) and for each class. If your class has but one grade (say the 5th grade or the 6th-high grade), then the papers are to be handled as one group. If, however, you have two or more grades (say 5th-high and 5th-low, or 5th and 6th), you should use two or more class record sheets, one for each group of children.

2. First arrange the papers for each group of pupils according to the scores on the test, putting on top of each pile the paper having the highest score. A pupil's score is the number of sentences he corrects in the accepted manner: Correct answers for each test and for each form are furnished on pages 3 and 4 of this booklet as aids in scoring.

3. Enter the number of pupils receiving the scores indicated in the table to the left. For example, count the number of pupils having scores of 39 or 40 and enter the number under "No. of Pupils" opposite the "39-40." Similarly, count the number of papers having scores of 37 or 38 and enter the number of these in the same column opposite "37-38." Proceed similarly to enter the number of papers having each of the indicated scores.

4. The median is the score of the middle paper—if the number of papers is odd. If it is even the median is the average score of the middle two papers. For example, if there are 35 papers, the median score is that of the 18th paper. If there are 36 papers, the median score is the average of the scores of the 18th and 19th papers. The computed median may also be found by the statistical method. (See Rugg, H. O. *Statistical Method Applied to Education*. Pp. 110-114.)

5. The 25 percentile may be found by the same process, except that this is one-fourth the way from the bottom instead of one-half. In like manner, the 75 percentile may be found by counting three-fourths the way from the bottom.

Class: 25 Percentile.....75 Percentile.....

Per cent of class above standard for 25 Percentile.....Median.....75 Percentile.....

## MID-YEAR STANDARDS

### LANGUAGE TESTS

	Grades						
	III	IV	V	VI	VII	VIII	IX
<b>Miscellaneous A</b>							
25 percentile . . . . .	4.0	5.8	8.1	11.8	14.0	16.6	
Median . . . . .	6.7	9.3	11.6	16.5	18.9	22.2	
75 percentile . . . . .	13.3	13.6	16.0	21.7	24.4	27.1	
<b>Miscellaneous B</b>							
25 percentile . . . . .	3.0	10.6	15.7	19.8	23.5	28.7	
Median . . . . .	7.9	17.8	22.0	27.3	29.4	32.0	
75 percentile . . . . .	14.8	24.5	27.6	32.4	33.7	36.8	
<b>Verbs</b>							
25 percentile . . . . .	7.3	12.9	17.2	19.0	22.7	28.6	
Median . . . . .	12.6	17.7	22.6	24.3	27.6	32.8	
75 percentile . . . . .	18.8	22.7	28.4	29.3	31.9	36.1	
<b>Pronouns</b>							
25 percentile . . . . .	8.9	11.1	14.2	17.0	19.6	23.1	19.9
Median . . . . .	13.6	15.1	18.5	21.4	24.5	29.0	24.5
75 percentile . . . . .	19.8	20.3	22.6	25.7	29.5	34.0	29.3

The standards given above are in every case based on from several hundred to over a thousand pupils' scores. Where no standards are given, less than two hundred pupils' scores are at present available.

## SCORING KEY--CHARTERS' DIAGNOSTIC LANGUAGE TEST

The scoring key below gives the corrections for the misused words in the sentences. However, give credit for any other corrections which actually correct the misused words and which do not change the tense nor the meaning of the original sentences.

Pronouns--Form 1		
Sentence No.	For	Insert
1	.....	.....
2	me	I
3	you	he
4	them	they (those)
5	they	he
6	whom	who
7	who	whom
8	him	he
9	us	we
10	its	his
11	them	those (they)
12	them	it
13	them	they
14	us	we
15	it	them
16	who	which (that)
17	she—I	her—me
18	him	he
19	I and my sister	my sister and I
20	them	they (those)
21	I	me
22	himself	himself
23	me	I
24	which	who
25	I	me
26	her	she
27	him	he
28	her	she
29	them	they
30	their	her
31	ourselves	ourselves
32	theirselves	themselves
33	who	whom
34	what	which (that)
35	themselves	themselves
36	he	him
37	they	them
38	whom	who
39	myself	I
40	she	her

Pronouns--Form 2		
Sentence No.	For	Insert
1	.....	.....
2	me	I
3	you	he
4	them	they (those)
5	they	he
6	whom	who
7	who	whom
8	him	he
9	us	we
10	its	her
11	them	those (they)
12	them	it
13	them	they (those)
14	us	we
15	it	them
16	who	which (that)
17	I	me
18	me	I
19	I and my father	my father and I
20	them	they (those)
21	I	me
22	himself	himself
23	me	I
24	which	whom
25	I	me
26	her	she
27	him	he
28	her	she
29	them	they
30	their	his (her)
31	ourselves	ourselves
32	theirselves	themselves
33	who	whom
34	what	who (that)
35	themselves	themselves
36	he	him
37	they	them
38	whom	who
39	myself	I
40	he	him

Verbs--Form 1		
Sentence No.	For	Insert
1	.....	.....
2	set	sat
3	ran	run
4	come	came
5	ask	asked
6	was	were
7	laid	lay
8	fell	fallen
9	rang	rung
10	shall	will
11	has	have
12	see	saw
13	will	shall
14	wrote	written
15	done	did
16	give	gave
17	lay	lie
18	ate	eaten
19	went	gone
20	run	ran
21	is	are
22	rung	rang
23	broke	broken
24	sung	sang
25	don't	doesn't
26	forgot	forgoten
27	setting	sitting
28	run	ran
29	lay	lie
30	does	do
31	set	sit
32	took	taken
33	came	come
34	begin	began
35	were	was
36	are	is
37	laying	lying
38	did	done
39	seen	saw
40	tore	torn

Verbs--Form 2		
Sentence No.	For	Insert
1	.....	.....
2	set	sat
3	ran	run
4	come	came
5	ask	asked
6	was	were
7	laid	lay
8	fell	fallen
9	rang	rung
10	will	shall
11	has	have
12	see	saw
13	will	shall
14	wrote	written
15	done	did
16	give	gave
17	lay	lie
18	ate	eaten
19	went	gone
20	run	ran
21	is	are
22	rung	rang
23	broke	broken
24	sung	sang
25	don't	doesn't
26	forgot	forgoten
27	setting	sitting
28	run	ran
29	lay	lie
30	does	do
31	set	sit
32	took	taken
33	came	come
34	begin	began
35	were	was
36	are	is
37	laying	lying
38	did	done
39	seen	saw
40	tore	torn

## SCORING KEY (Continued)

Miscellaneous A—Form 1		
Sentence No.	For	Insert
1	.....	.....
2	badder	worse
3	of	have
4	comicallest	most comical
5	badly	bad
6	boys	boys'
7	smallest	smaller
8	they	there
9	most	.....
10	near	nearly
11	Marys	Mary's
12	good	well
13	no	know
14	more	.....
15	beautiful	beautifully
16	queer	queerly
17	easy	easily
18	two	too
19	worrieder	more worried
20	real	really
21	John please	John, please
22	just have	have just
23	sweet	sweetly
24	there	their
25	slow	slowly
26	a	have
27	quick	quickly
28	new	knew
29	worser	worse
30	sure	surely
31	more perfect	more nearly perfect
32	only need	need only
33	bad	badly
34	like	as if
35	more pretty	prettier
36	awful	awfully (very)
37	Mr. Smith the baker	Mr. Smith, the baker
	Mr. Smith	Mr. Smith,
38	two last	last two
39	nice	nicey
40	half	have

Miscellaneous A—Form 2		
Sentence No.	For	Insert
1	.....	.....
2	littler	less
3	of	have
4	beautifullest	most beautiful
5	badly	bad
6	girls	girls'
7	largest	larger
8	they	there
9	most	.....
10	near	nearly
11	Johns	John's
12	good	well
13	no	know
14	more	.....
15	beautiful	beautifully
16	queer	queerly
17	easy	easily
18	two	too
19	savager	more savage
20	real	really
21	Willie please	Willie, please
22	just have	have just
23	sweet	sweetly
24	there	their
25	slow	slowly
26	a	have
27	quick	quickly
28	new	knew
29	worser	worse
30	sure	surely
31	more perfect	more nearly perfect
32	only have	have only
33	bad	badly
34	like	as if
35	more small	smaller
36	awful	awfully (very)
37	John our janitor	John, our janitor,
	John	John
38	three last	last three
39	nice	nicey
40	half	have

Miscellaneous B—Form 1		
Sentence No.	For	Insert
1	.....	.....
2	there	.....
3	left	let
4	here	.....
5	hain't got	haven't
	hain't got	have no
6	ain't	isn't
7	why they	.....
8	Donald's got	Donald has
9	ain't got	have
	ain't got no	haven't any
10	drownded	drowned
11	ain't	haven't
12	of	.....
13	got	have
14	they	.....
15	I've got	I have
16	hain't	isn't
17	them there	those
18	'tain't	'tisin't
	'tain't	it isn't
19	can't	can
20	hadn't ought	oughtn't
21	learn	teach
22	no	any
	don't	.....
23	daresn't	dare not
24	ain't got	haven't
25	busted	burst
26	lend	borrow
27	ain't no	isn't any
28	blowed	blew
29	ain't	aren't
30	haven't	have
	no	any
31	tooken	taken
32	leave	let
33	went and	.....
34	ain't	aren't
35	none	any
	can't	can
36	thrun	threw
37	ain't	haven't
38	no	any
	never	.....
39	brung	brot
40	can	may

Miscellaneous B—Form 2		
Sentence No.	For	Insert
1	.....	.....
2	here	.....
3	left	let
4	here	.....
5	haint got	haven't
	haint got a	have no
6	ain't	isn't
7	why	.....
8	who's got	who has
9	ain't got	have
	ain't got no	haven't any
10	attackted	attacked
11	ain't	haven't
12	of	.....
13	got	have
14	they	.....
15	they've got	they have
16	hain't	isn't
17	them there	those
18	taint	'tisin't, or it isn't
19	can't	can
20	hadn't ough	oughtn't
21	learn	teach
22	didn't do	did
	nothing	anything
23	dast	dare
24	ain't got	hasn't
	ain't got	doesn't have
25	busted	burst
26	lent	borrowed
27	ain't	is
	ain't nothing	isn't anything
28	blowed	blew
29	ain't	aren't
30	haven't	have
	none	any
31	tooken	taken
32	leave	let
33	took and	.....
34	ain't	aren't
35	can't	can
	nobody	anybody
36	thrun	threw
37	I ain't	I'm not
38	never	.....
39	brung	brought
40	can	may



# Salina Public Schools

## English Record Card

Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

Chronological age \_\_\_\_\_ years \_\_\_\_\_ months      Mental age \_\_\_\_\_ years \_\_\_\_\_ months

Number of years in Salina schools \_\_\_\_\_      Year of school life \_\_\_\_\_

Address \_\_\_\_\_      Nationality \_\_\_\_\_

1926 1927

1927 1928

	1926 1927				1927 1928				
	1	2	3	4		1	2	3	4
Pupil's I. Q.									
Teacher's Rating									
Language Test Score									
Grade Median									

Remarks:

---

---

## Explanation of Terms



Chronological and Mental Age These items are to be taken from the Intelligence Test Blanks.

Number of Years in Salina Schools This includes the number of years a pupil has spent in Salina School system.

Year of School Life Do not include a year spent in the Kindergarten in this item.

Pupil's I. Q. This item is to be taken from the record on the Intelligence Test.

Teacher's Rating Teachers are to rate the school work of pupil without reference to his I. Q. as follows:

- A—Superior work
- B—Average work
- C—Inferior work

Remarks—Under this item give any valuable information you may have regarding the pupil.

### *Columns 1, 2, 3 and 4*

- In column 1 place *date* of *first* test.
- In column 2 place *score* of *first* test.
- In column 3 place *date* of *second* test.
- In column 4 place *score* of *second* test.

*Record Scores in Red Ink*

---

---



1. got	
2. that-there	
3. left-let	
4. this here	
5. hain't got-haven't	
6. ain't-isn't	
7. why	
8. got-has	
9. ain't got no	Fifty spaces to the right
10. drowded-drowned	
11. ain't-haven't	
12. off of-off	
13. got-have	
14. the boys they	
15. I've got-I have	
16. hain't-isn't	
17. them there	
18. tain't-it isn't	
19. can't hardly	
20. hadn't ought	
21. learn-teach	
22. no-any	
23. daresn't-dare not	
24. ain't got-haven't	
25. busted-burst	
26. lend-borrow	
27. ain't no-isn't any	
28. blowed-blew	
29. ain't-aren't	
30. no-any	
31. tooken-taken	
32. leave-let	
33. went and	
34. ain't-aren't	
35. none-any	
36. thrun-threw	
37. ain't-haven't	
38. no-any	
39. brung-brought	
40. can-may	
	Fifty spaces down

# APPENDIX "C"

## BULLETINS

### SALINA PUBLIC SCHOOLS

SUMMARY OF ENGLISH TEST DATE JANUARY 21, 1925

Test Used: CHARTER'S DIAGNOSTIC LANGUAGE TEST

First Test - Miscellaneous, Form I.

In grades 1-6 inclusive out of 41 groups taking this test, 21 groups have attained the mid-year standard median.

Only the third, fifth and seventh grades have attained the mid-year standard median.

The third grade is the only grade in which the group with the highest Room Median I.Q. made the highest language score.

The total number of errors in this test is 27,929 out of a total number of possible errors of 62,680. This is 44% of the total number of possible errors.

The sentence "He hadn't ought to do that," was missed the greatest number of times.

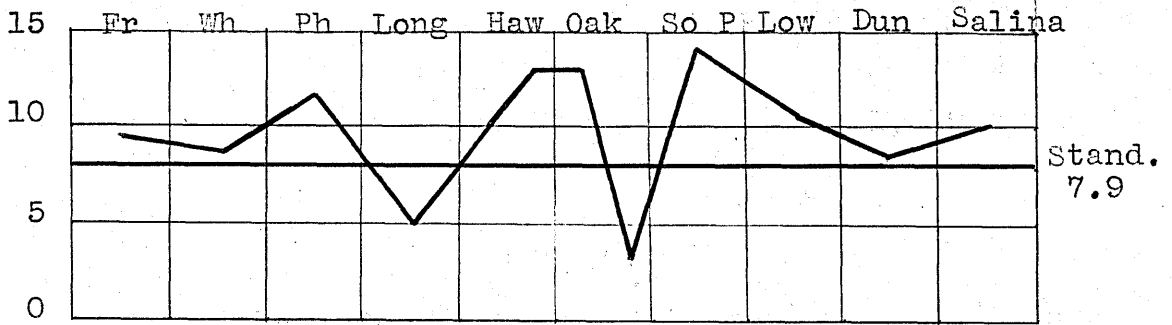
The sentence "This ain't mine," was missed the fewest number of times.

There were no perfect scores in this test.

#### Grade 3

Teacher	No. Pupils	Room Med. I.Q.	Lang. I.Q.
Van Petten	34	106	14
Swarner	13	105	13
Wright	27	99	13
Humbarger	26	103	11.5
Fluker	40	102	10.5
Herschell	28	94	10
Gray	30	95	9.5
Martin	25	95	9
Bryant	6	84	8
Timken	19	82	5
Shank	34	77	3
<b>Mid-Year Standard</b>			<b>7.9</b>
<b>Salina</b>		<b>282</b>	<b>10.</b>

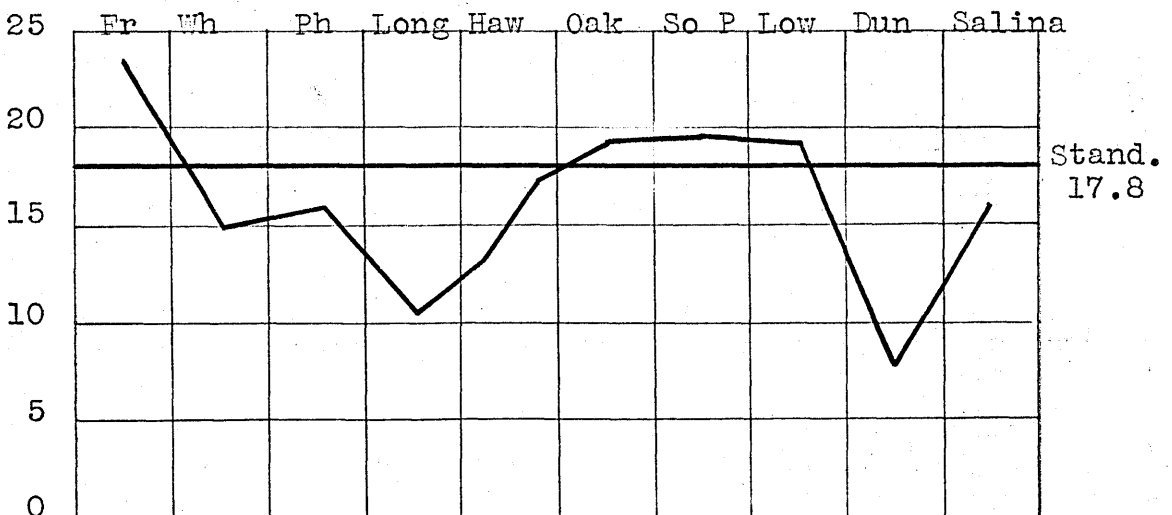
Highest Score: Harriet Wolley--South Park..... 56



Grade 4

Teacher	No. Pupils	Room Med. I.Q.	Lang. Median
Holder	38	110	25
Williams	51	102	19
Olson	34	110	18.5
Snodgrass	34	106	18.5
McMullen	17	104	17
Frost	31	107	16
Petford	21	108	15
Miller	37	95	13
Timken	14	87	10.5
Johnston	14	75	7.7
Mid-Year Standard			17.8
Salina	271		16

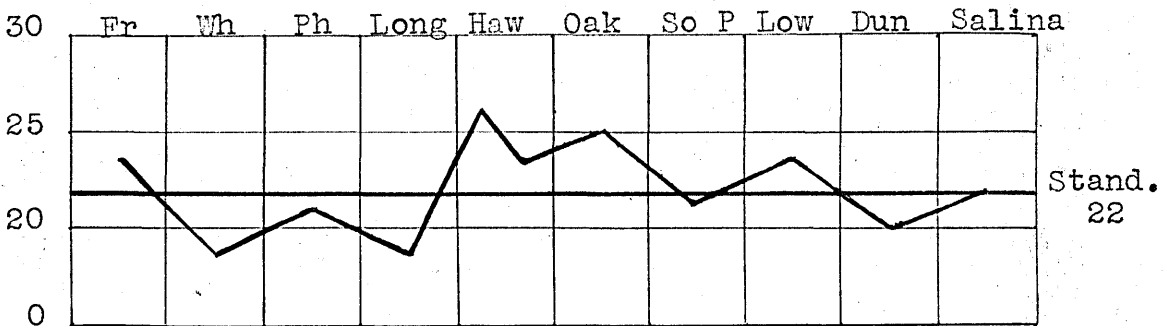
Highest Score: Ann Leonard Samuels (Oakdale)..... 36



Grade 5

Teacher	No. Pupils	Med. Room I.Q.	Lang. Median
Tunney	35	104	26
Johnson	36	107	25
Kirk	34	121	23.5
McMullen	12	114	23
Strode	28	97	23
Ford	32	105	21.5
Fletcher	31	103	21
Johnston	11	120	20
Koehler	32	108	18
Entz	21	97	18
<b>Mid-Year Standard</b>			<b>22</b>
<b>Salina</b>	<b>272</b>		<b>22</b>

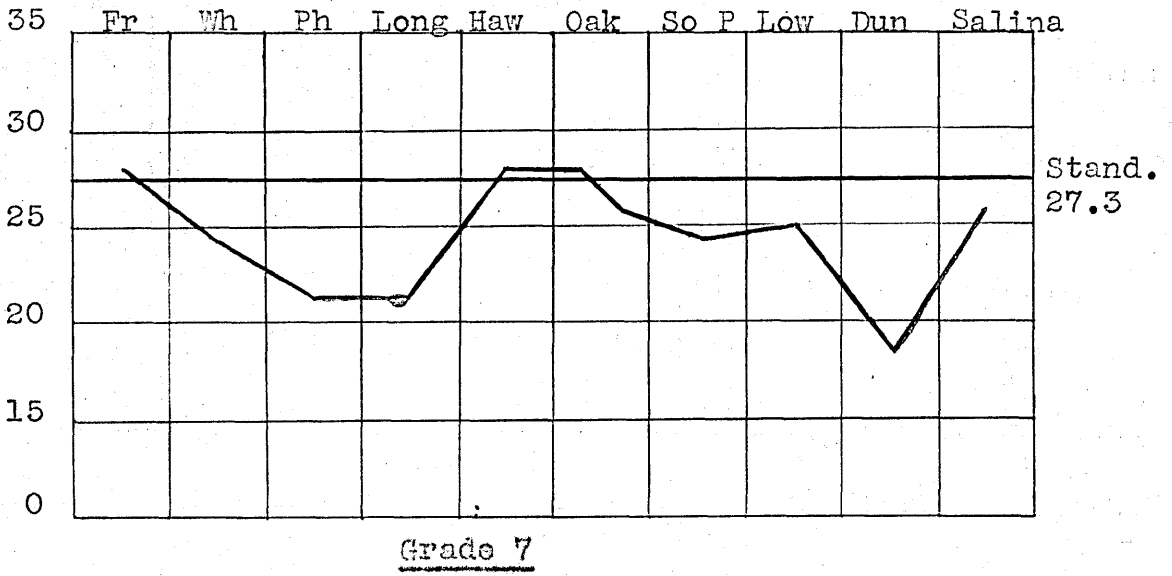
Highest Score: Marion Black--Whittier, 57; Donald Kathary--Hawthorne, 37; Jack Stanley--Phillips, 37



Grade 6

Teacher	No. Pupils	Med. Room I.Q.	Lang. Median
Hagler	44	109	28
Hunts	30	99	28
Conover	28	97	28
Klotz	23	110	26
Harvey	20	106	25
Balsmier	28	106	24.5
Mitchell	20	97	24.5
Krueger	18	97	22.5
Smith	28	108	22
Griffin	13	75	18
<b>Mid-Year Standard</b>			<b>27.3</b>
<b>Salina</b>	<b>252</b>		<b>25.5</b>

Highest Score: Roberta Lebow, South Park..... 38



Teacher	No. Pupils	Lang. Median
Roberts	162	29
Manley	86	32
Carroll	13	23
Griffin	7	17
<hr/>		
Mid-Year Stand. Median		294
Salina	268	30
<hr/>		
Highest Score:	Helen Hood.....	38

Grade 8

Fuller	143	29
Lough	33	30
Griffin	9	25
<hr/>		
Stand. Median		32
Salina	235	29
<hr/>		
Highest Score:	Iva Cooper 38; Elizabeth Cox 38	



ENGLISH ERRORS

Grade	No. Pupils	TEST I						Total
		3rd	4th	5th	6th	7th	8th	
		282	271	272	252	255	235	1567
1.	The boy got well.	43	26	37	50	60	31	247
2.	I don't like that there color.	148	96	57	39	22	14	376
3.	I left it go.	151	106	78	62	58	49	504
4.	This here kind is good.	188	126	62	63	34	35	508
5.	I hain't got time.	219	225	215	187	155	165	1166
6.	This ain't mine.	90	51	13	9	12	3	178
7.	The Indians, why, they ran away.	189	162	111	78	59	95	694
8.	Donald's got my knife.	211	189	141	110	64	91	806
9.	We ain't got no paper.	208	170	135	108	57	68	746
10.	The man was drown-ded.	232	213	192	192	101	117	1052
11.	I ain't seen it.	100	44	30	31	26	15	246
12.	He took it off of my desk.	259	239	244	216	228	216	1402
13.	I got to go home.	208	180	132	109	80	91	800
14.	The boys they went home.	172	105	55	56	25	26	439
15.	I've got to go now.	235	213	179	160	122	123	1043
16.	Mine hain't here.	102	48	7	51	9	6	203
17.	Them there flowers are dead.	215	171	121	122	59	34	722
18.	Tain't true.	166	124	78	70	5	45	488
19.	I can't hardly see it.	241	229	194	162	134	124	1084
20.	He hadn't ought to do that.	260	249	234	216	229	215	1403
21.	I can learn him now.	220	123	92	95	54	47	631
22.	I don't want no more.	220	178	123	117	39	37	714
23.	You darean't get one.	250	240	226	205	187	193	1301
24.	I ain't got any.	213	185	150	123	62	95	828
25.	The balloon busted.	252	234	230	219	89	209	1233
26.	May I lend one from her?	253	193	148	103	62	55	814
27.	This ain't no good.	199	177	123	97	43	38	677
28.	The wind blowed hard	176	118	69	48	42	16	469
29.	Mother says you aint going.	141	132	54	33	19	14	323
30.	I haven't no book.	195	156	110	77	60	41	639

Grade	3rd	4th	5th	6th	7th	8th	Total
No. Pupils	282	271	272	252	255	235	1567
31. That seat is taken.	204	131	62	41	10	15	463
32. Will you leave us go?	190	141	87	79	59	55	611
33. He went and hit me.	227	163	106	75	46	54	671
34. Ain't those trees large?	153	118	61	55	32	19	438
35. I can't think of none.	209	163	104	70	31	26	603
36. He thru a ball at me.	183	128	82	50	35	21	499
37. I ain't finished.	144	96	96	97	82	179	694
38. I never had no pen- cil.	223	178	142	124	98	124	889
39. I brung it today.	199	119	70	59	24	30	501
40. Can I have the ball?	233	174	125	113	77	102	824

Explanation: Figures opposite each sentence indicate the number of times each sentence was missed in each grade.

SALINA PUBLIC SCHOOLS

Bulletin No. 155

February 27, 1927

For the Information of Principals and Teachers:

Your Committee on English Research has completed a preliminary study of errors made in the diagnostic test given some time ago. In order that you may be informed we are giving you a list of the twenty errors which occurred the greatest number of times in each group, rapid, normal, and slow. A study of these errors discloses some rather interesting information. Sixteen out of the first twenty are common to each group. A study of errors in each grade shows a high correlation between the errors made in the lower grades and those in the upper grades. Fourteen out of the sixteen common to each group are verb forms.

In addition to the list of errors we are also enclosing a list of suggestions and bibliography which have been compiled after consultation with each teacher.

The lists of errors and suggestions are sent to you with the hope that you will find them helpful in your English work. As you know, we expect to repeat this test later in the year and we hope to find an improvement in every building and every grade.

Try these plans and others which you find or create and let us know of your success. Your committee is ready for suggestions at any time.

In a short time we expect to send you a more detailed statement of our study. Cards for use in checking the errors of individual pupils will be sent to you as soon as they can be printed.

Sincerely,

W. N. Van Slyck, Chairman  
English Research Committee

At the request of the English Research Committee, a personal conference with each teacher of 3rd, 4th, 5th, and 6th grades was held. As a result of these conferences lists were made under two heads:

## I. PROCEDURE IN THE CLASSROOM TOWARD ELIMINATION OF ENGLISH ERRORS.

- a. Put correct forms on board.
- b. Write sentences both statements and questions using correct forms.
- c. Write paragraphs and short stories using correct forms.
- d. Choose sides and have a contest like a "spell down."
- e. Fill blanks with correct forms.
- f. Correct orally any errors made, the teacher at times, but oftener the children making the corrections.
- g. Answer questions correctly. Sit down if mistake is made. Second and third chances are given.
- h. Keep right forms before children and emphasize in all work.
- i. Put up correct forms. Write names of children on the board under the form that they need to learn to use correctly. Start each day new.
- j. Keep list of errors for one week. Use as basis for drill.
- k. MERRY-GO-ROUND:  
Every child's name on it. If child corrects his own mistake, no error counted. If teacher or other pupils make correction, a mark is placed beside name of child corrected. If a child receives 5 marks in a week his name is erased for the remainder of that week. If he gets no mark for a week a colored star is placed beside his name. Every one starts new on Monday except that colored stars are carried over.
- l. Each child has glass jar. Beans are added when child makes error.
- m. Correct form cards made by pupils and put up in the room.
- n. Children give oral book review. English used is discussed and blackboard lesson results.
- o. "MAKE IT RIGHT GAME." Pass out sentences and correct.
- p. Put up goal each day. "Today we will leave out and," etc.

NOTE: The English Committee suggests that correct forms be kept before the group and for this reason they have omitted suggestions that were negative. Further suggestions or variations of these will be welcomed by the committee.

## II. MATERIALS AND BOOKS THAT ARE BEING USED AND ARE FOUND HELPFUL.

- a. "Language Games" by Myra King
- b. "Good English" by Elson Runkle; Scott Foresman Company

- c. Sheridan Language Series"  
"Speaking and Writing English for Fourth Grade";  
Benj. H. Sanborn Co.
- d. "Ideal Language Cards for Third, Fourth, and Fifth  
Grades"; Ideal School Supply Co.
- e. Standard Drills in English; Plymouth Press Co.
- f. Public School Methods Set (for games)
- g. Language Games for All Grades by Deming; Beckley Cardy  
Co.
- h. Silent Reading Language Cards; Plymouth Press Co.

SIGNED: COMMITTEE

SALINA PUBLIC SCHOOLS

Summary of 2nd English Test Data.

Test Used: Charter's Diagnostic Language Test.

First Test: Miscellaneous B, Form I, January, 1925

Second Test: Miscellaneous B, Form II, May, 1925

Grades 3 - 6 Inclusive

(Date taken from list of 20 most common errors)

In Test I, out of the 20 most common errors, 17 were common to all grades.

In Test II, 14 were common to all grades.

Out of the lists of the 20 most common errors in Test I and Test II, 14 of these errors were common to both lists.

Lower grade errors persist in the upper grades. Few errors are added by upper grade children.

In Test II, out of the twenty most common errors, 12 are verb forms and 4 are double negatives.

In Test I the improper use of "got" appeared 6 times among the 20 most common errors; in Test II, it appeared once.

Out of the 41 groups in these grades, there are 16 groups in which every child has reached the standard median.

All groups have reached the standard median in this test.

The total number of errors in this test is 13,551 out of a total number of possible errors of 63,960. This is 21% of the total number of possible errors. In Test I the total number of errors was 44% of the total number of possible errors.

There were no perfect scores in Test I and 29 perfect scores in Test II.

The following is the % of improvement made by the various grades between Test I and Test II:

Grade 3.....	150%	Grade 6.....	37%
" 4.....	93	" 7.....	13
" 5.....	59	" 8.....	20

In Whittier School all but one child made the standard median.

Grade 3

School	No. Pupils		Lang. Median		% Improvement
	Test I	Test II	Test I	Test II	
Franklin	30	29	9.5	32	236
Whittier	25	27	9	21	133
Phillips	26	28	11.5	26	126
Longfellow	19	19	5	20	300
Hawthorne (w)	27	29	13	25	92
" (H)	28	27	10	26	160
Oakdale (S)	34	28	3	24.5	716
" (H)	--	26	--	12	---
South Park	34	37	14	29	107
Lowell	40	44	10.5	28	166
Dunbar	6	7	8	11	37

Standard Median			7.9	7.9	
Salina	282	301	10	25	150

There were no perfect scores in grade 3. The following groups have no pupils below the standard median: Franklin, Longfellow and South Park.

Grade 4

School	No. Pupils		Lang. Median		% Improvement
	Test I	Test II	Test I	Test II	
Franklin	38	37	23	38	40
Whittier	21	18	15	37	150
Phillips	31	31	16	34	112
Longfellow	14	17	10.5	27	157
Hawthorne (Mc)	17	16	17	31	82
" (M)	37	38	13	20	54
Oakdale	34	33	18.5	25	39
South Park	31	35	19	31	63
Lowell	34	42	18.5	33	78
Dunbar	14	11	7.7	26	270

Standard Median			17.8	17.8	
Salina	271	278	16	31	93

Perfect Scores: Edward Mertel Franklin  
 Martha Lundstrom Whittier  
 Vivian Fox "  
 Doris Roush Lowell  
 Kenneth Middleton "

The following groups have no pupils below the standard median: Franklin, Hawthorne(Mc), Whittier, South Park, Phillips, and Lowell.

Grade 5

School	No. Pupils		Lang. Median		% Improvement
	Test I	II	Test I	II	
Franklin	28	27	23	34	47%
Whittier	32	32	18	36	200
Phillips	31	32	21	29.5	40
Longfellow	21	24	18	30.5	70
Hawthorne (T)	35	33	26	37	42
Hawthorne (Mc)	12	12	23	32.5	41
Oakdale	36	38	25	32.5	30
South Park	32	32	21.5	35	62
Lowell	34	36	23.5	37.5	59
Dunbar	11	9	20	35	75
Standard Median			22	22	
Salina	272	275	22	35	59

Perfect Scores: Bertrand Walker--Dunbar    Donald Kathary--Hawth.  
 Wilmarth Keuns    Lowell    Mary Mills--Whittier  
 Martha Dodge    "    Lillian Sandborn--Haw.  
 Sarah Cook    "

The following groups have no pupils below the standard median:  
 Dunbar, Whittier, Hawthorne(T), Hawthorne (Mc), Lowell.

Grade 6.

Franklin	44	45	28	37	32%
Whittier	20	20	24.5	34.5	40
Phillips	28	30	22	32.5	45
Longfellow	18	22	22.5	31.5	40
Hawthorne	30	32	28	35	25
Oakdale (Conover)	28	29	28	34	21
Oakdale (K)	23	21	26	35	34
South Park	28	31	24.5	37	51
Lowell	20	26	25	36	44
Dunbar	13	12	18	27	50
Standard Median			27.3	27.3	
Salina	252	268	25.5	35	37%

Perfect Scores: Esther Epp.....Lowell  
 Irene Switzer.....Hawthorne  
 Naurine Johnson..... "

The following groups have no pupils below the standard median:  
 Hawthorne, Whittier.



Grade 7

School	No. Pupils		Lang. Median		% Improvement
	Test I	II	Test I	II	
Roberts	162	243	29	33	14%
Manley	86	85	32	36	12
Carroll	13	17	23	23	--
Griffin	7	6	17	30	76
<hr/>					
Standard Median			29.4	29.4	
Salina	268	234	29	35	20%

Perfect Scores: Harriet Chase                      Genevieve Kouns  
Richard Porter                                      Helen Hood  
Earl Rodda    Jenetta Cox (Dunbar)

Grade 8

Fuller	145	111	29	34	17%
Lough	83	85	30	38	26
Griffin	9	10	25	32	28
<hr/>					
Standard Median			32	32	
Salina	235	234	29	35	20%

Perfect Scores: Beatrice Snyder                      Aline Law  
Burnadette Browning                              Alva Pierce  
Mary Swing    Helen Leisz  
Mildred Howery                                      Harold Shreve

LANGUAGE ERRORS

TEST II

May 15, 1925

	Grade	3rd	4th	5th	6th	7th	8th	Total
No. Pupils		301	278	275	268	243	234	1599
Sent. No.	Error	T i m e s M i s s e d .						
1.	became	38	20	30	9	18	15	130
2.	here	41	16	14	6	4	3	84
3.	left-let	42	15	6	8	20	2	93
4.	this here	47	23	2	18	8	1	89
5.	haint got	68	43	20	19	31	18	199
6.	aint	31	19	8	5	4	1	68
7.	why	58	24	8	18	14	2	124
8.	got	117	68	34	31	48	31	329
9.	aint got no	84	51	33	22	24	25	239
10.	attackted	175	208	186	186	121	81	957
11.	aint	22	11	2	3	0	2	40
12.	off of	103	62	61	55	102	80	443
13.	got for have	93	58	21	25	35	26	258
14.	the frogs they	44	12	3	4	4	2	69
15.	got for have	93	66	6	21	49	24	259
16.	haint	41	14	35	0	2	0	92
17.	them there	183	87	65	58	36	44	473
18.	taint	111	49	38	19	4	22	243
19.	can't scarcely	171	86	49	65	41	26	438
20.	hadn't ought	216	153	147	119	175	126	936
21.	learn for teach	146	100	55	50	74	61	486
22.	didn't do nothing	190	117	78	75	38	27	525
23.	dast for dare	282	254	123	193	149	131	1132
24.	ain't got	112	89	33	37	55	32	358
25.	busted	162	105	64	56	92	79	558
26.	lent for borrow	160	73	34	25	40	36	368
27.	ain't nothing	206	134	94	91	31	34	590
28.	blowed for blew	104	47	11	22	17	11	212
29.	ain't	48	22	5	18	10	3	106
30.	haven't none	100	58	26	11	11	6	212
31.	tooken	188	85	64	62	24	34	357
32.	leave for let	117	71	43	19	47	40	337
33.	took and cut	31	37	18	18	13	9	176
34.	ain't	69	42	22	13	12	2	393
35.	can't nobody	169	101	47	46	27	13	403
36.	thrun for threw	109	51	28	30	17	7	242
37.	ain't	96	66	28	11	7	9	217
38.	never-no	219	118	91	99	148	147	822
39.	brung for bring	86	31	12	20	12	14	176
40.	can for may	80	39	18	9	30	43	219

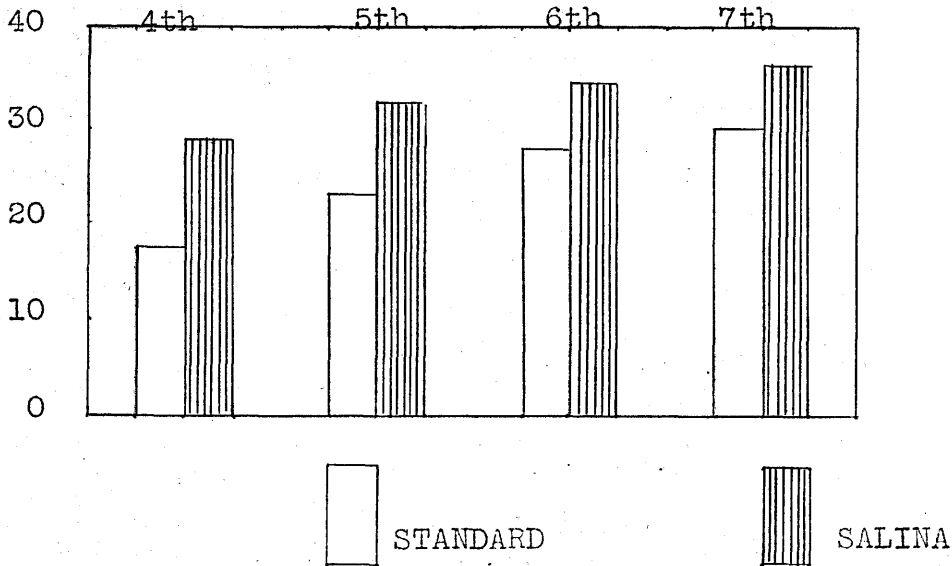
Summary of English Test Data.

Test Used: Charter's Diagnostic Language Test, Miscellaneous B, Form II

Table I MEDIAN AND STANDARDS

	No. Pupils	Salina Standard	% at or above standard
Grade 4	297	28	17.8
5	261	32	22
6	268	34	27.3
7	265	36	29.4

Figure I: MEDIAN AND STANDARDS



The above figure shows every grade above the Standard Score.

In the first English test given last year 50% of the groups taking the test made the standard score; this year on the first test, every group made the standard score. The results of this test show that the intensive drill work in correcting language errors done by the teachers last year was very effective.

Table II

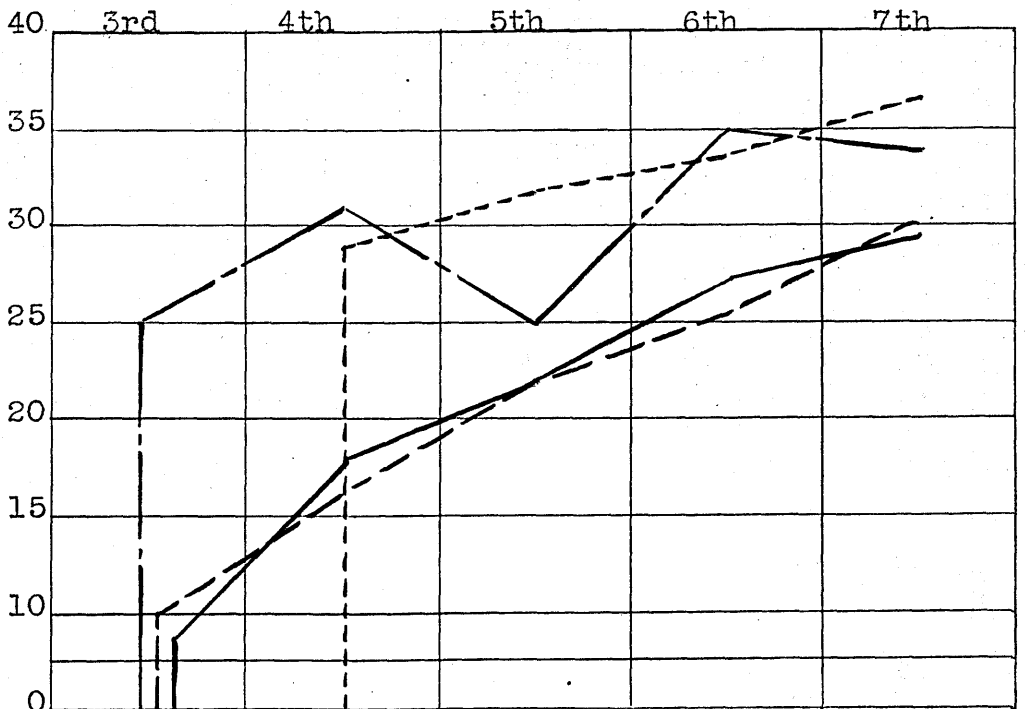
## BUILDING REPORT

Grade	Score		% at or above standard
4	Stand. Score	17.8	
	Salina	28	84%
	Your Score		
5	Stand. Score	22	
	Salina	32	90%
	Your Score		
6	Stand. Score	27.3	
	Salina	34	82%
	Your Score		
7	Stand. Score	29.4	
	Salina	36	87%
	Your Score		

Table III COMPARISON OF SCORES MADE ON TEST I AND II  
in 1925 with Scores on Test I in 1926

Grade	3rd	4th	5th	6th	7th
Test I - 1925	10	16	22	25.5	30
Test II--1925	25	31	25	35	34
Test I - 1926	--	28	32	34	36
Standard	7.9	17.8	22.	27.3	29.4

Figure III:



\_\_\_\_\_ Standard                      \_\_\_\_\_ Test 2, 1925  
 - - - - - Test 1, 1925                      - - - - - Test 1, 1926

A careful study of the above figure will reveal the improvement made by pupils in correcting language errors. Pupils who scored 10 on the first test in the 3rd grade last year, scored 28 on the test in the 4th grade this year, etc.

30% of the pupils who failed to make the standard score this year did not attend the Salina Schools last year.

Out of 1091 pupils taking this test 85% made the standard median; out of 116 new pupils, 42% failed to make the standard score.

In all the above tests, out of the 20 most common errors, 12 of these errors are common to all lists, 16 are common to all grades. The double negatives, the improper use of "got" and verb forms seem to give the greatest difficulty.

In the following summary of the results of these English tests the scores for this year are moved down one grade in order that a comparison of last year's scores may be made. For instance: this year's fourth grade score is placed in the third grade, the fifth grade score in the fourth grade, etc.

Grade	3rd	4th	5th	6th
Score, Test I, 1925	10	16	22	25
" Test 2, 1925	25	51	25	35
" Test I, 1926	28	32	34	36

This comparison shows very clearly the results of last year's intensive drill work in correcting language errors. The fact that each grade raised its median score this year shows how well the work has carried over.

LANGUAGE ERRORS

Test I

January, 1926

		Grade 4	5	6	7
		No. Pupils 297	261	268	265
Sent. No.	Error	Times Missed			
1.	became	33	14	12	10
2.	here	31	10	13	8
3.	left-let	35	9	21	8
4.	this here	25	5	10	4
5.	haint-got-haven't	59	35	31	25
6.	ain't-isn't	7	7	4	7
7.	why	39	14	13	9
8.	got-has	132	35	63	27
9.	ain't got no	79	57	48	26
10.	attackted	234	168	176	106
11.	ain't-haven't	7	3	6	2
12.	off of-off	155	77	82	54
13.	got-have	86	34	33	30
14.	the frogs they	23	5	10	6
15.	I've got-I have	110	27	52	27
16.	hain't-isn't	13	3	7	4
17.	them there	147	53	76	41
18.	tain't-it isn't	61	28	47	24
19.	can't scarcely	132	52	88	27
20.	hadn't ought	263	170	175	120
21.	learn-teach	151	88	89	32
22.	no-any	156	66	101	27
23.	dast-dare not	250	163	188	128
24.	ain't got-haven't	103	56	77	30
25.	busted-burst	175	77	105	82
26.	lend-borrow	149	54	92	26
27.	ain't no-isn't any	181	83	118	51
28.	blowed-blew	75	32	36	11
29.	ain't-aren't	23	2	14	6
30.	haven't none	109	26	34	16
31.	tooken-taken	116	45	61	29
32.	leave-let	103	37	62	32
33.	took and cut	42	24	24	17
34.	ain't-aren't	53	11	33	10
35.	can't nobody	154	86	105	31
36.	thrun-threw	86	23	55	7
37.	ain't-haven't	54	23	53	2
38.	never-no	178	117	112	62
39.	brung-brought	77	25	23	8
40.	can-may	104	25	46	12

## FIRST ENGLISH TEST DATA

January 25, 1926

Grade 4

Teacher	No. Pupils	Score	% at or above standard
Fay Wright	16	33	100%
Mary Williams	24	31	91
Lillian Olson	41	30	92
Bernice Klotz	27	28	80
Ruth Jamison	30	28.5	100
Veta Humbarger	34	27.5	91
Mae Timken	23	24	87
Dollie Frost	35	24	80
C. Duer (Klotz)	23	21	70
Mabel Floming	33	21	60
Morlene Johnston	11	19	72
Standard		17.8	
Salina		28	84%

Grade 5

Kirk	36	35.5	100%
Wolsieffer	38	35.5	97
Carroll	19	34	90
Fletcher	31	33	87
Hego (Klotz)	37	32	94
McMullen	34	29.5	90
Bondurant	10	29	90
Ford	31	29	84
Johnston (Dunbar)	10	28.5	70
Johnson	15	25	73
Standard		22	
Salina	261	32	90

Grade 6

Harvey	33	37	94%
Giffin	10	36	100
Bondurant	12	34.5	75
Krueger	18	34	83
Mitchell	25	34	92
Hagler	36	34	72
Conover (Klotz)	39	34	82
Lough	30	33.5	86
Balsmier	35	33	80
Smith	30	30.5	70
Standard		27.3	
Salina	268	34	82%

Grade 7

Teacher	No. Pupils	Score	% at or above standard
Manley	85	38	93%
Roberts	150	36	86
Griffin	13	32	70
Entz (Special)	17	29	47
<hr/>			
Standard		29.4	
Salina	265	36	87%
<hr/>			



SALINA PUBLIC SCHOOLS  
Office of the Superintendent

February 14, 1927

Bulletin #137

For the Information of Principals and Teachers:

I am handing you herewith the summary of the results of the first English Test as submitted to this office by Miss Sadie Glucklich.

I shall for the present, reserve any comment upon this showing, other than to express my appreciation of the important statement that all groups have reached the Standard Median in this test. The following is the report:

Summary of First English Test Data

Test Used--Charter's Diagnostic English Test Miscellaneous B., Form II. Given February 3, 1927 to grades 2-8 inclusive. All groups have reached the standard median in this test. Perfect scores were made by the following:

South Park 5	Harriet Woolley
Lowell Grade 6	Ruth Anna Epp
Franklin " "	Dick Cravens
" " "	John Harris
" " "	Jack Van Wye
" " "	Virginia Fitch
" " "	Kenneth Middleton

Medians and Standards

<u>Standard Median</u>		<u>Salina Median</u>	
Grade 3	7.9	Grade 3	10.5
4	17.8	4	20
5	22	5	32
6	27.3	6	32
7	29.4	7	33.01
8	32	8	34.5

Range of Scores

Grade	Range	No. of pupils taking test	
Grade 3	7 to 12		292
4	12 to 27	" " "	297
5	21 to 34	" " "	272
6	23 to 38	" " "	268
7	29.5 to 36	" " "	283
8	31 to 34.7	" " "	249

Note: These are medians of groups, not individual scores. Comparisons with previous tests and number of times each error was made will be sent out later. Time has prevented computing further results.

Sincerely yours,  
W. S. Heusner

SALINA PUBLIC SCHOOLS  
Office of the Superintendent

February 21, 1927

Bulletin #141

For the Information of Principals and Teachers:

I am handing you herewith, at the suggestion of Miss Glucklich the following information. Further studies will be made by the English Committee just as quickly as time will permit and the information will be sent out for the use of teachers in the public schools.

LANGUAGE ERRORS

Test Used--Charter's Diagnostic English Test, Miscellaneous B  
Form II

February 2, 1927

Sent. No.	Grades Error	3	4	5	6	7	8
		T i m e s M i s s e d					
1.	became	55	52	32	16	26	19
2.	here	147	88	15	26	19	17
3.	left-let	127	70	22	24	13	12
4.	this here	169	90	22	19	21	18
5.	hain't got-haven't	251	141	60	55	29	50
6.	ain't-isn't	89	27	14	11	22	22
7.	why	167	73	23	26	62	40
8.	got-has	235	170	74	54	31	24
9.	ain't got no	231	133	48	48	21	10
10.	attackted	254	278	192	132	101	116
11.	ain't-haven't	94	25	12	7	22	9
12.	off of-off	276	270	129	90	50	53
13.	got-have	212	155	51	60	35	30
14.	the frogs they	143	69	12	14	5	2
15.	I've got-I have	236	174	76	59	32	29
16.	hain't-isn't	103	52	12	6	5	2
17.	them there	228	193	117	92	44	29
18.	tain't-it isn't	155	83	36	43	12	25
19.	can't scarcely	226	173	103	84	68	66
20.	hadn't ought	281	275	228	193	199	140
21.	learn-teach	258	230	103	97	69	20
22.	no-any	250	198	101	79	34	13
23.	dast-dare not	282	285	210	143	148	105
24.	ain't got-haven't	243	185	80	65	51	31
25.	busted-burst	269	251	125	101	62	54
26.	lend-borrow	274	214	98	58	52	19
27.	ain't no-isn't any	242	212	126	77	57	26
28.	blowed-blew	216	164	39	36	131	129
29.	ain't-aren't	152	46	16	12	14	8
30.	haven't none	227	150	59	40	10	7
31.	tooken-taken	224	156	107	66	146	95
32.	leave-let	203	176	57	70	47	18
33.	took and cut	197	120	35	23	18	9
34.	ain't-aren't	159	80	20	55	9	5
35.	can't nobody	218	176	91	55	30	24
36.	thrun-threw	212	128	54	30	51	37
37.	ain't-haven't	181	107	40	33	6	6
38.	never-no	251	240	228	151	253	196
39.	brung-brought	208	108	35	42	11	8
40.	can-may	260	179	72	37	18	14

Comparative Studies in English:

The sentences missed the greatest number of times in grade 3 were: No. 23-20-12-26-25-40-21-10-38 and 22.

The sentence missed the greatest number of times in grade 4 were: Sentence No. 25,10,20,12,25,38,21,26,27 and 22.

The sentences missed the greatest number of times in grade 5 were: Sentence No.20,38,23,10,12,27,25,17,31 and 19.

In grade 6: No. 20,38,23,10,25,21,17,12,19 and 22.

" " 7: No. 38,20,23,31,28,10,21,19,7 and 25.

" " 8: No. 38,20,28,10,23,10,31,25,12,5.

In every grade No's. 38,20,10,23, and 25 were in the highest ten missed. No. 38 is highest in 7th and 8th grades. No. 20 in 5th and 6th, and No. 23 in 3rd and 4th.

Sincerely yours,

W. S. Heusner

Comparative Studies of English Test

Test Used: Charter's Diagnostic English Test.

Comparisons covering a period of three years.

3rd Grade

Date Given		May 1925	Jan. 1927	
No. of Pupils		301	292	
Rank	Sentence	No. times missed	Sentence	No. times missed
1	#23	282	#23	282
2	38	219	20	281
3	#20	216	12	276
4	#27	206	#26	274
5	#22	190	#25	269
6	#31	188	#40	260
7	#17	183	#21	258
8	#10	175	#10	254
9	#19	171	38	251
10	#35	169	#22	250

23 ranked first in both tests and also received the same number of errors.

25, 38, 20, 22, and 10 were in highest 10 missed in both tests. # indicates verb form.

4th Grade

Date Given:		May 1925	1926	1927		
No. Pupils		278	297	297		
Rank	Sentence	No. times missed	Sentence	No. times missed	Sent.	No. times missed
1	#23	254	#20	263	#23	285
2	#10	208	#10	254	#10	278
3	#20	153	#23	250	#20	275
4	#27	134	#27	181	#12	270
5	#38	118	#38	178	#25	251
6	#22	117	#25	175	#38	240
7	#25	105	#22	156	#21	230
8	#35	101	#12	155	#26	214
9	#21	100	#35	154	#27	212
10	#24	89	#26	149	#22	198

23 ranked first in the first and third tests.

23, 10, 20, 27, 38, 22, 25 were common errors in highest ten in all three tests. # indicates verb form.

5th Grade

Date Given		May 1925		1926		1927
No. Pupils		275		261		272
Rank	Sentence	No. times missed	Sent.	No. times missed	Sent.	No. times missed
1	#10	186	#20	170	#20	228
2	#20	147	#10	168	#38	228
3	#23	123	#23	163	#23	219
4	#27	94	#38	117	#10	192
5	#38	91	#21	88	#12	129
6	#22	78	#35	86	#27	126
7	#17	65	#27	83	#25	125
8	#25	64	#25	77	#17	117
9	#31	64	#12	77	#31	107
10	#12	61	#22	66	#19	103

20 ranked first in the 2nd and 3rd tests.

10, 20, 23, 27, 38, 25, 12 were common errors in all 3 tests. # indicates verb form.

6th Grade

Date Given:		May 1925		1926		1927
No. Pupils		268		268		268
Rank	Sentence	No. times missed	Sentence	No. times missed	Sent.	No. times missed
1	#23	193	#23	188	#20	193
2	#10	186	#10	176	#38	151
3	#20	119	#20	175	#23	143
4	#38	99	#27	118	#10	132
5	#27	91	#38	112	#25	101
6	#22	75	#35	105	#21	97
7	#19	65	#25	105	#17	92
8	#31	62	#22	101	#12	90
9	#17	58	#26	92	#19	84
10	#25	56	#19	88	#22	79

23 ranked first in the 1st and 2nd tests.

23, 10, 20, 38, 22, 19 were missed in all three tests. # indicates verb form

7th Grade

Date Given: May 1925		Jan. 1926		Jan. 1927			
No. Pupils		243		265		283	
Rank	Sentence	No. times missed	Sent.	No. times missed	Sent.	No. times missed	
1	#20	175	#23	128	#38	253	
2	#23	149	#20	120	#20	199	
3	#38	148	#10	106	#23	148	
4	#12	102	#25	82	#31	146	
5	#25	92	38	62	#28	131	
6	#21	74	#12	54	#10	101	
7	#24	55	#27	51	#21	69	
8	#15	49	#17	41	#19	68	
9	#19	41	#21	32	7	62	
10	#26	40	#32	32	#25	62	

20, 23, 38, 21 were missed in all three tests. # indicates verb form.

8th Grade

Date Given: May 1925		Jan. 1927		
No. Pupils		240		
Rank	Sentence	No. times missed	Sentence	No. times missed
1	#38	147	#38	196
2	#23	131	#20	140
3	#20	126	#28	129
4	#10	81	#10	116
5	#12	80	#23	105
6	#25	79	#31	95
7	#21	61	#19	66
8	#17	44	#25	54
9	#40	43	#12	53
10	#26	36	# 5	50

38 ranked first in both tests.

38, 23, 20, 10, 12, 25 missed in both tests. # indicates verb form.

Same Group

Date Given:		May 1925	Jan. 1926	Jan. 1927		
Grade		3	4	5		
No. Pupils		301	297	272		
Rank	Sent.	No. times missed	Sent.	No. times missed	Sent.	No. times missed
1	#23	282	#20	263	#20	228
2	#38	219	#10	254	#38	228
3	#20	216	#23	250	#23	219
4	#27	206	#27	181	#10	192
5	#22	190	#38	178	#12	129
6	#31	188	#25	175	#27	126
7	#17	183	#22	156	#25	125
8	#10	175	#12	155	#17	117
9	#19	171	#35	154	#31	107
10	#35	169	#26	149	#19	103

20 ranked first in the second and third tests.

25, 38, 20, 27, 22, 17, 10 were common to all tests. # indicates verb form.

Same Group

Date Given:		May 1925	Jan. 1926	Jan. 1927		
Grade		4	5	6		
No. Pupils		278	261	268		
Rank	Sent.	No. times missed	Sent.	No. times missed	Sent.	No. times missed
1	#23	254	#20	170	#20	193
2	#10	208	#10	168	#38	151
3	#20	153	#23	165	#23	143
4	#27	134	#38	117	#10	132
5	#38	118	#21	88	#35	101
6	#22	117	#35	86	#21	97
7	#25	105	#27	83	#17	92
8	#35	101	#25	77	#12	90
9	#21	100	#12	77	#19	34
10	#24	89	#22	66	#22	79

20 ranked first in the 2nd and 3rd tests.

25, 10, 20, 27, 38, 22, 25, and 21 were common to all tests. # indicates verb form.



Same Group

Date Given:		May 1925	Jan. 1926	Jan. 1927		
Grade		5	6	7		
No. Pupils		275	268	283		
Rank	Sent.	No. times missed	Sent.	No. times missed	Sent.	No. times missed
1	#10	186	#23	188	#23	285
2	#20	147	#10	176	#10	278
3	#23	123	#20	175	#20	275
4	#27	94	#27	118	#12	270
5	#38	91	#38	112	#25	251
6	#22	78	#35	105	#38	240
7	#17	65	#25	105	#21	230
8	#25	64	#22	101	#26	214
9	#31	64	#26	92	#27	212
10	#12	61	#19	88	#22	198

23 ranked first in the last two tests.

10, 20, 23, 27, 38, 22, 25 and 12 were common to all tests.  
# indicates verb form.

Same Group

Date Given:		May 1925	Jan. 1926	Jan. 1927		
Grade		6	7	8		
No. Pupils		268	265	249		
Rank	Sentence	No. times missed	Sent.	No. times missed	Sent.	No. times missed
1	#23	193	#23	128	#38	196
2	#10	186	#20	120	#20	140
3	#20	119	#10	106	#28	129
4	#38	99	#25	82	#10	116
5	#27	91	#38	62	#23	105
6	#22	75	#12	54	#31	95
7	#19	65	#27	51	#19	66
8	#31	62	#17	41	#25	54
9	#17	58	#21	32	#12	53
10	#25	56	#32	32	# 5	50

23 ranked first in the first ten tests.

23, 10, 20, 38, and 25 were common to all. # indicates verb form.

Date	<u>3rd Grade</u>		<u>Median Scores</u>	
	Jan. 1925	May 1925	Jan. 1926	Jan. 1927
Median Score	10	25	---	10.5
No. Pupils	282	301	---	292
Standard	7.9	7.9	7.9	7.9

<u>4th Grade</u>				
Med. Score	16	31	28	20
No. Pupils	271	278	297	297
Standard	17.8	17.8	17.8	17.9

<u>5th Grade</u>				
Med. Score	22	25	32	32
No. Pupils	272	275	261	272
Standard	22	22	22	22

<u>6th Grade</u>				
Med. Score	25.5	35	34	32
No. Pupils	252	268	268	268
Standard	27.3	27.3	27.3	27.3

<u>7th Grade</u>				
Med. Score	30	34	36	33.01
No. Pupils	268	243	265	283
Standard	29.4	29.4	29.4	29.4

<u>8th Grade</u>				
Date	Jan. 1925	May 1925	Jan. 1927	
Med. Score	29	35	34.6	
No. Pupils	235	234	249	
Standard	32	32	32	

Date	<u>Same Group</u>				<u>Median Scores</u>			
	Jan. 1925	May 1925	Jan. 1926	Jan. 1927	Jan. 1925	May 1925	Jan. 1926	Jan. 1927
Grade	3	4	5	6				
No. Pupils	282	278	261	268				
Med. Score	10	31	32	32				
Standard	7.9	17.9	22	27.3				

Same GroupMedian Scores

Date	Jan. 1925	May 1925	Jan. 1926	Jan. 1927
Grade	4	5	6	7
No. Pupils	271	275	268	283
Med. Score	16	25	34	33.01
Standard	17.8	22	27.3	29.4

Same GroupMedian Score

Grade	5	6	7	8
No. Pupils	272	268	265	249
Med. Score	22	35	36	34.5
Standard	22	27.3	29.4	32

Date	Jan. 1925	May 1925	Jan. 1926
Grade	6	7	8
No. Pupils	252	245	---
Med. Score	35.5	34	---
Standard	27.3	29.4	---

Date	Jan. 1925	May 1925
Grade	7	8
No. Pupils	268	254
Med. Score	30	35
Standard	29.4	32