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**A Survey of Errors in Senior Grammar at the Lincoln High School,
Dallas, Texas**

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A SURVEY OF ERRORS IN SENIOR GRAMMAR
AT THE LINCOLN HIGH SCHOOL,
DALLAS, TEXAS

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ARMSTRONG

1947

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A SURVEY OF ERRORS IN SENIOR GRAMMAR AT
THE LINCOLN HIGH SCHOOL,
DALLAS, TEXAS

By

William L. Armstrong

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1947

A Thesis in Education Submitted in Partial Fulfillment
of the Requirements for the
Degree of

Master of Science
in the
Graduate Division

of

Prairie View University
Prairie View, Texas
May, 1947

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2

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DEDICATED

To

Jack Cravin

Froncell Clifton

Victor Reed

TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
II. THE TEST	4
A. Purpose of the Test	4
B. Nature of the Test	5
C. Standardization	6
D. Diagnosis	6
E. Classification	7
F. Measurement of Progress	8
G. Directions for Administering	8
H. Directions for Scoring	9
III. PROCEDURE OF THE TEST (SCORE)	10
A. Rules and Regulations for English Eight (Senior English)	11
B. Specific Achievement	12
C. Department Meetings	13
IV. TABULATION OF ORIGINAL SCORES OF THE CROSS ENGLISH TEST	16
A. Sex, Age, Score	16
B. Comments on Original Score	19
V. THE SURVEY	21
A. Part I, Spelling	22
B. Part II, Pronunciation	24
C. Part III, A. B. C. D., Recognizing A Sentence	28
D. Part IV, Punctuation	30
E. Part V, Verb Forms	32
F. Part VI, Pronoun Forms	34
G. Part VII, Idiomatic Expressions	35
H. Part VIII, Faulty Expressions	36
VI. RESULTS	37
A. Test Form A	40
B. Test Form B	44
C. Test Form C	47
VII. SUMMARY	51
VIII. CONCLUSION AND RECOMMENDATIONS	54
BIBLIOGRAPHY	59

LIST OF TABLES

Table	Page
I PART I SPELLING	22
II PART II PRONUNCIATION	24
III PART III RECOGNIZING A SENTENCE (Group A)	25
IV PART III RECOGNIZING A SENTENCE (Group B)	26
V PART III RECOGNIZING A SENTENCE (Group C)	26
VI PART III RECOGNIZING A SENTENCE (Group D)	27
VII PART III RECOGNIZING A SENTENCE (Group E)	28
VIII PART IV PUNCTUATION	30
IX PART V VERB FORMS	32
X PART VI PRONOUNS	34
XI PART VII IDIOMATIC EXPRESSIONS	35
XII PART VIII FAULTY EXPRESSIONS	36
XIII COMPARISON OF TEST FORM A, FORM B, AND FORM C, WITH CROSS STANDARD AVERAGE TEST SCORES	50

LIST OF GRAPHS

	Page
I. PERCENTILE GRAPH OF TEST FORM A	39
II. PERCENTILE GRAPH OF TEST FORM B	43
III. PERCENTILE GRAPH OF TEST FORM C	46
IV. COMPARISON PERCENTILE GRAPH OF TEST FORM A, B, AND C	48
V. COMPARISON PERCENTILE GRAPH OF TEST FORM A, B, AND C, WITH THE CROSS AVERAGE STANDARD TEST FOR GRADES 8, 10, 11, and 12	49

CHAPTER I

INTRODUCTION

Incorrect speech is generally recognized as an indication of carelessness, crudeness or even lack of general culture. It is therefore, of tremendous importance that the individual who expects to be successful in life should avoid errors in language expressions. However, I do not wish to offer the uses of good grammar as a sure means of success, but it does enhance one's personality to be able to write and speak well.

The best English teachers are emphasizing correctness in oral and written speech, including such details as sentence sense, clear enunciation, verb forms, paragraphing, spelling, and punctuation.

To use good grammar does not mean that one must have a formal knowledge of the language. The major aim of this survey is to improve the grammar used in composition, informally, oral, or written. Students may be taught to write and speak good English without receiving any special instruction in formal grammar.

The use of good grammar is as habit forming as poor usage. The errors in English, which is the basic tool for all subjects, are far too frequent. The purpose of this thesis is to determine how well these students recognize these errors on this test.

This entire survey is devoted to a study made of errors

in senior grammar at the Lincoln High School, Dallas, Texas.

The survey is made in the hope of improving these conditions in the English department at Lincoln. Every effort is made to find out as many of the causes for these conditions as possible. First, a check is made on the student to find out how they rate in comparison with students in other schools. Since it was not possible to make tests in enough schools to give a satisfactory conclusion, a reliable standard test had to be selected for that purpose. It was not possible to give the test to the entire student body or the entire senior class. A representative number of seniors in two classes were used to conduct this survey, sixty to be exact. The supervisor deemed this necessary.

The Cross English test was selected by the supervisor, as it was accepted by the Dallas Board of Education as a reliable test. The Cross English test proved most satisfactory, as it dealt with the more common errors of grammar.

This study will tell how these classes were organized, supervised, the method used in teaching, and administering the test. After the explanation of the frequency item in each test, the actual material used to improve the student's ability is given. This material was taken from the daily lesson plan used during the survey.

There were many problems revealed as a results of the test. The blame could not be placed on any particular group. The problem involved the students, teachers, supervisors, and the administration. Nothing is perfect, but there is always room for improvement. The summary gives in detail

these problems affecting the students, teachers, supervisors, and the administration. The concluding chapter gives my humble suggestions for what I think to be a partial solution for this problem in the hope of promoting a better usage of grammar.

CHAPTER II

THE TEST

Before any constructive work can be done, there must be a definite purpose in view. Chapter two gives a full outline of the purpose and nature of the test. The test deals primarily with errors commonly made in oral and written composition.

A great deal depends upon the type of test given. It must be reliable, as it is to be a basis for classifying the students. The test serves as a guide in pointing out poor, average, and superior students.

The same test may be given again over a period of time, to see how well the students have mastered the subject material, or how successful your method of teaching has been.

Directions for administering, scoring, and recording the results are also given. The test can be and was given in the period of time allotted. However, directions must be carefully studied and fully explained to the students before the test begins to avoid misunderstanding and the waste of time.

I. The Purpose of the Test

A. The Cross English Test is designed primarily for high school seniors and college freshmen.

1. To measure their ability to use the correct grammatical form of English, and acceptable sentence structure in speaking and writing.
2. Gives the instructor a more accurate scien-

- tific measurement of the student's ability.
3. The student is subjected to a standardized test in the subject.
 4. The test is not intended to take the place of judgment, but to aid in this judgment.
 5. To furnish an objective impartial measurement.
 6. Not subjected to so-called personal factors in judgment.

II. Nature of the Test

A. The Cross English Test is published in three similar and equivalent forms: Form A, Form B, and Form C.

1. The test covers the use of the expressions commonly used in speaking in writing.
2. It makes no attempt to test the student's knowledge of authors and pieces of literature.
3. Presents no exercise on paragraph writing.
4. The test is not designed to deal with the most technical forms of rhetoric.
5. Its field is the sentence, the fundamental unit of composition, and conversation.
6. Special attention has been given to the "key" errors in
 - (a) verb forms
 - (b) person
 - (c) spelling

- (d) pronunciation
- (e) punctuation
- (f) sentence structure
- (g) pronouns

7. The test is made up from actual material presented by students from a cross section of the country.
8. No controversial words in spelling or pronunciation are given.
9. Only common and typical errors are fully represented in each of the three forms of the test.

III. Standardization

The test in various preliminary forms has been used by the author for the past eight years as an exemption test for college freshmen. High school graduates coming into college who wished to be excused from taking the required elementary courses in English composition were given tests especially designed for these groups. These were kept in mimeographed form and finally the best items of all test were combined into two printed forms which were used for three years.

IV. Diagnosis

- A. To compare the ability of a student in English with that of the other members of the class.
- B. To enable the teacher to find out the students that need help most.

- C. Points out the particular weakness of each.
- D. Helps in giving individual instruction and supervised study.
- E. Lesson plans can be more effectively prepared since the teacher knows to some degree which are her students are weakest.

V. Classification

- A. A wide range of ability between the best and poorest members of the class encourages laxity and idleness on the part of the best pupils.
 - 1. The slow pupils are quick to feel that their efforts are useless.
 - 2. The students, if possible, should be divided into groups which are approximately homogeneous in ability.
 - 3. They may be divided into three groups:
 - (a) excellent
 - (b) average
 - (c) below average
- B. When the abilities of the students are approximately the same, competition is keener, and instruction is easier.
 - 1. The student's progress at approximately the same rate.
 - 2. Superior students are not held back.
 - 3. Students in the slow group may take more time to do their work thoroughly to make the passable average grade.

VI. Measurement of Progress

- A. An accurate measure of the ability of students of a class by one form of a test at the beginning of the semester or year, and the other two forms given at equal periods.
 1. This helps to measure the student's relative progress.
 2. Measures the teacher's method of instruction.

VII. Direction for Administering

- A. Pass out the test booklets.
- B. Fill out the blank in the upper part of the first page (ask questions if necessary).
- C. When finished, wait for further instruction.
- D. Do not open or turn over the booklet.
- E. Forty-five minutes are allowed for the test. Do not hurry.
- F. First go through the test rapidly, checking all the items you are sure of.
- G. Go back over it using the remainder of the time upon items that you need to think over.
- H. Each part of the test is preceded by directions with examples telling exactly how to answer the questions.
- I. Let all marks be definite so there will be no mistaking your answer.
- J. Stop when you are asked to and pass your test in

at once.

VIII. Directions for Scoring

A. A key containing the right answer is furnished with each package test booklets. The key is arranged so that the correct answer to each column may be brought adjacent to the response. The key may be slightly different from the usual method in Part IV. These rules will be of great aid:

1. Draw a colored line diagonally through error and one at the beginning of the sentence.
2. Errors in punctuation may be identified by a cross mark.

IX. Recording Scores

Recording scores and the percentile graph will be shown and explained in tables and graphs shown in the thesis as they appear.

CHAPTER III

PROCEDURE OF THE TEST

The method in which the preparations for laying the groundwork of the test is stated fully. A brief account of the procedure in getting permission to make the survey is given. The selection of the test was made by the supervisor who set the date and time it was to be administered.

The entire rules and regulations for English Eight as laid down by the Dallas Board of Education is printed in full, to give some idea of what the course is about, and what is expected to be accomplished. Some time is allowed for the study of grammar, if the students are constantly making unnecessary errors in oral and written work.

All students in the entire high school system are expected to cover the minimum requirements in the course of study.

A description of the English department meeting before the opening of school gives a clear picture of how little the English teachers at Lincoln High School, have to do with the making of the course of study they are expected to follow. The course of study is made without any consideration of their problems in teaching English.

After careful consideration of the most helpful contribution that could be made to our school, I chose the problem of "Errors in Senior Grammar at the Lincoln High School, Dallas, Texas." Receiving the permission and advice of my major professor and committee chairman, I wrote the princi-

pal requesting that I may teach in the English department to make this study. Permission was granted, but I was to follow the rules and objectives as laid down by the Dallas Board of Education. No radical, revolutionary, or otherwise methods were to be presented until they were submitted to the head of the department and the supervisor, as these students were expected to do only work required necessary to meet the standards set by the Board of Education. Any additional work would in no way affect their grades or interfere with their graduation.

The first test¹ Form A was given September 17, 1946, the second test, Form B, December 18, 1946, and the third test, Form C, January 20, 1947.

Sixty students from the senior class (4 A's two classes) were permitted to be subjected to the test as the supervisor and the head of the English department deemed the number necessary to carry on the survey.

The students were not selected on any quality other than they were seniors, ranging from the ages of 15-21, including former students from the elementary schools in that district and two veterans.

Rules and Regulations for English Eight (Senior English)

The following material was taken from the Junior-Senior

¹Cross, E. A. Cross English Test, World Book Company, Dallas, Texas, 1936.

High School Course of Study in English¹ for English Eight, in order that one will better understand what is to be taught in the course. It is largely a course in English Literature.

English Eight

Textbooks and Other Aids

For the Students

- A. Tanner-Platt: My English Book Four (furnished by the state).
- B. Woolley-Scott-Tressler: High School Handbook of Composition (bought by the student).

For the Teacher

- A. Daugherty: Handbook of Theme Writing
- B. Schmitz: Preparing the Research Paper
- C. Hatfield, et al: An Experience Curriculum
- D. Jasperson: Essentials of English Grammar
- E. Davis, Fassett, et al: Direct Communication

Specific Achievement

Since English Eight is primarily a course in literature, the texts in grammar-composition listed above are to be used for reference (according to the needs of the student) in the matter of spelling, functional grammar, composition, and vocabulary building. It is obvious that such work should be done in connection with the writing and revision of themes

¹Junior-Senior High School Course of Study in English, Dallas Public Schools, Dallas, Texas, September, 1943, p. 120.

and in the correction of test papers. Should a class reveal serious ignorance of the principles of writing, an extensive study of certain sections of the text should be exacted.

Department Meetings

At the beginning of the semester all teachers in the English Department were called together by the supervisor and the head of the department to discuss and analyze the purposes and objects that had been made out for that department before the close of the previous school year.

The objective, selection of textbook, supplementary materials, bibliography for teachers and students, suggestions for units and methods of teaching were made out by representative members of the English department of the sixteen junior and senior high schools (white). The material is compiled and used as a Course of Study, best suited for the needs of the Dallas public junior and senior high schools (white). However the supervisor acts as chairman of the committee and presents these proposals to the Superintendent and Board of Education for acceptance or rejection.

The non-white teachers were not or did not take part in the building of the course of study; therefore, it would appear that the non-white students would more than likely suffer from this curriculum. Apparently no thought was given to his particular situation or environment yet he must be taught in the same manner.

All teachers are required to complete the minimum re-

quirements as set up in the course of study. This method is practiced to enable students moving from one district to another to, in some measure, keep up with his class.

The greatest problem of the non-white teachers is to bring their students up to the standards set for whites. The white and non-white students are widely separated in their environmental background, customs, and ideals. Their training is different. The white schools, homes, and churches on a whole are far superior to the non-white. Scholastic figures prove that more money per capita is spent for the training of white students than for non-white. No figures should be necessary to show that their homes, churches, and community life are superior.

This does not mean that the non-whites are inferior in their ability to learn but their environmental conditions are not the same. Their teachers are not as professionally chosen as the whites. All teachers in the white schools are required at some time in their college training to devote some time to teacher training in their respective field. One teachers college is provided by the state for non-white teachers. The non-white teachers are trained in the technical aspect of their major subjects, but until recently, the practice teacher method was used with the assigned teacher acting as the supervisor. I believe a college devoted to teacher training would bring about better teachers in the future. This condition will be helped as English majors are required to take methods of teaching English.

First of all, (1) all teachers should be called in to

make up the course of study, whites and non-whites; (2) a more careful selection of the non-white teachers. Only 50 per cent of the teachers were English majors. The head of the English department holds a masters degree in sociology. (3) Every effort should be made by all educators to see that some type of teacher training college should be provided by the state for non-white teachers or admit the non-white students to the white teachers' colleges. The above statements are offered as suggestions.

CHAPTER IV

TABULATION OF ORIGINAL SCORE

The original score of each student is tabulated to show the results of each test taken by that student. The names of the students are arranged alphabetically and numbered, one, two, three, etc.

Sex, and age are recorded to see if there might be some difference in the ability of the student according to sex and age. The difference in the achievement of students according to sex and age was so slight that no table was made to show that difference.

Tabulation of the scores shows the achievement of each student on test one, Form A, test two, Form B, and test three, Form C. All students did not show any progress as was expected. Higher scores were made in some instances by students on test Form B. There were some students whose scores remained about the same; they were either absent too many times or show a limited capacity to learn. In most cases where students' scores were nearly the same, the scores were relatively low.

TABULATION OF ORIGINAL SCORES

Cross English Test

Class Record

Class - - - - - First Test Form used Date
 Examiner - - - - - Second Test Form used Date
 School - - - - - Third Test Form used Date
 City and State - - - - -

NOTE: The test is tabulated in alphabetical arrangement, and numbers are substituted for names. All students are seniors (4A).

Number	Sex	Age	(1) Total Score	Form B (2) Total Score	Form C (3) Total Score
1	F	16	118	120	150
2	F	17	116	125	134
3	M	17	104	133	147
4	M	17	132	139	159
5	F	16	120	127	134
6	F	18	124	123	125
7	M	17	114	121	128
8	M	20	64	94	114
9	M	16	112	123	131
10	F	16	94	113	119
11	F	18	138	128	116
12	M	17	117	115	129
13	M	16	113	142	156
14	F	17	100	129	146
15	F	17	91	114	129
16	F	17	107	144	137
17	F	16	102	113	115
18	F	17	56	88	115
19	F	18	137	143	139
20	M	16	126	134	144
21	F	17	101	102	113
22	F	16	133	143	148
23	F	17	129	151	148

TABULATION OF ORIGINAL SCORES (CONTINUED)

Number	Sex	Age	(1) Form A Total Score	(2) Form B Total Score	(3) Form C Total Score
24	F	18	108	119	122
25	M	17	106	118	131
26	M	16	89	85	111
27	F	16	112	118	121
28	F	16	122	126	130
29	F	16	123	135	142
30	F	17	116	110	121
31	F	16	106	123	125
32	F	16	118	126	121
33	F	17	116	102	142
34	F	17	129	129	157
35	F	17	110	108	122
36	F	16	117	148	157
37	F	18	80	109	109
38	M	19	119	122	132
39	F	16	110	107	115
40	F	16	125	129	133
41	M	18	123	125	131
42	F	16	118	131	139
43	M	17	93	101	118
44	F	17	97	109	118
45	F	16	102	98	109
46	F	17	100	118	129
47	F	16	109	121	131
48	F	16	127	123	131
49	M	18	113	91	114
50	M	19	76	92	104
51	F	18	136	127	149
52	M	21	91	97	113
53	F	16	65	103	107
54	F	16	134	140	153
55	F	15	112	116	123
56	M	16	115	146	124
57	F	18	100	116	123
58	M	17	113	118	129
59	M	16	135	137	140
60	M	20	140	147	158

Comments on the Tabulation of Original Test

A. What the test shows

1. The test showed some improvement in ninety-seven per cent of the students.
2. Three per cent of the students showed a loss in achievement.
3. Four per cent of the students achieved their highest marks on test two, Form B.
4. Test one, Form A, showed that no real efforts have been made in English grammar in the lower grades.
5. Age played no important part in student's achievement.
6. The difference in sex achievement was more nearly the same percentage.

NOTE: No chart will be made according to age and sex as it was found that grade averages showed less than two and one half per cent difference.

7. The two classes showed approximately the same class average.
8. No student had a perfect paper.
9. More time should be given English grammar. Test one, Form A, showed the average level was too far below the average with students leaving high school to enter college--without further training in English grammar.
10. The test would have been more effective if the major

part of the time had been spent teaching fundamentals of grammar.

11. Students making the lowest averages were absent too many times.
12. Some students test grades, that were more nearly the same, showed a limited capacity which was relatively low.
13. Some students were not able to follow direction.
14. Some students were not able to understand the directions and examples.
15. Since no very high grades were made, most of the students will enter college as average or below average students in English grammar.
16. Students did not make close observation in the structure of the material.
17. Adequate thought was not used in many cases.
18. Some improvement was made in the appearance of the student's work.

CHAPTER V

THE SURVEY

The survey gives the actual scope frequency items as tabulated for test Form A, B, and C. The chapter is made up entirely of tables, recommendations, and materials that were used in the daily lesson plan. A comparison of the test is given to show the total points gained in each successive item. The greatest frequency items occurred in table II in test Form A, B, and C. Part II, Pronunciation, as little or no information was given in speech.

The tables contain the total frequency item for the three tests. No information was given for tables XI and XII. Idiomatic Expressions and Faulty Expressions as the material in which the test requires is taught in verb forms and the classification of pronouns. The tables are given for the purpose of showing the frequency item and the achievement made on each test.

The tables show the frequency item for test on (1) Spelling (2) Pronunciation (3) Recognizing a Sentence (4) Punctuation (5) Verb Forms (6) Pronoun Forms (7) Idiomatic Expressions (8) Faulty Expressions.

TABLE I

PART ONE SPELLING

Question	Form A	Form B	Form C	Question	Form A	Form B	Form C
1	3	24	7	17	10	9	12
2	1	17	8	18	10	8	13
3	0	7	5	19	17	10	10
4	29	9	25	20	31	3	3
5	41	32	0	21	26	15	11
6	3	7	7	22	16	12	5
7	16	4	7	23	15	7	15
8	7	5	5	24	23	25	15
9	28	8	16	25	11	4	36
10	4	13	14	26	0	25	3
11	7	22	6	27	17	6	13
12	6	13	7	28	14	36	15
13	16	0	12	29	11	26	2
14	3	10	5	30	34	0	2
15	25	0	15	31	14	7	3
16	7	5	7	32	10	4	3
Total	206	176	142	Total	257	195	161
Points gained	30	32	62	Points gained	62	34	96
Total Points gained					162		

Part I Spelling¹

A word list of five hundred words of the most misspelled words was given each teacher by the supervisor with instruction to use these words as a guide. (1) Twenty words were assigned each day in the order in which they appeared on the list. At the end of the five days one hundred words were given. Only a few minutes were devoted to this exercise at

¹Ross, C. C. Measure in Today's Schools, Prentiss-Hall Inc., 1946, New York.

the beginning of the class.

The words were dictated to the students. Each student exchanged papers with students in alternate seats and corrected the same. The papers were then signed by the student correcting them and passed in to the instructor to be rechecked and filed.

Six weeks were allowed to cover the entire list as an extra week for re-testing, where the class average on a whole was low.

Spelling was not mentioned in the course of study. This was done with the permission of the supervisor.

One Hundred Spelling Difficulties¹

Words most frequently misspelled by students
who are just entering college as freshmen

academy	beggar	deferred	maintenance
accept	beginning	disappear	mischievous
accommodate	believing	discipline	misspelled
accumulate	benefited	embarrass	muscle
across	biscuit	exaggerate	necessary
adviser	Britain	fascinate	ninety
aggravate	bureau	fulfill	noticeable
all right	business	government	occurred
always	calendar	grammar	opportunity
amateur	cemetery	grandeur	parallel
among	changeable	grievous	pastime
angel	changing	guard	permissible
appearance	coming	harass	picnicking
appropriate	compel	hoping	prairie
arctic	conceivable	irresistible	precede
arithmetic	conquer	laboratory	prejudice
athletic	conscience	lightning	privilege
audience	conscientious	literature	pursue
auxiliary	courteous	loneliness	recede
barbarous	cylinder	lose	receive

¹Dallas Board of Education, One Thousand Spelling Demons Bulletin No. 162. July 2, 1940.

One Hundred Spelling Difficulties (Continued)

recognize	sacrilegious	soliloquy	until
recommend	sandwich	sophomore	vengeance
representative	seize	superintendent	villain
restaurant	separate	surprise	whether
ridiculous	siege	tragedy	writing

TABLE II

PART TWO PRONUNCIATION

Ques- tion	Form A	Form B	Form C	Ques- tion	Form A	Form B	Form C
1	38	26	26	17	28	30	18
2	6	27	23	18	17	27	14
3	6	34	48	19	18	19	20
4	3	35	23	20	16	29	36
5	26	32	19	21	28	29	30
6	26	38	25	22	20	17	34
7	13	39	39	23	26	27	29
8	33	37	20	24	35	31	43
9	37	21	29	25	19	22	17
10	7	49	32	26	23	25	8
11	48	18	28	27	12	32	17
12	7	33	12	28	25	40	5
13	26	28	8	29	20	23	27
14	42	38	26	30	19	22	32
15	15	30	15	31	22	34	31
16	19	34	25	32	31	34	32
Total	352	519	426	Total	360	431	393
Points gained	-157	+92		Points gained	-71	+38	
Total points gained	-65			Total points gained	-33		

Part Two Pronunciation

Better than sixty-seven per cent of the questions asked on pronunciation were missed. This is true because no courses

in speech, as such, are offered. No material is offered or recommended by the supervisor. The one course offered is devoted to public speaking, line reading for dramatics and the training of debating teams for scholastic and inter-scholastic events.

In English two a dictionary drill is prescribed mostly to help the students find words more quickly. Nothing is said about phonetic sound, or how to use the key syllables to aid in the pronunciation of words. The few better type of dictionaries are placed in the library labeled as reference book, and can be only brought from the library over the dead body of the hawk-eyed librarian. A few old copies of Webster's dictionary are placed in the study hall to be used by the students to find the meaning and spelling of words.

The students were on their own in pronunciation.

TABLE III
 RECOGNIZING A SENTENCE
 Group A Frequency

Question	Form A	Form B	Form C
1	15	2	17
2	16	4	5
3	4	17	5
4	16	24	17
5	7	14	17
6	14	8	6
7	13	18	4
8	15	2	10
9	18	10	3
10	13	9	6
Total	131	108	88

TABLE III (CONTINUED)

Question	Form A	Form B	Form C
Points gained	23	20	43
Total points gained	43		

TABLE IV

GROUP B RECOGNIZING SENTENCES

Question	Form A	Form B	Form C
1	44	4	10
2	17	18	11
3	29	20	18
4	27	37	32
5	27	22	19
6	45	31	8
Total	189	132	98
Points gained	47	34	81
Total points gained	81		

TABLE V

GROUP C RECOGNIZING SENTENCES

Question	Form A	Form B	Form C
1	41	21	8
2	29	35	11
3	35	20	5
4	23	31	36
5	16	23	11
6	24	9	28
7	19	4	16
8	26	2	3

TABLE V (CONTINUED)

Question	Form A	Form B	Form C
Total	213	145	118
Points gained	68	27	95
Total points gained	95		

TABLE VI
GROUP D RECOGNIZING SENTENCES

Question	Form A	Form B	Form C
1	21	15	16
2	16	14	38
3	25	18	22
4	35	13	30
5	30	18	16
6	23	20	22
Total	180	98	144
Points gained	+82	-46	+36
Total points gained	36		

TABLE VII
GROUP E RECOGNIZING SENTENCES

Question	Form A	Form B	Form C
1	19	5	38
2	42	27	3
3	38	42	33
4	8	2	41
5	17	23	21
6	30	18	18
7	23	13	37
8	14	22	17
9	39	27	12
10	11	15	15
Total	241	194	235
Points gained	46	-41	+5
Total points gained	+5		

Table III, IV, V, VI, VII

Part III A, B, C, D, E, Recognizing a Sentence

Recognizing a sentence was the only part of the Cross English Test that did not show any great achievement. Form A, Form B, and Form C showed only 20-36 per cent improvement. Sentence structure was the most difficult problem to teach. The test showed (Form A) that little or no knowledge had been carried over from their previous instruction in sentence structure.

Drill in sentence structure was given from the Teachers Handbook and exercises from High School English Book Four.¹ The drill work consisted of few facts to remember

¹Camly-Opdycke Gillum, High School English Book Four. Macmillan Company, New York, 1936, pp. 305-16.

in the study of the sentence.

Example:

1. Learn to recognize each part of speech in brief and simple constructed simple and compound sentences.
2. Recognizing the classes of sentences on basis of use, using the correct end punctuation for each class.
3. Recognizing the essential elements of the simple sentence expressed in natural and transposed order.
4. Recognizing the non-essential elements of the simple sentence.
5. Recognizing and using complete sentences in speaking and writing.
6. Avoid sentence fragments.
7. Avoid the run-on sentence.

Sentences were selected from books, newspapers and magazines regardless of their structure and were brought to class for discussion. This proved to be most interesting. Each student sought to bring a type of sentence that would stump the class.

TABLE VIII
PART IV PUNCTUATION

Question	Form A	Form B	Form C
1	20	22	7
2	41	25	19
3	14	8	27
4	47	13	12
5	22	29	30
6	18	19	6
7	38	22	6
8	51	16	18
9	34	41	22
10	45	23	26
11	23	15	12
12	29	4	20
13	27	23	13
14	36	14	16
15	51	17	20
Total	486	291	248
Points gained	195	43	
Total points gained	238		

Table VIII
Part IV Punctuation

Table VIII showed that most errors in punctuation was due to carelessness. Rules for punctuation was given as follows:¹

1. The use of the period after abbreviation.

¹Woolley, Edwin C. Handbook of Composition (Revised)
D. C. Heath and Company, New York, 1920, pp. 104-126.

NOTE: Abbreviations of government agencies are written without periods or space between the letters; CPA, FBI, etc.

NOTE: In British practice a period is not always placed after a more common abbreviation; Mr, Mrs, Dr, etc.

2. Colon before the enumeration of items.
3. Colon before formal and informal quotations or long quotations.
4. Colon after the salutation in a business letter.
5. Double quotation marks to enclose actual words of speaker or writer; single marks to indicate a quotation within a quotation.
6. Quotation marks to enclose title of books, poems, essays, short stories, articles, musical compositions, etc.
7. Apostrophe and S to form plural of letters, symbols, figures, etc.
8. Comma to separate items of date and address.
9. Comma to set off short direct quotations.
10. Comma to indicate omitted word or words.
11. Exclamation point after interjections.
12. Semicolon to precede the terms, for example, that is, etc.
13. Dash to indicate abrupt break in thought of sentence.
14. Hyphen between parts of compound words and to indicate divisions of words at the end of the line.
15. Brackets to enclose remarks interpolated into a quotation and for parentheses within parentheses.
16. Question mark after interrogative sentence, period after declarative sentence, exclamation mark after exclamatory sentence.

Drill and many examples greatly improved the student's ability to punctuate sentences.

TABLE IX

PART V VERB FORMS

Question	Form A	Form B	Form C
1	18	7	9
2	9	6	4
3	19	17	10
4	18	18	31
5	9	10	6
6	17	22	28
7	16	7	9
8	19	19	4
9			
10	17	6	3
11	15	2	7
12	7	5	0
13	28	18	6
14	20	6	4
15	15	7	6
16	17	4	2
Total	244	154	129
Points gained	90	24	
Total points gained	114		

Table IX, Part V Verbs, shows errors were more frequent in the simple forms of verbs in spoken composition than in written; the written work gives the student a chance to see the word and correct it.¹

¹Ferris, Charles C. *American English Grammar*, Appleton Century Company, New York, 1940. pp. 128-30; 145-172.

Simple rules for verb forms were given; example:

1. Verbs

a. Classification:

(1) On basis of use of meaning; transitive and intransitive.

(2) On basis of the way in which the past tense is formed; regular and irregular.

2. On the basis of the function in the predicate; auxiliary, principal.

3. Classes of intransitive verbs; complete, linking.

4. Agreement of verb with verbs, its subject in number and person.

5. Tense

a. Mastery of the principal parts of difficult verbs in common use.

b. Correct use of the past tense form; of the past participle.

c. Conjugation of the verb be in the six tenses.

d. Conjugation of the verb have in the six tenses; active and passive voice.

6. Voice

a. Use of active voice for vigor.

b. Use of ^{passive} possessive voice when (1) the receiver of the action is more important than the doer; (2) the doer is unknown (3) tact is desired.

7. Mood

a. Recognizing and understanding of the three moods.

b. Use of were to express a wish of uncertainty, a condition contrary to fact.

TABLE X
PART VI PRONOUN FORMS

Question	Form A	Form B	Form C
1	43	10	12
2	42	34	34
3	15	35	30
4	6	16	10
5	33	22	16
6	17	13	10
7	22	14	10
8	32	30	19
9	24	13	20
10	36	24	13
11	11	20	8
12	30	18	27
Total	301	239	209
Points gained	62	20	
Total points gained	82		

Table X, Part VI Pronoun Forms, shows a slight decrease in scores as compared with Table IX Verb Forms. The students were confused in recognizing the classes, and agreement of pronouns:

Here are some of the simple rules used to improve this use of pronouns.¹

1. Recognition of the classes of pronouns; personal compound, personal demonstrative, indefinite, interrogative, relative.

¹Junior-Senior High School Course of Study in English, Dallas Board of Education, Dallas, Texas.

2. Mastery of declension of personal and interrogative pronouns.
3. Correct spelling of the possessive forms of pronouns.
4. Recognition of the use of nominative case forms of pronouns as subject and as predicate nominative.
5. Recognition of the use of objective case forms of personal interrogative pronouns as (1) objective of preposition; (2) direct or indirect objectives of verbs.
6. Mastery of the principals of agreement of a pronoun with its antecedent in number, person, and gender.

TABLE XI

PART VII IDIOMATIC EXPRESSIONS

Question	Form A	Form B	Form C
1	4	27	6
2	16	7	33
3	17	40	39
4	19	9	7
5	8	12	9
6	36	17	6
7	12	0	7
8	43	11	16
9	30	16	10
10	21	16	13
Total	206	149	144
Points gained	57	5	
Total points gained	62		

TABLE XII

PART VII: FAULTY EXPRESSIONS

Question	Form A	Form B	Form C
1	20	13	3
2	54	21	26
3	34	7	22
4	23	17	7
5	25	25	14
6	39	38	44
7	17	30	44
8	33	30	14
9	24	15	10
10	33	16	8
11	35	24	14
12	16	18	20
13	40	21	9
14	31	19	18
15	30	6	9
Total	434	300	262
Points gained	134	38	
Total points gained	172		

CHAPTER VI

THE RESULTS OF THE SURVEY

The most important part of the study is the results. The results show just what has been accomplished by both the teacher and students. All achievements of the students are shown in graph forms for test Form A, B, and C; a graph showing a comparison of test Form A, B, and C.

Graph I, II, and III show the achievement on test Form A, B, and C. Graph IV shows the comparison of test Form A, B, and C. Graph V shows the achievement of test Form A, B, and C, as compared with the average standard in grades eight, ten, eleven, and twelve.

The result of test Form A showed the student to be below the average on eighth grade students. Test Form B, showed some improvement over test Form A and below the average tenth grade student test. Form C showed improvement over test Form B.

Table XIII gives the lower, upper quartile, and median of the three tests and the average standard. The scores of test Forms A, B, and C for the lower, upper quartile, and median is compared with that of the standard average.

The Cross English Test, Form A, B, and C, that was used in the survey is presented. The Cross English Tests are different in contents, but each test is equally difficult. The same form is used in each test; the words are changed; the method of scoring is the same.

CROSS ENGLISH TEST

By E. A. CROSS, A.M., PH.D.

Professor of Literature and English and Dean
State Teachers College, Greeley, Colorado

EXAMINATION: FORM A

For High Schools and Colleges

Name
(First name, initial, and last name)

Class (underline) H. S. 1 2 3 4 Coll. 1 2 3 4

Age last birthday years.

School or college

City

Date of this examination

PART		SCORE
I		
II		
III	A	
	B	
	C	
	D	
	E	
IV		
V		
VI		
VII		
VIII		
Total		
Classification		

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PART I. SPELLING

Cross Test : A

DIRECTIONS. Place a check mark (✓) in the parentheses after each *correct* spelling, as in the sample.

SAMPLE. { English.....()
 { English.....(✓)

- | | |
|---|---|
| 1. { already.....()
{ already.....() | 17. { dying (to die)...()
{ dieing (to die)...() |
| 2. { guard.....()
{ gaurd.....() | 18. { piece (a part) ..()
{ peice (a part) ..() |
| 3. { having.....()
{ haveing.....() | 19. { lovable.....()
{ loveable.....() |
| 4. { forty.....()
{ fourty.....() | 20. { grievous.....()
{ grievous.....() |
| 5. { maintainance ..()
{ maintenance ..() | 21. { their (pronoun) ()
{ there (pronoun) () |
| 6. { government.....()
{ goverment.....() | 22. { criticism.....()
{ critisism.....() |
| 7. { repineing.....()
{ repining.....() | 23. { sieze.....()
{ seize.....() |
| 8. { procedure.....()
{ proceedure.....() | 24. { controling.....()
{ controlling.....() |
| 9. { ridiculous.....()
{ ridiculous.....() | 25. { preperation.....()
{ preparation.....() |
| 10. { predujice.....()
{ prejudice.....() | 26. { those.....()
{ thoes.....() |
| 11. { useing.....()
{ using.....() | 27. { tendancy.....()
{ tendency.....() |
| 12. { village.....()
{ villiage.....() | 28. { insipiant.....()
{ incipient.....() |
| 13. { arguing.....()
{ argueing.....() | 29. { primitive.....()
{ primative.....() |
| 14. { trys.....()
{ tries.....() | 30. { sugar.....()
{ shugar.....() |
| 15. { pursuit.....()
{ persuit.....() | 31. { indelible.....()
{ indelable.....() |
| 16. { occurred.....()
{ ocurred.....() | 32. { viligance.....()
{ vigilance.....() |

(I) Number right.....(Score)

PART II. PRONUNCIATION

Cross Test: A

DIRECTIONS. Place a check mark in the parentheses nearest each correct pronunciation, as in the samples. Give careful attention to the position of the accent mark.

Key to the marks used

ā as in fāte	ē as in serēne	ō as in lōrd	ōō as in bōōt
â as in câre	ĕ as in ĕnd	ŏ as in hŏt	ōō as in fōōt
ă as in ât	ĕ as in fĕrn	ū as in pūre	g always as in get
â as in âbâte	ī as in īce	ŭ as in ŭp	j always as in jam
ą as in ąll	ī as in pīn	û as in būrn	â ĕ ŏ ŭ are the same as ā ē ō ū except that
ä as in ärm	ō as in ōld	ow as in how	these occur in unaccented syllables

SAMPLES.	{	said	sād	() (✓)	sĕd
		been	bĭn	(✓) ()	bĕn
		does	dōōz	() (✓)	dūz
1. Arctic	är'tĭk	() ()	ärk'tĭk		
2. banquet	băn'kwĕt	() ()	bănk'wĕt		
3. Wednesday	wĕd'ĕnz dā	() ()	wĕnz'dā		
4. history	hĭs'trĭ	() ()	hĭs'tŏ rĭ		
5. impious	ĭm'pĭ ũs	() ()	ĭm pĭ'ũs		
6. mischievous	mĭs chĕv'ĭ ũs	() ()	mĭs'chĭ vĭŭs		
7. recognize	rĕk'â niz	() ()	rĕk'ŏg nĭz		
8. penalize	pĕn'ăl ĭz	() ()	pĕ'năl ĭz		
9. bestial	bĕst'ĭ äł	() ()	bĕs'chăl		
10. temperature	tĕm'pĕr â tūr	() ()	tĕmp'â chĕr		
11. salmon	săl'mŭn	() ()	săm'ŭn		
12. tremendous	trĕ mĕn'dŭs	() ()	trĕ mĕn'jŭs		
13. genealogy	jĕn'ĕ ōl'ŏ jĭ	() ()	jĕn'ĕ äł'ŏ jĭ		
14. dislocate	dĭs lŏ'kăt	() ()	dĭs'lŏ kăt		
15. regular	rĕg'ŭ lăr	() ()	rĕg'ŭl är		
16. lightning	lĭt'ning	() ()	lĭt'ĕn ĭng		
17. usually	ŭ'zhăl ĭ	() ()	ŭ'zhŭ äł ĭ		
18. perform	pĕr fŏrm'	() ()	pĕr fŏrm'		
19. sagacious	să gâ'shŭs	() ()	să găsh'ŭs		
20. column	kŏl'yŭm	() ()	kŏl'yŭm		
21. inquiry	ĭn'kwĭ rĭ	() ()	ĭn kwĭ'rĭ		
22. literature	lĭt'er â toor	() ()	lĭt'er â tūr		
23. genuine	jĕn'ŭ ĭn	() ()	jĕn'ŭ ĭn		
24. arraigned	ăr ranjd'	() ()	ăr ränd'		
25. Iowa	ĭ'ŏ wă	() ()	ĭ ŏ wă'		
26. architect	ärch'ĭ tĕkt	() ()	ärk'ĭ tĕkt		
27. children	chĭl'drĕn	() ()	chĭl'dĕrn		
28. laboratory	lăb'â tŏ'rĭ	() ()	lăb'ŏ ră tŏ'rĭ		
29. athlete	ăth'ĕ lĕt	() ()	ăth'lĕt		
30. drowned	dround	() ()	dround'ĕd		
31. height	hĭt	() ()	hĭth		
32. alias	ă lĭ'ăs	() ()	ă'lĭăs		

(II) Number right.....(Score)

PART III. RECOGNIZING A SENTENCE

Group A

DIRECTIONS. Some of the following are not properly sentences as printed. Print a capital letter S in the parentheses before each of the following that *is* properly a sentence, and before each that is *not* properly a sentence print a capital letter N.

-
1. () The boys had great fun and some hard work on their camping trip.
 2. () Wait for us.
 3. () Having had no success with geometry.
 4. () Come if you can.
 5. () Especially found where some substance decomposes.
 6. () Red brick chimneys on all the houses.
 7. () These were taken in our mountain camp.
 8. () Alice ventures into Wonderland.
 9. () She explained making terra cotta tiles.
 10. () Having been carefully directed to this house by a real estate agent.

Group B

DIRECTIONS. Place a figure 1 in the parentheses before each expression which should be written as one sentence and a figure 2 before each which should be written as two sentences.

-
1. () When he heard some one approaching, he stopped short.
 2. () We will build up a big fire. As soon as we reach a good camping place.
 3. () Coal miners wear little lamps on their caps, and they are well paid since the strike.
 4. () The fog having lifted out of the valley, we were able to see a vast stretch of gray ocean and to make out the smoke trail of a tramp steamer, which was itself invisible below the horizon.
 5. () "That could not have happened," replied Andrews, "you know the conditions of the weather would have prevented it."
 6. () This is final, you may choose one course or the other at once.

(III A) *Number right*.....(Score)

(III B) *Number right*.....(Score)

Group C

DIRECTIONS. Some of the following sentences are faulty, and some are correct. Print a capital letter F (for "Faulty") in the parentheses before each sentence that is faulty; before each that is correct print a capital C.

1. () Water passes through cement as well as through brick.
2. () His speed was equal to a horse.
3. () A monologue is where one person carries both sides of a conversation.
4. () Fried trout are the most successful method while camping.
5. () The teacher did not approve of Ella's being late so often.
6. () The repairing of old umbrellas is a tinker's job.
7. () It doesn't seem like I understand this topic.
8. () To repair the fan belt was my first task and then mending the punctured inner tube.

Group D

DIRECTIONS. Some of the following expressions are not properly one sentence as they stand. Print a capital letter O in the parentheses before each expression that *is* properly one sentence as it stands, and before each that is properly two or more sentences print a capital letter T.

1. () Drawing instruments are used in this class, they are made in Pittsburgh.
2. () While I was traveling in South America, I collected notes upon the customs of the natives, which I expect soon to publish in a book.
3. () Pepper is adulterated by using pulverized coconut shells, these are imported from the South Sea Islands.
4. () After I had eaten a dish of the cereal, the landlady surprised me by bringing in some fresh toast and two soft-boiled eggs, which she set down beside my plate with such a cordial smile and morning greeting that I really felt quite embarrassed on account of the extra trouble I had made; but my embarrassment did not prevent me from eating a hearty breakfast, thanking her for her kindness, and following my thanks with a promise not to be late again for breakfast — at least, not soon.
5. () Uncle Fred wants you to come, too, can't you?
6. () Coming to the little stream about six o'clock, we followed it down till it crossed the main trail, which we easily reached before darkness overtook us.

(III C) Number right (Score)

(III D) Number right (Score)

Group E

DIRECTIONS. Some of the following are not correct sentences. Print a capital letter F in the parentheses before each of the following that is not a correct sentence in harmony with present-day good usage, and before each that is a correct sentence print a capital letter C.

1. () Milton was sent to Oxford to study law.
2. () He has never played that piece so well, and he has often played it before large audiences, too.
3. () Anne was the most beautiful of all her cousins.
4. () Our books are widely used in Massachusetts, New York, and Ohio.
5. () In the distance she could see the village where she had lived years ago.
6. () While chatting with a friend, a fine trout slipped off Martin's hook.
7. () They offered him a substantial reward, but he firmly declined to accept it.
8. () They always have to do nights what they neglected to do days.
9. () If a duck has water poured upon its back, it runs off immediately.
10. () The letter should of been delivered at eight o'clock this morning.

PART IV. PUNCTUATION

DIRECTION. Punctuate the following sentences in accordance with present-day usage. (Some of the sentences may not require further punctuation.)

1. Send us a report when you have examined the property.
2. They expected to visit Miami Florida before coming home.
3. I had always insisted that he was honest.
4. Oh well she said the whole disturbance is only a trifle annoying.
5. Neither could the doctor go himself nor could he send a capable substitute.
6. Beat the eggs first and then fold them into the batter.
7. My guest Mr. Felix Kirk will be with me for several days.
8. I found the work very difficult did you find it so.
9. Each of these should be somewhat like a distinct composition just as a military company is a complete organization within itself as well as a unit in the regiment. (*Punctuate as one sentence.*)
10. Your reasons seem to be sound nevertheless I am not convinced.
11. The weather having become unsettled the camping trip had to be given up.
12. While we were hastily eating a boy about ten years old the son of a farmer living near our camp came up to invite us to use the water from their well.
13. The London *Times* which has been published without interruption since our Revolutionary War was owned by Lord Northcliffe.
14. Agnes has a generous forgiving nature.
15. This preparation I am showing you Mrs. Gordon declared the agent will remove even ink stains from silk and that is more than can be honestly said of any other formula I feel certain.

(III E) *Number right* (Score)

(IV) *Number right* (Score)

PART V. VERB FORMS

DIRECTIONS. Draw a heavy line under the *correct* form in each sentence. In cases where two forms are correct, underline the preferred form.

1. Our team was (beaten, beat) in the game Thursday.
2. Fanny has (busted, broken, broke) one of her china plates.
3. Caroline could never have (did, done) that piece of work without Irene's help.
4. I have never (eat, ate, eaten) such good pears before.
5. How much have you already (gave, given) ?
6. Have you ever (seen, saw) a butterfly like this one ?
7. You could not (of seen, have saw, of saw, have seen) him from where you sat.
8. I (laid, lay) the books on your desk yesterday.
9. I (set, sat) in your room half an hour, waiting for you to come.
10. I have (set, sat) the chairs around the table.
11. Jack (diggd, dug) around in the garden a half hour before breakfast.
12. All of the boys had (gone, went) before six o'clock.
13. Have you (rang, rung) the bell yet ?
14. Has the mail (come, came) yet ?
15. The birds have already (drunk, drank) all the water from their dish.
16. The teacher (wrote, has wrote) the problems on the blackboard for us.

PART VI. PRONOUN FORMS

DIRECTION. Draw a heavy line under the *correct* form in each sentence.

1. If you were (I, me), would you go to that dance ?
2. Jessie gave Roy and (I, me) some new books.
3. No one dances more gracefully than (she, her).
4. He knew it to be (we, us).
5. It isn't for such as (we, us) to dictate to them.
6. She is no better than (he, him).
7. (Who, Whom) do you think I am ?
8. (Who, Whom) do you take me to be ?
9. (Who, Whom) do you have in mind for the place ?
10. (Who, Whom) was the gift intended for ?
11. (Whoever, Whomever) would promise to read the book got a copy as a gift.
12. (He, Him) that is pure I will in no wise cast out.

(V) Number right (Score)

(VI) Number right (Score)

PART VII. IDIOMATIC EXPRESSIONS

DIRECTION. Draw a heavy line under the *correct* form in each sentence.

1. I wish I (could of, could have) seen that play.
2. I regret to part (with, from) you after these pleasant vacation days.
3. I find that I am obliged to differ (from, with) you upon that question.
4. You will notice on close comparison that this pattern differs (with, from) that.
5. He was ashamed (with, of, by) his conduct.
6. Try (and, to) see us again before you go.
7. He (would have, would of) gone if we had been ready in time.
8. The instructor was (sort of, somewhat) surprised.
9. Clara arrived at her conclusion independent (of, from) any help that was offered to her.
10. The Chief Justice dissented (to, from) the opinion of the other judges.

PART VIII. MISCELLANEOUS FAULTY EXPRESSIONS

DIRECTIONS. Some of these sentences are faulty. Print a capital letter F in the parentheses before each sentence that is faulty, and before each that is correct print a capital letter C.

1. () Yourself and friends are expected to be present.
2. () At least these men are humans and should be treated so.
3. () I have made my sweater just like yours.
4. () Did you even suspicion a birthday party?
5. () She took it off of your table just this morning.
6. () Have you got your check for your week's work yet?
7. () I am sure you hadn't ought to expect very much from him today.
8. () You are very liable to get the wrong verb in a sentence like that.
9. () Are these the books you sent for?
10. () I believe him to have been perfectly honest.
11. () The speech was illy prepared and badly elocuted.
12. () I do not know if I have all these right or not.
13. () Leave me have another day to complete this long lesson, if you can.
14. () He thought he would probably be going again next week.
15. () He shall decline your offer, I feel sure.

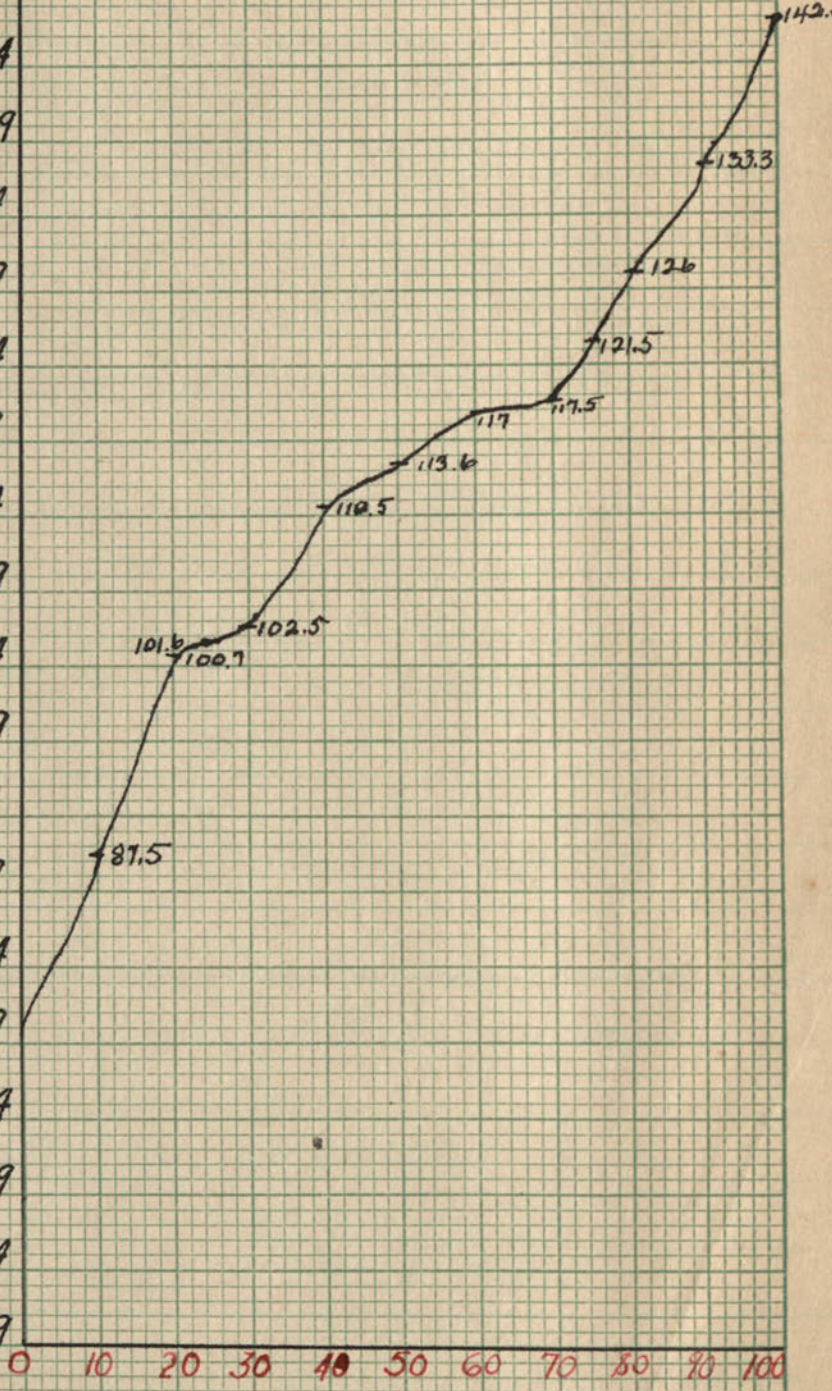
(VII) Number right(Score)

(VIII) Number right.....(Score)

GRAPH I

TEST FORM A
PERCENTILE GRAPH

70	CF	score	
100	-60 =	142.5	140 - 144
90	-54 =	133.3	135 - 139
80	-48 =	126	130 - 134
75	-45 =	121.5	125 - 129
70	-42 =	117.5	120 - 124
60	-36 =	117.	115 - 119
50	-30 =	113.6	110 - 114
40	-24 =	110.5	105 - 109
30	-18 =	102.5	100 - 104
25	-15 =	101.6	95 - 99
20	-12 =	100.7	90 - 94
10	-6 =	87.5	85 - 89
			80 - 84
			75 - 79
			70 - 74
			65 - 69
			60 - 64
			55 - 59



GRAPH I

TEST FORM A

Test Form A was given September 27, 1946; the scores ranged from 56 to 1140. Sixty per cent of the students made scores slightly above the scores indicated on the Cross Standard Test for eighth grade students (10 - 60 percentile). Forty per cent of the students in the 60 - 100 percentile fell below the average standard of the eighth grade students.

The lower quartile score for test Form A is 101; the standard lower quartile score for high school seniors is 132, a difference of 31 points below the standard.

The median of test Form A is 113. The average standard median is 144, a difference of 31 points below.

The upper quartile score for test Form A is 122. The Cross standard average for the upper quartile is 154, a difference of 32 points.

The difference in the score between that Form A and the average standard shows the students to maintain an average level of the average eighth grade student.

The method used in determining the percentiles of all graphs as shown in this chapter is taken from examples given by Guy M. Wilson's¹ How To Measure, Chapter VI, "The Measure-

¹Wilson, Guy M. How To Measure, Macmillan Company, New York, 1929, pp. 168-183.

ment of Language." It gives in details a good method in measuring. A study was also made of C. C. Ross' ² Method of Measurement, which is a later book.

²Ross, C. C., Op. cit., pp. 225-262.

CROSS ENGLISH TEST

By E. A. CROSS, A.M., PH.D.

Professor of Literature and English and Dean
State Teachers College, Greeley, Colorado

EXAMINATION: FORM B

For High Schools and Colleges

Name
(First name, initial, and last name)

Class (underline) H. S. 1 2 3 4 Coll. 1 2 3 4

Age last birthday years.

School or college

City

Date of this examination

PART		SCORE
I		
II		
III	A	
	B	
	C	
	D	
	E	
IV		
V		
VI		
VII		
VIII		
Total		
Classification		

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PART I. SPELLING

DIRECTIONS. Place a check mark (✓) in the parentheses after each *correct* spelling, as in the sample.

SAMPLE. { Ingglish ()
English.....(✓)

- | | |
|--|---|
| 1. { adviser.....()
advisor.....() | 17. { alleigance.....()
allegiance.....() |
| 2. { hoping.....()
hopeing.....() | 18. { peaceable.....()
peacable.....() |
| 3. { beleive.....()
believe.....() | 19. { stoping.....()
stopping.....() |
| 4. { seperate.....()
separate.....() | 20. { intresting.....()
interesting.....() |
| 5. { all right.....()
alright.....() | 21. { too (<i>adverb</i>).....()
to (<i>adverb</i>).....() |
| 6. { dropped.....()
droped.....() | 22. { goddess.....()
godess.....() |
| 7. { nineteen.....()
ninteen.....() | 23. { leasure.....()
leisure.....() |
| 8. { untill.....()
until.....() | 24. { loosing (<i>failing to win</i>) ()
losing (<i>failing to win</i>) () |
| 9. { privelege.....()
privilege.....() | 25. { critisize.....()
criticize.....() |
| 10. { devinity.....()
divinity.....() | 26. { there (<i>adverb</i>).....()
their (<i>adverb</i>).....() |
| 11. { shining.....()
shinning.....() | 27. { parliament.....()
parlaiment.....() |
| 12. { truly.....()
truely.....() | 28. { existance.....()
existence.....() |
| 13. { whoes.....()
whose.....() | 29. { lightning (<i>flash</i>).....()
lightening (<i>flash</i>).....() |
| 14. { labratory.....()
laboratory.....() | 30. { nickel.....()
nickle.....() |
| 15. { dieing (<i>coloring</i>).....()
dyeing (<i>coloring</i>).....() | 31. { negroes.....()
negros.....() |
| 16. { accuracy.....()
acuracy.....() | 32. { buisness.....()
business.....() |

(I) Number right.....(Score)

PART II. PRONUNCIATION

DIRECTIONS. Place a check mark in the parentheses nearest the correct pronunciation, as shown in the samples. Give careful attention to the position of the accent mark.

Key to the marks used

ā as in fāte	ē as in serēne	ô as in lôrd	ōō as in boōt
á as in cáre	ě as in ěnd	ǒ as in hǒt	ōō as in foōt
ǎ as in ǎt	ē as in fērn	ū as in pūre	g always as in get
ä as in ärm	ī as in īce	ŭ as in ŭp	j always as in jam
á as in ábāte	ī as in pīn	û as in būrn	ǎ ě ô are the same as ā ē ō except that
ǎ as in ǎll	ō as in ôld	ow as in how	these occur in unaccented syllables

SAMPLES.	{	said	sād	() (✓)	sēd
		been	bĭn	(✓) ()	bēn
		does	dōōz	() (✓)	dūz
1.	villain	vĭl'ĭn	() ()	vĭl'yan	
2.	gape	gāp	() ()	gāp	
3.	idea	ī dē'ā	() ()	ī'dē ā	
4.	evidently	ĕv'ĭ dĕnt lĭ	() ()	ĕv ĭ dĕnt'lĭ	
5.	irrelevant	ĭr rĕv'ĕ lǎnt	() ()	ĭr rĕl'ĕ vǎnt	
6.	plagiarism	plā'gār ĭzm	() ()	plā'jĭ ār ĭzm	
7.	address	ā drĕs'	() ()	ād'drĕs	
8.	irrevocable	ĭr rĕ vōk'ā b'l	() ()	ĭ rĕv'ō kā b'l	
9.	sword	swōrd	() ()	sōrd	
10.	again	ā gĕn'	() ()	ā gān'	
11.	opportunity	ōp ōr tūn'ĭ tĭ	() ()	ōp ōr tōōn'ĭ tĭ	
12.	rinse	rĭns	() ()	rĕns	
13.	hospitable	hōs pĭt'ā b'l	() ()	hōs'pĭ tā b'l	
14.	zoölogy	zō ōl'ō jĭ	() ()	zōō ōl'ō jĭ	
15.	formidable	fōr'mĭ dā b'l	() ()	fōr mĭd'ā b'l	
16.	cavalry	kāl'vā rĭ	() ()	kāv'āl rĭ	
17.	quantity	kwōn'tĭ tĭ	() ()	kwōn'ĭ tĭ	
18.	strictly	strĭkt'lĭ	() ()	strĭk'lĭ	
19.	granary	grān'rĭ	() ()	grān'ā rĭ	
20.	exquisite	ĕks'kwĭ zĭt	() ()	ĕks kwĭz'ĭt	
21.	bouquet	bō kā'	() ()	bōō kā'	
22.	surprise	sūr prĭz'	() ()	sŭp prĭz'	
23.	acclimate	āk klĭ'māt	() ()	āk'lĭ māt	
24.	Italian	ī tāl'yǎn	() ()	ĭ tāl'yǎn	
25.	contractor	kōn trāk'tĕr	() ()	kōn'trāk tĕr	
26.	jewelry	jū'ĕl rĭ	() ()	jōōl'rĭ	
27.	dolorous	dōl'ōr ũs	() ()	dōl'ōr ũs	
28.	presentation	prĕz'ĕn tā'shŭn	() ()	prĕ'zĕn tā'shŭn	
29.	machinery	mā shĕn'rĭ	() ()	mā shĕn'ĕr ĭ	
30.	different	dĭf'frĕnt	() ()	dĭf'ĕr ĕnt	
31.	research	rĕ'sĕrch	() ()	rĕ sĕrch'	
32.	vagary	vā'gā rĭ	() ()	vā gā'rĭ	

(II) Number right (Score)

PART III. RECOGNIZING A SENTENCE

Group A

DIRECTIONS. Some of the following are not properly sentences as printed. Print a capital letter S in the parentheses before each of the following that *is* properly a sentence, and before each that is *not* properly a sentence print a capital letter N.

-
1. () Getting their boat out of the river and into the lake.
 2. () While we bring up the camp equipment.
 3. () Having a few days of leisure, Corwin set out to camp in the hills.
 4. () Bacteria are microscopic organisms.
 5. () She wasted her time while her mother worked.
 6. () We make our garden early in May.
 7. () Alice's adventures in Wonderland.
 8. () Having balanced his books before he left the store.
 9. () These are the columns, added with great care.
 10. () To be or not to be, that is the question.

Group B

DIRECTIONS. Place a figure 1 in the parentheses before each expression that should be written as one sentence and a figure 2 before each that should be written as two sentences.

-
1. () The hunter tried to move the stone, which he found to be very heavy.
 2. () My next experience was in a grain elevator. Where I worked two whole summers.
 3. () Their method was to dig the holes with a hoe and then to drop two or three grains of corn into each hole.
 4. () I got the idea from George Calvert, who was with the famous Hamilton expedition, which explored the sources of the Amazon, while Weber was coming down the ridge of the Andes.
 5. () Use thin paper bookmarks, do not mark your place by laying a pencil in the book and then closing it.
 6. () Shakespeare died in 1616, did he die in Stratford or in London?

(III A) Number right (Score)

(III B) Number right (Score)

Group C

DIRECTIONS. Some of the following sentences are faulty, and some are correct. Print a capital letter F (for "Faulty") in the parentheses before each sentence that is faulty; before each that is correct print a capital C.

1. () The reason I was absent was because I was ill.
2. () A snob is when one person treats another as a social inferior.
3. () Both correct speaking and correct writing are essential to a teacher's success.
4. () No objection was offered to Henry's being absent three days.
5. () The trying of the famous Wilmington case was delayed two years.
6. () Can you remember if Carter was present at the track meet or not?
7. () A vacant lot was found for a tennis court about a quarter of a mile long and a hundred yards wide.
8. () Making of blue prints is the next step following inking of the drawings.

Group D

DIRECTIONS. Some of the following expressions are not properly one sentence as they stand. Print a capital letter O in the parentheses before each expression that *is* properly *one* sentence as it stands, and before each that is properly two or more sentences print a capital letter T.

1. () This man lives in North Dakota, and that state has some good soft-coal beds.
2. () Let's organize a Campfire group among our girls as soon as school opens in September.
3. () Copra is the dried meat of coconuts imported from the tropical islands which dot the Pacific Ocean.
4. () As soon as I had eaten a dish of cereal, the landlady surprised me by bringing in some fresh toast and two soft-boiled eggs, these she set beside my plate with a cordial smile and morning greeting, and I really felt quite embarrassed on account of the extra trouble I had made, my embarrassment, however, did not prevent me from eating a hearty breakfast, thanking her for her kindness and following my thanks with a promise not to be late again — at least, not soon.
5. () Try to meet all your engagements promptly, even your landlady will think more of your promptness than of your thanks.
6. () Did you ever work in a grain elevator in summer, there are many of them in Minnesota.

(III C) *Number right* (Score)

(III D) *Number right* (Score)

Group E

DIRECTIONS. Some of the following are not correct sentences. Print a capital letter F in the parentheses before each of the following that is not a correct sentence in harmony with present-day good usage; and before each that is a correct sentence print a capital letter C.

1. () The active voice gives a more vivid expression than the passive.
2. () The material used was more elegant than her old hat.
3. () The salary of a bricklayer is larger than a public school teacher.
4. () That is the worst sentence I almost ever saw in a book.
5. () When you fill the bottles don't spill any of it on the table.
6. () While returning from his work, Colby saw a large brown bear crossing his path.
7. () The leader was hanged, and his companions were imprisoned.
8. () After passing through the sixth grade, my mother took me for a summer in France.
9. () Katharine would have liked to have gone too.
10. () This kind of rabbit is called a Flemish Giant.

PART IV. PUNCTUATION

DIRECTION. Punctuate the following sentences in accordance with present-day usage. (Some of the sentences may not require further punctuation.)

1. Telephone me from the station if you have time.
2. The house stood I feel quite certain on the left side of the street insisted Robert.
3. Try to master the use of commas semicolons colons and quotation marks.
4. She was obliged to give up the idea of a formal dinner for the cook was leaving.
5. A fountain pen which leaks and scratches is worse than none.
6. Will you try some of my raisin cookies.
7. Ask Clarence why his mother did not come with him.
8. After the farmer had finished butchering some of the neighbors old friends of his came over to buy some of the fresh meat.
9. There are three causes poverty injustice and indolence declared the lecturer Professor Wharton.
10. They did not come by automobile they came by airplane. (*One sentence.*)
11. He declared that he was entirely satisfied.
12. You may have a good reason for what you are doing Andrews replied but it is I must say entirely unconvincing to me.
13. Long's Peak Inn which is in a beautiful flower-strewn meadow at the base of Long's Peak in the Rocky Mountain National Park was the home of Enos Mills the naturalist.
14. The trail above timber line being too rough for our horses we left them at the boulder field and went on afoot.
15. Of the two paths before us we chose the one which seemed most traveled.

(III E) *Number right* (Score)

(IV) *Number right* (Score)

PART V. VERB FORMS

DIRECTIONS. Draw a heavy line under the *correct* form in each sentence. In cases where two forms are correct, underline the preferred form.

1. The bell has (rang, rung).
2. Ned has (come in, came in).
3. I (done, have did, have done) all my work alone this week.
4. That little stream has (flown, flowed) along beside the road there for three years.
5. The other girls had already (went, gone) home before we came in.
6. The acrobat (swang, swung) up and caught the bar.
7. Foster has (wrote, written) all of these correctly.
8. I have (laid, lain) the sticks in a straight row.
9. I (set, sat) the vase on your table.
10. Philip and Neal (dragged, drug) the roller over the court to pack it down solidly.
11. Mother (laid, layed, lay) on the couch an hour for an afternoon rest.
12. Have you been (setting, sitting) there for a long time?
13. Has your Aunt Harriet (gave, give, given) much money to the associated charities this year?
14. Don't you think you should have (began, begin, begun) your lessons earlier?
15. They could not (have saw, of seen, have seen, of saw) that picture in Sterling.
16. The play had already (begin, began, begun) before eight fifteen.

PART VI. PRONOUN FORMS

DIRECTION. Draw a heavy line under the *correct* form in each sentence.

1. I took it to be (they, them).
2. Few girls play as well as (she, her).
3. It isn't for such as (they, them) to dictate to us.
4. Their opponents were heavier than (they, them).
5. Father expects you or (I, me) to meet him.
6. I do not know (who, whom) will finish the work.
7. She is a girl (who, whom) I know to be trustworthy.
8. (Who, Whom) did you say sits near you?
9. Nobody except you and (I, me) has come yet.
10. Everybody is going but Mark and (she, her).
11. You and (he, him) may go next.
12. (Whomever, Whoever) this letter was written for should appreciate its compliments.

(V) Number right (Score)

(VI) Number right (Score)

PART VII. IDIOMATIC EXPRESSIONS

Cross Test: B

DIRECTION. Draw a heavy line under the *correct* form in each sentence.

1. They were not unmindful (of, to) the French customs.
2. After a long illness the poor old soul died (of, on) a Friday in September.
3. I am disappointed (in, of, with) you, Carrie.
4. Harriet should (of, have) taken a long walk today.
5. You should (of, have) been with us Saturday.
6. You will be (very much pleased, very pleased) if you make a high score in this test.
7. I (couldn't hardly, could hardly) believe the evidence of my eyes.
8. The party started out in search (of, for) wild strawberries.
9. He confessed his inability to comply (with, to) the demands.
10. It seems to me (like, that) your reasoning is faulty.

PART VIII. MISCELLANEOUS FAULTY EXPRESSIONS

DIRECTIONS. Some of these sentences are faulty. Print a capital letter F in the parentheses before each sentence that is faulty, and before each that is correct print a capital letter C.

1. () Divide all the proceeds among yourselves.
2. () Say it like you meant it this time.
3. () Fatal accidents seldom occur in tennis.
4. () I had rather go now than stay till Friday.
5. () They were kinder disappointed when the clouds began to roll up.
6. () Have you got the house you were trying to buy last week?
7. () Has the maid come in yet? Not as I know of.
8. () We ate a part of the tomatoes and gave the balance to one of the neighbors.
9. () His actions caused the officers to suspect him.
10. () Pronounce your words like I do if you can.
11. () Most all of the party had gone by that time.
12. () Will you please leave me go home at three today, Mr. Gardner?
13. () Ned gave his word that he would come not later than eight.
14. () You shall be there as you promised, I suppose.
15. () Aren't you sort of glad that this is the last sentence?

(VII) *Number right* (Score)

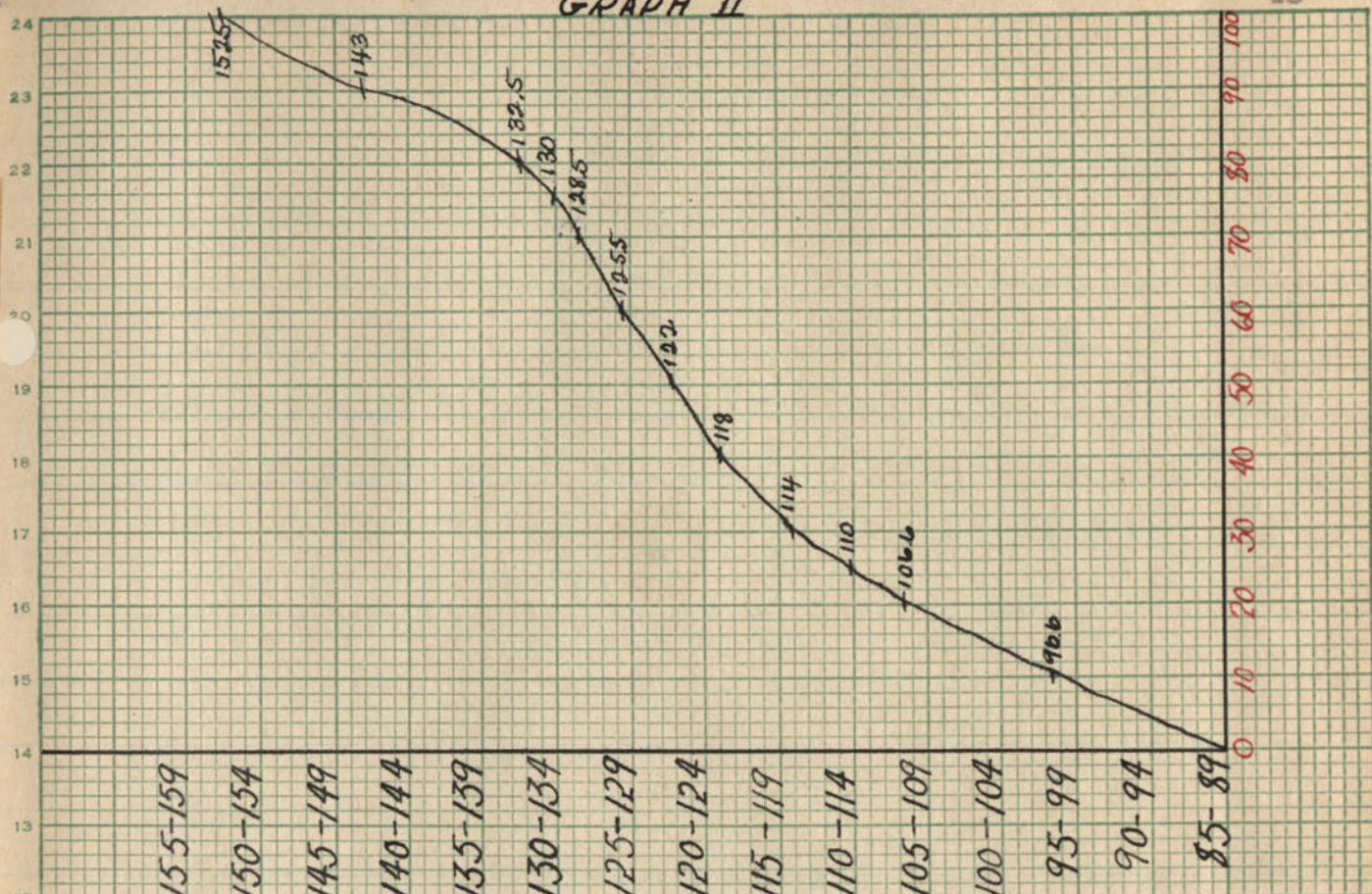
(VIII) *Number right* (Score)

GRAPH II

TEST FORM B

PERCENTILE GRAPH

%	CP	score
100	60	152.5
90	54	143
80	48	132.5
75	45	130
70	42	128.5
60	36	125.5
50	30	122
40	24	118
30	18	114
25	15	110
20	12	106.6
10	6	96.6



GRAPH II

TEST FORM B

Test Form B was given November 21, 1946; the scores ranged from 85 to 152, which showed some gain over test Form A. Twenty per cent of the students made scores slightly above the Cross Standard average for students in the ninth grade. For the 70th and 85th percentile the scores fell below the average ninth grade student and slightly above the eighth grade student. From the 85th to 100th percentile the scores were the same as the average standard ninth grade student.

The lower quartile score for test Form B is 110, a gain of 9 points above test Form A. The standard average score for senior high school students is 132, a difference of 22 points below the standard.

The median of test Form B is 122, a gain of 9 points above test Form A. The average standard median is 144, a difference of 22 points below the standard.

The upper quartile score for test Form B is 130, a gain of 8 points above test Form A. The standard score for the upper quartile is 154, a difference of 24 points.

Test Form B shows a gain of 78 per cent over test Form A.

CROSS ENGLISH TEST

By E. A. CROSS, A.M., PH.D.

Professor of Literature and English and Dean
State Teachers College, Greeley, Colorado

EXAMINATION: FORM C

For High Schools and Colleges

Name
(First name, initial, and last name)

Class (underline) H. S. 1 2 3 4 Coll. 1 2 3 4

Age last birthday years.

School or college.....

City.....

Date of this examination.....

PART		SCORE
I		
II		
III	A	
	B	
	C	
	D	
	E	
IV		
V		
VI		
VII		
VIII		
Total		
Classification		

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PART I. SPELLING

DIRECTIONS. Place a check mark (✓) in the parentheses after each *correct* spelling, as in the *sample*.

SAMPLE. { Ingglish ()
English.....(✓)

- | | |
|---|--|
| 1. { February ()
Febuary () | 17. { dissapear ()
disappear () |
| 2. { atheletics ()
athletics () | 18. { quite (<i>entirely</i>) ()
quiet (<i>entirely</i>) () |
| 3. { changeing ()
changing () | 19. { tradegy ()
tragedy () |
| 4. { recieve ()
receive () | 20. { imagine ()
imagin () |
| 5. { across ()
acrost () | 21. { nineth ()
ninth () |
| 6. { canning (<i>preserving</i>) ()
caning (<i>preserving</i>) () | 22. { accidentally ()
accidentaly () |
| 7. { lose (<i>to set free</i>) ... ()
loose (<i>to set free</i>) .. () | 23. { recollect ()
reccollect () |
| 8. { devide ()
divide () | 24. { preperation ()
preparation () |
| 9. { sacreligious ()
sacrilegious () | 25. { seige ()
siege () |
| 10. { quite (<i>not noisy</i>) ... ()
quiet (<i>not noisy</i>) ... () | 26. { asparagrass ()
asparagus () |
| 11. { noticable ()
noticeable () | 27. { morally ()
moraly () |
| 12. { recommend ()
reccommend () | 28. { inevitable ()
inevitable () |
| 13. { hopeing ()
hoping () | 29. { defanite ()
definite () |
| 14. { facinate ()
fascinate () | 30. { refineing ()
refining () |
| 15. { calvary (<i>horsemen</i>) ()
cavalry (<i>horsemen</i>) () | 31. { useage ()
usage () |
| 16. { relieve ()
releive () | 32. { grammar ()
grammer () |

(I) *Number right* (Score)

PART II. PRONUNCIATION

DIRECTIONS. Place a check mark in the parentheses nearest the correct pronunciation, as shown in the samples. Give careful attention to the position of the accent mark.

Key to the marks used

ā as in fāte	ē as in serēne	ô as in lôrd	ōō as in bōōt
â as in câre	ě as in ěnd	õ as in hõt	õõ as in fõõt
ã as in ât	ē as in fērn	ū as in pūre	g always as in get
á as in ábāte	ī as in Ice	ŭ as in ŭp	j always as in jam
ã as in ärm	ı as in pın	û as in būrn	ã ě õ are the same as ā ē ō except that
ą as in ąll	õ as in õld	ow as in how	these occur in unaccented syllables

SAMPLES.	{	said	sād	()	(✓)	sěd
		been	bĭn	(✓)	()	bēn
		does	dōōz	()	(✓)	dŭz
1.	duke	dōōk	()	()	dūk	
2.	condolence	kõn dõ'lěns	()	()	kõn'dõ lěns	
3.	amenable	á mēn'á b'l	()	()	á mē'ná b'l	
4.	idea	ī dē'á	()	()	ī'dē á	
5.	particularly	pār tik'ŭl är lí	()	()	pār tik'ŭ lār lí	
6.	hundred	hŭn'děrd	()	()	hŭn'drěd	
7.	deficit	děf'ı sıt	()	()	dē fis'ıt	
8.	diamond	dı'á mŭnd	()	()	dı'mŭnd	
9.	romance	rõ'mãns	()	(-)	rõ mãns'	
10.	vaudeville	vaw'dē vıl	()	()	võd'vıl	
11.	prescription	pěr skrip'shŭn	()	()	prě skrip'shŭn	
12.	inventory	ın'ven tõ rı	()	()	ın vėnt'õ rı	
13.	poem	põm	()	()	põ'em	
14.	gratis	grá'tıs	()	()	grát'ıs	
15.	government	gŭv'ěr měnt	()	()	gŭv'ěrn měnt	
16.	incomparable	ın kõm'pá rá b'l	()	()	ın kõm pâr'á b'l	
17.	Missouri	mız zõõ'rá	()	()	mı zõõ'rı	
18.	program	prõ'grŭm	()	()	prõ'grãm	
19.	partner	pärt'něr	()	()	pård'něr	
20.	perspiration	prěs pí rá'shŭn	()	()	pŭr spı rá'shŭn	
21.	candidate	kãn'ı dāt	()	()	kãn'dı dāt	
22.	roof	rõõf	()	()	rõõf	
23.	often	õf'těn	()	()	õf'n	
24.	hearth	hěrth	()	()	hārth	
25.	kept	kěp	()	()	kěpt	
26.	library	lı'bár ı	()	()	lı'brá rı	
27.	new	nŭ	()	()	nõõ	
28.	perhaps	p'rãps	()	()	pěr hãps'	
29.	altitude	ãl'tı tŭd	()	()	ãl'tı tõõd	
30.	obesity	õ bē'sı tí	()	()	õ bēs'ı tí	
31.	humble	ŭm'b'l	()	()	hŭm'b'l	
32.	preferable	prě fěr'á b'l	()	()	prěf'ěr á b'l	

(II) Number right.....(Score)

PART III. RECOGNIZING A SENTENCE

Group A

DIRECTIONS. Some of the following are not properly sentences as printed. Print a capital letter S in the parentheses before each of the following that *is* properly a sentence, and before each that is *not* properly a sentence print a capital letter N.

-
1. () Two of them made a path through the bushes while the others carried the boat.
 2. () I decided not to try trigonometry.
 3. () Showing me a flower which was wilted.
 4. () To be chosen for the place was an honor.
 5. () Her work was doing washing for other people.
 6. () When your aunt visited you last spring.
 7. () While we show you all our kodak pictures.
 8. () Are yours balanced?
 9. () Then the evening came, and the end of that sad day.)
 10. () "Charge for the guns," he said.

Group B

DIRECTIONS. Place a figure 1 in the parentheses before each expression that should be written as one sentence and a figure 2 before each that should be written as two sentences.

-
1. () The hunter tried to move the stone, he found it to be very heavy.
 2. () He writes short stories, the short story is a very popular literary form in the twentieth century.
 3. () After we had eaten a bite of breakfast, a few of our friends came over to our cabin; and we all set out for the day's tramp, carrying our lunches in compact bundles, which were slung over our shoulders.
 4. () Do not start until ten o'clock, the other members of the party will soon come.
 5. () Canal locks are now built of concrete, they were formerly built of cut stone.
 6. () Not to know a sentence when you see one is a more serious fault than to spell incorrectly or occasionally to mispronounce a familiar word.

(III A) *Number right* (Score)

(III B) *Number right* (Score)

Group C

DIRECTIONS. Some of the following sentences are faulty, and some are correct. Print a capital letter F (for "Faulty") in the parentheses before each sentence that is faulty; before each that is correct print a capital C.

-
1. () This is all the farther the lesson goes today.
 2. () My neighbor, Mr. Cameron, was always a very friendly man, and died last night.
 3. () English Four is planned to aid students in forming correct habits in both speech and writing.
 4. () Mending of broken china is a real art.
 5. () Repairing old umbrellas is a tinker's job.
 6. () Seems like most of these sentences are incorrect.
 7. () Her former home was the beautiful little city of Evansville, and which is on the north side of the Ohio River.
 8. () These were the clever acrobats which so much had been written about in the popular magazines.

Group D

DIRECTIONS. Some of the following expressions are not properly one sentence as they stand. Print a capital letter O in the parentheses before each expression that *is* properly *one* sentence as it stands, and before each that is properly two or more sentences print a capital letter T.

-
1. () Although his comrades were very proud of Felder's achievement, they hardly expected him to be awarded a medal for bravery.
 2. () That is an excellent idea, where did you get it?
 3. () I did not get down to breakfast this morning till eight and all the other guests had already eaten and gone and there was nothing left but cornflakes and some cold toast and these are not very appetizing to me.
 4. () Self-government is a topic which the students of Wyman College, a school located on the Pacific Coast where there are many nationalities represented including Orientals, are discussing with the keenest interest, although there is no probability of its being put into effect for a year or two yet.
 5. () I worked in a grain elevator in Minnesota last summer and wheat is the principal grain raised there and the Pillsbury-Washburn Mills are in Minneapolis and they make a great deal of flour.
 6. () Are you going, I am.

(III C) *Number right* (Score)

(III D) *Number right* (Score)

Group E

DIRECTIONS. Some of the following are not correct sentences. Print a capital letter F in the parentheses before each of the following that is not a correct sentence in harmony with present-day good usage, and before each that is a correct sentence print a capital letter C.

1. () He spoke to the intruder, but instead of receiving a courteous answer, the fellow laughed in his face.
2. () The room was small, dark, and poorly furnished.
3. () His psychology is crude and unscientific; it is obviously superficial.
4. () She had earrings in her ears that had formerly belonged to her mother.
5. () Measles are when you break out in little red spots.
6. () Upon going to bed the front draft of the furnace should be closed.
7. () He never has and never will be elected to that fraternity.
8. () I attended classes only in the morning.
9. () They could of guessed the answer if they had of tried.
10. () The dean would have been very glad to meet you Thursday if he had been here when you called.

PART IV. PUNCTUATION

DIRECTIONS. Punctuate the following sentences in accordance with present-day usage. (Some of the sentences may not require further punctuation.)

1. The telephone began ringing but no one answered.
2. Assemble all your materials while the glue is melting.
3. My old fountain pen which both leaked and scratched is discarded at last.
4. Under the conditions indicated Maurice you are right.
5. He had never learned to concentrate this was the cause of his failure in college. (*One sentence.*)
6. The day being cloudy we thought it best not to venture far from shelter.
7. I am sure you will find her a faithful sincere friend asserted Mrs. Wilson.
8. When the camping party had finished eating several children the sons and daughters of some of the neighboring farmers came in to hear the music around the campfire.
9. We have won for two years declared the coach if we win again this year the cup will be ours permanently. (*One sentence.*)
10. Is that the truth she asked.
11. Wilbur asked what they were planning to do.
12. He declared that he was entirely satisfied.
13. That explanation seems quite satisfactory however there is some disagreement about the theory. (*One sentence.*)
14. Every boy who went to camp learned to swim.
15. Four kinds of inter-school contests were proposed by the representative of the Omaha Nebraska schools football basket ball debating and track events.

(III E) *Number right* (Score)

(IV) *Number right* (Score)

PART V. VERB FORMS

DIRECTIONS. Draw a heavy line under the *correct* form in each sentence. In cases where two forms are correct, underline the preferred form.

1. The bleachers were full ten minutes before the game had (began, begun).
2. I (come, came) to your house last Thursday morning to walk to school with you.
3. The canaries have already (ate, eat, eaten) all the food you gave them this morning.
4. Have they (drunk, drank) all the water too?
5. Fred (seen, saw) him throw the ball.
6. I (laid, lay) on the couch for a brief rest.
7. Have you (lain, laid, lay) your party clothes out yet?
8. I have (sat, set) here waiting for at least an hour.
9. When we were at the beach, Charles (dived, dove) from a forty-foot tower.
10. Have you ever (sit, set, sat) watching the pictures in the fire?
11. I wish you might have (sat, set) the flowers nearer the center of the table.
12. Couldn't they have (gave, given, give) more attention to what was being said?
13. Bessie could (of went, have gone, of gone, have went) if she had asked.
14. How many of you have already (written, wrote) the sample business letter?
15. I wish you could (have did, of done, have done, of did) it more carefully.
16. The bell has (rang, rung).

PART VI. PRONOUN FORMS

DIRECTION. Draw a heavy line under the *correct* form in each sentence.

1. He inquired whether (we, us) girls were going.
2. Let (he, him) who can answer the question.
3. It must have been (they, them).
4. Whom can I trust if not (he, him)?
5. Let none touch it but (they, them) that are **clean**.
6. I know no one quite like (she, her).
7. (Who, Whom) were you talking about?
8. (Who, Whom) do you take me to be?
9. What can you expect from such as (he, him)?
10. Are you calling Margaret and (I, me)?
11. The books were presented to (whoever, whomever) would read them.
12. I am sure no one plays tennis as well as (he, him).

(V) *Number right* (Score)

(VI) *Number right* (Score)

PART VII. IDIOMATIC EXPRESSIONS

DIRECTION. Draw a heavy line under the *correct* form in each sentence.

1. This field is not suitable (to, for) irrigated farming.
2. I hasten to comply (to, with) your request.
3. He could hardly bring himself to part (with, from) his house in the country.
4. Harriet was tired (with, of) being sent every day to the distant post office.
5. Have you (finished, finished with, finished off) that bungalow apron you were making last week?
6. Your test is quite different (than, from) the one you gave last year.
7. Mrs. Carpenter's physician advised her to stay (to, at) home for the winter.
8. I am sure the applicant is possessed (with, of) the ability to succeed.
9. I was reluctant (to go, against going) there alone.
10. The girls all seemed to have (such a good, a very good) time at your party.

PART VIII. MISCELLANEOUS FAULTY EXPRESSIONS

DIRECTIONS. Some of these sentences are faulty. Print a capital letter F in the parentheses before each sentence that is faulty, and before each that is correct print a capital letter C.

1. () You hadn't ought to read a novel without you know what it is about.
2. () The theme reader at last roped the bucking verb in that dizzy sentence of yours.
3. () They seldom ever appear in public any more.
4. () What offense was the prisoner charged with?
5. () I am not sure whether I can come.
6. () I had wanted very much to have come.
7. () I can't seem to understand these sentences.
8. () He claims that he did all the work alone.
9. () He speaks like a foreigner.
10. () Corwin's garage is just in back of their house.
11. () Do you suspicion where the examination is to be held?
12. () The time will come when you shall see this more clearly. (*Merely a prediction.*)
13. () Leave me carry your books for you, Miss Carr.
14. () Should you like to go to the theater with me this evening, Helen?
15. () Can this really be the end of this test?

(VII) Number right (Score)

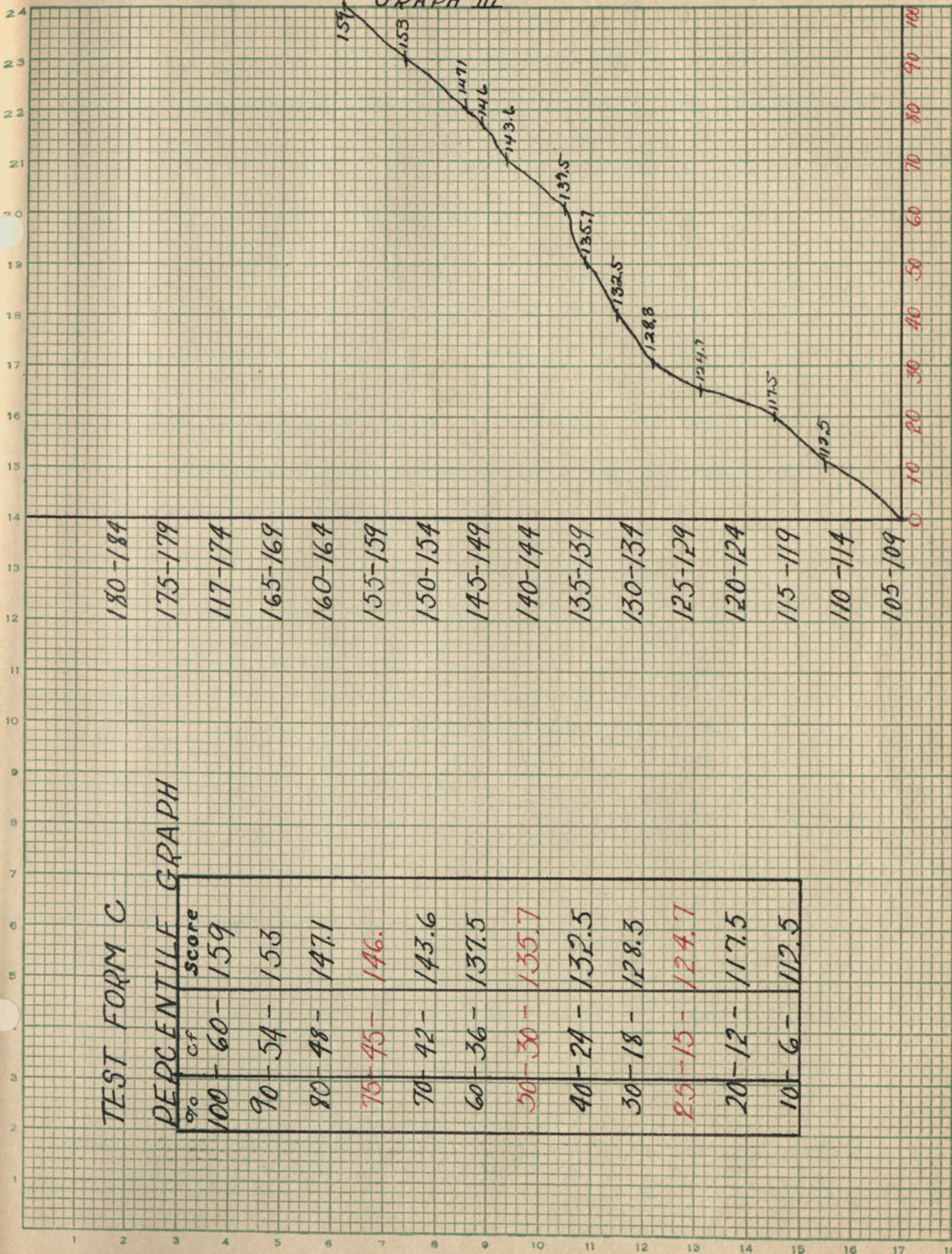
(VIII) Number right (Score)

TEST FORM C

PERCENTILE GRAPH

%	C.F.	Score
100	60	159
90	54	153
80	48	147.1
75	45	146.
70	42	143.6
60	36	137.5
50	30	135.7
40	24	132.5
30	18	128.3
25	15	124.7
20	12	117.5
10	6	112.5

GRAPH III



180-184

175-179

117-174

165-169

160-164

155-159

150-154

145-149

140-144

135-139

130-134

125-129

120-124

115-119

110-114

105-109

GRAPH III

TEST FORM C

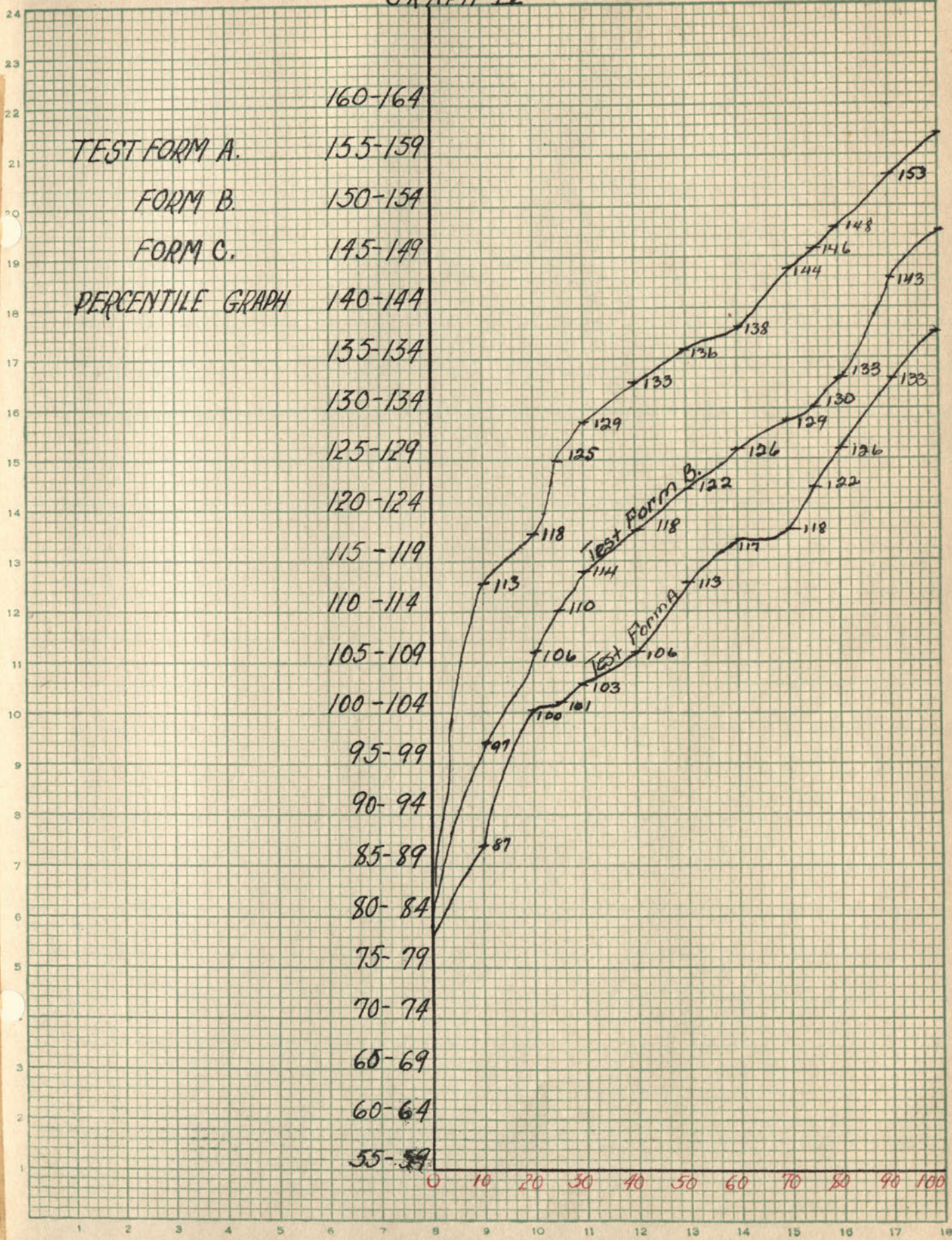
Test Form C was given January 20, 1947; the scores ranged from 106 to 159. Twenty-five per cent of the students made scores below the average standard of the eleventh grade student from the 25th to the 40th percentile; the scores were above the eleventh grade. Sixty per cent of the students fall below the average standard for the eleventh grade.

The lower quartile score for Form C is 125, a gain of 24 points above test Form A. The average standard score for seniors is 133, a difference of 7 points.

The median of test Form C is 126; the average standard is 144, a difference of 8 points below the standard. The median of test Form C shows a gain of 24 points above test Form A.

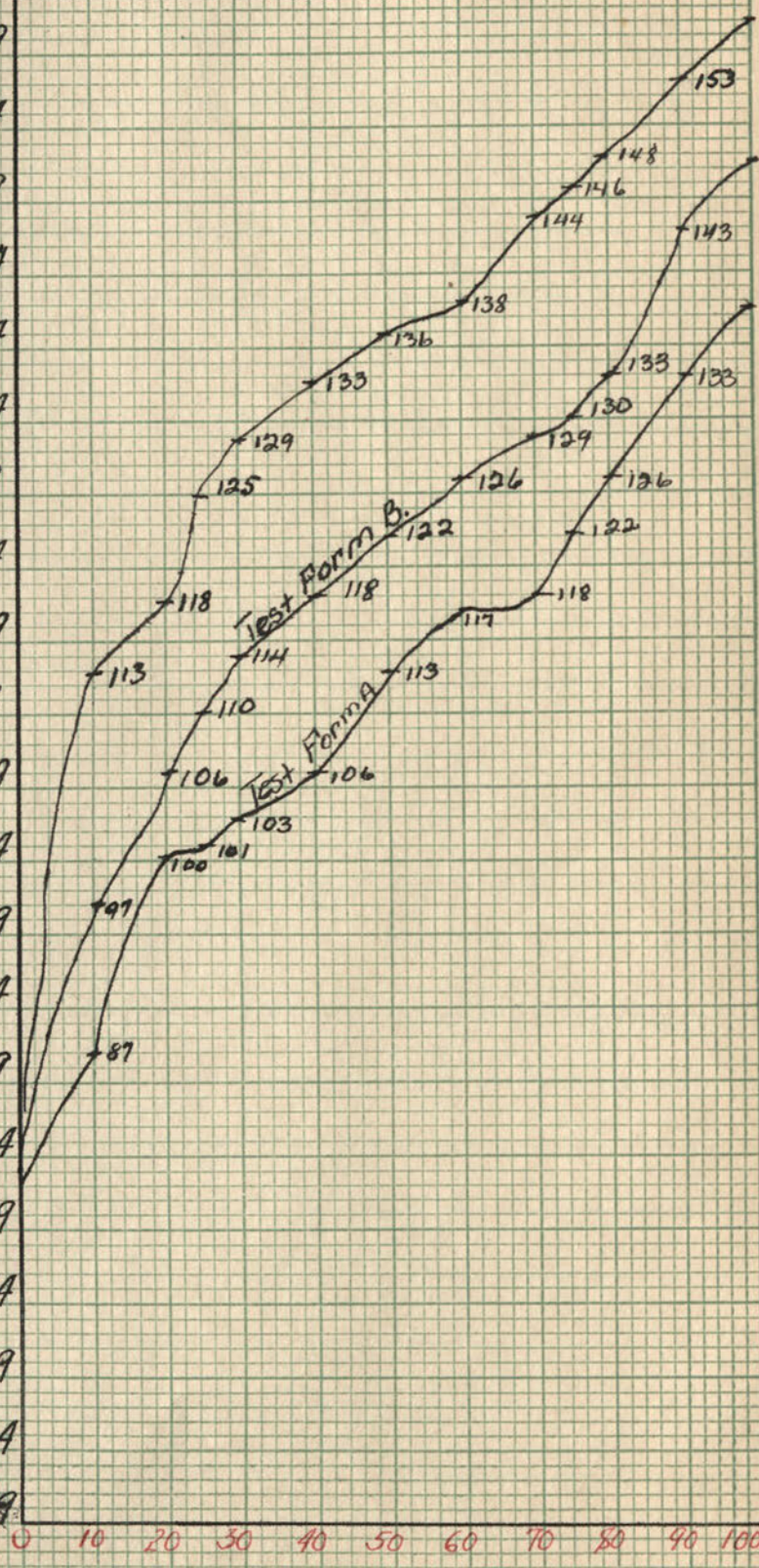
Test Form C shows a great improvement over test Form A. The average score of these students was below the average standard score.

GRAPH IV



TEST FORM A.
FORM B.
FORM C.
PERCENTILE GRAPH

160-164
155-159
150-154
145-149
140-144
135-134
130-134
125-129
120-124
115-119
110-114
105-109
100-104
95-99
90-94
85-89
80-84
75-79
70-74
60-69
60-64
55-59



GRAPH V

PERCENTILE GRAPH

OF

TEST FORM A.

TEST FORM B.

TEST FORM C.

COMPARED WITH

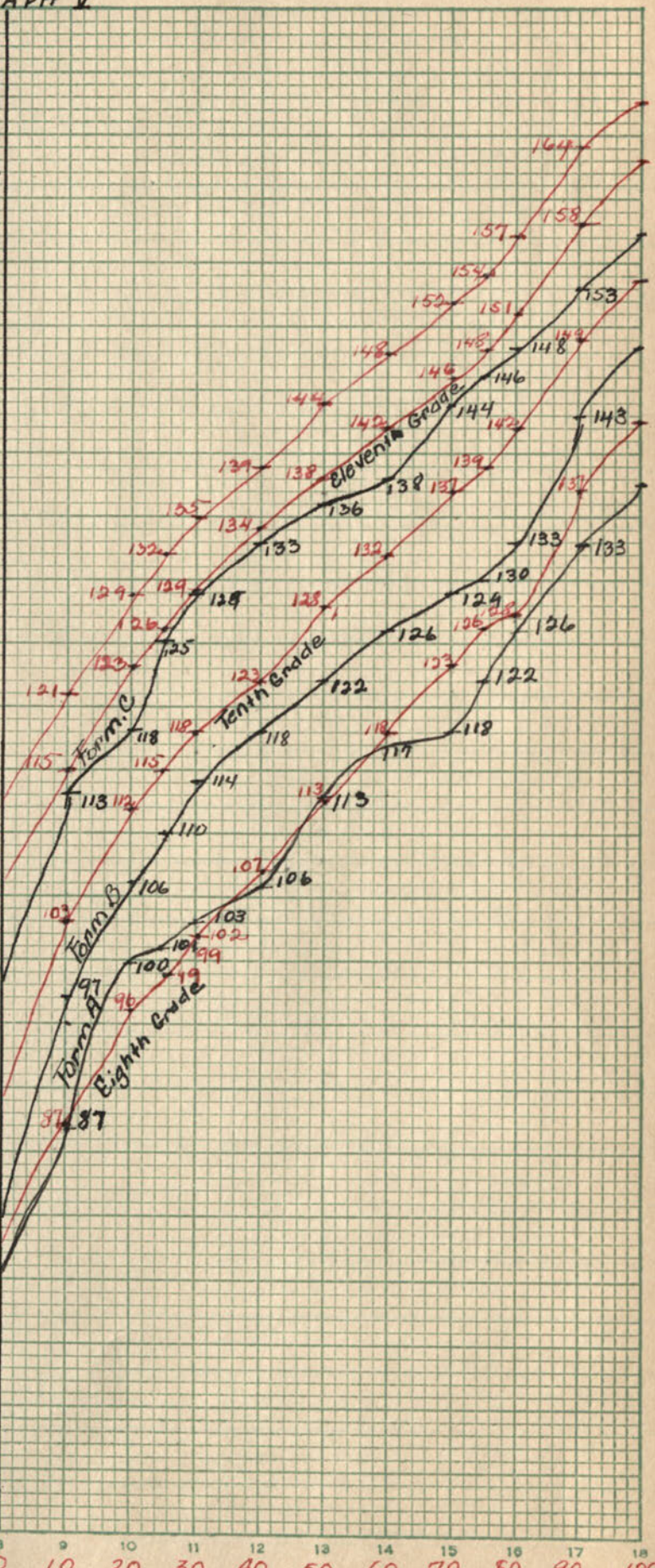
THE CROSS STANDARD

ENGLISH TEST FOR

GRADES 8, 10, 11 and 12.

KEY {
 - CROSS TEST
 - STANDARD AVERAGE TEST

170-174
 165-169
 160-164
 155-159
 150-154
 145-149
 140-144
 135-139
 130-134
 125-129
 120-124
 115-119
 110-114
 105-109
 100-104
 95-99
 90-94
 85-89
 80-84
 75-79
 70-74
 65-69
 60-64
 55-59



0 10 20 30 40 50 60 70 80 90 100

	PERCENTILE	GROSS T. FORM A.	CROSS T. FORM B.	CROSS T. FORM C.	STANDARD GRADE 8	STANDARD GRADE 9	STANDARD GRADE 10	STANDARD GRADE 11	STANDARD GRADE 12
	90	133	143	153	137	142	149	158	164
	80	126	133	148	128	133	142	151	157
UPPER QUARTILE	75	122	130	146	126	130	139	148	154
	70	118	129	144	123	127	137	146	152
	60	117	126	138	118	122	132	142	148
MEDIAN QUARTILE	50	113	122	136	113	118	128	138	144
	40	106	118	133	107	114	123	134	139
	30	103	114	129	102	109	118	129	135
LOWER QUARTILE	25	101	110	125	99	106	115	126	132
	20	100	106	118	96	103	112	123	129
	10	87	97	113	87	95	103	115	121

TABLE XIII SHOWS THE SCORE OF LOWER QUARTILE, MEDIAN AND UPPER QUARTILE OF TESTS FORM A, B, and C AS COMPARED WITH THE SCORE AVERAGE STANDARD TEST.

CHAPTER VII

SUMMARY

Test Form A shows that the entire senior class has about the same average as the students in the eighth grade as compared with the Cross Standard English Test.

The following statements will give a brief description of what the test shows:

1. Little or no learning in grammar had been carried over from previous study of the subject.
 - (a) Poor scholarship was due to too many absentees.
 - (b) No progressive study habits were used.
2. Many questions were unanswered or incorrectly answered, because the students were not able to interpret the meaning of the directions given.
3. The lack of the student's ability to read the directions, indicated poor readers.
4. There were no catch questions in the test; the students show no effort to think.
5. Many errors could have been avoided if the students had been more careful in putting the correct figures or letters in the places indicated.

The English Department is no more perfect than any other department in the school. Here are some facts that contributed to poor scholarship on the part of the student and of which they have no control.

1. No tests are given to freshmen upon entering high school to classify the student and find out their weakness in grammar.
2. The English Department made no effort to cooperate with the other departments to stress the importance of the use of good grammar.
3. Poor grades were due largely to the fact that 75 per cent of the time allotted for the study of English Literature.
4. Students had been drilled too much on the rules of grammar, and not enough time spent on practical examples of these rules.
5. Students with varied I.Q.'s were placed in the same classes.
6. Speech, an essential part of grammar, is not included in the curriculum.
7. Too much thought, on the part of the teacher, was given to covering pages as printed by the Board of Education, in the course of study.
8. Teachers are afraid to fail too many students, for fear of being called in by the principal or the supervisor.
9. Too many failures indicate poor teachers as interpreted by the Board of Education.
10. Formal daily lesson plans are turned in to the principal; teachers are afraid to be too far from the lesson indicated on the daily lesson plan.
11. Too much work is to be accomplished in too little time.
12. The library has too few books to promote better reading

habits.

13. Fifty per cent or more of the English teachers are not English majors or minors.
14. Too many bulletins on English that could be used in any part or grade are published.
15. The bulletins did not serve as a bridge in the gaps in the textbooks, but was a little more than an outline.
16. Fear of some of the teachers in the English Department had caused the students to build up a complex against the subject.

The greatest criticism I have to offer is the entire approach to the English set up, is that it must be revised before the department will be able to do justice to the students that enroll in that department.

CHAPTER VIII

CONCLUSION AND RECOMMENDATIONS

It is with pleasure that the writer takes this opportunity to offer some suggestions, as to how to improve these conditions in which the English department of Lincoln operates.

It was clearly pointed out that the senior students fell below the average standard of students in grade eight as shown in test Form A, Graph I, page 39. The student apparently did not carry over any of their previous training in grammar. This indicated that the students were taught for the immediate needs rather than for both present and future needs.

Many questions were unanswered or incorrectly answered, because the students were not able to follow the directions given. This proves that they could not read well or interpret the reading after doing so. Developing skill in reading can be done by better use of the library and encouraging reading for pleasure. The instructor can create interest in reading, if some time is devoted to finding out what types of reading materials the students enjoy. If the student's selection of materials is poor or crude, an appreciation for better reading materials should begin at once. C. C. Ross¹ gives an excellent essay on developing one's reading ability.

¹Ibid., pp. 414-415.

Carelessness on the part of the student in not putting the correct figures or letters in the indicated places account for as many errors as in cases where the students did not know the answer to the questions. Students should be taught to read and reread all instructions before starting to do any given type of written work. Teachers should insist on correct form, as well as correct answers, not with the attitude--do as you are told, or follow directions, but do it right.

Freshmen students enter Lincoln High School without any test in English. They are allowed to enroll in English One, regardless of their ability to do the work. Placement tests should be given to find out the ability of the students. If the students are not able to do the average work, they should be classified, and placed in groups where they will be able to keep up. If the student's average is too low, some type of course in grammar orientation should be offered. Slow pupils may easily become discouraged in the class with superior students. Homogenous grouping is recommended.

No effort on the part of the English department is made to secure the help of the other departments to stress the importance of the use of good grammar. If a progressive program in English is to be effective, it must have the cooperation of all the faculty. Ray O. Billett¹ in Fundamentals of Secondary School Teaching states:

¹Billett, Ray O. Fundamentals of Secondary-School Teaching, Houghton Mifflin Company, Dallas, Texas, 1940, pp. 210-211.

The English department which seeks to appraise the local program of instruction in English in the light of current thought and practice in the field might well begin with a consideration of the local organization of the faculty to secure constantly improve integration of the various aspects of English with each other and with courses in other subject-matter fields.

English Eight is devoted primarily to the study of English Literature as stated in the course of study.¹ In view of the fact that such poor scholastic achievement was made by the students in grammar, English Eight should be changed to an advanced course in the study of English grammar rather than an extended study of English Literature. English Seven is devoted to a study in the early part of English Literature and continued in English Eight. English Seven should be a course in the appreciation of English Literature rather than a course in the technical aspect of the subject.

Formal daily lesson plans are turned in to the principal's office. If the teacher is to carry out these plans as stated, the daily lesson plan is good. However, it is embarrassing if he is not some where in the vicinity of the lesson planned for that date. Many causes might disrupt the plan. (1) On the assigned day too many students were about to carry on the plan effectively, (2) Minor misunderstandings about the assignment will off-set the plan, (3) irregular assembly programs, (4) students called out of the class

¹Junior-Senior High School Course of Study In English,
Dallas Board of Education, Dallas, Texas, p. 102.

to participate in extra-curricular activities, (5) students may not have achieved as much from the previous study to carry on effectively with the present study; a review is necessary. The real reason is that too many teachers fail to make these necessary reviews in order that they may keep up with their work as planned. The best interest of the students is sacrificed to make themselves appear as capable teachers.

Failures are always a problem, too many are good indications of poor teaching. Some cases of failures are not to be considered as poor instruction on the part of the teachers, but rather a slow class. Many students are placed in classes in which they have no interest, or they may not have the ability to do passing work; this hampers the progress of the class and allows the superior students to do poor work, lose interest, or do nothing at all. The unwritten law that seventy-five per cent of the students will pass if the subject has been thoroughly taught, looms as a warning sign to most teachers. Students who do failing work should be retained, with no thought of the number. However, a teacher should use every possible effort to see that fewer students fail in their classes.

I have touched on only a few of the many problems that exist at Lincoln High School, because I feel they are the most important. I trust they will be received in the spirit in which they are given. In my concluding remarks, I will recommend further: (1) A better understanding of the needs, and problems of the students in grammar. (2) Seek the co-

operation of every department in the school to improve better written and spoken grammar. (3) All teachers should take part in the making of the curriculum, non-whites as well as whites. (4) The teachers should be released from the chain, the covering of definite pages in the subject as outlined in the course of study. (5) Teachers should be able to make their programs based on the needs of the pupils. (6) Above all teachers who have had but little preparation to teach in an assigned field should put forth every effort to qualify for the position to which they have been assigned.

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⁺ Text-book.

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