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# An Analysis of Spelling and Language Errors in the Achievement Tests of the Marion County Achievement Contest

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AN ANALYSIS OF SPELLING AND LANGUAGE ERRORS IN  
THE ACHIEVEMENT TESTS OF THE MARION COUNTY  
ACHIEVEMENT CONTEST

by

Edythe Gunter Burdin

A dissertation submitted in partial fulfillment  
of the requirements for the degree  
of Master of Science

Division of Graduate Instruction  
Butler University  
Indianapolis  
1942

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E.G.B.

Indianapolis, 1942

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AN ANALYSIS OF SPELLING AND LANGUAGE ERRORS IN  
THE ACHIEVEMENT TESTS OF THE MARION COUNTY  
ACHIEVEMENT CONTEST

CHAPTER I

The Problem:--The purpose of this investigation is to find answers to the following questions concerning the results of the spelling and the language tests which were used in the Marion County Achievement Contests:

SPELLING

1. What words were misspelled by 20 per cent or more of the pupils in grades three to eight inclusive during the years 1935 and 1937 through 1940?

2. What are the trends:

(a) in the misspellings of each word included in this investigation?

(b) in the mean per cents of the misspellings of these words for each of the five years?

3. What are the dominant misspellings of the incorrectly spelled words?

LANGUAGE

1. What questions were answered incorrectly by 20 per cent or more of the pupils in grades three to eight inclusive during the years 1936, 1938, and 1940?

2. What are the trends:

(a) In the incorrect answers of each question in language included in this investigation?

(b) In the mean per cents of the incorrect answers of these questions for each of the three years?

3. What are the dominant incorrect answers of the questions answered incorrectly?

Source of Material:--The material for this study was compiled from spelling tests written by 1256 grade school pupils and from language tests written by 765 grade school pupils in the Marion County Achievement Contest. The errors in spelling were compiled for the years 1935, 1937, through 1940. The year 1936 was eliminated because of the dissimilarity of the words used that year. However, in 1935, and 1937 through 1940 the identical list of words was used. The errors in the language tests were compiled for the years 1936, 1938, and 1940. These years were chosen as a representative sample.

Method:--Each spring for the past seven years achievement tests have been given at Butler University by the College of Education over subject matter covered by the county schools in grades three to eight. These tests over individual subjects are identical from year to year and were prepared by faculty members of the College of Education. The pupils tested were winners in an elimination contest held in their respective schools.

The spelling examination used in the achievement tests was compiled by Miss Elizabeth Bettcher, Assistant Professor in the College of Education. She consulted the following spelling lists: the Ayars Spelling Scale, One Hundred Demons by Jones, The Teacher's Word Book by Thorndike, and the Indiana state adopted text books-- My Word Book,



Book I, for grades three and four, and Progress in Spelling, for the fifth, sixth, seventh and eighth grades.

The Language questions for each grade were selected at random by Miss Emma Colbert, Associate Professor of Education and Assistant Dean in the College of Education, on the basis of her evaluation alone.<sup>1</sup>

The procedure in this study consisted of determining the per cent of errors in the spelling and language tests. Only the words which were incorrectly spelled by 20 per cent or more of the pupils, and only the questions in language which were incorrectly answered by the same per cent were included in this study. The misspelled words, incorrectly answered language items, trends, and dominant errors were obtained from these items.

Limitations:--This study has certain limitations. In view of the fact that various members of the faculty of the College of Education prepared the examinations, the tests were not standardized and cannot be checked against a more widely established norm for the same examination.

The tabulations may not be 100 per cent accurate. Penmanship of the pupil proved to be a factor of considerable difficulty. Often it was necessary in case of doubt carefully to analyze the individual letter and compare with the letter-pattern of the pupil.

Since the pupils were given a limited amount of time for each examination, many of the language questions near the end of the tests remained unanswered.

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<sup>1</sup>Samples of original tests are found in the Appendix.

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... ..

... .. CHAPTER II

... .. FINDINGS - SPELLING ERRORS

The findings of this study are shown in Chapters II and III. The results for spelling are given in Chapter II and those for language in Chapter III. The general plan of the report of the spelling tests is the same as that of the questions in the Problem, that is, misspelled words are discussed first, trends second, and dominant misspellings third. Each grade is reported separately in the same way. Each test consisted of 50 words.

GRADE THREE

Misspelled Words:--The words misspelled by 20 per cent or more of the third grade pupils are shown in Table 1. These words are arranged in order of the frequency of misspellings by years. Twenty-eight words are included in the table which means that more than half the words in the test were misspelled by 20 per cent or more of the third grade pupils. Half the words were missed by more than 39 per cent of the group. The mean per cent of the group misspelling each word is 42.9. The highest per cent missing one word is 83.4. This occurred in the spelling of the word beggar.

The range of per cent of error in the five year period is 59.7. The range of per cent of error in the upper half of the group in the five year period is 44.1, while the range of per cent in the lower half of the group is 15.2. This may be interpreted to mean that there is greater variability in spelling ability as the words become more difficult. This

same difference may be noted in other grades.

Trends:--(a) No general trend in spelling ability is noticeable in Table 1. Only one word, beggar, shows a consistent change in one direction. It was not a difficult word in the first year recorded, but in the year 1937 it reached an error of 82 per cent and gradually increased each year. This record indicates either that this word was one of difficulty in the last four years recorded, or that the third grade pupils were not familiar with it. The per cent incorrectly spelling the remaining twenty-seven words is irregular from year to year. However, the per cent of error for twenty-four of the words was lowest in the year 1935.

(b) The means of the incorrect spellings of the twenty-eight words for the five years show an upward tendency for the first three years, no change for the fourth year and a decrease for the fifth. In other words, spelling ability in the five year period was highest in 1935, decreased for the next two years, remained constant for 1939, and then increased in 1940.

In Table 2 are listed the most dominant incorrect spellings of the words from Table 1, and the frequency of each form of misspelling expressed in per cent. The remaining per cents of incorrect spellings of each word were scattered among numerous other misspellings. These findings approximate closely those secured by Gates.<sup>1</sup> The words having an homonym were high in per cent of error. The word knew was misspelled new 88 per cent; bare, bear 73 per cent, and whole, hole 83 per cent. Menden-

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<sup>1</sup>Arthur I. Gates, A List of Spelling Difficulties In 3876 Words, (Bureau of Publications, Teachers College, Columbia University, 1937), p. 24.

TABLE 1

THE TWENTY-EIGHT MOST DIFFICULT THIRD GRADE SPELLING WORDS  
ARRANGED IN ORDER OF THE FREQUENCY OF MISSPELLINGS MADE  
DURING THE FIVE YEAR PERIOD, 1935, 1937, THROUGH 1940

Number of Word	Most Frequently Misspelled Words	Year and Number of Pupils					Per Cent of Error in the 5 Year Period
		1935 Per Cent	1937 Per Cent	1938 Per Cent	1939 Per Cent	1940 Per Cent	
1.	beggar	10	82	87	95	99	83.4
2.	ponies	30	67	80	73	72	69.4
3.	whose	20	69	65	66	72	63.5
4.	noisy	30	58	63	59	70	60.1
5.	bonnet	45	65	65	51	47	56.3
6.	empty	30	58	59	64	52	55.8
7.	praise	35	63	61	48	56	55.3
8.	quiet	10	28	65	79	60	53.8
9.	bare	15	54	59	64	47	52.4
10.	grate	55	41	59	55	49	51.9
11.	music	15	50	57	46	43	46.1
12.	obey	0	39	44	57	54	44.1
13.	scrape	45	32	46	46	41	42.2
14.	whole	10	32	44	46	45	39.3
15.	raise	25	36	36	43	43	38.9
16.	nicely	30	34	42	44	31	36.5
17.	thread	0	43	38	39	39	36.4
18.	busy	0	47	46	44	37	34.9
19.	lose	10	23	34	44	35	32.0
20.	afraid	5	34	36	26	41	31.
21.	again	20	25	31	42	29	31.
22.	cheek	20	36	42	44	6	31.
23.	awhile	10	30	34	39	27	30.5
24.	use	10	69	31	24	22	26.6
25.	catch	5	30	29	24	29	26.2
26.	knew	25	21	31	33	10	24.2
27.	write	5	30	29	17	27	24.2
28.	heard	10	32	25	19	22	23.7
N		20	46	47	45	48	206
M		18.7	43.8	47.7	47.7	43	42.9

Note: Table 1, should be read as follows: The word beggar was misspelled by 10 per cent of 20 pupils in 1935, 82 per cent of 46 pupils in 1937, 87 per cent of 47 pupils in 1938, 95 per cent of 45 pupils in 1939, and 99 per cent of 48 pupils in 1940; an 83.4 per cent of the 206 pupils in the five year period. Other tables of misspelled words are read in a similar manner.



TABLE 2

DOMINANT INCORRECT SPELLINGS OF THE TWENTY-EIGHT MOST  
FREQUENTLY MISSPELLED WORDS IN THE THIRD GRADE

Word (1)	Incorrect Spellings (2)	Per Cent of Incorrect Spellings (3)	Word (1)	Incorrect Spellings (2)	Per Cent of Incorrect Spellings (3)
1. beggar	begger beger bager bagger	63 10 8 6	12. obey	obey obeay	71 6
2. ponies	ponys ponyes poneys	63 7 5	13. scrap	scrape skrap scap scarp	15 8 8 8
3. whose	who's whos whoes	62 18 17	14. whole	hole	83
4. noisy	noisey noise nosie	22 11 6	15. raise	rase rais rise	28 18 12
5. bonnet	bonet bonnit bonit	40 14 6	16. nicely	nicly nicley niceley nisley	20 9 7 7
6. empty	emty emtey umpty	46 5 5	17. thread	thred thead theard	27 10 9
7. praise	prase prays prais	27 13 9	18. busy	buzy bussy bisly	10 7 6
8. quiet	quite quit	67 10	19. lose	loose loes	50 14
9. bare	bear bair	73 7	20. afraid	afread afriad	15 13
10. grate	great grat grade	47 14 4	21. again	agin agian agen	47 12 10
11. music	muice mucic	13 7	22. check	cheak check chek	38 14 7

TABLE 2 - Continued

Word (1)	Incorrect Spellings (2)	Per Cent of Incorrect Spellings (3)	Word (1)	Incorrect Spellings (2)	Per Cent of Incorrect Spellings (3)
23. awhile	awile while	30 12	26. knew	new know	88 6
24. use	youse yous	50 6	27. writes	wright right	35 23
25. catch	cach cath cash chach	19 4 4 4	28. heard	herd hard head	42 10 10

Note: Table 2 should be read as follows: Column 1 contains the word as correctly spelled, column 2 contains the most dominant errors, and column 3 contains the corresponding per cent of dominant errors. Other tables of dominant misspelled words are read in a similar manner.

#### GRADE FOUR

Misspelled Words:--The words misspelled by 20 per cent or more of the fourth grade pupils are shown in Table 3. There are seventeen words in this list which means that approximately one third of the words in the test were misspelled by the fourth grade pupils. Half of the words were missed by more than 28 per cent of the group. The mean per cent of the group misspelling each word is 30.4. The highest per cent missing one word is 52.7. This occurred in the spelling of the word daisies. The highest per cent (72) of error recorded in any one year also occurred in this word, in the year 1940. The lowest per cent of error, (2) recorded in any one year was in the word ninth in the year 1935.

The range of per cent of error in the five year period is 32.7. The range of per cent of error in the upper half of the group in the five year period is 13.9, while the range of per cent of error in the lower

half of the group is only 6.8.

The findings show that the fourth grade pupils made higher scores on their test than were made by the third grade. It must be remembered, however, that the tests are not the same.

Trends:--(a) No general trend in spelling ability is noticeable in Table 3. Only two words, borrow and program, show a consistent change in one direction. The word borrow has a 17 per cent error in the year 1935 and increased each year to a 62 per cent of error in 1940. The per cent of error increased each year for the word program, with only 8 per cent in 1935 to 36 per cent of error in 1940. The per cent incorrectly spelling the remaining fifteen words is irregular from year to year.

(b) The means of the incorrect spellings of the seventeen words for the five years show an upward tendency for the first three years, a decrease for the fourth year, and an increase for the fifth. In other words, spelling ability in the five year period was highest in 1935, decreased for the next two years, increased for 1939 and then decreased for 1940.

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TABLE 3

THE SEVENTEEN MOST DIFFICULT FOURTH GRADE SPELLING WORDS  
ARRANGED IN ORDER OF THE FREQUENCY OF MISSPELLINGS MADE  
DURING THE FIVE YEAR PERIOD, 1935, 1937, THROUGH 1940

Number of Word	Most Frequently Misspelled Words	Year and Number of Pupils					Per Cent of Error in the 5 Year Period
		1935	1937	1938	1939	1940	
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	
1.	daisies	39	51	48	46	72	52.7
2.	stretch	14	24	62	51	68	45.8
3.	borrow	17	31	39	44	62	40.3
4.	skipped	25	28	42	35	40	35.3
5.	choose	22	28	37	31	40	33
6.	holiday	5	15	48	42	45	33
7.	eighth	19	24	31	26	48	32.1
8.	hoping	17	17	42	42	36	32.1
9.	steak	22	13	42	26	36	28.8
10.	known	5	17	28	22	52	26.6
11.	crawl	17	15	35	15	39	25.2
12.	pane	14	4	33	24	26	24.3
13.	ninth	2	13	37	19	34	22.9
14.	scrape	25	8	28	15	31	22
15.	program	8	15	17	26	36	22
16.	fourth	22	19	19	8	32	21.1
17.	ledge	11	4	17	26	34	20
N		20	46	47	45	48	218
M		16.7	19.1	35.5	29.2	42.6	30.4

Table 4 presents the seventeen words from Table 3 and their dominant misspellings. The homonym words, steak, pane, and fourth, proved to be troublesome in the fourth grade. Ledge, program, holiday, daisies, scrape, and crawl are words of considerable confusion since there was no dominant percentage of error in these words.

Mendenhall found in his analysis of spelling errors,<sup>1</sup> that there

<sup>1</sup>James E. Mendenhall, An Analysis of Spelling Errors, Bureau of Publications, Teachers College, Columbia University, New York, 1930), p. 8.

are four types of errors common to misspellings and these seem to be present in Table 4. These common errors are as follows: 1. Addition of letters--For the word holiday the most frequent error was holliday. 2. Omission of letters--For the word choose the most frequent error was chose. 3. Substitution of letters--For the word borrow the error barrow was most frequent. 4. Transposition of letters--While Mendenhall considers this as the fourth type of error, such errors are not present in Table 4. We might add to this analysis two other types of errors: 1. Substitution of homonyms--For the word pane the homonym pain was the most dominant error on the fourth grade examination. 2. Phonetic Spelling-- The word known-nown while not the most dominant error does nevertheless indicate an adherence to the principle of spelling a word as it is sounded. In such cases it would seem that the pupil has relied upon his ear (sound) for spelling rather than upon his eye (sight).

The word holiday has four dominant mistakes, all of which are close enough in percentage of error to each other to indicate that the pupils have used a form of phonetic spelling with some confusion as to the use of double letters and vowels. It may be noted that a total of 37 per cent of the pupils misspelling this word used the double "ll." On the other hand 44 per cent of the pupils misspelling this word have indicated by their spelling (holladay, hoilday, holaday) the short second syllable of the word. The Merriam-Webster dictionary states that the preferred pronunciation of this word is  $h\acute{o}l\text{-}i\text{-}d\acute{a}$ . If this word is pronounced rapidly or poorly, the "i" becomes "uh," which sound to the pupil is represented by the letter a.

This confusion of ear sound with the eye word is clearly indi-

cated in most of the other words in this table. It is quite possible, also, that the person administering this particular examination may have pronounced each word somewhat indistinctly, or failed to give the individual child the exact pronunciation as that used by the individual teacher in teaching the sound.

TABLE 4

DOMINANT INCORRECT SPELLINGS OF THE SEVENTEEN MOST  
FREQUENTLY MISPELLED WORDS IN THE FOURTH GRADE

Word (1)	Incorrect Spellings (2)	Per Cent of Incorrect Spellings (3)	Word (1)	Incorrect Spellings (2)	Per Cent of Incorrect Spellings (3)	
1. daisies	daises	20	9. steak	stake	75	
	daisys	20		steake	4	
	dasies	16	10. known	known	33	
2. stretch	strech	43		know	14	
	streach	13		nown	9	
	streatch	7		none	7	
3. borrow	barrow barow borow brow brower	55		11. crawl	crall	19
		4	crow		17	
		4	crawle		11	
		4	12. pane	pain	88	
		4		13. ninth	nineth	80
4. skipped	skiped	70	night		5	
	skip	9	14. scrape	scrap	38	
5. choose	chosē	72		scaps	21	
	chouse	9	15. program	progam	26	
6. holiday	holliday holladay hoilday holaday	19		progame	12	
		18		16. fourth	forth	75
		16			fouth	8
		10	17. ledge	leage	25	
7. eighth	eight	47		lege	18	
	eighth	14		leadge	11	
	eighthth	8	ledg	11		
8. hoping	hopeing	54				
	hopping	30				

GRADE FIVE

Misspelled Words:--The words misspelled by 20 per cent or more of the fifth grade pupils are shown in Table 5. Twenty-five words, exactly one half the words in the list, are included in the table which means that half of the words in the test were misspelled by 20 per cent or more of the fifth grade pupils. More than half of the words were missed by more than 32 per cent of the group. The mean per cent of the group misspelling each word is 35.1, which is higher than the mean of grade four, but lower than grade three. The highest per cent misspelling one word is 53.9. This occurred in the spelling of the word gnaw.

The range of per cent of error in the five year period is 32.7. The range of per cent of error in the upper half of the group in the five year period is 21.6, while the range of per cent of error in the lower half of the group is 10.3.

Trends:--(a) No general trend in spelling ability is noticeable in Table 5. Only one word, comfortable, shows a consistent change in one direction. It seemingly was not a difficult word, since the per cent of error in each year was small. The per cent of error varies in a great degree from year to year in grade five. For instance, the thirteenth word on the list, hymn, had an error of 16 per cent in 1935, 65 per cent in 1937, 5 per cent in 1938, 70 per cent in 1939, and 4 per cent in 1940.

(b) The means of the incorrect spellings of the twenty-five words for the five years show an upward tendency for the first two years, a decrease for the third year, and increase for the fourth year, and decrease for the fifth. In other words, spelling ability in the five year period was high in 1935, decreased for the next three years and increased for the fifth.

TABLE 5

THE TWENTY-FIVE MOST DIFFICULT FIFTH GRADE SPELLING WORDS  
ARRANGED IN ORDER OF THE FREQUENCY OF MISSPELLINGS MADE  
DURING THE FIVE YEAR PERIOD, 1935, 1937, THROUGH 1940

Number of Word	Most Frequently Misspelled Words	Year and Number of Pupils					Per Cent of Error in the 5 Year Period
		1935	1937	1938	1939	1940	
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	
1.	gnaw	61	59	43	86	29	53.9
2.	terror	8	36	70	47	82	52.2
3.	February	19	40	70	37	70	50.
4.	niece	55	68	18	72	19	46.4
5.	Wednesday	38	31	70	29	54	45.1
6.	banana	11	19	16	40	40	42.
7.	pronounce	24	36	51	61	37	42.
8.	piece	49	40	21	29	17	41.5
9.	plateau	38	53	43	45	30	41.5
10.	splitting	38	55	37	38	30	39.8
11.	cupboard	61	44	10	74	11	38.4
12.	pitcher	33	36	45	38	27	35.3
13.	hymn	16	65	5	70	4	32.3
14.	plantation	16	27	45	22	40	31.5
15.	scene	8	40	35	43	25	30.9
16.	whirl	16	23	45	34	30	30.
17.	plentiful	11	31	32	31	35	29.6
18.	governor	27	59	2	43	12	29.2
19.	ferry	44	29	21	29	16	26.
20.	freight	38	46	16	29	3	25.2
21.	hurrah	13	44	29	40	3	25.2
22.	blizzard	2	34	24	37	19	23.8
23.	comfortable	8	19	24	24	33	23.4
24.	sponge	36	36	16	22	4	21.6
25.	monument	13	23	35	9	24	21.2
N		20	47	37	44	62	226
M		28.2	39.7	33.3	41.1	27.7	35.1

The incorrect spellings of the twenty-five words in Table 5 are presented in Table 6. The first word gnaw was misspelled as knew by 48 per cent of the pupils. This can be explained, again, on the basis of sound, for "g" and "k" are the same sounds with but one exception: The "k" is not voiced. The child then seemingly failed to accurately detect

this initial voiced sound.

Of the twenty-five words in this table, thirteen of them have as their dominant error the omission of a letter or letters, five in transposing a letter, five in substituting a letter, and two words were substituted for homonyms. The homonym for the word ferry (fairy) had a dominant error of 71 per cent, while the spellings of scene were scattered among 14 per cent seen, 11 per cent sene, and 10 per cent sence, a total of 35 per cent. This would leave 65 per cent of error for the word scene that was incorrectly spelled many other ways.

The most dominant per cent of incorrect spellings was for the words niece and piece, each had 78 per cent. The error for these two words was in transposing the letter "e" for "i". The third most dominant per cent of incorrect spelling was for the word splitting (76). In this word, omitting a "t" was the prevalent error.

TABLE 6

DOMINANT INCORRECT SPELLINGS OF THE TWENTY-FIVE MOST  
FREQUENTLY MISPELLED WORDS IN THE FIFTH GRADE

Word (1)	Incorrect Spellings (2)	Per Cent of Incorrect Spellings (3)	Word (1)	Incorrect Spellings (2)	Per Cent of Incorrect Spellings (3)
1. gnaw	knaw naw naugh	48 20 9	4. niece	neice nice neise	78 9 3
2. terror	terrer terrier terrrior terrow	30 9 9 8	5. Wednesday	Wensday Wedensday Wedesday	28 10 9
3. February	Febuary Feburary Febrary	47 21 6	6. banana	banna bannana bananna	47 19 15

TABLE 6 - Continued

Word (1)	Incorrect Spellings (2)	Per Cent of Incorrect Spellings (3)	Word (1)	Incorrect Spellings (2)	Per Cent of Incorrect Spellings (3)
7. pronounce	pronouce	15	19. ferry	fairy	71
	prononce	12		farry	7
	pronuce	8		feery	5
8. piece	peice	78	20. freight	frieght	49
	peace	12		frate	9
9. plateau	platue	22		fright	8
	plato	9	21. hurrah	hurah	11
	pleatue	6		harrah	8
10. splitting	spliting	76		horah	6
	spilting	5	22. blizzard	blizard	33
11. cupboard	cupboard	24		blizzerd	15
	cubard	13		blissard	12
	cubbard	10	23. comfort- able	comferble	5
	cupbard	3		24. sponge	spunge
12. pitcher	picture	27	spounge		23
	picher	23	spung		15
	piture	17	spange		7
	picther	8	25. monument	monumont	10
13. hymn	hym	28		monument	10
	hem	8			
	hyun	6			
14. plantation	plantion	55			
	plantaion	12			
15. scene	seen	14			
	sene	11			
	sence	10			
16. whirl	whorl	13			
	whril	6			
17. plenti- ful	plentyful	28			
	plentful	17			
	pleantyful	8			
18. governor	governer	32			
	govenor	25			
	govonor	4			

GRADE SIX

Misspelled Words:--The words misspelled by 20 per cent or more of the sixth grade pupils are shown in Table 7. This list contains twenty-seven words which means that more than half of the words in the test were misspelled by 20 per cent or more of the sixth grade pupils. More than half of the words were missed by more than 34.2 per cent of the group. The mean per cent of the group misspelling each word is 39.8. The highest per cent missing one word is 83.5. This occurred in the spelling of the word accommodate. No other spelling word in this study reached the maximum of 100 per cent of error as this word did in the years 1938 and 1940.

The range of per cent of error in the five year period is 63.3. The range of per cent of error in the upper half of the group in the five year period is 44.4, while the range of per cent of error in the lower half of the group is 17.4.

Trends:--(a) No general trend in spelling ability is noticeable in Table 7. Only one word, Chinese, shows a consistent change in one direction. The per cent incorrectly spelling the remaining twenty-six words is irregular from year to year.

(b) The means of the incorrect spellings of the twenty-seven words for the five years show an upward tendency for the first three years, a decrease for the fourth year, and an increase for the fifth. Thus, spelling ability in the five year period was highest in 1935, decreased for the next two years, increased for 1939, and decreased for 1940.



TABLE 7

THE TWENTY-SEVEN MOST DIFFICULT SIXTH GRADE SPELLING WORDS ARRANGED  
IN ORDER OF THE FREQUENCY OF MISSPELLINGS MADE DURING THE FIVE  
YEAR PERIOD, 1935, 1937, THROUGH 1940

Number of Word	Most Frequently Misspelled Words	Year and Number of Pupils					Per Cent of Error in the 5 Year Period
		1935 Per Cent	1937 Per Cent	1938 Per Cent	1939 Per Cent	1940 Per Cent	
1.	accommodate	16	88	100	96	100	83.5
2.	imitate	22	66	79	62	73	61.3
3.	cistern	9	58	69	60	93	59.4
4.	grammar	9	64	76	60	66	59.4
5.	immediate	32	56	76	32	76	52.6
6.	compel	38	52	48	52	66	51.2
7.	deceive	32	52	61	52	59	51.6
8.	innocent	19	66	56	47	66	51.6
9.	pigeon	6	47	69	60	66	50.7
10.	continually	16	47	46	54	63	45.5
11.	piece	45	47	30	39	53	42.
12.	pursue	19	35	56	35	56	39.6
13.	fragrant	16	47	51	30	53	39.1
14.	illustrate	6	43	58	20	66	37.6
15.	hoarse	32	39	46	22	36	34.2
16.	evidence	9	35	56	26	33	32.3
17.	apiece	22	37	33	20	49	31.4
18.	separate	19	45	28	22	43	31.4
19.	vegetable	6	33	48	22	29	28.5
20.-	Chinese	3	13	33	41	53	28.4
21.	bracelet	19	21	46	26	26	27.4
22.	remodel	6	29	28	20	36	25.1
23.	excellent	16	35	17	18	33	24.1
24.	label	6	29	35	22	26	24.1
25.	skillful	9	15	33	20	39	22.7
26.	volume	9	23	28	22	23	21.7
27.	reunion	6	23	28	9	39	20.2
	N	31	51	39	53	33	207
	M	16.5	42.4	49.3	36.9	52.6	39.8

The incorrect spellings of the twenty-seven words in Table 7 are presented in Table 8. Dominant incorrect spellings fell in the four classifications that Mendenhall found in his analysis of spelling errors.<sup>1</sup>

<sup>1</sup>James E. Mendenhall, *An Analysis of Spelling Errors*, (Bureau of Publications, Teachers College, Columbia University, New York, 1930) p. 8.

There was one word, compell, which had a dominant error of adding a letter. For the omission of a letter or letters the following words were misspelled: braclet, skilful, reunion, inocent, and imediate. There were eleven words in which substitution of a letter was the dominant error of which the five had the most dominant per cents: grammer, seperate, persus, sistern, and vegatable. There were five words in which transposing a letter was the dominant error: lable, neice, remodle, decieve, and apeice.

The dominant incorrect spelling of the word accommodate was acomodate which has a combination of omitting and transposing a letter. The dominant incorrect spelling of the word continually was continuely which has a combination of omitting and substituting a letter. And the dominant incorrect spelling of the word illustrate was elustrate which has a combination of omitting and substituting a letter.

One word in this table, Chinese has a dominant error of 33 per cent for failure to capitalize the initial letter.

TABLE 8

DOMINANT INCORRECT SPELLINGS OF THE TWENTY-SEVEN MOST  
FREQUENTLY MISSPELLED WORDS IN THE SIXTH GRADE

Word	Incorrect Spellings	Per Cent of Incorrect Spellings	Word	Incorrect Spellings	Per Cent of Incorrect Spellings
(1)	(2)	(3)	(1)	(2)	(3)
1. <u>accommodate</u>	acomodate	38	3. <u>cistern</u>	sistern	48
	acomodate	23		system	17
	acomodate	4		sistren	3
2. <u>imitate</u>	imatate	25	4. <u>grammar</u>	grammer	83
	immitate	21		gramer	7
	ime tate	8	5. <u>immediate</u>	imodiate	25
	immetate	7		immedate	4
	immatate	7		imeadiate	3

TABLE 8 - Continued

Word (1)	Incorrect Spellings (2)	Per Cent of Incorrect Spellings (3)	Word (1)	Incorrect Spellings (2)	Per Cent of Incorrect Spellings (3)
6. compel	compell comple	80 4	17. apiece	apeice apice piece peice	41 13 10 10
7. deceive	decievs decive	64 16	18. separate	seperate seprate separte	75 12 3
8. innocent	inocent enocent	36 5	19. vegetable	vegetable vegtable vegeable	43 23 5
9. pigeon	pigion pigon pigoen	43 8 6	20. Chinese	chinese chinese Chinease	33 12 9
10. continually	continuely continually continuly continuelly	27 18 17 4	21. bracelet	braclet bracelats	76 5
11. niece	neice nece	87 4	22. remodel	remodle remodal	80 3
12. pursue	persue persew	60 2	23. excellent	excellant excelent exellent	37 15 6
13. fragrant	fragrent fraguent fragant	34 9 4	24. label	lable	98
14. illustrate	elustrate ilustrate illistrate	20 12 8	25. skillful	skilful skillfull skilfull scillful	48 10 6 6
15. hoarse	hourse horse horce	31 27 7	26. volume	volumn volum vollume	32 24 2
16. evidence	evedence evedience evedance	28 9 6	27. reunion	reuion reunium	39 4

GRADE SEVEN

Misspelled Words:--The words misspelled by 20 per cent or more of the seventh grade pupils are shown in Table 9. Twenty-three words are included in this table which means that a little less than half of the words in the test were misspelled by 20 per cent or more of the seventh grade pupils. More than half of the words were missed by more than 27.6 per cent of the group.

The mean per cent of the group misspelling each word is 30.9. The highest per cent missing one word is 62.8. This occurred in the spelling of the word aggravate. The range of per cent of error in the five year period is 42.8. The range of per cent of error in the upper half of the group in the five year period is 35.2, while the range of per cent of error in the lower half of the group is 7.6.

Trends:--(a) No general trend in spelling ability is noticeable in Table 9. Only one word, fulfill, shows a consistent change in one direction. The per cent incorrectly spelling the remaining twenty-two words is irregular from year to year. There are five words having no per cent of error in 1935 (judgment, develop, sandwich, fulfill, delegates), but which showed increases in later years to a level comparable to that of other words.

(b) The means of the incorrect spellings of the twenty-three words for the five years show an upward tendency for the first three years, a decrease for the fourth year, and an increase for the fifth. Thus, spelling ability in the five year period was highest in 1935, decreased the next two years, increased for 1939, and decreased for 1940.

TABLE 9

THE TWENTY-THREE MOST DIFFICULT SEVENTH GRADE SPELLING WORDS  
ARRANGED IN ORDER OF THE FREQUENCY OF MISSPELLINGS MADE  
DURING THE FIVE YEAR PERIOD, 1935, 1937, 1938, 1939, THROUGH 1940

Number of word	Most Frequently Misspelled Words	Year and Number of Pupils					Per Cent of Error in the 5 Year Per- iod
		1935 Per Cent	1937 Per Cent	1938 Per Cent	1939 Per Cent	1940 Per Cent	
1.	aggravate	30	44	84	61	88	62.8
2.	seize	31	50	62	31	76	51.4
3.	biscuits	31	24	44	49	59	41.9
4.	visible	17	38	46	52	45	41.3
5.	judgment	0	2	73	11	99	38.5
6.	defense	37	28	44	29	45	36.6
7.	breathe	3	20	51	45	47	36.2
8.	develop	0	28	39	54	45	31.3
9.	sandwich	0	32	53	29	21	29.5
10.	apology	10	18	35	38	28	27.3
11.	alteration	10	8	19	84	11	27.6
12.	delicious	17	30	28	20	38	27.6
13.	similar	6	24	39	27	33	27.6
14.	audience	17	22	26	31	28	25.7
15.	acceptance	6	21	37	29	26	25.2
16.	presence	10	26	31	29	21	24.7
17.	fulfill	0	22	26	27	35	23.8
18.	decision	10	16	33	18	35	23.3
19.	delegates	0	24	35	15	33	23.3
20.	tremendous	10	18	36	24	21	22.8
21.	anxious	31	22	24	22	11	21.9
22.	cereal	17	10	19	27	28	20.4
23.	commencement	20	8	31	22	19	20.
N		29	50	45	44	42	210
M		13.6	23.2	39.7	32.7	38.7	30.9

Words from Table 9 are listed in Table 10 showing the dominant incorrect spellings of each word. Two words (judgment, defense) seemingly were unfair for this examination inasmuch as there are two acceptable spellings of each word. In each of these words the high percentage of error can be attributed to the failure of the pupil to use the preferred spelling. Gates, however, found a similar condition for both words.<sup>1</sup>

There are two words that were confused with other words: presence was misspelled presents, and seize was misspelled cease.

<sup>1</sup>Arthur I. Gates, A List of Spelling Difficulties in 3876 Words, (Bureau of Publication, Teachers College, Columbia Univ., New York, 1937) p. 47, p. 85.

The remainder of the dominant incorrect spellings fell in the three classifications: nine under the omission of a letter or letters (breath, fulfil, ceral, comencement, ancious, agravate, biscuits, delicious), six under substitution of a letter (visable, audiance, deligates, decesion, apoligy, acceptance), and five in which a letter or letters were added (develope, alternation, sandwich, similiar, tremendous).

TABLE 10  
DOMINANT INCORRECT SPELLINGS OF THE TWENTY-THREE MOST  
FREQUENTLY MISSPELLED WORDS IN THE SEVENTH GRADE

Word (1)	Incorrect Spellings (2)	Per Cent of Incorrect Spellings (3)	Word (1)	Incorrect Spellings (2)	Per Cent of Incorrect Spellings (3)
1. aggravate	agravate aggrivate agrivate aggravate	31 18 17 6	10. apology	apoligy appology appoligy	23 13 5
2. seize	cease sieze sees siege	37 25 9 4	11. alteration	alternation operation	68 5
3. biscuits	biscuts bisquits bioquits buiscuts	26 21 9 9	12. delicious	delicious delious delecious delisious	21 21 16 3
4. visible	visable visiable	75 9	13. similar	similiar simalar simular	32 10 5
5. judgment	judgement	96	14. audience	audiance audince	56 7
6. defense	defence	94	15. acceptance	acceptance except- ance acceptance	20 14 8
7. breathe	breath	94	16. presence	presents presences presense presience presents	31 15 13 9 6
8. develop	develope	98			
9. sandwich	sandwitch sandwhich sanwich	61 12 3			

TABLE 10 - Continued

Word (1)	Incorrect Spellings (2)	Per Cent of Incorrect Spellings (3)	Word (1)	Incorrect Spellings (2)	Per Cent of Incorrect Spellings (3)
17. fulfill	fulfil fullfill fullfil fulfull	42 27 17 2	21. anxious	ancious anious	32 6
18. decision	decesion dicision desision decission	26 11 11 8	22. cereal	ceral cerial serial	36 27 7
19. delegates	deligates delagates delicatas	50 25 6	23. commencement	comence- ment commenc- ment comens- ment	35 20 5
20. tremendous	tremen- dious tremencus	19 6			

GRADE EIGHT

Misspelled Words:--The words misspelled by 20 per cent or more of the eighth grade pupils are shown in Table 11. Thirty-one words are included in the list. This shows that more than half of the words in the test were misspelled by 20 per cent or more of the eighth grade pupils. More than half of the words were missed by more than 37.5 per cent of the group. The mean per cent of the group misspelling each word is 40.9.

The highest per cent missing a word is 70.8. This occurred in the spelling of two words, cemetery and restaurant. The range of per cent of error in the five year period is 48.1. The range of per cent of error in the upper half of the group in the five year period is 43.3, while the range of per cent of error in the lower half of the group is 14.8.

Trends:--(a) There are seven words in Table 9 having an upward

tendency in per cent of error from year to year. The per cent of error in these seven words, (millinery, lieutenant, advantageous, tuberculosis, volcanoes, embroidery, and alfalfa), is not consistent but varies in degree from year to year.

(b) The means of the incorrect spellings of the thirty-one words for the five years show an upward tendency in each year. Thus, spelling abilities in the five year period was highest in 1935 and decreased each year thereafter.

TABLE 11

THE THIRTY-ONE MOST DIFFICULT EIGHTH GRADE SPELLING WORDS  
ARRANGED IN ORDER OF THE FREQUENCY OF MISSPELLINGS MADE  
DURING THE FIVE YEAR PERIOD, 1935, 1937, THROUGH 1940

Number of Word	Most Frequently Misspelled Words	Year and Number of Pupils					Per Cent of Error in the 5 Year Period
		1935 Per Cent	1937 Per Cent	1938 Per Cent	1939 Per Cent	1940 Per Cent	
1.	cemetery	56	55	71	75	88	70.8
2.	restaurant	65	63	69	67	85	70.8
3.	millinery	30	52	63	75	83	64.0
4.	rheumatism	34	63	60	65	76	62.4
5.	lieutenant	39	44	63	67	83	61.8
6.	parallel	21	68	56	57	69	57.7
7.	dessert	39	57	43	43	66	50.7
8.	appendicitis	26	39	52	50	69	49.2
9.	advantageous	8	13	60	60	76	48.1
10.	aisle	0	44	54	50	69	48.1
11.	subtle	17	7	58	65	69	47.0
12.	maintenance	73	55	36	27	40	43.9
13.	San Francisco	0	44	54	37	45	42.3
14.	condemn	30	47	39	42	40	40.7
15.	extraordinary	8	52	32	47	38	38.0
16.	patients	8	52	28	52	35	37.5
17.	tuberculosis	13	31	34	45	52	37.5
18.	capitol	13	28	47	47	35	37.0
19.	courteous	13	44	32	32	42	34.9
20.	Philadelphia	0	47	36	37	30	33.3
21.	volcanoes	21	28	28	35	42	32.2
22.	superintendent	56	65	15	15	19	31.2
23.	schedule	4	5	36	45	38	28.5
24.	embroidery	4	15	32	35	38	27.5



TABLE 11 - Continued

Number of Word	Most Frequently Misspelled Words	Year and Number of Pupils					Per Cent of Error in the 5 Year Period
		1935 Per Cent	1937 Per Cent	1938 Per Cent	1939 Per Cent	1940 Per Cent	
25.	absolutely	13	49	15	37	25	26.4
26.	positively	8	34	23	30	28	26.4
27.	recommendation	26	15	30	27	30	26.4
28.	alfalfa	0	5	28	32	47	25.3
29.	partial	30	34	13	20	23	23.2
30.	melon	0	26	28	22	26	22.7
31.	temporary	30	23	15	35	14	22.7
N		23	38	46	40	42	189
M		22	38.8	40.3	43.9	48.8	40.9

The incorrect spellings of the thirty-one words in Table 11 are presented in Table 12. The word parcel was confused with the dictated partial, and the word desert was confused with the word dessert.

Substitution of letters were the most conspicuous errors with eleven words (cematary, suttle, Philidelphia, temporary, superintendant, San Fransisco, appendicitus, maintainance, courtious, alfalpha, embroidary).

The omission of letters proved to be the second greatest factor of error with seven words (condem, absolutly, volcanos, resturant, extror-dinary, advantages, tuberculois). Three words in which letters were added represents the next greatest error (mellon, positively, reccommendation).

Three words were misspelled with more than one mistake (parallel, military, scheduled). Three words were incorrect because the homonym was substituted (capital, isle, patience). Two words were incorrect because the transposition of a letter was used (rhuematism, leutenant).

The most common incorrect spellings were desert for dessert,

mellon for melon, capital for capitol and condem for condemn. Due to the closeness of percentage of incorrect spellings, the words recommendation, advantageous, maintenance, millinery, and courteous seemed to be particularly difficult words.

TABLE 12  
DOMINANT INCORRECT SPELLINGS OF THE THIRTY-ONE MOST  
FREQUENTLY MISSPELLED WORDS IN THE EIGHTH GRADE

Word (1)	Incorrect Spellings (2)	Per Cent of Incorrect Spellings (3)
1. cemetery	cemetary cemetery cemetry	62 5 5
2. restaurant	resturant restruant restraunt rasterant	39 6 6 6
3. millinery	milinary millinary milinery millenary	26 25 14 6
4. rheumatism	rhuematism rhumatism rhumetism	14 5 5
5. lieutenant	leutenant leutenant lieutenant	13 9 9
6. parallel	paralell parellel paralel	32 8 6
7. dessert	desert dessart	92 3
8. appendicitis	appendicitus apendicitis	25 7

TABLE 12 - Continued

Word (1)	Incorrect Spelling (2)	Per Cent of Incor- rect Spellings (3)
9. advantageous	advantages advantagous advantagious adventagious advantagous	27 20 16 16 3
10. aisle	isle aïlse	80 2
11. subtle	suttle sutle sutal	60 8 5
12. maintenance	maintainance maintainence maintance maintenence	22 8 7 7
13. San Francisco	San Francisco San Fransico San Francisco San Frisco	37 24 13 4
14. condemn	condem condemna	79 8
15. extraordinary	extrordinary extrodinary extreidinary	35 16 7
16. patients	patience patiencas	72 3
17. tuberculosis	tuberculois tuberculous	10 8
18. capitol	capital captiol	90 4
19. courteous	courtious curtious courtesy courteous	21 10 10 7

TABLE 12 - Continued

Word (1)	Incorrect Spelling (2)	Per Cent of In- correct Spellings (3)
20. Philadelphia	Philidelphia Philidelpia	52 6
21. volcanoes	valcanos volcano valcanoes	55 10 5
22. superintendent	superintendant suparentendant	40 5
23. schedule	schequal scedule schedules	24 12 6
24. embroidery	embroidary embrodery embrodiary	14 6 6
25. absolutely	absolutly absoulutly	64 4
26. positively	possitive ly postively possitivly	44 11 5
27. recommendation	reccommendation recomendation reccommendation reccommendion	40 24 11 2
28. alfalfa	alfalpha alphalpha alfafa alphalfa	15 13 10 8
29. partial	parcel parcial partical	23 15 10
30. melon	mellon	92
31. temporary	temperary tempory temporary tempoary	50 9 7 7

## SUMMARY

In this chapter the most frequently misspelled words and their dominant misspellings are shown in tables. These words, for the most part, are not in the Ayers Spelling Scale. The misspellings found in this investigation in most cases agree with the common misspellings reported by Gates.<sup>1</sup>

The number of words that were misspelled by 20 per cent or more of the pupils vary in each grade and are as follows: Twenty-eight misspelled words occurred in Grade Three, seventeen in Grade Four, twenty-five in Grade Five, twenty-seven in Grade Six, twenty-three in Grade Seven, and thirty-one in Grade Eight.

The per cent of the pupils misspelling these words during the five year period shows an upward trend in one word in Grade Three, two words in Grade Four, one word in Grades Five, Six, and Seven, and seven words in Grade Eight. The per cent incorrectly spelling all other words is irregular from year to year.

Only in the Eighth Grade tests did the spelling ability decrease from year to year. The means of per cent of incorrect spellings were lowest in each grade in the year 1935, except in Grade five where the lowest mean occurred in 1940. In other words, spelling ability was the highest in the year 1935 in all grades except the Fifth. Other means of per cents are irregular from year to year.

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<sup>1</sup>Arthur I. Gates, A List of Spelling Difficulties in 3876 Words, (Bureau of Publications, Teachers College, Columbia University, 1937).

The greatest range of per cent of error, (63.3), in the five year period for all the grades occurred in Grade Six, while the smallest range of per cent of error, (32.7), occurred in Grades Four and Five respectively.

The following chapter contains the most difficult language questions and the frequency of incorrect answers made during the three year period, 1936, 1938, and 1940.

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## CHAPTER III

### FINDINGS - LANGUAGE ERRORS

The findings of the language errors are shown in Chapter III. The general plan of the report of the language tests is the same as that of the questions in the Problem, that is, language questions answered incorrectly are discussed first, trends second, and dominant incorrect answers third. Each grade is reported separately in the same way. The questions are not arranged in order of the frequency of incorrect answers by years because there are one or more items under several types of questions.

#### GRADE THREE

Language Questions Answered Incorrectly:--The language questions answered incorrectly by 20 per cent or more of the third grade pupils are shown in Table 13, marked accordingly to the per cent of the group missing each one. The test consisted of 52 questions. Eighteen of the questions are included in the table which means that a little more than one third of the questions in the test were answered incorrectly by 20 per cent or more of the third grade pupils. The mean per cent missing each question is 9.5, which is the lowest recorded in the study. The highest per cent missing one question is 40. This occurred in writing the contraction for the words who will, in question 21. Although the highest per cent of error in the table is 45.5 for questions 39-48, it will be noted that this question is a composite of ten questions numerically.

No separate items are listed in questions 11-15 in letter punctuation, and questions 39-48 in capitalization; that is, since this numbering of the questions seems to be an arbitrary classification of the complexity of the question, all errors accordingly are considered as occurring in one question.

The range of per cent of error in the three year period is 25.6

Trends:--(a) No general trend in language ability is noticeable in Table 13. The per cent incorrectly answering the eighteen questions is irregular from year to year.

(b) The means of the incorrect answers of the eighteen language questions for the three years show a downward tendency for the first two years, and an increase for the third. In other words, language ability in the three year period was high in 1936, increased in 1938, and decreased in 1940.



TABLE 13

THE EIGHTEEN MOST DIFFICULT THIRD GRADE LANGUAGE QUESTIONS AND  
THE FREQUENCY OF INCORRECT ANSWERS MADE DURING THE  
THREE YEAR PERIOD, 1936, 1938, 1940

Number of Question.	Language Questions That Were Most Frequently Answered Incorrectly	Year and No. of Pupils			Per Cent of Error in the 3 Year Period
		1936 Per Cent	1938 Per Cent	1940 Per Cent	
11 - 15	Place the commas, periods and question marks where they should be in this letter:  Dear Uncle John  What are you doing today I wish you were with me We could go to the airport and watch the mail plane come in Come soon and we will go  Your nephew Jim-----	46	27	37	37.2
16	Write the contraction that could be used for the under-lined words in the sentence.  Were you <u>not</u> going to school? -----	24	21	39	28.9
21	Who will <u>lend</u> me a book?---	42	25	52	40
24	<u>There is</u> no place to go.---	20	17	33	20
39 - 48	Cross out the small let- ters that are wrong and write the capitals above.  Once we went to chicago. mother and better went. father was with us and my uncle bob. I rode on the train. it was a big four train. I want to go again in july.-----	54	14	68	45.5
	N	50	47	48	145
	M	10.6	6.2	13.4	9.5

Note: Table 13 should be read as follows: questions 11 - 15 were incorrectly answered by 46 per cent of 50 pupils in 1936, 27 per cent of 47 pupils in 1938, and 37 per cent of 48 pupils in 1940, a 37.2 per cent of 145 pupils in the three year period. Other tables of incorrectly answered language questions are read in a similar manner.

In Table 14 are listed the most dominant incorrectly answered language questions from Table 13, and the frequency of each form of incorrect answers expressed in per cent. The most dominant error in letter punctuation was the omission of the punctuation mark after the complimentary closing in questions 11 - 15. Contraction words in questions 16, 21, and 24 have the following dominant errors: for the words were you not, the most dominant error was weren't, for the words who will, who'll, and for the words there is, there's.

In the capitalization questions, 39-48, the errors occurred in omitting the capitalization of the initial letter. The words Big and Four have 96 and 100 per cent of error respectively. The words Mother, Father, and It each have an error of 9 per cent. Each of these words occurred at the beginning of sentences. Since the per cent found in these words is low, this seemingly indicates facility in initial capitalization at the beginning of sentences.

TABLE 14

## DOMINANT INCORRECT ANSWERS OF THE EIGHTEEN MOST FREQUENT INCORRECTLY ANSWERED LANGUAGE QUESTIONS IN THE THIRD GRADE

Number of Question.	Language Questions That Were Most Frequently Answered Incorrectly (1)	Errors (2)	Per Cent (3)
	Place the commas, periods, and question marks where they should be in this letter:		
11	Dear Uncle John	No punctuation after the salutation-----	76
15	What are you doing today I wish you were with me We could go to the airport and watch the mail plane come in Come soon and we will go Your nephew Jim	Period after the first sentence----- Period after the salutation Comma after the first sentence----- No punctuation after "nephew"-----	86 20 10 96
	Write the contraction that could be used for the underlined words in the sentence.		
16	<u>Were you not</u> going to school?	weren't----- wery'u-----	38 7
21	<u>Who will</u> lend me a book?	who'll----- who'l----- whow'll-----	22 17 17
24	<u>There is</u> no place to go.	there's----- theres-----	42 18
	Cross out the small letters that are wrong and write the capitals above them.		
39	Once we went to <u>chicago</u> . <u>mother</u> and <u>betty</u> went.	Chicago----- Mother-----	57 9
48	father was with us and my <u>uncle bob</u> . I rode on the train. it was a big four train. I want to go again in <u>july</u> .	Betty----- Father----- Uncle----- Bob----- It----- Big----- Four----- July-----	16 9 85 13 9 96 100 31

Note: Table 14 should be read as follows: Column 1 contains the question, column 2 the most prevalent errors, and column 3 the corresponding per cent of dominant errors. Other tables of dominant incorrect answers to language questions are read in a similar manner.

#### GRADE FOUR

Language Questions Answered Incorrectly:--The fourth grade language test consisted of 37 questions. Two questions answered incorrectly by 20 per cent or more of the fourth grade pupils are shown in Table 15. These two questions have small per cents of errors in the three year period. The mean per cent missing each question is 29.3. The highest per cent missing one question is 34.3. This occurred in question 26. The range of per cent of error in the three year period is 9.9. This table contains the least number of language questions answered incorrectly by 20 per cent or more of the pupils in the entire study.

Trends:--(a) Only question 26 shows a change in one direction. It was rather a difficult question in the first two years recorded, 42 per cent of error in both years, but in 1940 it decreased to an error of 20 per cent.

(b) The means of the incorrect answers of the two language questions for the three years show an upward tendency for the first two years, and a decrease for the third. Thus, language ability in the three year period was high in 1936, decreased in 1938, and increased in 1940.

TABLE 15

THE TWO MOST DIFFICULT FOURTH GRADE LANGUAGE QUESTIONS  
AND THE FREQUENCY OF INCORRECT ANSWERS MADE DURING  
THE THREE YEAR PERIOD, 1936, 1938, 1940

Number of Question	Language Questions That Were Most Frequently Answered Incorrectly	Year and No. of Pupils			Per Cent of Error in the 3 Year Period
		1936 Per Cent	1938 Per Cent	1940 Per Cent	
15	<p>Choose the correct word from those listed before each sentence and write it on the blank.</p> <p>to -- too -- two Is it _____ late to go?</p> <p>This letter contains some errors. Read it, and then answer the questions about it. Write the answers in the blanks after the questions.</p> <p style="text-align: right;">Elkhart, Ind December 27 1935</p> <p>Dear aunt anne</p> <p style="text-align: center;">Thank you for my christmas presents. I like the book about George Washington did you read it too I like my skates and so does bill</p> <p style="text-align: center;">Come to see me soon.</p> <p style="text-align: center;">With much love, Charles</p>	26	28	24	24.4
26	Write the first line of the heading as it should be-----	42	42	20	34.3
	N	38	45	48	131
	M	34	35	22	29.3

In Table 16 are listed the two most dominant incorrectly answered language questions from Table 15, and the frequency of each form of incorrect answers expressed in per cent. The most dominant language error occurred in question 15. For the word, too, the word to was used incorrectly by 100 per cent of the pupils missing this question. This is a homonymical error.

In question 26 the dominant error occurred in writing the salutation for the first line of the heading of the letter 68 per cent of the time. Twenty-two per cent of the pupils missing this question wrote the first line of the heading, but omitted the comma after the word Elkhart.

TABLE 16

## DOMINANT INCORRECT ANSWERS OF THE TWO MOST FREQUENT INCORRECTLY ANSWERED LANGUAGE QUESTIONS IN THE FOURTH GRADE

Number of Question	Language Questions That Were Most Frequently Answered Incorrectly (1)	Errors (2)	Per Cent (3)
15	<p>Choose the correct word from those listed before each sentence and write it on the blank.</p> <p>to -- too -- two Is it _____ late to go?</p> <p>This letter contains some errors. Read it, and then answer the questions about it. Write the answers in the blanks after the questions.</p> <p style="text-align: right;">Elkhart, Ind December 27 1935</p> <p>Dear aunt anna</p> <p>Thank you for my christmas presents. I like the book about George Washington Did you read it too i like my skates and so does bill</p> <p>Come to see me soon.</p> <p style="text-align: center;">With much love, Charles</p>	to	100
26	<p>Write the first line of the heading as it should be _____</p>	<p>Elkhart Ind.</p> <p>Dear Aunt Anna</p>	<p>22</p> <p>68</p>

GRADE FIVE

Language Questions Answered Incorrectly:--The fifth grade language test consisted of 71 questions. Thirteen questions have a per cent of error of 20 or more and are presented in Table 17. The mean per cent missing each question

is 33.7. The highest per cent missing one question is 47.7. This occurred in question 45 where the accent mark of the word across was to be placed in the proper place. The range of per cent of error in the three year period is 26.8.

Trends:--(a) Six questions show a change in one direction. Question 24 shows a change from 17 per cent of error in 1936 to 32 per cent of error in 1940. Questions 41 and 42 each have 34 per cent of error in 1936 and increase to 51 and 45 per cent respectively in the year 1940. Question 45 has the highest per cent of error in the table for the three years. This question has 45 per cent of error in 1936, remained the same in 1938, and increased to 49 per cent in 1940. The greatest deviation of per cent, (32 per cent), in any of these six questions occurred in question 46. Question 30 has 14 per cent of error in 1936 and increased to 43 per cent for the years 1938 and 1940. The per cent incorrectly answering the remaining seven questions is irregular from year to year.

(b) The means of the incorrect answers of the thirteen language questions for the three years show an upward tendency from year to year. In other words language ability in the three year period was the highest in 1936 and increased in 1938 and 1940.



TABLE 17

THE THIRTEEN MOST DIFFICULT FIFTH GRADE LANGUAGE QUESTIONS AND THE FREQUENCY OF INCORRECT ANSWERS MADE DURING THE THREE YEAR PERIOD, 1936, 1938, 1940

Number of Question	Language Questions That Were Most Frequently Answered Incorrectly	Year and No. of Pupils			Per cent of Error in the 3 Year Period
		1936 Per Cent	1938 Per Cent	1940 Per Cent	
	In each of the following sentences there are two words in parentheses. Draw a line through the wrong one and copy the correct one in the blank at the right.				
19	Have you (begun, began) to study science? _____	28	56	30	37.3
24	The money was divided (between, among) the four men. _____	17	21	32	25.3
25	How many come (in, into) the room? _____	31	35	17	26.1
	In the blank space after each word write its plural.				
27	turkey _____	25	16	20	20.8
	Underline the word that is the synonym of the first word, and place its number in the blank.				
38	Construct (1) conform (2) build (3) carry (4) repair _____	22	16	24	21.5
	The following words are written in syllables. Place the accent mark in the proper place in each word.				
41	fa vor its _____	34	48	51	46.2
42	reg u lar _____	34	40	45	41
44	ev er y _____	45	35	32	37.2
45	a cross _____	45	45	49	47.7
	In the blank space after each of these words, write its possessive form.				
46	birds _____	22	40	54	42.5

TABLE 17 -Continued

Number of Questions	Language Questions That Were Most Frequently Answered Incorrectly	Year and No. of Pupils			Per Cent of Error in the 3 Yr. Period
		1938 Per Cent	1939 Per Cent	1940 Per Cent	
50	girls -----  There is at least one mistake in punctuation or capitalization in each of the following sentences. Correct the sentences by crossing out the errors and writing in the correct forms.	14	43	43	35.8
52	Where is dr. smiths office.-----	31	10	29	24.6
54	Please uncle john lend me your knife.-----	25	10	53	34.3
	N	35	37	62	134
	M	28.6	31.9	36.8	33.7

The incorrect answers of the thirteen language questions in Table 17 are presented in Table 18. The frequency of each form of incorrect answers is expressed in per cent. The dominant errors are easily discerned in questions 19, 24, 25, and 27, which have 100 per cent error. The error for these questions was made in the selection of incorrect words, such as, verb forms, prepositions, and etc. In question 38 it is seemingly perceived that many of the fifth grade pupils did not know the synonym of the word construct. Sixty-two per cent of the pupils missing this question chose the word conform as the synonym, while 31 per cent chose the word repair.

Placing accent marks in the proper place in words were confusing in questions 41, 42, 44, and 45. Most words carry the accentuation on the long

syllables,<sup>1</sup> that is, the syllable containing the vowel of greatest duration. In question 41, both vowels are relatively long in the word favorite, and to the untrained ear either or both vowels could be accented, thus there is a high per cent of error in accenting the syllable vor and the two syllables fa vor. In the word regular, question 42, there is the same confusion. Forty-four per cent of error occurred in placing the accent mark on the vowel u, and 44 per cent of error occurred in placing the accent mark on the two syllables reg and u. Since the long syllable (u) is not stressed, the short syllable (reg) receives the accentuation. For the word every, question 44, there are two similar vowels in the first two syllables, each are virtually identical in pronunciation. Forty-eight per cent of error occurred in the syllable er and 38 per cent of error occurred in the syllables ev and er. Since accentuation is usually found in longer syllables, and since these two syllables are the same length, the untrained ear has great difficulty in detecting the accentuated syllable.

When a word is pronounced by syllables such as the pupils do when finding the accentuation, there is a tendency to give each vowel its full vowel value especially when the vowel is standing alone in a syllable, for instance, the word across, question 45, was incorrectly accented by 100 per cent of the pupils by placing the accent on the vowel a.

There is seemingly little ear training in the fifth grade in distinguishing the fine shades of difference in pronunciation between two similar vowels when combined with different consonants.

Possessive form of words in questions 46 and 50 are similar in dominant error. For the words birds and girls the most domi-

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<sup>1</sup>EL. Gray Burdin, Principles of English Phonetics (Butler University Press, Indianapolis, Indiana, 1939)

nant error occurred in writing the singular possessives instead of the plural possessives.

The most frequently occurring error in punctuation and capitalization sentences, questions 52 and 54, was found in punctuation. In question 52, 54 per cent of the pupils placed a period at the end of the sentence instead of a question mark, and 45 per cent omitted the apostrophe in the word smiths. In question 54, 67 per cent of the pupils missing this question omitted the comma after the word please.

TABLE 18

DOMINANT INCORRECT ANSWERS OF THE THIRTEEN MOST FREQUENT INCORRECTLY ANSWERED LANGUAGE QUESTIONS IN THE FIFTH GRADE

Number of Question.	Language Questions That Were Most Frequently answered Incorrectly (1)	Errors (2)	Per Cent (3)
	In each of the following sentences there are two words in parentheses. Draw a line through the wrong one and copy the correct one in the blank at the right.		
19	Have you (begun, began) to study science?---	began	100
24	The money was divided (between, among) the four men. _____	between	100
25	How many came (in, into) the room? _____	in	100
	In the blank space after each word write its plural.		
27	turkey _____	turkies	100
	Underline the word that is the synonym of the first word, and place its number in blank at the right.		
38	Construct (1) conform (2) build (3) carry (4) repair _____	conform repair	62 31

TABLE 18 -Continued

Number of Questions	Language Questions That Were Most Frequently Answered Incorrectly (1)	Errors (2)	Per Cent (3)
	The following words are written in syllables. Place the accent mark in the proper place in each word.		
41	fa vor ite -----	vor fa vor ite	54 40 4
42	reg u lar -----	u reg u lar	44 44 10
44	ev er y -----	er ev er y	48 38 12
45	a cross -----	a	100
	In the blank space after each of these words write its possessive form.		
46	birds -----	bird's bird	87 10
50	girls -----	girl's girl	86 11
	There is at least one mistake in punctuation or capitalization in each of the following sentences. Correct the sentences by crossing out the errors and writing in the correct forms.		
52	Where is dr. smiths office.-----	no apostrophe in the word <u>smiths</u>	45
54	Please uncle john lend me your knife.-----	no question mark at end of sentence no comma after <u>please</u> the word <u>uncle</u> not capitalized	54 67 17

GRADE SIX

Language Questions Answered Incorrectly:--The language questions answered incorrectly by 20 per cent or more of the sixth grade pupils are shown in Table 19, marked accordingly to the per cent of the group missing each one. The test consisted of 30 questions. Eight questions are included in the table. The mean per cent missing each question is 38.6 which is higher than the means in grades three and four. The highest per cent missing one question in the three years is 73.3. This occurred in question 2 in placing parentheses around the incorrect pronoun.

The range of per cent of error in the three year period is 53.2, the highest range recorded in the language study.

Trends:--(a) No general trend in language ability is noticeable in Table 19. Only question 26 shows a consistent change in one direction. This question has 32 per cent error in the first year recorded, but in the year 1938 it decreased to 25 per cent and in the year 1940 to 21 per cent. The per cent incorrectly answering the remaining seven questions is irregular from year to year. The greatest per cent of error in the table (87 per cent) occurred in question 2 in the year 1938, the smallest per cent of error in the table (12 per cent) occurred in question 35 in the year 1940, a difference of 75 per cent.

(b) The means of the incorrect answers of the eight language questions for the three years are almost identical. In other words, language ability in the three year period was high in 1936, decreased 1 per cent in 1938, and increased 1.2 per cent in 1940.

TABLE 19

THE EIGHT MOST DIFFICULT SIXTH GRADE LANGUAGE QUESTIONS  
AND THE FREQUENCY OF INCORRECT ANSWERS MADE DURING  
THE THREE YEAR PERIOD, 1936, 1938, 1940

Number of Ques- tion	Language Questions That Were Most Frequently Answered Incorrectly	Year and No. of Pupils			Per Cent of Error in the 3 .Yr. Period
		1936 Per Cent	1938 Per Cent	1940 Per Cent	
	In each of the following sentences one word should be left out to make the sentence correct. Put parentheses around the word that should be left out.				
1	You may can have these pencils if you may can sharpen them.-----	67	76	72	72.4
2	Uncle John took Helen and I me to the picture show.-----	61	67	61	73.3
3	The oranges were divided among between Helen and Mabel.-----	43	20	27	30.2
6	He signed his name, yours respectfully respectfully.-----	16	12	33	20.1
7	Your pencil is laying lying on the floor.	35	20	21	26.6
16	The man lay laid down to rest.-----	35	43	36	37.7
20	Please lay lie the book on the table.---	32	26	21	26.6
	In the following sentences some words are underlined. They are copied at the right with a blank space after each. After each word write <u>noun</u> , <u>pronoun</u> , or <u>verb</u> according to the way it is used in the sentence.				
	Tom and <u>his</u> dog were playing in the <u>yard</u> . They had a <u>stick</u> to throw. Tom would <u>throw</u> the <u>stick</u> , then the dog would <u>catch</u> it and bring <u>it</u> back to Tom. They played for an <u>hour</u> in front of <u>the</u> <u>house</u> .				
35	it -----	24	28	12	22
	Your pencil is layi <u>N</u> lying on the floor.	37	39	33	
	The man lay laid do <u>M</u> wn to rest.	37.8	38.8	37.6	38.6

The incorrect answers to the eight language questions in Table 19 are presented in Table 20. The frequency of each form of the incorrect answers is expressed in per cent. The first seven language questions presented in the table each have 100 per cent error. These questions were sentences in which one word should have been omitted. The pupils were instructed to place parentheses around the word that should have been omitted, but instead they placed parentheses around the word that made the sentence correct. Since there was a choice of only two words for each sentence, only one dominant error occurred in each question.

Forty-five per cent of the pupils missing question 35 classified the word it as a noun.

TABLE 20

DOMINANT INCORRECT ANSWERS OF THE EIGHT MOST FREQUENT  
INCORRECTLY ANSWERED LANGUAGE QUESTIONS IN  
THE SIXTH GRADE

Number of Question	Language Questions That Were Most Frequently Answered Incorrectly (1)	Errors (2)	Per Cent (3)
	In each of the following sentences one word should be left out to make the sentence correct. Put parentheses around the word that should be left out.		
1	You may can have these pencils if you may can sharpen them.-----	Can at the beginning of the sentence	100
2	Uncle John took Helen and I me to the picture show.-----	I	100
3	The oranges were divided among between Helen and Mabel.-----	among	100
6	He signed his name, yours respectively respectfully.-----	respectively	100
7	Your pencil is laying lying on the floor.-----	laying	100
16	The man lay laid down to rest.-----	laid	100



TABLE 20 - Continued

Number of Question.	Language Questions That Were Most Frequently Answered Incorrectly (1)	Errors (2)	Per Cent (3)
20	Please lay <u>lie</u> the book on the table.-----  In the following sentences some words are underlined. They are copied at the right with a blank space after each. After each word write <u>noun</u> , <u>pronoun</u> , or <u>verb</u> according to the way it is used in the sentence.  Tom and <u>his</u> dog were playing in the <u>yard</u> . They had a <u>stick</u> to throw. Tom would <u>throw</u> the stick, then the dog would <u>catch</u> it and bring <u>it</u> back to <u>Tom</u> . They played for an <u>hour</u> in front of the <u>house</u> .	lie	100
35	it.-----	noun verb adverb	45 29 25

GRADE SEVEN

Language Questions Answered Incorrectly:--The language questions answered incorrectly by 20 per cent or more of the seventh grade pupils are shown in Table 21. The test consisted of 78 questions. Twenty-five questions are included in the table which means that almost one third of the questions in the test were answered incorrectly by 20 per cent or more of the seventh grade pupils. The mean per cent missing each question is 35.2. The highest per cent missing one question is 71.6. This occurred in question 36. The range of per cent of error in the three year period is 51.6. The seventh grade has a smaller range of per cent in the three year period than the sixth grade.

Trends:--(a) There are six questions in Table 21 having an upward tendency in per cent of error from year to year. The per cent of error in these six questions, (14, 16, 38, 39, 41, 42), is not consistent but varies in a great

degree from year to year except in question 16. The per cent of error in this question is 19 per cent in 1936, 26 per cent in 1938, and 35 per cent in 1940.

Three questions, (55, 69, 71), in Table 21 have a downward tendency in per cent of error from year to year. In question 55, the per cent of error in the years 1936 and 1938 remain constant, but decreases in 1940. Questions 69 and 71 show a downward tendency in per cent of error from year to year but the per cents vary in a great degree. The per cent incorrectly answering the remaining sixteen questions is irregular from year to year.

(b) The means of the incorrect answers of the twenty-five language questions for the three years show a downward tendency for the first two years and an increase for the third. Thus, language ability in the three year period was high in the year 1936, increased in the year 1938, and decreased in the year 1940.

TABLE 21

THE TWENTY-FIVE MOST DIFFICULT SEVENTH GRADE LANGUAGE QUESTIONS  
AND THE FREQUENCY OF INCORRECT ANSWERS MADE DURING THE THREE  
YEAR PERIOD, 1936, 1938, 1940

Number of Questions	Language Questions That Were Most Frequently Answered Incorrectly	Year and No. of Pupils			Per Cent of Error in the 3 Year Pr.
		1936 Per Cent	1938 Per Cent	1940 Per Cent	
	Before each of the following sentences are two words or expressions. In the blank space in the sentence, write the correct word.				
1	than - from My coat is different _____ yours.--	66	64	69	65
3	in - into We went _____ the museum and looked at the curios _____ the cases.-----	13	6	47	22.5
5	lay - lie Let the dog _____ on the floor.-----	19	17	26	23.3

TABLE 21 -Continued

Number of Questions	Language Questions That Were Most Frequently Answered Incorrectly	Year and No. of Pupils			Per Cent of Error in the 3 Yr. Period
		1936 Per Cent	1938 Per Cent	1940 Per Cent	
11	sit - set _____ your chair over here.-----	33	19	33	27.5
14	off - off of The icicles fell _____ the roof.-----	9	13	47	24.1
16	lay - laid Yesterday, Tom _____ in his bed fast asleep.-----	19	26	33	26.6
	In each of the following sentences draw one line under the complete subject and another line under the simple subject. Thus the simple subject will have two lines under it.				
34	Suddenly the crowded street cars stopped.-----	33	26	92	50.8
35	When the poor old man found his friends he wept for joy.-----	23	6	45	24.1
36	A journey from San Francisco to New York by water is delightful.-----	66	64	88	71.6
	In each of the following sentences draw a line under the complete predicate. Draw another line under the verb or verb phrase. Thus the verb or verb phrase will have two lines under it.				
38	The boats were lying at anchor.-----	26	28	40	31.6
39	The children came to school in the storm.-----	16	26	40	28.3
40	Where shall we leave our coats and hats?-----	69	52	83	66.6
41	Farmers are plowing for their spring planting.-----	23	35	42	34.1
42	Will someone lend me a pencil?-----	53	62	80	65

TABLE 21 - Continued

Number of Questions	Language Questions That Were Most Frequently Answered Incorrectly	Year and No. of Pupils			Per Cent of Error in the 3 Yr. Period
		1936	1938	1940	
		Per Cent	Per Cent	Per Cent	
	Each of the following words is divided into syllables. Place an accent mark after the syllable in each word that should be accented. If more than one syllable in a word should be accented, mark only the one that receives the heavier accent.				
52	sep a rate -----	26	24	11	22
53	ad dress -----	59	35	35	32.5
55	di vid ed -----	33	33	19	27.5
	The underlined words in these sentences are placed at the right with a blank space after each. In the blank write the part of speech of that word as it is used in the sentence.				
	The <u>thistle</u> is the <u>national</u> emblem of Scotland. Once a <u>Danish</u> soldier stepped on a <u>thistle</u> and made such a <u>very</u> loud <u>cry</u> that the <u>Scots</u> heard. They drove the <u>Danes</u> from their country.				
57	National -----	26	8	28	20
63	cry -----	43	15	19	23.3
66	from -----	36	13	21	21.6
	Correct the errors in punctuation and capitalization in the following sentences.				
67	Mr. gardner lives at 239 seventh street-----	69	0	7	20
68	No said the teacher you cant go.-----	59	17	23	30
69	"John," asked Tom did you find my ball. -----	43	19	11	22.5
70	When I was in new york I saw the empire state building.-----	66	6	28	29.1
71	will you go hom with me invited Eleanor?-----	49	19	14	25
	N	33	45	42	120
	M	39	25.3	39.2	33.2

In Table 22 are listed the most dominant incorrect answers of the language questions from Table 21 and the frequency of each form of incorrect answers expressed in per cent. The first six questions in the table each have 100 per cent error. These questions have words or expressions written before them and the pupils were to choose the correct word or expression and write it in the blank space that appeared in the sentences. One hundred per cent of the pupils who missed them wrote the incorrect word or expression in the blank space in the sentence.

Questions 34, 35, and 36 were sentences in which the pupils were instructed to draw a line under the complete subject and another line under the simple subject. In question 34 the dominant error occurred in the failure to include the word street as part of the simple subject, street car. The dominant error occurring in question 35 was including the word when in the complete subject, the poor old man. Seventy-three per cent error occurred in question 36 in failure to underline the complete subject, a journey by water.

In questions 38, 39, 40, and 42 the pupils were instructed to draw a line under the complete predicate and another line under the verb or verb phrase. The dominant error occurring in these questions was the failure to underline all of the complete predicate. In some of the sentences the complete verb phrase was not underlined.

Placing accent marks in the proper place in words were difficult in three questions in Table 22. In question 52 the accentuation was placed on the syllable rate, probably because the pupils failed to pronounce separate as a word in its entirety. Thus, rate --- continuing the vowel of greatest duration when pronounced as a syllable --- was

stressed. In casual pronunciation this last syllable is stressed, this may also be a reason for pupils to accent it.

In the word address, question 53, 100 per cent of the pupils missing this question placed the accent on the first syllable ad. It seems that popular pronunciation of this word would indicate the basis for the error.

The dominant error in question 55 is somewhat difficult to determine. There is a tendency in American speech to accentuate the first syllable in many words. However, in pronouncing the word by syllables (di vid ed), the vowels are given greater values than when the word is pronounced in its entirety. The first syllable (di) when standing alone is di, with the i as in it. But when this syllable appears in the word divided, the di is pronounced duh.

Fifty-seven per cent of the pupils missing question 57 classified the word national as used in the sentence as a noun. Ninety-two per cent of the pupils missing question 63 classified the word cry as used in the sentence as a verb. Thirty-five per cent of the pupils that missed question 66 classified the word from as a verb and an adverb.

The most dominant error in question 67 was the failure to capitalize the initial letter of the word street. In questions 68 and 69 the dominant error was the omission of quotation marks. In question 70 the dominant error was in the failure to capitalize the initial letter of the word building. Seventy-three per cent of the pupils missing question 71 omitted the question mark after the word me.

TABLE 22

DOMINANT INCORRECT ANSWERS OF THE TWENTY-FIVE MOST FREQUENT  
INCORRECTLY ANSWERED LANGUAGE QUESTIONS  
IN THE SEVENTH GRADE

Number of Questions	Language Questions That Were Most Frequently Answered Incorrectly (1)	Error (2)	Per Cent (3)
	Before each of the following sentences are two words or expressions. In the blank space in the sentence, write the correct word.		
1	than - from My coat is different _____ yours.-----	than-----	100
3	in - into We went _____ the museum and looked at the curios _____ the cases.-----	in the first part of the sentence	100
9	lay - lie Let the dog _____ on the floor.-----	lay-----	100
11	sit - set _____ your chair ever here.-----	sit-----	100
14	off - off of The icicles fell _____ the roof.-----	off of-----	100
16	lay - laid Yesterday, Tom _____ in his bed fast asleep. -----	laid -----	100
	In each of the following sentences draw one line under the complete subject and another line under the simple subject. Thus the simple subject will have two lines under it.		
34	Suddenly the crowded street car stopped-	Suddenly <u>the crowd- ed street car</u> stopped-----	56
		Suddenly <u>the crowd- ed street car</u> stopped-----	10
35	When the poor old man found his friends he wept for joy -----	When the poor old man found his friends he wept for joy.-----	36

TABLE 22 - Continued

Number of Question	Language Questions That Were Most Frequently Answered Incorrectly (1)	Error (2)	Per Cent (3)
		When the <u>poor old man</u> found his <u>friends</u> he wept for joy.-----	30
36	A journey from San Francisco to New York by water is delightful.	A <u>journey</u> from San Francisco to New York by water is delightful.-----	73
		A <u>journey</u> from San Francisco to New York by water is delightful.-----	6
	In each of the following sentences draw a line under the complete predicate. Draw another line under the verb or verb phrase. Thus the verb or verb phrase will have two lines under it.		
38	The boats were lying at anchor.-----	The boats were <u>lying</u> at anchor.-----	31
		The boats were <u>lying</u> at anchor.-----	23
		The boats <u>were</u> lying at anchor. ---	18
39.	The children came to school in the storm.-----	The children <u>came</u> to school in the storm.-----	35
		The children <u>came</u> to school in the storm	17
40	Where shall we leave our coats and hats?--	Where shall we <u>leave</u> our coats and hats? 27	
		Where shall we <u>leave</u> our coats <u>and</u> hats? 23	
		Where shall we <u>leave</u> our coats and hats? 12	



TABLE 22 -Continued

Number of Question	Language Questions That Were Most Frequently Answered Incorrectly (1)	Error (2)	Per Cent (3)
41	Farmers are plowing for their spring planting.-----	Farmers are plowing for their spring planting.-----	24
		Farmers are plowing for their spring planting.-----	19
		Farmers are plowing for their spring planting.-----	9
42	Will some one lend me a pencil?-----	Will some one lend me a pencil?-----	40
	Each of the following words is divided into syllables. Place an accent mark after the syllable in each word that should be accented. If more than one syllable in a word should be accented, mark only the one that receives the heavier accent.	Will some one lend me a pencil?-----	20
52	sep a rate -----	rate	70
53	ad dress -----	ad	100
55	di vid ed -----	di	87
	The underlined words in these sentences are placed at the right with a blank space after each. In the blank write the part of speech of that word as it is used in the sentence.-----		
	The <u>thistle</u> is the <u>national</u> emblem of Scotland. Once a <u>Danish soldier</u> <u>stopped</u> on a <u>thistle</u> and made such a <u>very</u> <u>loud cry</u> that the <u>Scots</u> <u>heard</u> . <u>They</u> <u>drove</u> the <u>Danes</u> <u>from</u> their country.		
57	<u>national</u> -----	noun verb	57 26

TABLE 22 - Continued

Number of Question.	Language Questions That Were Most Frequently Answered Incorrectly (1)	Errors (2)	Per Cent (3)
63	cry _____	verb -----	92
66	from _____	verb -----	35
		adverb -----	35
		conjunction-----	13
	Correct the errors in punctuation and capitalization in the following sentences		
67	Mr. gardner lives at 239 seventh street.-	street not capital- ized-----	95
68	No said the teacher, you cant go.-----	no quotation marks after the word <u>no</u> .-	58
		no quotation marks <u>you can't go</u> -----	41
69	"John," asked Tom, did you find my ball. -----	no quotation marks did you find my ball	70
		no question mark at the end -----	25
70	When I was in new york i saw the empire state building.-----	building not capita- lized.-----	82
		no comma after New York -----	26
71	Will you go home with me invited Eleanor? -----	no question mark after <u>me</u> -----	73
		no quotation marks	10

GRADE EIGHT

Language Questions Answered Incorrectly:--Answers to language questions in the 1937 tests were tabulated in the eighth grade since the 1936 tests could not be obtained. The language questions answered incorrectly by 20 per cent or more of the eighth grade pupils are shown in Table 23. The test consisted of 89 questions. Sixteen of the questions in the test were answered incorrectly by 20 per cent or more of the eighth grade pupils. The mean per cent missing each question is 33.9. The highest per cent missing one question is 68. This occurred in question 36. The range of per cent of error in the three year period is 45.8.

Trends:--(a) There are four questions in Table 23 which show a change in one direction. Each of these four questions occur under the classification of personal pronouns. Question 36 has the highest per cent in the three years but shows a downward tendency in per cent each year. Question 38 has 42 per cent error in 1937 and decreases to 19 per cent of error in 1938 and 1940. Question 40 and 41 also show a downward tendency in per cent of error from year to year. The per cent incorrectly answering the remaining twelve questions is irregular from year to year. Only in questions 60, 61, and 62 did the per cent of error in 1938 exceed the other two years.

(b) The means of the incorrect answers of the sixteen language questions for the three years show a downward tendency for the first two years and increases in the third. In other words, language ability was low in the year 1937, increased in 1938, and decreased in 1940.

TABLE 23

THE SIXTEEN MOST DIFFICULT EIGHTH GRADE LANGUAGE QUESTIONS AND  
THE FREQUENCY OF INCORRECT ANSWERS MADE DURING THE  
THREE YEAR PERIOD, 1937, 1938, 1940

Number of Ques- tion	Language Questions That Were Most Frequently Answered Incorrectly	Year and No. of Pupils			Per Cent of Error in the 3 Year Period
		1937 Per Cent	1938 Per Cent	1940 Per Cent	
	In the following sentences some words are underlined. These words are in the column at the right. After each word in this column, write its part of speech as it is used in the sentence.				
	The <u>new</u> automobile goes <u>rapidly</u> <u>over</u> the <u>pavement</u> . Turn the <u>corners</u> carefully or you may <u>upset</u> . It is very <u>hard</u> to drive in <u>heavy</u> <u>traffic</u> .				
11	rapidly -----	21	15	26	22.2
12	over -----	42	23	47	41.2
17	upset -----	54	25	52	36.5
18	very -----	28	15	45	30.8
	There are eight personal pronouns used in the following sentences. In the column at the right, write them in order that they occur in the sentences, and after each one write <u>first</u> , <u>second</u> , or <u>third</u> to show the person of that pronoun. The example is marked correctly.				
	<u>He</u> has my book.--he --third				
	This is one of yours. She will give him his pencil. Our house is open to you and to them.				
36	-----	76	67	61	68
37	-----	34	19	28	26.9

TABLE 23 - Continued

Number of Question	Language Questions That Were Most Frequently Answered Incorrectly	Year and No. of Pupils			Per Cent of Error in the 3 Year Period
		1937 Per Cent	1938 Per Cent	1940 Per Cent	
38	-----	42	19	19	26.1
39	-----	44	15	19	25
40	-----	39	21	19	26
41	-----	36	19	16	23.8
49	In the blank space after each of the following words or numbers, write its plural. man-servant -----	71	52	59	60.3
60	A group of words is underlined in each of the following sentences. In the first blank after the sentence write <u>phrase</u> or <u>clause</u> to tell which the group of words is. In the second blank write the part of speech which tells how the group of words is used. The <u>cake</u> in the oven is baking.	26	32	30	30.1
61	-----	18	36	21	26.1
62	Dinner was served <u>before</u> I arrived.	36	41	28	35.7
70	In the blank space after each of these sentences write the tense of the verb. I have had a bad cold.	23	13	38	29.3
72	The men have finished their work.	26	13	42	34.4
	N	36	48	42	126
	M	59.6	42.2	55.1	33.9

The incorrect answers to the sixteen language questions in Table 23 are presented in Table 24. The frequency of each form of the incorrect answers is expressed in per cent. The first four questions in the table are on parts of speech. The most dominant error in this classification was classifying the word very as an adjective.

There are six questions on personal pronouns and the greatest per cent of error occurred in question 36 in this group. In this question the word my was selected from the example sentence by 59 per cent of the pupils missing the question. This error caused confusion in determining the other personal pronouns for the following five questions.

Seventy-five per cent of the pupils missing question 49 gave the plural of the word man-servant as men-servants.

In question 60 the underlined words in the sentence was classified as a clause instead of a phrase and in question 61 the part of speech of the phrase in question 60 was classified as a noun by 45 per cent of the pupils. In question 62 the underlined words in the sentence was classified as a phrase instead of a clause.

The tense of the verb in question 70 had a 62 per cent dominant error while question 72 had a 53 per cent dominant error. Each dominant error in both questions was incorrectly answered as past tense.

TABLE 24

DOMINANT INCORRECT ANSWERS OF THE SIXTEEN MOST FREQUENT  
INCORRECTLY ANSWERED LANGUAGE QUESTIONS IN THE  
EIGHTH GRADE

Number of Question	Language Questions That Were Most Frequently Answered Incorrectly (1)	Errors (2)	Per Cent (3)
	<p>In the following sentences some words are underlined. These words are in the column at the right. After each word in this column, write its part of speech as it is used in the sentence.</p> <p>The <u>new</u> automobile goes <u>rapidly</u> <u>over</u> the <u>pavement</u>. Turn the <u>corners</u> <u>carefully</u> or you may <u>upset</u>. It is <u>very</u> hard to drive in <u>heavy</u> <u>traffic</u>.</p>		
11	rapidly _____	adjective	53
		verb	32
12	over _____	adverb	46
		verb	32
		adjective	11
17	upset _____	noun	40
		adverb	21
		adjective	13
18	very _____	adjective	88
	<p>There are eight personal pronouns used in the following sentences. In the column at the right, write them in order that they occur in the sentences and after each one write <u>first</u>, <u>second</u>, or <u>third</u> to show the person of that pronoun. The example is marked correctly.</p> <p><u>He</u> has my book. he---third</p> <p>This is one of yours. She will give him his pencil. Our house is open to you and to them.</p>		
36	_____	my-first	59
		this-first	7
		yours-second	7
		this-second	6
		yours-third	6





TABLE 24 - Continued

Number of Question	Language Questions That Were Most Frequently Answered Incorrectly (1)	Errors (2)	Per Cent (3)
60	The cake in the oven is baking. _____	clause	100
61	_____	noun adverb subject	45 21 21
62	Dinner was served <u>before I arrived.</u>  In the blank space after each of these sentences write the tense of the verb.	phrase	100
70	I have had a bad cold. _____	past present perfect	62 21
72	The men have finished their work. _____	past present past perfect	53 25 15

## SUMMARY

In this chapter the most frequently incorrect answers to language questions and their dominant incorrect answers are shown in tables. The language questions were selected at random by a member of the College of Education faculty and cannot be checked against a more widely established norm for the examination.

The number of questions that were answered incorrectly by 20 per cent or more of the pupils vary in each grade and are as follows: Eighteen questions out of 52 occurred in grade three, 2 questions out of 37 in grade four, 13 questions out of 71 in grade five, 8 questions out of 80 in grade six, 25 questions out of 78 in grade seven, and 16 questions out of 89 in grade eight.

The per cent of the pupils incorrectly answering these questions during the three year period shows an upward trend in six questions in grade five and seven. A downward trend occurs in one question in grade four and six, three questions in grade seven and four questions in grade eight.

Only in the fifth grade tests did the language ability decrease from year to year. In the sixth grade language ability varied only a little over 1 per cent in the three year period. Other means of per cents in the grades are irregular from year to year.

The greatest range of per cent of error, 33.9, in the three year period occurred in grade eight, while the smallest range of per cent occurred in grade three.

Each grade in the language tests has different types of questions and no one classification can be determined in all of the grades.

## CHAPTER IV

### CONCLUSIONS

#### SPELLING

Misspelled Words:--The words that were misspelled by 20 per cent or more of the pupils and their dominant misspellings are shown in tables and will not be repeated here.

Trends: 1. Thirteen words became more difficult from year to year and are as follows: The word beggar in grade three, borrow and program in grade four, comfortable in grade five, Chinese in grade six, fulfill in grade seven, and millinery, lieutenant, advantageous, volcances, embroidery, and alfalfa in grade eight.

2. No words decreased in difficulty in any of the grades over the five year period.

3. Spelling ability decreased from year to year only in the eighth grade.

4. Spelling ability was the highest in the year 1935 in the five year period except in the fifth grade where the year 1940 exceeded the year 1935.

Dominant Errors: 1. The most dominant types of errors for the words in the spelling test are the omission of letters and the substitution of letters.

2. The addition of letters is the next most prevalent type of

- errors in the spelling tests of all the grades studied.
3. Homonyms cause more difficulty in grade three than in any other grade.
  4. Homonyms and transposition of letters are the least prevalent of the types of errors in the spelling tests.
  5. The omission of letters as a type of spelling error occurs most frequently in grades three, four, and five.
  6. The substitution of letters as a type of error in spelling occurs most frequently in grades six, seven, and eight.

#### LANGUAGE

Language Questions Answered Incorrectly:--The language questions that were answered incorrectly by 20 per cent or more of the pupils and their dominant incorrect answers are shown in tables and will not be repeated here.

- Trends:-- Twelve questions became more difficult from year to year and are as follows: Questions 24, 41, 42, 45, 46, and 50 in the fifth grade, and questions 14, 16, 38, 39, 41, and 42 in the seventh grade.
2. Eight questions decreased in per cent of error in the three year period and are as follows: Question 26 in grade four, 32 in grade six, 55, 69, and 71 in grade seven and questions 36, 38, 40, and 41 in grade eight.
  3. Language ability decreased from year to year only in the fifth grade.
  4. Language ability was the lowest in the year 1936 in the three year period.

5. Language ability was the highest in the year 1938 in the three year period.

Dominant Errors:--1. The language tests have no one common error for all the grades.

2. The omission of punctuation is a dominant error in grades three, four, five, and seven.
3. Questions in which a choice of two words or expressions occurred were most frequently answered incorrectly in grades four, five, six, and seven. The pupils in these grades chose the incorrect word or expression.
4. Syllables of words to be accented occurred in grades five and seven. The dominant error was in placing the accent on the longer syllable.
5. Questions on parts of speech began in grades six, and continued through grades seven and eight. The dominant error in these questions was classifying words that are pronouns as adverbs, verbs as nouns, and adverbs as adjectives.
6. The fourth grade seems to have experienced the least difficulty in both types of examinations.

APPENDIX

Year	1977	1978	1979	1980	1981
1	20	25	30	35	40
2	22	27	32	37	42
3	24	29	34	39	44
4	26	31	36	41	46
5	28	33	38	43	48
6	30	35	40	45	50
7	32	37	42	47	52
8	34	39	44	49	54
9	36	41	46	51	56
10	38	43	48	53	58
11	40	45	50	55	60
12	42	47	52	57	62
13	44	49	54	59	64
14	46	51	56	61	66
15	48	53	58	63	68
16	50	55	60	65	70
17	52	57	62	67	72
18	54	59	64	69	74
19	56	61	66	71	76
20	58	63	68	73	78
21	60	65	70	75	80
22	62	67	72	77	82
23	64	69	74	79	84
24	66	71	76	81	86
25	68	73	78	83	88
26	70	75	80	85	90
27	72	77	82	87	92
28	74	79	84	89	94
29	76	81	86	91	96
30	78	83	88	93	98
31	80	85	90	95	100
32	82	87	92	97	102
33	84	89	94	99	104
34	86	91	96	101	106
35	88	93	98	103	108
36	90	95	100	105	110
37	92	97	102	107	112
38	94	99	104	109	114
39	96	101	106	111	116
40	98	103	108	113	118
41	100	105	110	115	120
42	102	107	112	117	122
43	104	109	114	119	124
44	106	111	116	121	126
45	108	113	118	123	128
46	110	115	120	125	130
47	112	117	122	127	132
48	114	119	124	129	134
49	116	121	126	131	136
50	118	123	128	133	138
51	120	125	130	135	140
52	122	127	132	137	142
53	124	129	134	139	144
54	126	131	136	141	146
55	128	133	138	143	148
56	130	135	140	145	150
57	132	137	142	147	152
58	134	139	144	149	154
59	136	141	146	151	156
60	138	143	148	153	158
61	140	145	150	155	160
62	142	147	152	157	162
63	144	149	154	159	164
64	146	151	156	161	166
65	148	153	158	163	168
66	150	155	160	165	170
67	152	157	162	167	172
68	154	159	164	169	174
69	156	161	166	171	176
70	158	163	168	173	178
71	160	165	170	175	180
72	162	167	172	177	182
73	164	169	174	179	184
74	166	171	176	181	186
75	168	173	178	183	188
76	170	175	180	185	190
77	172	177	182	187	192
78	174	179	184	189	194
79	176	181	186	191	196
80	178	183	188	193	198
81	180	185	190	195	200
82	182	187	192	197	202
83	184	189	194	199	204
84	186	191	196	201	206
85	188	193	198	203	208
86	190	195	200	205	210
87	192	197	202	207	212
88	194	199	204	209	214
89	196	201	206	211	216
90	198	203	208	213	218
91	200	205	210	215	220
92	202	207	212	217	222
93	204	209	214	219	224
94	206	211	216	221	226
95	208	213	218	223	228
96	210	215	220	225	230
97	212	217	222	227	232
98	214	219	224	229	234
99	216	221	226	231	236
100	218	223	228	233	238

TABLE 1

PER CENT OF ERRORS IN THE THIRD GRADE SPELLING WORDS OF  
THE ACHIEVEMENT TESTS TAKEN BY 206 MARION COUNTY PUPILS  
DURING THE YEARS 1935 AND 1937 THROUGH 1940

Words	Year and Number of Pupils				
	1935	1937	1938	1939	1940
	N=20 Per Cent	N=46 Per Cent	N=47 Per Cent	N=45 Per Cent	N=48 Per Cent
1. write .....	5	30	29	17	27
2. anything .....	0	10	12	6	8
3. making .....	0	4	12	8	2
4. goes .....	10	2	6	8	6
5. didn't .....	0	15	6	6	8
6. meet .....	0	8	14	6	4
7. please .....	0	8	8	19	6
8. knew .....	25	21	31	33	10
9. thread .....	0	43	38	39	39
10. praise .....	35	63	61	48	56
11. music .....	15	50	57	46	43
12. afraid .....	5	34	36	26	41
13. great .....	5	8	6	11	12
14. whole .....	10	32	44	46	45
15. awhile .....	10	30	34	39	27
16. beggar .....	10	82	87	95	99
17. busy .....	0	47	46	44	37
18. quiet .....	10	28	65	79	60
19. heard .....	10	32	25	19	22
20. cheek .....	20	36	42	44	6
21. because .....	5	23	23	26	22
22. raise .....	25	36	36	48	43
23. whose .....	20	69	65	66	72
24. nicely .....	30	34	42	44	31
25. ponies .....	30	67	80	73	72
26. almost .....	15	13	8	8	4
27. wash .....	10	10	8	6	14
28. sleep .....	0	0	10	4	8
29. does .....	5	8	14	24	16
30. having .....	15	19	19	4	6
31. dust .....	5	6	12	13	4
32. than .....	0	13	14	39	8
33. obey .....	0	39	44	57	54
34. lose .....	10	23	34	44	35
35. use .....	10	69	31	24	22
36. empty .....	30	58	59	64	52
37. grate .....	55	41	59	55	49
38. yellow .....	5	6	12	15	4

TABLE 1 - Continued

Words	Year and Number of Pupils				
	1935	1937	1938	1939	1940
	N=20	N=46	N=47	N=45	N=48
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
39. always .....	5	17	19	26	16
40. bare .....	15	54	59	64	47
41. arm .....	0	0	6	6	0
42. rabbit .....	0	21	19	15	12
43. bonnet .....	45	65	65	51	47
44. cannot .....	0	13	27	13	20
45. scrape .....	45	32	46	46	41
46. became .....	0	2	12	11	6
47. just .....	0	10	10	6	6
48. noisy .....	30	58	63	59	70
49. again .....	20	25	31	42	29
50. catch .....	5	30	29	24	29

Note: Table 1 should be read as follows: The word write was misspelled by 5 per cent of 20 pupils in 1935, 30 per cent of 46 pupils in 1937, 29 per cent of 47 pupils in 1938, 17 per cent of 45 pupils in 1939, and 27 per cent of 48 pupils in 1940. Other tables of misspelled words are read in a similar manner.



TABLE 2

PER CENT OF ERRORS IN THE FOURTH GRADE SPELLING WORDS OF  
THE ACHIEVEMENT TESTS TAKEN BY 218 MARION COUNTY PUPILS  
DURING THE YEARS 1935 AND 1937 THROUGH 1940

Words	Year and Number of Pupils				
	1935	1937	1938	1939	1940
	N=35 Per Cent	N=45 Per Cent	N=45 Per Cent	N=45 Per Cent	N=48 Per Cent
1. borrow .....	17	31	39	44	62
2. known .....	5	17	28	22	52
3. poem .....	5	4	17	17	29
4. stretch .....	14	24	62	51	68
5. holiday .....	5	15	48	42	45
6. daisies .....	39	51	48	46	72
7. coming .....	8	8	6	13	14
8. bottle .....	11	2	6	8	4
9. pair .....	5	4	6	2	8
10. gentle .....	14	6	11	8	29
11. lesson .....	5	4	0	0	10
12. their .....	11	11	15	13	35
13. city .....	0	4	4	2	0
14. above .....	8	6	6	2	8
15. agree .....	5	4	6	6	12
16. tease .....	11	11	8	2	10
17. scrape .....	25	8	28	15	31
18. crawl .....	17	15	35	15	39
19. bead .....	17	6	13	8	8
20. garden .....	5	0	2	0	6
21. burn .....	8	0	4	11	8
22. didn't .....	2	4	6	4	2
23. faste .....	25	4	22	8	24
24. forbid .....	8	8	11	22	27
25. where .....	5	0	0	6	6
26. peace .....	14	6	13	19	16
27. answer .....	5	11	13	17	26
28. engine .....	11	11	13	11	28
29. pretty .....	5	4	8	4	18
30. hoping .....	17	17	42	42	36
31. fourth .....	22	19	19	8	32
32. ninth .....	2	13	37	19	34
33. honest .....	0	0	22	17	20
34. eighth .....	19	24	31	26	48
35. ledge .....	11	4	17	26	34
36. skipped .....	25	28	42	35	40
37. caught .....	8	8	15	19	26

TABLE 2 - Continued

Words	Year and Number of Pupils				
	1936	1937	1938	1939	1940
	N=35 Per Cent	N=45 Per Cent	N=45 Per Cent	N=45 Per Cent	N=48 Per Cent
38. pane .....	14	4	33	24	40
39. orange .....	8	0	6	15	14
40. woman .....	14	13	17	11	26
41. pour .....	2	8	19	28	20
42. walnut .....	8	6	17	19	26
43. laugh .....	2	6	11	11	10
44. couldn't .....	14	8	15	11	18
45. berry .....	5	6	19	11	12
46. steak .....	22	13	42	26	36
47. children .....	2	4	11	6	14
48. choose .....	22	28	37	31	40
49. program .....	8	15	17	26	36
50. I'll .....	2	0	2	13	16

TABLE 3

PER CENT OF ERRORS IN THE FIFTH GRADE SPELLING WORDS OF THE  
ACHIEVEMENT TESTS TAKEN BY 226 MARION COUNTY PUPILS  
DURING THE YEARS 1935 AND 1937 THROUGH 1940

Words	Year and Number of Pupils				
	1935	1937	1938	1939	1940
	N=36	N=47	N=37	N=44	N=62
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
1. trouble .....	13	2	5	4	1
2. pitcher .....	33	36	45	38	27
3. splitting .....	38	55	37	38	30
4. cough .....	13	10	35	9	20
5. curtain .....	8	19	29	22	16
6. thumb .....	13	21	21	11	17
7. monument .....	13	23	36	9	24
8. woolen .....	2	10	13	11	8
9. scene .....	8	40	35	43	25
10. comfortable .....	8	19	24	24	33
11. plentiful .....	11	31	32	31	35
12. great .....	2	4	2	2	4
13. basement .....	0	0	2	2	3
14. whirl .....	16	23	45	34	30
15. bushel .....	8	21	27	17	26
16. freight .....	38	46	16	29	3
17. rough .....	8	17	29	9	30
18. ferry .....	44	29	21	29	16
19. starch .....	8	12	35	11	22
20. plantation .....	16	27	45	22	40
21. hurrah .....	13	44	29	40	3
22. blossom .....	16	17	13	13	8
23. evening .....	5	10	28	13	23
24. hymn .....	16	65	5	70	4
25. guilt .....	0	8	45	11	30
26. Wednesday .....	38	31	70	29	54
27. cupboard .....	61	44	10	74	11
28. policeman .....	27	21	2	13	27
29. louse .....	22	19	21	9	25
30. blizzard .....	2	34	24	37	19
31. weigh .....	11	14	5	11	8
32. minute .....	2	10	29	13	33
33. niece .....	55	68	18	72	19
34. February .....	19	40	70	37	70
35. sponge .....	36	36	16	22	4
36. suppose .....	20	12	32	11	20
37. barber .....	30	25	8	27	4

TABLE 5 - Continued

Words	Year and Number of Pupils				
	1935	1937	1938	1939	1940
	N=36	N=47	N=37	N=44	N=62
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
38. wonderful .....	5	6	5	9	4
39. doesn't .....	11	8	6	15	16
40. nineteen .....	8	12	30	9	40
41. governor .....	27	59	2	43	12
42. worst .....	2	10	16	9	12
43. interested .....	11	25	18	9	20
44. banana .....	11	19	16	40	40
45. pronounce .....	24	36	51	61	37
46. terror .....	8	36	70	47	82
47. gnaw .....	61	59	43	86	26
48. plateau .....	38	53	43	45	30
49. piece .....	49	40	21	29	17
50. chimney .....	19	17	21	22	14

TABLE 4

PER CENT OF ERRORS IN THE SIXTH GRADE SPELLING WORDS OF  
THE ACHIEVEMENT TESTS TAKEN BY 207 MARION COUNTY PUPILS  
DURING THE YEARS 1935 AND 1937 THROUGH 1940

Words	Year and Number of Pupils				
	1935	1937	1938	1939	1940
	N=51 Per Cent	N=51 Per Cent	N=39 Per Cent	N=53 Per Cent	N=53 Per Cent
1. doubtful.....	9	13	15	17	29
2. deceive .....	32	52	61	52	59
3. grammar .....	9	64	76	69	66
4. celebrate .....	3	11	15	13	3
5. accommodate .....	16	88	100	96	100
6. continually .....	16	47	46	54	63
7. immediate .....	32	56	76	32	76
8. balance .....	3	9	25	11	19
9. evidence .....	9	35	56	26	33
10. excellent .....	16	35	17	18	33
11. dreadful .....	3	15	5	7	19
12. illustrate .....	6	43	58	20	66
13. canoe .....	6	15	12	11	39
14. separate .....	19	45	28	22	43
15. Chinese .....	3	13	33	41	53
16. pigeon .....	6	47	69	60	66
17. machinery .....	16	13	17	22	9
18. label .....	6	29	35	22	26
19. earlier .....	6	13	15	5	3
20. volume .....	9	23	28	22	23
21. social .....	12	21	20	11	13
22. reunion .....	6	23	28	9	39
23. justice .....	16	5	20	7	3
24. twinkle .....	0	25	7	5	13
25. hoarse .....	32	39	46	22	36
26. remodel .....	6	29	28	20	36
27. southern .....	0	1	0	1	6
28. false .....	3	9	15	11	6
29. finally .....	9	27	17	13	19
30. queer .....	3	15	5	9	13
31. fragrant .....	16	47	51	30	53
32. parade .....	12	9	7	9	19
33. niece .....	45	47	30	39	53
34. skillful .....	9	15	33	20	39
35. dinner .....	9	35	2	0	0
36. innocent .....	19	66	56	47	66
37. knot .....	3	1	5	3	6

TABLE 4 - Continued

Words	Year and Number of Pupils				
	1935	1937	1938	1939	1940
	N=31	N=51	N=39	N=53	N=33
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
38. geography .....	0	19	7	3	16
39. purse .....	9	9	20	5	19
40.- imitate .....	22	66	79	62	73
41. middle .....	9	8	2	1	6
42. bracelet .....	19	21	46	26	26
43. laundry .....	5	15	15	9	19
44. vegetable .....	6	33	46	22	29
45. pinch .....	3	0	0	3	0
46. apiece .....	22	37	33	20	49
47. pursue .....	19	35	56	35	56
48. compel .....	38	52	48	52	66
49. serious .....	16	11	12	5	16
50. cistern .....	9	58	69	60	93

TABLE 5

PER CENT OF ERRORS IN THE SEVENTH GRADE SPELLING WORDS OF THE  
ACHIEVEMENT TESTS TAKEN BY 210 MARION COUNTY PUPILS  
DURING THE YEARS 1935 AND 1937 THROUGH 1940

Words	Year and Number of Pupils				
	1935	1937	1938	1939	1940
	N=29	N=50	N=45	N=44	N=42
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
1. audience .....	17	22	26	31	28
2. delicious .....	17	30	28	20	38
3. opposition .....	24	12	22	18	21
4. standard .....	3	4	8	11	11
5. persuade .....	17	6	31	20	21
6. dictionary .....	6	6	8	18	4
7. conquer .....	3	16	31	20	21
8. impatient .....	6	14	22	11	11
9. banquet .....	3	6	2	4	7
10. anxious .....	31	22	24	22	11
11. apology .....	10	18	35	38	28
12. explanation .....	13	20	17	11	7
13. cereal .....	17	10	19	27	28
14. preliminary .....	10	12	15	13	19
15. acceptance .....	6	20	37	29	26
16. breathe .....	3	20	51	45	47
17. remarkable .....	0	0	2	0	0
18. profitable .....	0	0	4	6	0
19. pumpkin .....	0	4	8	13	19
20. fulfill .....	0	22	26	27	35
21. alteration .....	10	8	19	84	11
22. improvement .....	3	2	2	4	2
23. develop .....	0	28	39	34	45
24. salad .....	0	0	8	9	7
25. defense .....	37	28	44	29	45
26. aggravate .....	30	44	84	61	88
27. rebel .....	0	4	8	9	11
28. decision .....	10	16	33	18	35
29. numerous .....	10	8	26	4	7
30. similar .....	6	24	39	27	33
31. agreeable .....	13	2	15	11	7
32. principal .....	0	22	24	11	14
33. interfere .....	6	18	24	15	28
34. appreciate .....	3	18	17	9	19
35. consent .....	10	2	8	6	14
36. commencement.....	20	8	31	22	19
37. foreign .....	3	22	22	11	35

TABLE 5 - Continued

Words	Year and Number of Pupils				
	1935	1937	1938	1939	1940
	n=29 Per Cent	n=50 Per Cent	n=45 Per Cent	n=44 Per Cent	n=42 Per Cent
38. memorial .....	10	14	31	15	19
39. tremendous .....	10	18	35	24	21
40. suitable .....	0	6	6	6	2
41. destination .....	6	6	24	11	33
42. secretary .....	3	8	8	13	4
43. delegates .....	0	24	35	15	33
44. sanitary .....	3	10	15	39	11
45. presence .....	10	26	31	29	21
46. biscuits .....	31	24	44	49	59
47. judgment .....	0	2	73	11	99
48. seize .....	31	50	62	31	76
49. visible .....	17	38	46	52	46
50. sandwich .....	0	32	53	29	21



TABLE 6

PER CENT OF ERRORS IN THE EIGHTH GRADE SPELLING WORDS OF  
THE ACHIEVEMENT TESTS TAKEN BY 189 MARION COUNTY PUPILS  
DURING THE YEARS 1935 AND 1937 THROUGH 1940

Words	Year and Number of Pupils				
	1935	1937	1938	1939	1940
	N=23 Per Cent	N=38 Per Cent	N=46 Per Cent	N=40 Per Cent	N=42 Per Cent
1. parallel .....	21	68	56	57	69
2. extraordinary .....	8	52	32	47	38
3. salary .....	4	10	6	7	4
4. superintendent .....	56	65	15	15	19
5. capitol .....	13	28	47	47	35
6. quantity .....	8	34	23	22	9
7. arrange .....	4	0	0	7	2
8. rheumatism .....	34	63	60	65	76
9. absolutely.....	13	49	15	27	23
10. merchandise .....	21	21	8	20	16
11. Philadelphia .....	0	47	36	37	30
12. recommendation .....	26	15	30	27	30
13. nonsense .....	8	5	6	30	19
14. condemn .....	30	47	39	42	40
15. advertisement .....	0	7	8	12	28
16. haul .....	0	2	0	17	0
17. receipt.....	0	5	10	10	11
18. melon .....	0	26	26	22	26
19. tuberculosis .....	13	31	34	45	52
20. aisle .....	0	44	54	50	69
21. maintenance .....	73	55	36	27	40
22. restaurant .....	65	63	69	67	85
23. embroidery .....	4	15	32	35	38
24. dessert .....	39	57	43	42	66
25. courteous .....	13	44	32	32	42
26. schedule .....	4	5	36	45	38
27. volcences .....	21	28	28	35	42
28. convenience .....	4	13	23	20	16
29. cylinder .....	4	2	21	30	38
30. intelligence .....	13	15	13	25	26
31. partial .....	30	34	13	20	23
32. advantageous .....	8	13	60	60	76
33. San Francisco .....	0	44	54	37	45
34. cemetery .....	56	55	71	75	88
35. composition .....	0	5	6	0	4
36. alfalfa .....	0	5	28	32	47
37. subtle .....	17	7	58	65	69

TABLE 6 -Continued

Words	Year and Number of Pupils				
	1935	1937	1938	1939	1940
	N=23	N=38	N=46	N=40	N=42
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
38. temporary .....	30	23	15	35	14
39. sleigh .....	8	13	13	17	19
40. undoubtedly .....	0	18	13	12	26
41. guarantee .....	8	15	6	15	21
42. millinery .....	30	52	63	75	83
43. patients .....	8	52	28	52	35
44. lieutenant .....	39	44	63	67	83
45. appendicitis .....	26	39	52	50	69
46. probability .....	0	13	2	12	28
47. athletic .....	13	21	30	10	7
48. positively .....	8	34	23	30	28
49. leisure .....	13	31	13	32	9
50. medal .....	13	10	19	17	16

TABLE 7

PER CENT OF ERRORS IN THE THIRD GRADE LANGUAGE QUESTIONS OF  
THE ACHIEVEMENT TESTS TAKEN BY 145 MARION COUNTY PUPILS  
DURING THE YEARS 1936, 1938, AND 1940

Question	Year and No. of Pupils			Question	Year and No. of Pupils		
	1936	1938	1940		1936	1938	1940
	N=50	N=47	N=48		N=50	N=47	N=48
	Per Cent	Per Cent	Per Cent		Per Cent	Per Cent	Per Cent
1. ...	8	10	4	27. ...	10	0	0
2. ...	12	14	22	28. ...	6	0	0
3. ...	0	8	4	29. ...	2	6	0
4. ...	4	12	18	30. ...	8	6	0
5. ...	2	4	4	31. ...	10	6	0
6. ...	14	14	10	32. ...	6	2	0
7. ...	2	21	18	33. ...	4	2	0
8. ...	4	0	10	34. ...	2	0	0
9. ...	0	4	6	35. ...	6	0	0
10. ...	8	14	18	36. ...	6	2	0
11. ...	46	27	37	37. ...	4	4	0
12. ...	46	27	37	38. ...	26	10	0
13. ...	46	27	37	39. ...	54	14	66
14. ...	46	27	37	40. ...	54	14	66
15. ...	46	27	37	41. ...	54	14	66
16. ...	24	21	39	42. ...	54	14	66
17. ...	8	14	24	43. ...	54	14	66
18. ...	12	10	14	44. ...	54	14	66
19. ...	16	14	29	45. ...	54	14	66
20. ...	20	19	12	46. ...	54	14	66
21. ...	42	25	52	47. ...	54	14	66
22. ...	20	8	14	48. ...	54	14	66
23. ...	8	6	12	49. ...	34	2	10
24. ...	20	17	33	50. ...	34	0	6
25. ...	12	12	14	51. ...	20	0	4
26. ...	6	2	0	52. ...	14	2	4

Note: Table 7, should be read as follows: Question 1 was incorrectly answered by 8 per cent of 50 pupils in 1936, 10 per cent of 47 pupils in 1938, and 4 per cent of 48 pupils in 1940. Other tables of language questions answered incorrectly are read in a similar manner.

TABLE 8

PER CENT OF ERRORS IN THE FOURTH GRADE LANGUAGE QUESTIONS  
OF THE ACHIEVEMENT TESTS TAKEN BY 131 MARION COUNTY PUPILS  
DURING THE YEARS 1936, 1938, AND 1940

Question	Year and No. of Pupils			Question	Year and No. of Pupils		
	1936	1938	1940		1936	1938	1940
	N=38	N=45	N=48		N=38	N=45	N=48
	Per Cent	Per Cent	Per Cent		Per Cent	Per Cent	Per Cent
1. ...	2	4	0	20. ...	7	8	4
2. ...	0	0	0	21. ...	5	6	8
3. ...	0	2	0	22. ...	13	19	6
4. ...	0	0	0	23. ...	12	0	0
5. ...	0	0	0	24. ...	7	2	2
6. ...	0	0	0	25. ...	7	4	6
7. ...	0	0	0	26. ...	42	42	20
8. ...	2	0	0	27. ...	2	4	2
9. ...	0	0	0	28. ...	10	28	8
10. ...	0	0	0	29. ...	2	13	0
11. ...	0	6	2	30. ...	10	0	0
12. ...	5	0	2	31. ...	26	2	4
13. ...	7	11	10	32. ...	0	2	0
14. ...	2	17	22	33. ...	2	0	0
15. ...	26	28	24	34. ...	5	2	2
16. ...	0	0	2	35. ...	5	2	2
17. ...	0	0	0	36. ...	15	4	2
18. ...	2	2	0	37. ...	18	6	2
19. ...	10	6	6				

TABLE 9

PER CENT OF ERRORS IN THE FIFTH GRADE LANGUAGE QUESTIONS OF  
THE ACHIEVEMENT TESTS TAKEN BY 134 MARION COUNTY PUPILS  
DURING THE YEARS 1936, 1938, AND 1940

Question	Year and No. of Pupils			Question	Year and No. of Pupils		
	1936	1938	1940		1936	1938	1940
	N=35	N=37	N=62		N=35	N=37	N=62
	Per Cent	Per Cent	Per Cent		Per Cent	Per Cent	Per Cent
1. ...	0	8	6	37. ...		2	3
2. ...	8	13	11	38. ...	22	16	24
3. ...	5	18	14	39. ...	14	10	9
4. ...	2	0	3	40. ...	11	8	3
5. ...	8	13	3	41. ...	34	48	51
6. ...	17	21	14	42. ...	34	40	45
7. ...	0	10	17	43. ...	5	10	11
8. ...	11	10	11	44. ...	45	35	32
9. ...	5	2	1	45. ...	45	45	49
10. ...	2	4	0	46. ...	22	40	54
11. ...	19	16	27	47. ...	11	16	20
12. ...	2	2	0	48. ...	2	8	9
13. ...	0	10	0	49. ...	5	10	6
14. ...	0	5	0	50. ...	14	43	43
15. ...	0	16	4	51. ...	19	18	16
16. ...	5	21	14	52. ...	31	10	29
17. ...	5	10	4	53. ...	5	2	24
18. ...	2	2	1	54. ...	25	10	53
19. ...	28	56	30	55. ...	8	5	35
20. ...	0	29	11	56. ...	0	0	0
21. ...	5	24	9	57. ...	11	10	33
22. ...	0	5	0	58. ...	14	8	37
23. ...	14	21	12	59. ...	2	8	25
24. ...	17	21	32	60. ...	0	5	16
25. ...	31	35	17	61. ...	5	10	25
26. ...	2	5	9	62. ...	0	0	1
27. ...	25	16	20	63. ...	0	0	0
28. ...	0	5	1	64. ...	0	0	0
29. ...	11	8	6	65. ...	0	0	0
30. ...	14	21	20	66. ...	0	0	3
31. ...	17	8	8	67. ...	0	0	1
32. ...	8	13	8	68. ...	0	0	3
33. ...	8	18	3	69. ...	0	0	4
34. ...	0	0	4	70. ...	0	0	0
35. ...	0	5	1	71. ...	0	0	0
36. ...	5	2	3				

TABLE 10

PER CENT OF ERRORS IN THE SIXTH GRADE LANGUAGE QUESTIONS OF THE  
ACHIEVEMENT TESTS TAKEN BY 109 MARION COUNTY PUPILS  
DURING THE YEARS 1936, 1938, AND 1940

Question	Year and No. of Pupils			Question	Year and No. of Pupils		
	1936	1938	1940		1936	1938	1940
	N=37	N=39	N=33		N=37	N=39	N=33
	Per Cent	Per Cent	Per Cent		Per Cent	Per Cent	Per Cent
1. ...	67	76	72	41. ...	2	2	3
2. ...	51	87	81	42. ...	2	0	0
3. ...	43	20	27	43. ...	8	10	0
4. ...	29	5	24	44. ...	5	2	3
5. ...	10	12	9	45. ...	27	17	21
6. ...	16	12	33	46. ...	10	5	6
7. ...	35	20	21	47. ...	10	2	0
8. ...	29	0	3	48. ...	2	7	3
9. ...	35	15	18	49. ...	16	12	21
10. ...	28	0	6	50. ...	10	7	0
11. ...	51	23	30	51. ...	13	0	12
12. ...	21	2	9	52. ...	16	0	12
13. ...	29	2	3	53. ...	27	0	15
14. ...	29	2	12	54. ...	16	0	6
15. ...	27	10	9	55. ...	35	2	9
16. ...	35	43	36	56. ...	45	0	12
17. ...	32	2	6	57. ...	13	0	6
18. ...	27	5	9	58. ...	10	0	3
19. ...	29	10	12	59. ...	8	0	3
20. ...	32	25	21	60. ...	29	2	12
21. ...	5	2	3	61. ...	29	0	12
22. ...	13	5	6	62. ...	21	0	15
23. ...	16	10	15	63. ...	64	0	0
24. ...	10	10	15	64. ...	64	0	0
25. ...	10	5	0	65. ...	64	0	0
26. ...	10	5	0	66. ...	64	0	0
27. ...	10	5	3	67. ...	64	0	0
28. ...	8	2	9	68. ...	64	2	0
29. ...	16	10	21	69. ...	64	2	0
30. ...	8	12	12	70. ...	64	0	0
31. ...	21	15	12	71. ...	64	0	3
32. ...	16	15	21	72. ...	48	0	3
33. ...	10	7	3	73. ...	48	0	0
34. ...	5	10	0	74. ...	21	2	3
35. ...	24	28	12	75. ...	37	0	3
36. ...	16	10	9	76. ...	2	0	0
37. ...	21	20	18	77. ...	2	0	0
38. ...	2	12	15	78. ...	8	0	0
39. ...	8	2	6	79. ...	0	0	0
40. ...	0	0	0	80. ...	0	0	0

TABLE 11

PER CENT OF ERRORS IN THE SEVENTH GRADE LANGUAGE QUESTIONS  
OF THE ACHIEVEMENT TESTS TAKEN BY 120 MARION COUNTY  
PUPILS DURING THE YEARS 1936, 1938, AND 1940

Question	Year and No. of Pupils			Question	Year and No. of Pupils		
	1936	1938	1940		1936	1938	1940
	N=33	N=45	N=42		N=33	N=45	N=42
	Per Cent	Per Cent	Per Cent		Per Cent	Per Cent	Per Cent
1. ....	69	64	69	40. ....	69	63	63
2. ....	9	0	7	41. ....	23	35	42
3. ....	13	6	47	42. ....	53	62	80
4. ....	0	0	11	43. ....	0	0	0
5. ....	6	13	21	44. ....	0	0	0
6. ....	23	13	14	45. ....	3	8	0
7. ....	3	2	0	46. ....	0	13	0
8. ....	3	13	11	47. ....	3	6	0
9. ....	19	17	26	48. ....	3	11	0
10. ....	9	13	7	49. ....	0	13	2
11. ....	33	19	33	50. ....	0	6	2
12. ....	16	4	21	51. ....	33	57	69
13. ....	0	0	0	52. ....	26	24	11
14. ....	9	13	47	53. ....	59	35	35
15. ....	0	2	0	54. ....	16	19	11
16. ....	19	26	33	55. ....	33	33	19
17. ....	0	6	2	56. ....	66	39	45
18. ....	3	0	4	57. ....	26	8	28
19. ....	13	11	9	58. ....	16	0	9
20. ....	13	11	9	59. ....	0	0	0
21. ....	0	2	11	60. ....	3	0	2
22. ....	13	15	26	61. ....	26	0	16
23. ....	16	13	19	62. ....	29	11	16
24. ....	9	6	7	63. ....	43	15	19
25. ....	16	11	0	64. ....	19	6	7
26. ....	0	0	7	65. ....	13	4	9
27. ....	9	6	9	66. ....	36	13	21
28. ....	6	2	11	67. ....	69	0	7
29. ....	6	22	14	68. ....	59	17	23
30. ....	0	4	4	69. ....	43	19	11
31. ....	6	6	4	70. ....	66	6	26
32. ....	13	13	7	71. ....	49	19	14
33. ....	6	6	2	72. ....	16	2	7
34. ....	33	26	92	73. ....	19	0	0
35. ....	23	6	45	74. ....	19	0	4
36. ....	66	64	88	75. ....	26	6	2
37. ....	16	11	26	76. ....	46	11	0
38. ....	26	26	40	77. ....	33	4	0
39. ....	16	26	40	78. ....	29	8	0

TABLE 12

PER CENT OF ERRORS IN THE EIGHTH GRADE LANGUAGE QUESTIONS OF  
THE ACHIEVEMENT TESTS TAKEN BY 126 MARION COUNTY PUPILS  
DURING THE YEARS 1937, 1938, AND 1940

Question	Year and No. of Pupils			Question	Year and No. of Pupils		
	1937 N=38 Per Cent	1938 N=46 Per Cent	1940 N=42 Per Cent		1937 N=38 Per Cent	1938 N=46 Per Cent	1940 N=42 Per Cent
1. ...	5	0	7	46. ...	10	2	2
2. ...	5	2	0	47. ...	15	30	14
3. ...	2	4	0	48. ...	13	6	9
4. ...	15	2	4	49. ...	71	52	59
5. ...	21	2	4	50. ...	21	17	23
6. ...	18	4	14	51. ...	15	28	14
7. ...	7	0	4	52. ...	13	4	2
8. ...	31	6	14	53. ...	10	4	0
9. ...	15	2	4	54. ...	13	15	14
10. ...	0	0	2	55. ...	2	13	16
11. ...	21	15	26	56. ...	26	21	9
12. ...	42	23	47	57. ...	7	19	16
13. ...	5	6	16	58. ...	26	15	11
14. ...	15	6	7	59. ...	10	13	28
15. ...	13	8	21	60. ...	26	32	30
16. ...	21	13	19	61. ...	18	36	21
17. ...	34	23	52	62. ...	36	41	28
18. ...	28	15	45	63. ...	2	13	21
19. ...	7	2	4	64. ...	5	21	11
20. ...	13	6	11	65. ...	5	19	11
21. ...	26	21	14	66. ...	13	8	16
22. ...	18	6	7	67. ...	5	13	9
23. ...	31	15	9	68. ...	34	2	9
24. ...	13	4	7	69. ...	34	6	7
25. ...	15	17	9	70. ...	23	13	38
26. ...	5	2	2	71. ...	18	8	16
27. ...	13	8	7	72. ...	26	13	42
28. ...	13	15	7	73. ...	13	4	9
29. ...	7	4	11	74. ...	7	4	14
30. ...	5	10	4	75. ...	5	4	19
31. ...	7	6	4	76. ...	7	6	11
32. ...	5	6	2	77. ...	7	4	23
33. ...	21	8	4	78. ...	5	0	0
34. ...	26	19	7	79. ...	5	0	0
35. ...	18	10	7	80. ...	2	0	2
36. ...	76	67	61	81. ...	2	2	2
37. ...	34	19	28	82. ...	5	0	4
38. ...	42	19	19	83. ...	5	2	9
39. ...	44	15	19	84. ...	10	2	7
40. ...	39	21	19	85. ...	15	6	9
41. ...	36	19	16	86. ...	7	4	0
42. ...	18	10	11	87. ...	15	6	4
43. ...	21	13	7	88. ...	10	4	4
44. ...	0	0	0	89. ...	15	10	9
45. ...	2	0	7				



SPELLING TEST

Directions: The examiner will pronounce the word, use it in a sentence, then pronounce it again. You are to write the words on the numbered lines below

- |           |           |
|-----------|-----------|
| 1. _____  | 26 _____  |
| 2. _____  | 27. _____ |
| 3. _____  | 28. _____ |
| 4. _____  | 29. _____ |
| 5. _____  | 30. _____ |
| 6. _____  | 31. _____ |
| 7. _____  | 32. _____ |
| 8. _____  | 33. _____ |
| 9. _____  | 34. _____ |
| 10. _____ | 35. _____ |
| 11. _____ | 36. _____ |
| 12. _____ | 37. _____ |
| 13. _____ | 38. _____ |
| 14. _____ | 39. _____ |
| 15. _____ | 40. _____ |
| 16. _____ | 41. _____ |
| 17. _____ | 42. _____ |
| 18. _____ | 43. _____ |
| 19. _____ | 44. _____ |
| 20. _____ | 45. _____ |
| 21. _____ | 46. _____ |
| 22. _____ | 47. _____ |
| 23. _____ | 48. _____ |
| 24. _____ | 49. _____ |
| 25. _____ | 50. _____ |

Total number right \_\_\_\_\_





## LANGUAGE TEST

There are 37 questions in this language test. Try to do all of them. Follow the directions carefully. Put the correct mark after each of these sentences, and in the blank space write statement or question to tell which it is. Be sure to do two things. The first sentence is marked for you.

- |                                   |                  |
|-----------------------------------|------------------|
| 1a. The baby fell off the bed.    | <u>statement</u> |
| 1. Where is my hat                | _____            |
| 2. The pencil rolled on the floor | _____            |
| 3. Mary brought her lunch         | _____            |
| 4. Whose house is on fire         | _____            |
| 5. Where did you get your book    | _____            |
| 6. The men were digging a ditch   | _____            |
| 7. The girls cooked the dinner    | _____            |
| 8. Which test do you like best    | _____            |
| 9. Have you finished your work    | _____            |
| 10. Betty has gone home           | _____            |

Choose the correct word from those listed before each sentence and write it on the blank. The first one is marked as it should be.

- |                      |                                  |
|----------------------|----------------------------------|
| 11a. blow -- blown   | The tree was <u>blown</u> down.  |
| 11. come -- came     | A train _____ in late.           |
| 12. tail -- tale     | He was telling a long _____.     |
| 13. there -- their   | _____ house was on fire.         |
| 14. fell -- fallen   | The kite lay where it had _____. |
| 15. to -- too -- two | Is it _____ late to go?          |
| 16. can -- may       | Mother, _____ I go to the party? |
| 17. run -- ran       | We _____ as fast as we could.    |
| 18. ate -- eat       | The boy _____ his dinner.        |
| 19. was -- were      | There _____ money in the box.    |
| 20. did -- done      | I have _____ my work.            |

## LANGUAGE TEST

21. there -- their Over \_\_\_\_\_ is a fine tree.
22. are -- is The doors \_\_\_\_\_ open.
23. may -- can \_\_\_\_\_ you lift this box?
24. threw -- thrown The man was \_\_\_\_\_ from the car.
25. is -- are Games \_\_\_\_\_ fun at recess.

This letter contains some errors. Read it, and then answer the questions about it. Write the answers in the blanks after the questions.

Elkhart, Ind  
December 27 1936

Dear aunt anna

Thank you for my christmas presents. I like the book about  
George Washington did you read it too I like my skates and so  
does bill,  
Come to see me soon.

With much love,  
Charles

26. Write the first line of the heading as it should be \_\_\_\_\_
27. Write the date correctly \_\_\_\_\_
28. What words in the greeting should have capital letters? \_\_\_\_\_
29. What mark should follow the greeting? \_\_\_\_\_
30. What name of a holiday should have a capital letter? \_\_\_\_\_
31. What word should be followed by a period? \_\_\_\_\_
32. What word should be followed by a question mark? \_\_\_\_\_
33. What name should have a capital letter? \_\_\_\_\_
34. What mark would you use to end the letter? \_\_\_\_\_
35. What is the signature? \_\_\_\_\_
36. After what word would you put a comma? \_\_\_\_\_
37. What word in the message should have a capital? \_\_\_\_\_

STOP: Do not do any more until you are told to do so.

Language Test: Number right \_\_\_\_\_

There are 71 questions in this language test. Try to do all of them. Follow the directions carefully. In each of the following sentences there are two words in parentheses. Draw a line through the wrong one and copy the correct one in the blank at the right. The example is marked for you.

Example; Birds (~~is~~, are) making their nests.

are

1. Have you ( saw, seen ) Mary this morning? \_\_\_\_\_
2. John has ( went, gone ) home . . . . \_\_\_\_\_
3. Who ( did, done ) all that work? \_\_\_\_\_
4. From the sky ( come, came ) the rain \_\_\_\_\_
5. I have ( wrote, written ) a letter to my mother \_\_\_\_\_
6. Is this what you ( did, done ) ? \_\_\_\_\_
7. Tom was surprised, ( was, were ) you? \_\_\_\_\_
8. There ( was, were ) no buds on the tree. \_\_\_\_\_
9. My father ( don't, doesn't ) have a car \_\_\_\_\_
10. ( Ain't, Isn't ) this your book? \_\_\_\_\_
11. He is ( a, an ) honest man. \_\_\_\_\_
12. Will the teacher ( leave, let ) us go? \_\_\_\_\_
13. The Pilgrims made ( their, there ) own candles \_\_\_\_\_
14. ( Can, May ) I borrow your umbrella? \_\_\_\_\_
15. My bicycle is ( broke, broken ). \_\_\_\_\_
16. Have you come for ( Your, you're ) lesson? \_\_\_\_\_
17. Mother birds ( learn, teach ) their young to fly. \_\_\_\_\_
18. Can you ( here, hear ) the bells ringing? \_\_\_\_\_
19. Have you ( begun, began ) to study science? \_\_\_\_\_
20. The flower is losing ( it's, its ) petals \_\_\_\_\_
21. I climbed ( in, into ) the car. \_\_\_\_\_
22. ( Ain't, Aren't ) you going to the circus? \_\_\_\_\_
23. My little sister reads very ( good, well ). \_\_\_\_\_
24. The money was divided ( between, among ) the four men \_\_\_\_\_
25. How many came ( in, into ) the room? \_\_\_\_\_

In the blank space after each of these words write its plural.  
The example is done correctly.

- |          |        |             |                 |
|----------|--------|-------------|-----------------|
| Example: | hen    | <u>hens</u> |                 |
| 26.      | mouse  | _____       | 31. desk _____  |
| 27.      | turkey | _____       | 32. sky _____   |
| 28.      | peach  | _____       | 33. knife _____ |
| 29.      | berry  | _____       | 34. foot _____  |
| 30.      | guy    | _____       | 35. child _____ |

In each question below underline the word that is the synonym of the first word, and place its number in the blank at the right. The first one is marked correct!

- |               |             |                |                      |             |          |
|---------------|-------------|----------------|----------------------|-------------|----------|
| 35. pretty    | (1) sad     | (2) great      | (3) <u>beautiful</u> | (4) strong  | <u>3</u> |
| 36. answer    | (1) demand  | (2) make       | (3) talk             | (4) reply   | _____    |
| 37. broke     | (1) crushed | (2) brought    | (3) bent             | (4) dropped | _____    |
| 38. construct | (1) conform | (2) build      | (3) carry            | (4) repair  | _____    |
| 39. startle   | (1) move    | (2) straighten | (3) alarm            | (4) scamper | _____    |
| 40. flee      | (1) run     | (2) hop        | (3) fly              | (4) trot    | _____    |

The following words are written in syllables. Place the accent mark in the proper place in each word. The first one is marked correctly.

- |                |              |
|----------------|--------------|
| 41a. don' tist | 43. chim ney |
| 41. fa vor ite | 44. ev er y  |
| 42. reg u lar  | 45. a cross  |

In the blank space after each of these words write its possessive form.  
The example is done correctly.

- |          |          |                |                 |
|----------|----------|----------------|-----------------|
| Example: | uncle    | <u>uncle's</u> |                 |
| 46.      | birds    | _____          | 49. Sam _____   |
| 47.      | children | _____          | 50. girls _____ |
| 48.      | teacher  | _____          | 51. pupil _____ |

There is at least one mistake in punctuation or capitalization in each of the following sentences. Correct the sentences by crossing out the errors and writing in the correct forms. All the mistakes in a sentence must be corrected for the sentence to be counted correct. The example will show you how to mark them.

Example: Don't you spend <sup>C</sup>~~christmas~~ in the country?

- 52. Where is dr. smiths office.
- 53. I write words, sentences and paragraphs.
- 54. Please uncle john lend me your knife.
- 55. mr and mrs. adams came to visit our school.
- 56. The shortest month of the year is february.
- 57. isnt that a wonderful rainbow.
- 58. She and alice havent tried to bake a cake mary.
- 59. We drove to marion peru rochester and logansport.
- 60. the chinese poodlb had 'a quarrel with the watchdog.
- 61. whose books are these Jim's or Joe's.

Some of these groups of words are sentences and some are not. If the words make a sentence, write statement or question in the blank space to show what kind of sentence it is. If it is not a sentence, place a cross (X) in the blank space. The punctuation marks have been left out. The examples are marked correctly.

Examples: Who is there?  
Paper in the yard.

question  
X

- 62. Far away in another country. \_\_\_\_\_
- 63. Can you run. \_\_\_\_\_
- 64. Tom and I are pals . \_\_\_\_\_
- 65. Where are my new skates. \_\_\_\_\_
- 66. These leaves fresh and green. \_\_\_\_\_
- 67. The winter surely is over. \_\_\_\_\_
- 68. Tomorrow to go to the fair. \_\_\_\_\_
- 69. Budding trees may be seen. \_\_\_\_\_
- 70. The streets are kept clean. \_\_\_\_\_

71. Where do we go from here.  
STOP: DO NOT DO ANY MORE UNTIL YOU ARE TOLD TO DO DO.  
Language Test: Number right \_\_\_\_\_



LANGUAGE TEST

There are 80 questions in this language test. Try to do all of them. Follow the directions carefully. In each of the following sentences one word should be left out to make the sentence correct. Put parentheses around the word that should be left out. The first one is marked for you.

- 1a. Birds make (there) their nests in trees.
1. You may can have these pencils if you may can sharpen them.
2. Uncle John took Helen and I me to the picture show.
3. The oranges were divided among between <sup>H</sup>elen and Mabel.
4. Throw coal in into the furnace.
5. Where has my brother went gone?
6. He signed his name, yours respectively respectfully.
7. Your pencil is laying lying on the floor.
8. Do not talk too two fast.
9. Yesterday I began begun work at noon.
10. Charles don't doesn't like to work.
11. Charles, don't doesn't do that!
12. My mother will leave let me go.
13. The ball was threw thrown over the garage.
14. Father, may can I drive your car?
15. The children waited too two long hours.
16. The man lay laid down to rest.
17. Will you give the children their there dinner?
18. When will you teach learn me to play tennis?
19. Come in, and sit set in my new chair.
20. Please lay lie the book on the table.

There are eight words listed below. Copy them in the blanks in the order in which they would be found in the dictionary. Place on the first line the one that would come first in the dictionary, the second one next, and so on.

- |         |           |           |
|---------|-----------|-----------|
| dainty  | 21. _____ | 25. _____ |
| delve   | 22. _____ | 26. _____ |
| dare    | 23. _____ | 27. _____ |
| daisy   | 24. _____ | 28. _____ |
| dumb    |           |           |
| dear    |           |           |
| darling |           |           |
| ditty   |           |           |

Go on to next page

Sixth Grade

LANGUAGE TEST

In the following sentences some words are underlined. They are copied at the right with a blank space after each. After each word write noun, pronoun, or verb according to the way it is used in the sentence.

Tom and his dog were playing in the yard. They had a stick to throw. Tom would throw the stick, then the dog would catch it and bring it back to Tom. They played for an hour in front of the house.

- |                 |                 |
|-----------------|-----------------|
| 29. his _____   | 34. catch _____ |
| 30. yard _____  | 35. it _____    |
| 31. they _____  | 36. Tom _____   |
| 32. stick _____ | 37. hour _____  |
| 33. throw _____ | 38. house _____ |

Write the plural of each word in the blank space after it.

- |                  |                  |
|------------------|------------------|
| 39. loaf _____   | 42. branch _____ |
| 40. woman _____  | 43. potato _____ |
| 41. cherry _____ | 44. king _____   |

Write the possessive form of each word in the blank space after it.

- |                  |                   |
|------------------|-------------------|
| 45. Doris _____  | 48. kitten _____  |
| 46. fairy _____  | 49. babies _____  |
| 47. author _____ | 50. citizen _____ |

In each of the following sentences draw one line under the simple subject, and two lines under the verb or verb phrase. Be sure to include the entire verb phrase if there is one. The example is marked correctly.

Example: Tiny green shouts are springing from the ground.

51. Two men were coming down the river in a boat.
52. We have finished our breakfast.
53. An old, old man came to the door.
54. I received a nice box of oranges.
55. This grape fruit is nice and sweet.
56. The boy scouts do kind deeds every day.

GO ON TO THE NEXT PAGE.

## Sixth Grade

LANGUAGE TEST

In each of the following sentences draw one line under the complete subject and two lines under the complete predicate. The example is marked correctly.

Example: Tiny green shoots are springing from the ground.

57. The big, grizzly bear growled frightfully.  
 58. My cousin Charles has some new skates.  
 59. Little <sup>M</sup>ary Davis can lift a heavy chair.  
 60. Up among the branches lives a little squirrel.  
 61. I shall not wait for Mary.  
 62. You must follow directions carefully.

Some of the following groups of words are sentences and some are not. Select the ones that are not sentences and place a cross (x) in the blank space before each. Do nothing to the complete sentences. The punctuation has been omitted.

- 63 - 70 \_\_\_\_\_ a. When were you here \_\_\_\_\_ i. Never again  
 \_\_\_\_\_ b. Cedars and pines in \_\_\_\_\_ j. Do not cross the street  
                                   the yard  
 \_\_\_\_\_ c. Two and twenty black \_\_\_\_\_ k. The rain came down in torrents  
                                   birds  
 \_\_\_\_\_ d. Over and over rolling \_\_\_\_\_ l. The children slept  
                                   along  
 \_\_\_\_\_ e. Come to me, Jane \_\_\_\_\_ m. Step by step he goes  
 \_\_\_\_\_ f. "Ha, ha," said the man \_\_\_\_\_ n. The baby cried  
 \_\_\_\_\_ g. Bells ringing, boys \_\_\_\_\_ o. All over the house  
                                   singing  
 \_\_\_\_\_ h. What a wonderful sunset \_\_\_\_\_ p. These sentences are easy

Each of the following sentences contains one or more errors in capitalization or punctuation. Correct each error by crossing out the incorrect form and writing the correction above it. The example is marked correctly. All the mistakes in a sentence must be corrected for the sentence to be counted correct.

Example: <sup>C</sup>harles and <sup>R</sup>obert go to school

71. No Thomas you are not to go home with william.  
 72. Isnt my doll pretty asked Mary.  
 73. When can you bring your pen ink paper and book Jane?  
 74. Last friday I forgot to make my map of indiana.  
 75. The days work was done so the boys club met.

GO ON TO THE NEXT PAGE

LANGUAGE TEST

Sixth Grade

In each of the following groups of words there is one word that does not belong there. The others will mean about the same or be the same kind of words. Cross out the one that should not be there. The first one is marked for you.

- |  |  |  |
|--|--|--|
| 76a. Purple<br>yellow<br>scarlet<br>black<br><del>easy</del> | 76. squeal<br>screech<br>hoot<br>cry<br>tell | 77. speak<br>attack<br>say<br>remark<br>assert       |
| 78. scare<br>terrify<br>tumble<br>alarm<br>frighten          | 79. work<br>teal<br>eat<br>delve<br>labor    | 80. asked<br>leaped<br>dashed<br>rushed<br>scampered |

STOP: DO NOT DO ANYTHING MORE UNTIL YOU ARE TOLD TO

Language test: Number right

## LANGUAGE TEST

There are 78 questions in this language test. Try to do all of them. Follow the directions carefully. Before each of the following sentences are two words or expressions. In the blank space in the sentence, write the correct word. The first one is marked correctly.

- 1a. who's - whose      Whose turn is it to ride?
1. than - from      My coat is different \_\_\_\_\_ yours.
2. between - among      The ice cream was divided \_\_\_\_\_ five boys.
3. in - into      We went \_\_\_\_\_ the museum and looked at the curios \_\_\_\_\_ the cases.
4. plain - plane      The \_\_\_\_\_ paper is what I want.
5. its - it's      The dog has lost \_\_\_\_\_ bone.
6. can - can't      I \_\_\_\_\_ hardly hear you.
7. any - no      The man hasn't \_\_\_\_\_ money.
8. ate - eaten      When we have \_\_\_\_\_ we will go.
9. lay - lie      Let the dog \_\_\_\_\_ on the floor.
10. done - did      I \_\_\_\_\_ my words in two minutes.
11. sit - set      \_\_\_\_\_ your chair over here.
12. its - it's      \_\_\_\_\_ almost time to go home.
13. don't - doesn't      He \_\_\_\_\_ want to be the last to finish.
14. off - off of      The icicles fell \_\_\_\_\_ the roof.
15. in - into      He plunged \_\_\_\_\_ the water.
16. lay - laid      Yesterday, Tom \_\_\_\_\_ in his bed fast asleep.
17. between - among      Keep the secret \_\_\_\_\_ you and me.
18. this - these      Do you ~~like~~ \_\_\_\_\_ kind of test?
19. sit - set      \_\_\_\_\_ on the front seat, Mary.
20. given - gave      Robert has \_\_\_\_\_ his marbles to John.

Some of the following groups of words are sentences and some are not. If the group of words is a sentence, write declarative or interrogative after it, according to the kind of sentence it is. If it is not a complete sentence, place a cross (X) after it. The punctuation has been omitted. The examples are marked correctly.

Examples: Frogs live in ponds.      Declarative  
Some beautiful flowers.      X

21. Tumbling from the gliding sled.

GO ON TO THE NEXT PAGE.

## LANGUAGE TEST

22. Wonderful pictures were seen. \_\_\_\_\_
23. Who shall judge of my ability. \_\_\_\_\_
24. Hours and hours spent writing. \_\_\_\_\_
25. All the snow has left the hillsides. \_\_\_\_\_
26. As we were sailing along in our boat. \_\_\_\_\_
27. Does that dark cloud portend storm. \_\_\_\_\_
28. Whose car went over the cliff. \_\_\_\_\_
29. Music, beautiful music surrounds me. \_\_\_\_\_
30. When the mists have cleared away. \_\_\_\_\_
31. The sailor set his compass by the stars. \_\_\_\_\_
32. How can I hope to do more than I have done. \_\_\_\_\_

In each of the following sentences draw one line under the complete subject and another line under the simple subject. Thus the simple subject will have two lines under it. The first one is marked correctly.

- 33a. Many delicious oranges come from Florida.
33. My little brother cut his hand very badly.
34. Suddenly the crowded street car stopped.
35. When the poor old man found his friends he wept for joy.
36. A journey from San Francisco to New York by water is delightful.
37. Many interesting old books are in our library.

In each of the following sentences draw a line under the complete predicate. Draw another line under the verb or verb phrase. Thus the verb or verb phrase will have two lines under it. The first one is marked correctly.

- 38a. Down the street marched the band.
38. The boats were lying at anchor.
39. The children came to school in the storm.
40. Where shall we leave our coats and hats?
41. Farmers are plowing for their spring planting.
42. Will some one lend me a pencil?

LANGUAGE TEST

Arrange the following words as they would be found in the dictionary. Write on the first line the one that would come first in the dictionary, the second on the next, and so on.

- |           |           |           |
|-----------|-----------|-----------|
| dreadful  | 43. _____ | 47. _____ |
| dangerous | 44. _____ | 48. _____ |
| delighted | 45. _____ | 49. _____ |
| doubtful  | 46. _____ | 50. _____ |
| different |           |           |
| designed  |           |           |
| decision  |           |           |
| diligent  |           |           |

Each of the following words is divided into syllables. Place an accent mark after the syllable in each word that should be accented. If more than one syllable in a word should be accented, mark only the one that receives the heavier accent. The first one is marked correctly.

- |                   |                       |
|-------------------|-----------------------|
| 51a. his' to ry   | 54. cor rect ly       |
| 51. rev o lu tion | 55. di vid ed         |
| 52. sep a rate    | 56. pro nun ci a tion |
| 53. ad dress      |                       |

The underlined words in these sentences are placed at the right with a blank space after each. In the blank write the part of speech of that word as it is used in the sentence. The first one is marked for you.

The thistle is the national emblem of Scotland. Once a Danish soldier stepped on a thistle and made such a very loud cry that the Scots heard. They drove the Danes from their country.

- |              |      |       |
|--------------|------|-------|
| 57a. thistle | noun | _____ |
| 57. national |      | _____ |
| 58. of       |      | _____ |
| 59. soldier  |      | _____ |
| 60. stepped  |      | _____ |
| 61. and      |      | _____ |
| 62. very     |      | _____ |
| 63. cry      |      | _____ |
| 64. heard    |      | _____ |
| 65. they     |      | _____ |
| 66. from     |      | _____ |

Correct the errors in punctuation and capitalization in the following sentences. A sentence must be entirely correct to be counted correct.

67. Mr. gardner lives at 239 seventh street
68. No said the teacher you cant go.
69. "John," asked Tom did you find my ball.
70. When I was in new york I saw the empire state building.
71. will you go homewith me invited Eleanor?
72. The scottish rite Building is on meridian Street.

LANGUAGE TEST

In the following sentences some phrases are underlined; In the blank space after each sentence, write adverb or adjective, according to the way the phrase is used in the sentence. The first one is marked correctly.

73a. The ground was covered with snow. adverb

73. The dish was broken when it fell. \_\_\_\_\_

74. The papers on my desk are for you. \_\_\_\_\_

75. Along the track speeded the train. \_\_\_\_\_

76. Last night there was a fire on our street. \_\_\_\_\_

77. Mary is not pleased with her grade. \_\_\_\_\_

78. In the museum are many curios. \_\_\_\_\_

STOP: Do not do anything more until you are told to.

Language Test, Number Right \_\_\_\_\_



LANGUAGE TEST

There are 89 questions in this language test. Try to do all of them. Follow the directions carefully.

Some of the following groups of words are sentences and some are not. If the group of words is not a complete sentence, place a cross (x) in the blank after it. If it is a sentence, write declarative or interrogative after it, according to the kind of sentence it is. The punctuation has been omitted intentionally.

1. A swampy country along the river \_\_\_\_\_
2. When the car overturned near the ditch \_\_\_\_\_
3. On which question were you writing \_\_\_\_\_
4. Where the birds sing there sit I \_\_\_\_\_
5. Where the roads meet there is a garage \_\_\_\_\_
6. When we go we go rapidly \_\_\_\_\_
7. Mary and Sue running to school \_\_\_\_\_
8. Whose sentences were all correct \_\_\_\_\_
9. In the firelight all were waiting \_\_\_\_\_
10. When will summer come \_\_\_\_\_

In the following sentences some words are underlined. These words are in the column at the right. After each word in this column, write its part of speech as it is used in the sentence. The first one is marked correctly.

The new automobile goes rapidly

11a. new

adjective

over the pavement.

11. rapidly \_\_\_\_\_

Turn the corners carefully

12. over \_\_\_\_\_

or you may upset.

13. pavement \_\_\_\_\_

It is very hard to drive

14. turn \_\_\_\_\_

in heavy traffic.

15. corners \_\_\_\_\_

16. or \_\_\_\_\_

17. upset \_\_\_\_\_

18. very \_\_\_\_\_

19. heavy \_\_\_\_\_

20. traffic \_\_\_\_\_



Eighth Grade

LANGUAGE TEST

In the blank space after each of the following words or numbers, write its plural.

- |             |       |                 |       |
|-------------|-------|-----------------|-------|
| 44. key     | _____ | 49. man-servant | _____ |
| 45. country | _____ | 50. piano       | _____ |
| 46. self    | _____ | 51. 2           | _____ |
| 47. 8       | _____ | 52. potato      | _____ |
| 48. cannon  | _____ | 53. goose       | _____ |

A group of words is underlined in each of the following sentences. In the first blank after the sentence write phrase or clause to tell which the group of words is. In the second blank write the part of speech which tells how the group of words is used. The first one is marked correctly.

- |  |       |       |
|--|-------|-------|
| 54a. The cars were <u>in the street</u> .                        | _____ | _____ |
| 54-55. I like stories <u>that tell me something</u> .            | _____ | _____ |
| 56-57. <u>When you get home</u> let me know                      | _____ | _____ |
| 58-59. The soldiers were camped <u>near the town</u>             | _____ | _____ |
| 60-61. <u>The cake in the oven</u> is baking.                    | _____ | _____ |
| 62-63. Dinner was served <u>before I arrived</u> .               | _____ | _____ |
| 64-65. <u>When the bell rings</u> we go home.                    | _____ | _____ |
| 66-67. The oranges which came from <u>Florida</u> are delicious. | _____ | _____ |

In the blank space after each of these sentences write the tense of the verb. The first one is marked correctly.

- |   |             |
|---|-------------|
| 68a. Who invented the first steam engine? | <u>past</u> |
| 68. Every day my mother gets dinner       | _____       |
| 69. What shall we do next year?           | _____       |
| 70. I have had a bad cold.                | _____       |
| 71. I shall have to get a new hat.        | _____       |
| 72. The men have finished their work      | _____       |
| 73. Who gave Mary her umbrella?           | _____       |

GO ON TO THE NEXT PAGE.

Eighth Grade

LANGUAGE TEST

Write the principal parts of these verbs in the places indicated. The first one is done correctly.

	<u>PAST</u>	<u>PAST PARTICIPLE</u>
74a. wear	wore	worn
74-75. pass	_____	_____
76-77. shine	_____	_____
78-79. burst	_____	_____
80-81. drive	_____	_____
82-83. choose	_____	_____

In the blank after each of these sentences, write simple, complex or compound, according to which kind of sentence it is.

84. Spring is coming and we are glad.
85. The birds sing when the sun shines.
86. The darling child lost her little bonnet.
87. Some of the miners went home where they could rest.
88. Do not forget to put all the marks in place.
89. You have done well and will no doubt feel satisfied

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STOP: DO NOT DO ANYTHING MORE UNTIL YOU ARE TOLD TO DO SO.

Language test: Number right \_\_\_\_\_.

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