

AN ANALYSIS OF ERRORS IN ENGLISH GRAMMAR
MADE BY HIGH SCHOOL GRADUATES

by

Ira F. Carter

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I. F. C.

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CHAPTER I

INTRODUCTION TO THE STUDY

The prevailing thought, at least among institutions of higher learning, is that among high school graduates who enter college there is a large percentage who are deficient in some of the more common usages of English grammar. Among high school teachers there seems to be no great concern about these weaknesses of their graduates, and they continue to teach routine English and fail to put stress where it is most needed. The college instructors are forced to accept these students with such standing, and spend time teaching them what they should have learned in high school instead of giving instruction on a higher level.

I. THE PROBLEM

Statement of the problem. This study was made in the hope that the results of its findings might be of material worth to high school teachers of English. An attempt has been made to increase, if possible, the existing knowledge of those phases of English grammar which should be

more definitely stressed by English teachers in the high schools. It is the hope of the writer that the findings of this study may be useful to, and put into practice by, teachers of English.

Importance of such study. English is the one study in the curricula of our high schools that each student must use throughout life, because by it we communicate ideas to the world and, in turn, receive ideas from the world. It should be a source of social, cultural, and practical enjoyment to each individual to be able to use the English language correctly. Therefore, it is very important that teachers know wherein graduates are weak, in order that those weaknesses may be further stressed and eliminated.

What has been done. Among the studies which attempt to discover the more common errors in punctuation and grammar, is the one by Johnson,¹ which is among the Contributions of the Graduate School of Indiana State Teachers College. The author of this study made a careful check of the Barrett-Ryan English Test that had been given to freshmen of Indiana State Teachers College and has the errors listed on the basis of degree of difficulty. As

¹O. L. Johnson, An Analysis of Errors in English Grammar Made by Beginning Freshmen in Indiana State Teachers College. Contributions of The Graduate School. Indiana State Teachers College. No. 205. 1935.

the Iowa Placement Examinations cover many items of punctuation and grammar which are not covered by the Barrett-Ryan test, it is thought that this study will add to the findings of the study by Johnson, and further collaborate them in the problems which are the same. As the Barrett-Ryan test has each tested item called to the attention of the student, and the Iowa Placement test does not, there will probably be a noticeable difference in findings, because of the resulting degree of difficulty.

II. ORGANIZATION OF THE PROBLEM

Materials used. It is the custom at Indiana State Teachers College to give an objective English test to all freshmen when they enter. As a part of this testing program, the Iowa Placement Examinations,² Forms A and B, have been used. During the years of 1929, 1930, 1931, and 1932 these tests were used as a part of the program. Seven hundred seven of the Iowa Placement Examinations that had been used in the testing program of the above years furnished the data used in this study. Of these, one hundred eight were not tabulated, because the student had either taken some work at some other college before taking the test, or had previously taken some English in the Indiana State

²A copy of these tests is included in the Appendix of this study.

Teachers College. Of the remaining five hundred ninety-nine, only those parts were used which cover punctuation and grammar.

Each form of these tests is divided into four parts which are similar in the two forms; however, only Parts 2 and 3 are used in making this study. Part 2 in both forms deals with punctuation, and Part 3 covers grammar usage. Each part consists of sixty examples, some of them correct and some incorrect. The student is to select each and mark it appropriately. Only those examples incorrectly marked by the student were counted in the tabulation.

Each part has printed directions at the beginning, including examples correctly marked right and wrong. This being a time test, the time allotted for each part is clearly given.

III. METHODS OF PROCEDURE

Sources of data. Through the courtesy of Dr. V. C. Miller, Professor of English, Indiana State Teachers College, the writer was given access to the test files in the office of the English Department, and all data for this study were collected by a painstaking check of the markings on each individual test.

Limitations of study. Part 1, Spelling, and Part 4, Sentence Structure, were not used, because they do not deal

with grammar but belong to other phases of English work. Only those points of grammar and punctuation covered by the examples of these tests, which in an objective test must be limited, can be considered here. This study, therefore, considers only the ability of the student to recognize correct and incorrect uses, and not his ability to use them in his own work. Moreover, as the items tested for in the correct exercises were not pointed out, it was necessary for the writer to decide what items the authors of the test intended to test for in each correct exercise. In some examples there are two or more specific errors; in some, a correct and an incorrect usage; and in some others, two or more correct items. In such cases it is impossible to determine upon which one of the items the student based his decision, or if all were considered. The number of times each exercise was not attempted by the student was not tabulated.

Methods of tabulation used. The first step necessary was to mechanically check each specific exercise in each form of the test, as to whether or not the student response was right or wrong, as shown by the key. The exercises of each part of each form of the test were then grouped, by use of the key, into two groups. In one of these groups were placed those exercises that test a correct usage, and in the other, those testing an incorrect usage. Each example in each group was then carefully checked to determine the

specific problem of punctuation or grammar tested for. By using the total number of tests in each form and the number of incorrect answers, the per cent of error for each was found. Each problem tested was then properly classified under punctuation or grammar, and the total chances for error, the total of errors, and the per cent of error for each problem was determined. From these percentages the problems could be easily classified on the basis of degree of difficulty. Those exercises containing more than one problem were given special consideration.

Arrangement of data in tables. All of the data collected were analyzed and assembled into twelve tables. The first table is an analytical classification of all the problems of the tests into proper divisions of punctuation and grammar. In Tables II and III, dealing with punctuation and grammar respectively, the number of times each problem was tested, total chances of error, total times missed, and the per cent of error are shown for both the correct and incorrect uses. Table IV gives the per cent of error for those problems that have both the correct and incorrect usage presented in the exercises. In Table V all of the problems are grouped into fifteen major heads, six for punctuation and nine for grammar, and the per cent of error in the correct and incorrect uses, the total per cent for both, the total per cent for each of the two divisions, and the grand total for the entire test are shown. Table VI is a

rather comprehensive basic table. It shows the problem tested, the chronological number of each exercise of each form in which the problem occurs, the number of times each exercise is missed, the per cent of error for each exercise, and whether the exercise tests a correct or an incorrect use.

Table VII is an analysis of a group of erregular examples, each of which contains two or more specific problems. The comparative degree of difficulty of each problem is shown in Table VIII, in which the problems are ranked, beginning with the highest or most difficult. Those exercises having a per cent of error greater than fifty and less than ten are grouped in Tables IX and X. Table XI shows the high and low per cent of error for the exercises of each problem that is tested four or more times. In Table XII the high and low exercises are given for each problem in which there is a difference of ten per cent or more.

In Chapter IV, which is a comparison of this study with the one made by Johnson³ on the Barrett-Ryan test, Table XIII lists the seventeen problems of the Barrett-Ryan test that are covered by the Iowa test. Table XIV lists the twenty-two problems of the Iowa test that are also covered by the Barrett-Ryan test, and Table XV shows the problems that are common to both of the studies.

IV. RELIABILITY OF DATA

The Iowa Placement Examinations. This test in English Training was constructed, as the dissertation for the Ph. D.

³0. L. Johnson, op. cit.

degree, by G. D. Stoddard, who is now Director of the Iowa Child Welfare Research Station, and Research Professor of Child Psychology, University of Iowa. He was assisted by M. F. Carpenter, now Dean of Wheaton College, Norton, Massachusetts. The test was prepared under the direction of C. E. Seashore, Dean of the Graduate School, University of Iowa, and G. M. Ruch, who was Associate Professor of Education, University of Iowa. It is an objective type test and covers rather comprehensively punctuation and grammar. This test, being objective, was accompanied by a key by which all checking was done. This eliminated all chances for the personal element to enter the results. The data for this study should be as reliable as could be obtained by means of a test.

CHAPTER II

DISCUSSION OF CONTENT OF TABLES

The discussions of the following tables are not intended to go into detail only enough to make them easily understood. If the tables should be misunderstood, the results of the entire study might be misinterpreted, since the final analyses are based almost wholly upon the tabular content. This would destroy the value of the study.

I. CLASSIFICATION OF PROBLEMS

Introduction. In order to establish a working basis for further tabulation, classification and comparison, it was necessary to classify all of the problems presented, according to the particular phase of punctuation or grammar considered in the many exercises.

Procedure. The two major divisions of the test--Punctuation and Grammar--were used as a basis. Each of these was sufficiently subdivided to permit the classification of each example. The apostrophe, the first major division of punctuation, deals only with the apostrophe in the formation of the possessive case. The apostrophe was used in contractions,

but always used correctly in exercises that definitely tested some other problem in punctuation. The possessive case use, however, is divided into four problems: the correct use, the misplaced apostrophe, the omitted apostrophe, and the use of the correct singular possessive form for the plural possessive. The comma was divided into fourteen separate problems on the basis of a correct use or a misuse; the dash presents one problem and the period presents one correct use and seven misuses. The correct use of the period is its use between two independent sentences. Its use at the end of each exercise was not considered. The question mark presents one problem and the semicolon two. In all there are thirty distinct problems of punctuation.

Grammar presents forty-one problems, four of which are verb usage. Case, which is subdivided into five divisions, presents eleven problems. Number of personal pronoun, person of personal pronoun, pronoun with no antecedent, correct negative, clause instead of phrase, and position of phrase are each one problem. There are seventeen choices of words and three double negatives, each considered a separate problem.

This problem classification is made in Table I, and each problem is given a code number. The code numbers of the problems in punctuation extend from 1 to 30, and the grammar problems have code numbers ranging from 1 to 41. In most of the succeeding tables these problems are referred to by these code numbers only.

TABLE I

CLASSIFICATION OF PROBLEMS

Code Number	I. Punctuation
	A. Apostrophe
1.	1. Correct use
2.	2. Apostrophe misplaced
3.	3. Apostrophe omitted
4.	4. Singular possessive for the plural
	B. Comma
5.	1. Parenthetical expression
6.	2. Non-restrictive clause
7.	3. Restrictive clause
8.	4. Initial adverbial clause
9.	5. Comma for clearness
10.	6. With indirect quotation
11.	7. The comma blunder
12.	8. With participial phrases, not introductory
13.	9. Before conjunction in compound sentence
14.	10. Between equal phrases
15.	11. With subordinate adverbial clause
16.	12. Between consecutive identical words
17.	13. With "but" as a preposition
18.	14. With appositive
	C. Dash
19.	1. Between parts of compound sentence
	D. Period
20.	1. Between independent sentences
21.	2. With introductory adverbial clause
22.	3. In long compound predicate
23.	4. With introductory phrase
24.	5. Before participial phrase
25.	6. Between equal clauses
26.	7. With prepositional phrase
27.	8. Before "particularly" and "especially"
	E. Question mark
28.	1. In direct quotation

TABLE I (Continued)

	F. Semicolon
29.	1. Between related sentences
30.	2. Before a subordinate clause
II. Grammar	
	A. Verb usage
1.	1. Number
2.	2. Person
3.	3. Tense (Incorrect use of past)
4.	4. Form of the perfect participle
	B. Case
	1. Personal pronoun
5.	a. Nominative, subject of verb
6.	b. Objective, subject of infinitive
7.	c. Objective, object of preposition
	2. Relative pronoun
8.	a. Nominative, subject of verb
9.	b. Objective, object of verb
	3. Compound relative pronoun
10.	a. Nominative, subject of verb
11.	4. Interrogative pronoun
11.	a. Nominative, after a copula
12.	b. Nominative, subject of a verb
13.	c. Objective, object of a verb
14.	d. Objective, object of a preposition
	5. Noun
15.	a. Possessive, subject of a gerund
	C. Number
16.	1. Pronoun and antecedent (personal)
	D. Person
17.	1. Pronoun and antecedent (personal)
18.	E. Pronoun with no definite antecedent
	F. Choice of words
19.	1. "Could of" and "could have"
20.	2. "Laid" for "lain"
21.	3. "Suspicion" for "suspect"
22.	4. "Like" correctly and for "as if"
23.	5. "Raised" for "rose"

TABLE I (Continued)

24.	6.	"Leave" for "let"
25.	7.	"Most" for "almost"
26.	8.	"Might of" for "might have"
27.	9.	"Laying" for "lying"
28.	10.	"Setting" for "sitting"
29.	11.	"Lying" used correctly
30.	12.	"Lain" used correctly
31.	13.	"Sat" used correctly
32.	14.	"Drunken" as an adjective
33.	15.	"Lay" used correctly
34.	16.	"Suspects" used correctly
35.	17.	"Hadn't ought"
<hr/>		
	G.	Double negative
36.	1.	"Wasn't but"
37.	2.	"Could not hardly"
38.	3.	"No one could hardly"
<hr/>		
39.	H.	Negative
<hr/>		
40.	I.	Clause instead of phrase
<hr/>		
41.	J.	Position of phrase
<hr/>		

II. TOTAL OCCURRENCE AND PER CENT OF ERROR FOR EACH PROBLEM OF THE TEST

Introduction. Since the ultimate aim of this study is a comparison of the difficulty of the problems presented, it was found necessary to compute the per cent of error for each problem. Inasmuch as the problems were not tested the same number of times, the percentage basis was considered the only logical method of comparison. The variation in the number of times any problem was encountered in the test is from one to sixteen.

Procedure. The method of tabulation in Tables II , and III is the same. Table II shows punctuation problems, and Table III is the same for grammar. The same discussion, in general, will apply to both tables; therefore, they will be considered together. The problem code number is the one given to each problem in Table I. These tables list the frequency of the problem, the total number of chances, the total times missed, and the per cent of error for each problem, for both the correct and incorrect usage. The number of chances is based upon the total number of tests, as no record was made of the times any specific exercise was not attempted.

III. CORRECT AND INCORRECT USAGE

Introduction. As many of the exercises of these tests are correct and many others are incorrect, it is possible, and was thought advisable, to make a comparison of the student's ability to recognize the correct and incorrect usage.

Procedure. Tables II and III both show correct and incorrect usage, and this comparison is shown further in Tables IV and V. In all, eighteen of the seventy-two problems of the test were presented in both correct and incorrect usage. These are grouped into Table IV. In Table V, the problems of Tables II and III have been grouped into major heads; six under punctuation and nine under grammar, with the total given for each group. The per cent of error for the correct and incorrect uses of each of the fifteen groups, the per cent for the

TABLE II
TOTAL OCCURRENCE OF PROBLEMS AND PER
CENT OF ERROR, PUNCTUATION

Problem Code Number	Correct Examples				Incorrect Examples				Both
	Times Tested	Total Chances	Times Missed	Per Cent of Error	Times Tested	Total Chances	Times Missed	Per Cent of Error	Per Cent of Error
1	11	3170	428	13.5					13.5
2					2	599	285	47.6	47.6
3					6	1880	890	47.4	47.4
4					2	599	360	60.1	60.1
5					2	682	63	9.2	9.2
6	2	599	54	9.0	7	2138	421	19.7	17.4
7	9	2737	851	31.1	2	599	278	46.4	33.8
8	6	1797	251	14.0					14.0
9					6	1797	321	17.8	17.8
10	1	341	121	35.5	2	599	152	25.4	29.0

TABLE II (Continued)

11					8	2396	993	41.4	41.4
12					1	341	16	4.7	4.7
13	11	3253	837	25.7					25.7
14	2	599	211	35.2					35.2
15	7	2138	441	20.7					20.7
16	2	599	270	45.1					45.1
17	2	599	210	35.1					35.1
18					1	258	19	7.4	7.4
19					2	599	172	28.7	28.7
20	9	2737	741	27.1	1	258	22	8.5	25.5
21					4	1198	121	10.1	10.1
22					4	1198	130	10.9	10.9
23					4	1198	116	9.7	9.7
24					2	599	49	8.2	8.2
25					2	599	69	11.5	11.5

TABLE II (Continued)

26					2	599	32	5.3	5.3
27					2	599	114	19.0	19.0
28	4	1198	336	28.0	1	341	15	4.4	22.8
29	2	599	225	37.6					27.6
30					1	258	60	23.3	23.3

TABLE III
TOTAL OCCURRENCE OF PROBLEMS AND PER
CENT OF ERROR, GRAMMAR

Problem Code Number	Correct				Incorrect				Both
	Times Tested	Total Chances	Times Missed	Per Cent of Error	Times Tested	Total Chances	Times Missed	Per Cent of Error	Per Cent of Error
1	16	4792	1184	24.7	6	1880	902	48.0	31.3
2	1	258	22	8.5	1	258	127	49.2	28.9
3					4	1115	232	20.8	20.8
4	8	2396	778	32.5	7	2138	504	23.6	28.3
5	3	857	169	19.7					19.7
6					1	341	94	27.6	27.6
7	5	1539	591	38.4	5	1456	504	34.6	36.6
8	3	940	462	49.1					49.1
9	3	940	190	20.2					20.2
10	1	341	209	61.3					61.3

TABLE III (Continued)

11	2	516	212	41.1	1	341	183	53.7	46.1
12	2	599	211	35.2	1	258	79	30.6	33.8
13	2	599	102	17.0	2	599	234	39.0	28.0
14	1	341	125	36.7	1	258	74	28.7	33.2
15	2	599	118	19.7	2	599	140	23.4	21.5
16	3	940	115	12.2	9	2654	922	34.7	28.8
17	1	258	32	12.4	1	341	111	32.6	23.8
18	1	341	72	21.1					21.1
19	1	341	120	35.2	1	341	77	22.6	28.9
20					1	341	52	15.2	15.2
21					1	341	212	62.2	62.2
22	2	599	106	17.7	4	1198	335	28.0	24.5
23					1	341	201	58.9	58.9
24					2	599	118	19.7	19.7

TABLE III (Continued)

25					2	599	239	39.9	39.9
26					1	258	41	15.9	15.9
27					1	258	45	17.1	17.1
28					1	258	69	26.7	26.7
29	1	341	65	19.1					19.1
30	2	599	221	36.9					36.9
31	1	341	70	20.5					20.5
32	1	341	68	20.0					20.0
33	2	516	172	33.3					33.3
34	1	258	43	16.7					16.7
35					2	599	91	15.2	15.2
36					1	341	167	49.0	49.0
37					1	341	72	21.1	21.1
38					1	258	124	48.1	48.1

TABLE III (Continued)

39	1	258	25	9.7					
40					2	599	128	21.4	21.4
41					1	258	27	10.5	10.5

TABLE IV
CORRECT AND INCORRECT USE

Problem	Per Cent of Error Correct	Per Cent of Error Incorrect
1. Non-restrictive clause	9.0	19.7
2. Restrictive clause	31.1	46.4
3. Indirect quotation	35.5	25.4
4. Period between independent sentences	27.1	8.5
5. Question mark	28.0	4.4
6. Number of verb	24.7	48.0
7. Person of verb	8.5	49.2
8. Form of the perfect participle	32.5	23.6
9. Personal pronoun object of preposition	38.4	34.6
10. Interrogative pronoun after a copula	41.1	53.7
11. Interrogative pronoun subject of verb	35.2	30.6
12. Interrogative pronoun object of verb	17.0	39.0
13. Interrogative pronoun object of preposition	36.7	28.7
14. Possessive case, subject of a gerund	19.7	23.4
15. Number of personal pronoun	12.2	34.7
16. Person of personal pronoun	12.4	32.6
17. "Could of" and "could have?"	35.2	22.6
18. "Like" correctly and for "as if"	17.7	28.0

TABLE V
GROUPED CLASSIFICATION

	Per Cent of Error		
	Correct Exercises	Incorrect Exercises	Total
A. Punctuation			
1. Apostrophe	13.5	49.9	31.4
2. Comma	25.6	25.6	25.6
3. Dash		28.7	28.7
4. Period	27.1	10.5	15.5
5. Question mark	28.0	4.4	22.8
6. Semicolon	37.6	23.3	33.3
7. Total	24.4	24.3	24.4
B. Grammar			
1. Verb usage	26.6	32.7	29.2
2. Noun	19.7	23.4	21.5
3. Personal pronoun	24.9	34.0	29.9
4. Relative pronoun	38.8		38.8
5. Interrogative pronoun	31.6	39.1	34.7
6. Choice of words	25.9	28.8	27.7
7. Negative and double negative	9.7	38.6	32.4
8. Clause for phrase		21.4	21.4
9. Position of phrase		10.5	10.5
10. Total	27.6	31.8	29.9
C. Both	26.0	28.1	27.0

total of each group, the total for punctuation, and grammar and the grand total for the entire test are shown.

IV. ERRORS AND PER CENT OF ERROR FOR EACH EXERCISE OF THE TESTS

Introduction. To make possible a more complete analysis of the data of this study, the per cent of error for each specific example of the test was found necessary.

Procedure. In the original tabulation the number of errors in the answer to each exercise was counted. This number divided by the number of tests and in the particular test form gave the per cent of error for the exercise. In Table VI these individual exercises are properly grouped under the seventy-one problem heads. The test sequence number of each exercise, the number of times the exercise was missed, the per cent of error for the exercise, and also whether the exercise is in Form A or Form B. If the exercise tests a correct use, its number is starred *) in this table.

V. IRREGULAR EXERCISES

Introduction. In several of the exercises of this test there are irregularities. They contain some combination of two or more items of correct or incorrect usage. As this may have some bearing on the difficulty of the exercises, they are separately treated.

TABLE VI

ERRORS AND PER CENT OF ERROR FOR EACH
EXERCISE OF THE TESTS

Problem Tested	Form A, Part 2			Form B, Part 2		
	Exercise Number	Errors	% of Error	Exercise Number	Errors	% of Error
1. Dash in compound sentence	1	85	24.9	1	87	33.7
2. Period with introductory adverbial clause	2	26	7.6	2	17	6.6
	13	40	11.7	13	38	14.7
3. Apostrophe omitted	6	178	52.2	25	133	51.6
	25	131	38.4	32	167	64.7
	32	143	41.9			
	42	138	40.5			
4. Non-restrictive clause	7	50	14.7	7	44	17.1
	18	67	19.7	18	60	23.2
	28	37	10.9	28	36	14.0
	44	127	37.2	39*	23	8.9
	39*	31	9.1			
5. Comma blunder	9	114	33.4	9	160	62.0
	20	178	52.2	20	153	59.3
	21	99	29.0	21	172	66.7
	40	76	22.3	40	41	15.9
6. Restrictive clause	15	209	61.3	15	69	26.7
	4*	92	27.0	4*	55	21.3
	23*	125	36.7	23*	60	23.3
	34*	149	43.7	34*	105	40.7
	43*	57	16.7	43*	32	12.4
	57*	176	51.6			
7. Apostrophe misplaced	17	171	50.1	17	114	44.2

TABLE VI (Continued)

8.	Period in compound predicate	24	48	14.1	24	33	12.8
		60	33	9.7	60	16	6.2
9.	Comma for clearness	29	85	24.9	29	32	12.4
		38	78	22.9	38	83	32.2
		52	26	7.6	52	17	6.6
10.	Parenthetical expression	24	48	14.1			
		58	15	4.4			
11.	Period with introductory phrase	31	32	9.4	31	47	18.2
		36	12	3.5	36	25	9.7
12.	Period before participial phrase	45	16	4.7	45	33	12.8
13.	Comma with participial phrase	45	16	4.7			
14.	Indirect discourse	46	88	25.8	46	64	24.8
		53*	121	35.5			
15.	Apostrophe, singular for plural	50	215	63.0	50	145	56.2
16.	Period between equal clauses	51	45	13.2	51	24	9.3
17.	Period with prepositional phrase	58	15	4.4	58	17	6.6
18.	Question mark	58	15	4.4	30*	63	24.4
		30*	48	14.1	48*	78	30.2
		48*	147	43.7			
19.	Period before "particularly" and "especially"	59	61	17.9	59	53	20.6
20.	Period between independent sentences	10*	218	63.9	10	22	8.5
		11*	50	14.7	11*	61	23.7
		30*	48	14.1	30*	63	24.4
		35*	58	17.0	35*	59	22.9
		53*	121	35.5	53*	63	24.4
21.	Semicolon before subordinate clause				49	60	23.3

TABLE VI (Continued)

22. Apostrophe correct	3*	36	10.6	3*	24	9.3
	14*	24	7.0	6*	62	24.0
	27*	33	9.7	14*	47	18.2
	37*	59	17.3	27*	27	10.5
				37*	38	14.7
			42*	43	16.7	
			55*	35	13.6	
23. Comma in compound sentence	5*	97	28.5	5*	97	37.6
	12*	26	7.6	11*	61	23.7
	16*	106	31.1	12*	42	16.3
	26*	143	41.9	16*	91	35.3
	54*	65	19.1	26*	68	26.4
			54*	41	15.9	
24. Comma with introductory adverbial clause	8*	30	8.8	8*	36	14.0
	19*	30	8.8	19*	39	15.1
	41*	76	22.3	41*	40	15.5
25. Phrase, "but" as a preposition	22*	104	30.5	22*	106	41.1
26. Comma with subordinate adverbial clause	33*	42	12.3	33*	60	23.3
	47*	66	19.4	47*	98	38.0
	49*	100	29.4	55*	35	13.6
	55*	40	11.7			
27. Semicolon between related sentences	48*	147	43.7	48*	78	30.2
28. Comma between equal phrases	56*	128	37.6	56*	94	36.4
29. Comma with identical words consecutively	57*	176	51.6	57*	83	32.2
30. Appositive				44	19	7.4
		Form A, Part 3		Form B, Part 3		
31. "Could of" and "could have"	3	77	22.6			
	17*	120	35.2			
32. Form of the perfect participle	4	40	11.7	11	67	26.0
	24	47	13.8	24	28	10.9
	29	205	60.1	4	74	28.7

TABLE VI (Continued)

	53	43	12.6	27*	165	64.0
	15*	71	20.8	34*	60	23.3
	34*	124	36.4	51*	132	51.2
	51*	63	18.5	60*	50	19.4
	60*	113	33.1			
33. Interrogative pronoun, objective case, object of verb	5	120	35.2	53	114	44.2
	53*	43	12.6	28*	59	22.9
34. Number of verb	7	192	56.3	32	117	45.3
	22	152	44.6	45	177	68.6
	32	95	27.9	6*	29	11.2
	49	169	49.6	20*	22	8.5
	2*	42	12.3	23*	34	13.2
	16*	33	9.7	25*	23	8.9
	23*	53	15.5	26*	61	23.7
	25*	53	15.5	43*	112	43.4
	30*	182	53.4	48*	94	36.4
	43*	88	25.8	49*	117	45.3
	45*	156	45.7			
	48*	85	24.9			
35. "Laid" for "lain"	9	52	15.2			
36. Use of "hadn't ought"	12	53	15.5	15	38	14.7
37. Number of personal pronoun	13	181	53.1	7	78	30.2
	14	92	27.0	13	112	43.4
	54	98	28.7	29	168	65.1
	57	67	19.7	54	106	41.1
	6*	61	17.9	57	20	7.8
	27*	38	11.1	12*	16	6.2
38. Personal pronoun subject of infinitive	19	94	27.6			
39. Interrogative pronoun comp. of copula	20	183	53.7	16*	121	46.9
				40*	91	35.3
40. "Wasn't but"	21	167	49.0			
41. "Suspicion" for "suspect"	33	212	62.2			

TABLE VI (Continued)

42.	Clause instead of phrase	36	83	24.3	42	45	17.4
43.	"Like" correctly and for "as if"	38	64	18.8	38	98	38.0
		58	85	24.9	58	88	34.1
		56*	68	19.9	56*	38	14.7
44.	"Raised" for "rose"	39	201	58.9			
45.	"Could not hardly"	42	72	21.1			
46.	Pronoun with no antecedent	42	72	21.1			
47.	Personal pronoun object of prep- osition	44	113	33.1	17	96	37.2
		50	131	38.4	36	84	32.6
		1*	106	31.1	50	80	31.0
		40*	124	36.4	1*	81	31.4
		55*	142	41.6	55*	138	53.5
48.	"Leave" for "let"	46	62	18.2	46	56	21.7
49.	"Most" for "almost"	47	115	33.7	47	124	48.1
50.	Person of per- sonal pronoun	52	111	32.5	52*	32	12.4
51.	Tense of verb (Past incorrectly)	58	85	24.9	35	39	15.1
					57	20	7.8
					58	88	34.1
52.	Subject of gerund	59	113	33.1	59	27	10.5
		37*	64	18.8	39*	54	20.9
53.	"Lying" corregtly	8*	65	19.1			
54.	Relative pronoun subject of verb	10*	195	57.2	10*	154	59.7
		60*	113	33.1			
55.	Personal pronoun subject of verb	11*	50	14.7	14*	83	32.2
					44*	36	14.0
56.	Interrogative pro- noun, subject of verb	17*	120	35.2	19	79	30.6
					40*	91	35.3

TABLE VI (Continued)

57.	"Sat" correctly	26*	70	20.5			
58.	"Lain" correctly	18*	127	37.2	18*	94	36.4
59.	Interrogative pro- noun object of preposition	28*	125	36.7	5	74	28.7
60.	Relative pro- noun object of verb	31*	75	22.0	31*	43	16.7
		41*	72	21.1			
61.	Compound rel- ative pronoun subject of verb	35*	209	61.3			
62.	"Drunken" correctly	56*	68	19.9			
63.	"Might of" for "might have"				3	41	15.9
64.	"Laying" for "lying"				9	45	17.4
65.	"No one could hardly"				21	124	48.2
66.	Person of verb				22	127	49.2
					2*	22	8.5
67.	"Setting" for "sitting"				30	69	26.7
68.	Position of Phrase				59	27	10.5
69.	"Lay" correctly				8*	91	35.3
					37*	81	31.4
70.	"Suspects" used correctly				33*	43	16.7
71.	Correct negative				41*	25	9.7

Procedure. Table VII shows the test form and sequence number of each of these irregular exercises. The problems found in each are referred to by code number and are shown to be a correct or an incorrect use that is tested. The same table gives the per cent of error for each specific exercise and also for the totals of other exercises in which the same correct and incorrect problems are tested. Part 2 of each form is punctuation and Part 3 is grammar.

TABLE VII

IRREGULARITIES OF EXERCISES

Exercise Number	Code Number		Per Cent of Error of This Example	Per Cent of Error in other Examples Correct Items	Per Cent of Error in other Examples Incorrect Items
	Correct Items	Incorrect Items			
A. Punctuation					
Form A, Part 2					
9	28	11	33.4	27.4	14.2
13	28	21	11.7	27.4	10.1
25		3 3	38.4		49.3
30	20 28		14.1	28.9 27.4	
45		24 12 12	4.7		12.8 12.8
46	1	10	25.8	13.5	24.4
48	29 28		43.1 1	30.2 18.5	
57	7 16		51.6	31.8 32.2	
58		5 26 28	4.4		6.6 27.4
Form B, Part 2					
9	28	11	62.0	39.0	27.4
11	13 20		23.7	25.9 27.4	
13	28	21	14.7	27.4	8.8
30	20 28		24.7	43.1 27.4	

TABLE VII (Continued)

48	29 28		30.2	43.1 27.4	
55	1 15		13.6	13.5 21.6	
B. Grammar					
Form A, Part 3					
2	1 1		12.3	25.8	
4	4	4	11.7	36.0	25.8
13		16 16	53.1		32.0
17	12 19		35.2	35.3	
27	16 16		11.1	12.9	
53	13	4	12.6	22.9	25.7
56	22 32		19.9	14.7	
58		22 3	24.9		29.1 19.0
60	4 8		33.1	32.4 20.9	
Form B, Part 3					
40	11 12		35.3		46.9 35.2
53	4	13	44.2	23.6	35.2
58		22 3	34.1		24.7 16.8
57		16 3 3	9.7		37.6 28.0
59		41 15	10.5		33.1

CHAPTER III

FINDINGS

Technique. The per cent of error for each problem and each specific exercise having been obtained, it was possible to rank the problems on the basis of degree of difficulty, select the most difficult and easiest examples of each problem and also the easiest and most difficult exercises of the entire test. This is all compiled in Tables VIII, IX, X, XI, and XII.

Results. In all, 599 test papers were checked, each containing 60 exercises in punctuation and 60 exercises in grammar. It is a rather comprehensive test, but does not test for items in punctuation and constructions in grammar that are little used. Of the thirty problems in punctuation, twenty-two are uses and misuses of the comma and period, and four are for the apostrophe in possessive case forms. The division covering grammar deals almost entirely with verb usage, uses of the various pronouns, and choice of words.

The section on grammar proved to be the more difficult, and of the two divisions--the correct and incorrect usage--the student had more trouble in recognizing the incorrect form. The total per cent of error for the incorrect exercises

in grammar is 31.8, and for the correct exercises 27.6. The total for both the correct and incorrect grammar exercises is 29.9.

Punctuation seemed somewhat easier, and no noticeable difference was found in the difficulty of the correct and incorrect uses, the per cent of error being 24.4 for the correct, 24.3 for the incorrect, and 24.4 for the total.

The grand total for the entire test is 26.0 for the correct, 28.1 for the incorrect, and 27.0 for the entire test. The correct exercises throughout the test were somewhat easier than the incorrect. This is further shown by the fact that, of the eighteen problems in which both the correct and incorrect use was tested, ten of them have the largest per cent of error in the incorrect usage.

When the problems were ranked, according to the degree of difficulty, in Table VIII, it was found that there were four problems, each having a per cent of error greater than fifty. Of these, three were grammar problems and one was punctuation. The one punctuation problem was the use of the singular possessive instead of the plural. Its difficulty was probably increased by the fact that the form of the singular possessive is correct. Of the ten most difficult problems, only three were punctuation, and all three were misuses of the apostrophe in the possessive case. Of the ten least difficult problems, eight were punctuation and two were grammar.

In Table IX are grouped all of the specific exercises of the test having a per cent of error greater than fifty. The

TABLE VIII

RANKED FREQUENCIES OF PROBLEMS

Rank	Problem	Per Cent of Error
1.	"Suspicion" used for "suspect"	62.2
2.	Compound relative pronoun as subject of a verb	61.3
3.	Singular possessive for the plural	60.1
4.	"Raised" for "rose"	58.9
5.	Relative pronoun, subject of verb	49.1
6.	Double negative, "wasn't but"	59.0
7.	Double negative, "no one could hardly"	48.1
8.	Misplaced apostrophe	47.6
9.	Omitted apostrophe	47.4
10.	Interrogative pronoun, nominative after a copula	46.1
11.	Comma between consecutive identical words	45.1
12.	The comma blunder	41.4
13.	"Most" used for "almost"	39.9
14.	Semicolon between related sentences	37.6
15.	"Lain" used correctly	36.9
16.	Personal pronoun, object of a preposition	36.6
17.	Comma between equal phrases	35.2
18.	Punctuation, "but" as a preposition	35.1
19.	Comma with restrictive clause	33.8
20.	Interrogative pronoun, subject of a verb	33.8
21.	Correct use of "lay"	33.3
22.	Interrogative pronoun, object of a preposition	33.2
23.	Number of verb	31.3
24.	Comma with indirect discourse	29.0
25.	"Could of" and "could have"	28.9
26.	Person of verb	28.9
27.	Number of personal pronoun	28.8
28.	Dash used in compound sentence	28.7
29.	Form of the perfect participle	28.3
30.	Interrogative pronoun, object of verb	28.0
31.	Personal pronoun, subject of an infinitive	27.6
32.	"Setting" used for "sitting"	26.7

TABLE VIII (Continued)

33.	Comma in compound sentence	25.7
34.	Period between independent sentences	25.5
35.	"Like" correctly and for "as if"	24.5
36.	Person of personal pronoun	23.8
37.	Semicolon before subordinate clause	23.3
38.	Question mark in direct question	22.8
39.	Subject of a gerund	21.5
40.	Clause instead of a phrase	21.4
41.	Pronoun with no antecedent	21.1
42.	Double negative, "could not hardly"	21.1
43.	Tense of verb (Incorrect use of past)	20.8
44.	Comma with subordinate adverbial clause	20.7
45.	"Sat" used correctly	20.5
46.	Relative pronoun, object of a verb	20.2
47.	Use of adjective "drunken"	20.0
48.	"Leave" used for "let"	19.7
49.	Personal pronoun, subject of a verb	19.7
50.	"Lying" used correctly	19.1
51.	Period used before "particularly" and "especially"	19.0
52.	Comma for clearness	17.8
53.	Comma with non-restrictive clause.	17.4
54.	"Laying" used for "lying"	17.1
55.	"Suspects" used correctly	16.7
56.	"Might of" for "might have"	15.9
57.	"Laid" used for "lain"	15.2
58.	Use of "hadn't ought"	15.2
59.	Comma with introductory adverbial clause	14.0
60.	Correct use of apostrophe	13.5
61.	Period between equal subordinate clauses	11.5
62.	Period in compound predicate	10.9
63.	Position of phrase	10.5
64.	Period with introductory adverbial clause	10.1
65.	Proper use of negative	9.7
66.	Period with introductory phrase	9.7
67.	Comma with parenthetical expression	9.2
68.	Period with participial phrase	8.2
69.	Comma with appositive	7.4
70.	Period with prepositional phrase	5.3
71.	Comma with participial phrase	4.7

TABLE IX

EXERCISES HAVING PER CENT OF ERROR
GREATER THAN FIFTY

Exercises	Code Number of Items	Per Cent of Error
1. Cheering and applauding the home team is sometimes overdone	1*	68.6
2. At the first of the year it is well to learn these rules thoroughly, otherwise you will have trouble all the year.	9	66.7
3. This company has failed because their employees weren't loyal	16*	65.1
4. It is practically impossible for this teacher to grade all his pupils papers.	3	64.7
5. We have just got a new supply.	4*	64.0
6. First I went to the barn to see if everything was safe. Then I called for my father.	20	63.9
7. The boy's secretary at the Y. M. C. A. was a famous college athlete.	4	63.0
8. I am sure that they suspicion the young man whom I saw last night.	21*	62.2
9. I can't understand anything about this lesson, can you?	11 28	62.0
10. A man, who has once been convicted, receives little mercy from the court.	7	61.3

TABLE IX (Continued)

11.	I want to speak to whoever knows about the time when the train will leave.	10*	61.3
12.	This is a combination that simply can not be beat.	4*	60.1
13.	That is the sort of man who the girls believe is charming.	8*	59.7
14.	The teacher turned around quickly at the noise, still she was unable to catch the one who was guilty.	11	59.3
15.	He raised up in bed and looked at his father.	23*	58.9
16.	He is the kind of man who everyone thinks is honest.	8*	57.2
17.	A thorough knowledge of electricity, wiring, batteries, and electrons are necessary to make a radio set work.	1*	56.3
18.	The president of the Lady's Aid Society called on the pastor.	4	56.2
19.	Whom shall I tell him you are?	11*	53.7
20.	My mother says she would like to have two girls like Myrtle and her.	7*	53.5
21.	Either John or I am quite ready to go.	1*	53.4
22.	If the team does not play their best, they will lose.	16* 16*	53.1
23.	For a number of years he conducted a successful boys camp.	3	52.2
24.	He swung around in his saddle at once, then he saw who it was and laughed heartily at his mistake.	11	52.2

TABLE IX (Continued)

25.	I am now a senior, a high and mighty senior who has risen by her own lack of merit.	16	51.6
26.	The peoples business is often neglected by their servants.	3	51.6
27.	The bubble is burst by this time.	4*	51.2
28.	This is one of the most popular babie's foods on the market.	2	50.1

problem tested is referred to by code number, and if it is a grammar problem, the code number is starred (*). The per cent of error for each exercise is also given. There were twenty-eight of these exercises, sixteen of which were exercises in grammar. The most difficult exercise is in grammar and deals with the number of a verb having a compound subject. The per cent of error for this exercise is 68.6. Of these twenty-eight exercises having a per cent of error greater than fifty, only ten test a correct use.

Table X contains the thirty specific exercises that have a per cent of error less than ten. Here, as in Table IX, the code numbers are given and the grammar exercises are starred (*). Of these thirty exercises, only six are exercises in grammar and only fourteen test a correct use. The easiest exercise of the entire test contained the misuse of the period with an introductory phrase, and had a per cent of error of

TABLE X

EXERCISES HAVING PER CENT OF ERROR
LESS THAN TEN

Exercises	Code Number of Items	Per Cent of Error
1. He wished his family a long and fond farewell. And took his departure amid their tears.	22	9.7
2. She was a leader in all forms of girls' athletics.	1	9.7
3. Notwithstanding all the interruptions and distractions. He went ahead and did his work.	23	9.7
4. The sound of the explosion could hardly be heard in the street.	39*	9.7
5. A man who knows all about reports, filing, arranging papers, and keeping records makes a good sergeant major.	1*	9.7
6. In spite of the shouting and howling on all sides of us. All of us kept our heads and went straight on.	23	9.4
7. The coach said that the team was poor. That it would not fight at all.	25	9.3
8. The children's party was a great success.	1	9.3
9. Mr. Coolidge, who did not appoint these men, is not responsible for them.	6	9.1
10. William Pitt, who selected these generals, must receive most of the credit.	6	8.9

TABLE X (Continued)

11.	There was not one man in the whole group of soldiers who was not a hero.	1*	8.9
12.	After he had carefully examined all the clues that the criminals had left, the detective announced that he would make several important arrests.	8	8.8
13.	While all this noise and confusion was going on in the rear of the army, the men at the front were quietly awaiting an attack.	8	8.8
14.	He used to wind the clock carefully every night then he went upstairs to bed.	20	8.5
15.	If it doesn't make any difference to you, I'll wait outside.	2*	8.5
16.	A young fellow from the group of Boy Scouts was coming across to speak to us.	1*	8.5
17.	We believe that a teacher must teach what they thought was right.	16* 3*	7.8
18.	If you do not like what he has said about you. You might go to him at once and talk it over.	21	7.6
19.	Unless you are feeling better tomorrow will be too early for you to get up.	9	7.6
20.	This kind of a man may not attract you at first, but you will soon get to like him.	13	7.6
21.	Max Hardy an attractive young fellow whom I knew in college is now a missionary.	18	7.4

TABLE X (Continued)

22.	He enjoyed his children's society very much.	1	7.0
23.	He should be able to play a much better game. In view of his long experience.	26	6.6
24.	If I do not hear from you tomorrow will be my last day here.	9	6.6
25.	Unless you can do better than you have done. You can not hope to pass in this subject.	21	6.6
26.	He refused to do anything to help us. And ordered us out of the office.	22	6.2
27.	The boy thought that all a soldier had to do was to fight for his country.	16	6.2
28.	There in the bright moonlight I saw the fox followed by three little cubs. Slipping along the fence trying carefully to keep out of sight.	24 12 12	4.7
29.	After all what do you know about these matters. With the small experience you have had.	5 26 28	4.4
30.	Coming rapidly around the bend in the river. We saw a waterfall ahead of us.	23	3.5

only 3.5. Tables VIII, IX, and X are all further proof that the grammar exercises were more difficult than the punctuation.

Of the seventy-one problems of the test, twenty-two were tested in four or more specific exercises. In Table XI these problems are stated and the high and low per cent of error for the exercises testing the problem is given. Fourteen of the problems are punctuation. In these fourteen, the greatest difference between the high and low per cents in any problem is in the use of the period between independent sentences. The high per cent is 63.0 and the low is 8.5. The two problems having the most uniformity in the various exercises were also misuses of the period. One, the period with introductory adverbial clause, and the other, the period used in a compound predicate.

Of the eight grammar problems, two showed a wide range in degree of difficulty. They are number of verb with a high per cent of error of 68.6 and a low of 8.5, and number of personal pronoun with a high of 65.1 and a low of 6.2. No marked uniformity was shown in any grammar problem.

Twenty-nine of the problems of the test, that were tested more than once, showed a difference of ten or more in the high and low per cents of error in the exercises. In those cases, the most difficult exercise and the easiest exercise were placed in Table XII and the problem tested shown by code number. Here also the grammar problems are starred (*).

Of the twenty-nine irregular exercises of the test, twenty-one contained two or more correct or two or more incorrect

TABLE XI

HIGH AND LOW PER CENTS OF ERROR IN PROBLEMS
TESTED FOUR OR MORE TIMES

Problem Tested	Per Cent Per Cent of Error of Error	
	High	Low
1. Period with introductory adverbial clause.	14.7	6.6
2. Apostrophe omitted	64.7	38.4
3. Non-restrictive clause	37.2	8.9
4. Comma blunder	66.7	22.3
5. Restrictive clause	61.3	12.4
6. Period in compound predicate	14.1	6.2
7. Comma for clearness	32.2	6.6
8. Period with introductory phrase	18.2	3.5
9. Question mark	43.7	4.4
10. Period between independent sentences	63.9	8.5
11. Correct apostrophe	24.0	7.0
12. Comma in compound sentences	41.9	7.6
13. Comma with introductory adverbial clause	22.3	8.8
14. Comma with subordinate adverbial clause	38.0	11.7
15. Form of perfect participle	64.0	10.9
16. Interrogative pronoun, object of verb	44.2	12.6
17. Number of verb.	68.6	8.5
18. Number of personal pronoun	65.1	6.2

TABLE XI (Continued)

19. "Like" correctly and for "as if"	38.0	14.7
20. Personal pronoun, object of preposition	53.5	31.0
21. Tense of verb	34.1	7.8
22. Subject of gerund	33.1	10.5

problems, as shown in Table VII. Eight contained both correct and incorrect problems. Of the eight containing both correct and incorrect problems, four had a per cent of error above the median for the entire test and four were below. Of the same eight, four were more difficult than other exercises testing the same problem, and four were less difficult.

Of the twenty-one exercises having more than one correct or more than one incorrect problem, eleven were above the median for the test and ten were below. However, in the same group, fourteen had a per cent of error less than others testing the same problems, and only seven were above others of the same problems.

One correct and one incorrect problem in the same exercise seem to have no discernible effect upon the degree of difficulty of the exercise. Probably about the same number of students based their decisions upon the correct as on the incorrect problem. The exercises having two correct or two incorrect problems were noticeably less difficult than those containing only one problem.

TABLE XII

HIGH AND LOW EXAMPLES OF ITEMS HAVING
A DIFFERENCE OF TEN PER CENT

High Example	Item	Low Example
1. It is practically impossible for this teacher to grade all his pupils papers.	3	1. Everybodys business is nobodys business.
2. This bright young fellow who had everything to look forward to, suddenly went wrong.	6	2. William Pitt, who selected these generals, must receive most of the credit.
3. At the first of the year it is well to learn these rules thoroughly, otherwise you will have trouble all the year.	11	3. John Woolman was a Quaker missionary, he wrote a most interesting diary.
4. A man, who has once been convicted, receives little mercy from the court.	7	4. He refused to hire any boy who smoked cigarettes.
5. I was quite anxious for the child seemed seriously injured.	9	5. If I do not hear from you tomorrow will be my last day here.
6. Remembering that it was necessary for us to keep calm under all circumstances. We did our best to control ourselves.	23	6. Coming rapidly around the bend in the river. We saw a waterfall ahead of us.
7. First I went to the barn to see if everything was safe. Then I called for my father.	20	7. He used to wind the clock carefully every night then he went upstairs to bed.
8. Last year the Girls' Glee Club of Vassar College sang here.	1	8. He enjoyed his children's society very much.

TABLE XII (Continued)

9.	He asked his family for their opinion and they told him that they agreed with him.	13	9.	This kind of a man may not attract you at first, but you will soon get to like him.
10.	Just as long as you keep yourself clean and stay in the open air a good deal of the time, you will be free from contagion.	8	10.	After he had carefully examined all the clues that the criminals had left, the detective announced that he would make several important arrests.
11.	No one paid any attention to us but one small boy.	17	11.	There was no one in sight but the man who had brought the note.
12.	I refuse to have anything to do with it unless I can have the management.	15	12.	I did this for her sake, for she has always been good to me.
13.	Can't you come here now; what are you waiting for?	29	13.	You mustn't bother me now; can't you see that I am busy?
14.	I am now a senior, a high and mighty senior who has risen by her own lack of merit.	16	14.	He is now a senator, a senator by the right of election by a huge majority.
15.	We have just got a new supply.	4*	15.	The car was drove recklessly.
16.	I found that my coat was torn, and I didn't know who to blame.	13*	16.	I found that my coat was tore, but I had no notion whom to blame for it.
17.	Cheering and applauding the home team is sometimes overdone.	1*	17.	A young fellow from the group of Boy Scouts was coming across to speak to us.
18.	This company has failed because their employees weren't loyal.	16*	18.	The boy thought that all a soldier had to do was to fight for his country.

TABLE XII (Continued)

19.	Whom shall I tell him you are?	11*	19.	I want to find out who it is who feels that he was ill-treated.
20.	He sometimes talks like he was discouraged with life.	22*	20.	He talks like a foreigner.
21.	My mother says she would like to have two girls like Myrtle and her.	7*	21.	The manager spoke very harshly about he and I.
22.	Some of these boys are most too young to belong to the club.	25*	22.	His family is most too poor to send him to college.
23.	If one has studied painting, you can appreciate it better.	17*	23.	If you have worked hard, you feel sorry when you lose.
24.	We do not need to worry about people who act like they couldn't learn anything.	3*	24.	We believe that a teacher must teach what they thought was right.
25.	I listened to the little girl singing with great pleasure.	15*	25.	He listened to the children shouting with a queer feeling in my yard.
26.	That is the sort of man who the girls believe is charming.	8*	26.	He answered that he did not care for the man who had just run by.
27.	Either his brother or he always go for the milk.	2*	27.	If it doesn't make any difference to you, I'll wait outside.

CHAPTER IV

COMPARISON OF FINDINGS IN BARRETT-RYAN AND IOWA STUDIES

Introduction. After stating the findings of this study, it was deemed worthwhile to make a comparison, insofar as possible, to the findings of Johnson¹ in his similar study based upon the Barrett-Ryan test. The study by Johnson, throughout this discussion, will be referred to as the Barrett-Ryan study and the present study will be referred to as the Iowa study.

Procedure. A complete and detailed comparison of these two studies is impossible because the rubrics of the studies are not the same and, in some cases, cannot be expressed in a common terminology.

In the Barrett-Ryan study there are eighty-five problems listed. Of these, eleven cover capitalization and twelve are reasons or rules covering grammar examples. Neither of these divisions is included in the Iowa study. This leaves a total of sixty-two problems covering punctuation and grammar which are

¹O. L. Johnson, An Analysis of Errors in English Grammar Made by Beginning Freshmen in Indiana State Teachers College. Contributions of the Graduate School. Indiana State Teachers College. No. 205. 1935.

covered by the seventy-one problems of the Iowa study. Of these sixty-two problems of punctuation and grammar, only seventeen can be definitely listed as being also found in the Iowa study. These are listed in Table XIII. The Barrett-Ryan study covers forty-five problems of punctuation and grammar that are not tested in the Iowa tests.

Only twenty-two of the seventy-one problems in the Iowa study can be listed as being among the problems of the Barrett-Ryan study. They are listed in Table XIV. This leaves forty-nine problems of punctuation and grammar of the Iowa study which are not tested by the Barrett-Ryan test.

By a study of Tables XIII and XIV, it can be seen that these problems are not listed alike. It was necessary to resort to combinations in order to list them for comparative purposes. The problems of the Barrett-Ryan study could not be combined or divided, as the author could not go into the original data and organization of materials of that study. Where possible the rubrics of the Iowa study were rearranged to conform with those of the Barrett-Ryan study. When this was done, it was found that seventeen problems could be arranged to conform with those of the Barrett-Ryan study. These are shown in Table XV together with the times tested and the per cent of error for each, in each of the two studies.

As the Barrett-Ryan study has made no distinction between correct and incorrect usage, it was impossible to make any comparisons on that basis except that in the fourteenth

TABLE XIII

SEVENTEEN PROBLEMS OF BARRETT-RYAN STUDY
ALSO COVERED IN IOWA STUDY

Problems	Times Tested	Per Cent of Error
1. Nominative case, subject of subordinate clause	7	51.2
2. Objective case, object of verb	3	48.9
3. Comma for clearness	1	43.7
4. Objective case, object of a preposition	7	42.3
5. The comma blunder	6	41.3
6. Nominative case after a copula	4	38.0
7. Objective case, subject of an infinitive	5	34.5
8. Semicolon to separate related sentences	1	34.1
9. Person and number of verb	24	33.3
10. Comma with restrictive and non-restrictive clauses	5	32.2
11. Subject of gerund	3	26.8
12. Comma with initial adverbial clause	4	26.4
13. Comma before indirect quotation	1	22.5
14. Correct verb in past tense	17	22.2
15. Comma with parenthetical expression	2	20.0
16. False form of participle	18	15.3
17. Correct form of verb in perfect tense	2	5.1

TABLE XIV

TWENTY-TWO PROBLEMS IN THE IOWA TESTS ALSO COVERED
BY THE BARRETT-RYAN TEST

Problems	Times Tested	Per Cent of Error
1. Relative pronoun, subject of verb	3	49.1
2. Interrogative pronoun, nominative after a copula	3	46.1
3. The comma blunder	8	41.4
4. Semicolon between related sentences	2	37.6
5. Personal pronoun, object of a preposition	10	36.6
6. Comma with restrictive clause	11	33.8
7. Interrogative pronoun, subject of verb	3	33.8
8. Interrogative pronoun, object of preposition	2	33.2
9. Number of verb	22	31.3
10. Comma with indirect discourse	3	29.0
11. Person of verb	2	28.9
12. Form of perfect participle	15	28.3
13. Interrogative pronoun, object of verb	4	28.0
14. Personal pronoun, subject of in- finitive	1	27.6
15. Subject of gerund	4	21.5
16. Tense of verb (incorrect past)	4	20.8
17. Relative pronoun, object of verb	3	20.2

TABLE XIV (Continued)

18. Personal pronoun, subject of verb	3	19.7
19. Comma for clearness	6	17.8
20. Comma with non-restrictive clause	9	17.4
21. Comma with introductory adverbial clause	6	14.0
22. Comma with parenthetical expression	2	9.2

item of Table XV, the Barrett-Ryan test has correct use only and the Iowa test has only the incorrect use.

Of the two divisions--punctuation and grammar--both studies find that grammar is more difficult, based upon a general study of the entire lists of problems. The median per cent of error in the Barrett-Ryan study is 32.2. Of the forty-two problems above the median, twenty-three are grammar, fourteen are punctuation, and five are capitalization. In the Iowa study the median is 23.8 and of the thirty-five problems above the median, twenty-two are grammar and thirteen are punctuation. Below the median in the Barrett-Ryan study are twelve grammar, twenty-four punctuation, and six capitalization problems. In the Iowa study there are eighteen grammar and seventeen punctuation problems below the median. There is a predominance of grammar problems above the median in both studies.

Of the ten most difficult problems of the Barrett-Ryan study, two are punctuation, seven grammar and one capitalization. If we do not consider capitalization, which is not tested in

TABLE XV

PROBLEMS COMMON TO BOTH STUDIES

Problems	Barrett-Ryan		Iowa	
	Times Tested	% of Error	Times Tested	% of Error
1. Nominative case, subject of subordinate clause	7	51.2	10	37.8
2. Objective case, object of verb	3	48.9	7	24.6
3. Comma for clearness	1	43.7	6	17.8
4. Objective case, object of preposition	7	42.3	13	34.1
5. The comma blunder	6	41.3	8	41.4
6. Nominative case after a copula	4	38.0	3	46.1
7. Objective case, subject of an infinitive	5	34.5	1	27.6
8. Semicolon to separate more or less unrelated sentences	1	34.1	2	37.6
9. Person and number of verb	24	33.3	24	31.1
10. Comma with restrictive and non-restrictive clauses	5	32.2	20	26.4
11. Subject of gerund	3	26.8	4	21.6
12. Comma with initial adverbial clause	4	26.4	6	14.0
13. Comma with indirect discourse	1	22.5	3	29.0
14. Use of verb in past tense	17	22.2	4	20.8
15. Comma with parenthetical expression	2	20.0	2	9.2
16. False form of perfect participle	18	15.3	7	28.3
17. Correct form of perfect participle	2	5.1	8	32.5

the Iowa test, eight of the first ten problems are grammar. Eight grammar and two punctuation problems compose the ten most difficult problems in the Iowa study. Considering only the punctuation and grammar problems in the ten least difficult problems of each study, it was found that six were punctuation and four were grammar in the Barrett-Ryan study and eight were punctuation and two were grammar in the Iowa study. This shows further that in both studies grammar is more difficult when the same methods of comparison are used.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary. Five hundred ninety-nine of the Iowa Placement Examinations, English Training Tests, were checked for errors. A total of seventy-one problems was listed. The per cent of error for the correct usages was 26.0, and for the incorrect 28.1, and for the entire test 27.0. In the ranked list of problems the median was 23.8.

Of the three most difficult punctuation problems, all were problems of the use of the apostrophe in the possessive case. The other seven of the ten most difficult problems were in grammar. Two were choice of words, two were use of a double negative, and three were case problems. Of the ten least difficult problems, eight were punctuation.

The problems of this test were those that are confronted in the everyday English of an average student. No effort was made by the authors of the test to include little-used or tricky problems. The exercises with high per cent of error cannot be said to represent exceedingly difficult or technical uses.

In the comparison of this study with the Barrett-Ryan study, the findings tend to point to the same facts. Both

studies clearly show grammar to be more difficult than punctuation. In the seventeen problems that are the same in both studies, there is not a perfect correlation but both show them to be problems that should be further stressed. There are so many differences in the two studies that the field of knowledge is greatly increased by the second study.

Conclusions. The results of this study show wherein the average high school graduate, as exemplified by freshmen of Indiana State Teachers College, is most deficient in the knowledge of those points of grammar and punctuation included in the Iowa Placement Examinations. From the per cent of error found in this test, and the passing grade mark set up by a majority of our high schools, it can readily be seen that the average high school graduate is hardly making a passing mark in English.

This study shows that the average student can a little more readily recognize a correct usage than he can an incorrect one. The difference, however, is not very marked.

The semicolon gave the most trouble in punctuation, followed closely by the apostrophe, while the period gave the least trouble.

In grammar the most difficulty was encountered in the use of the relative pronoun, followed by the interrogative pronoun and the use of the negative and double negative.

Whatever element of guess appeared in the test could not be determined nor eliminated, but the correct and incorrect

guesses will probably about balance, and would have very little effect on the results.

This study is not intended to be a diagnosis of all possible English ills, but it points out some of the shortcomings in English usage. If the findings of this study were used as a guide by English teachers for the preparation of additional drill work, at least a portion of the prevailing English deficiency might be materially decreased.

APPENDIX

Name (Print) (Last name) (First name) Age Sex Date
 School attended City College year (e.g., LA-1)

IOWA PLACEMENT EXAMINATIONS, Series ET1, Revised, A

ENGLISH—TRAINING

Constructed by
 M. F. CARPENTER AND G. D. STODDARD
 under the direction of
 C. E. SEASHORE AND G. M. RUCH

SCORE
 Part 1 _____
 Part 2 _____
 Part 3 _____
 Part 4 _____
 Total _____

DIRECTIONS

Do not write anything until told to do so.
 When the signal is given, begin to work on Part 1. Do not work on any other part until told to do so.
 The beginning of each part will be found directions. Follow them carefully, *but do not ask questions.*

PART 1

Directions: In the following list 25 words are misspelled. Write each misspelled word correctly on the dotted line to its left. You have 8 minutes for Part 1.

.....acceptance	.....preliminary	.....definite
.....appreciate	.....wellfare	.....athletics
.....begining	.....remittance	.....fundamental
.....confirming	.....superintendent	.....morgage
.....crocheting	.....benefit	.....possess
.....disagreeable	.....algabra	.....probably
.....experiance	.....authority	.....recomend
.....evidantly	.....cordially	.....scientific
.....niece	.....conservitory	.....affectionately
.....genuine	.....executive	.....regreting
.....orchestra	.....financial	.....aparatus
.....similiar	.....merit	.....characteristic
.....February	.....immediate	.....calendar
.....usually	.....occasion	.....convenience
.....advertisment	.....inferier	.....essential
.....annual	.....specially	.....semester
.....assurance	.....notary	.....lieutenant
.....assume	.....surgery	.....permanent
.....relieve	.....acquaintance	.....privelege
.....consaquently	.....instalman	.....pneumonia
.....customery	.....bonus	.....referring
.....receiving	.....epidemac	.....analasis
.....familiar	.....committee	.....unnecessary
.....literature	.....courtiuous	.....X-ray
.....carnaval	.....license	.....accommodate

End of Part 1. Score = No. right times 2 = _____

PART 2

Directions: Some of the examples given below are punctuated correctly, and some are not punctuated correctly. Examine each example. If the example is punctuated correctly, place an R after it; if it is not punctuated correctly, place a W after it. Do not guess. You have 11 minutes for Part 2.

Samples: Mr. Smith was reading the morning newspaper.
You may go he said.

---R---
---W---

- | | |
|--|--|
| 1. You may not like him—but he is a fine fellow. | 31. In spite of the shouting and howling that we heard on all sides of us. All of us kept our heads and went straight on. |
| 2. If you do not like what he has said about you. You might go to him at once and talk it over. | 32. It was hard for the minister to hold the congregations attention. |
| 3. He was a well-known designer of women's clothes. | 33. We hope that he succeeds, for his father has sacrificed much to give him a chance. |
| 4. A man who would do that would steal sheep. | 34. The man whom you saw can not have been my father. |
| 5. At first they were quite discouraged, and some of the party were ready to go home in disgust. | 35. He has been a faithful public servant. The people ought to vote for him. |
| 6. For a number of years he conducted a successful boys camp. | 36. Coming rapidly around the bend in the river. We saw a waterfall ahead of us. |
| 7. My father who believed that sparing the rod meant spoiling the child punished me severely. | 37. It is no easy matter to stop people's tongues from wagging. |
| 8. After he had carefully examined all the clues that the criminals had left, the detective announced that he would make several important arrests. | 38. I am very sorry for John has always been a nice boy. |
| 9. I haven't the slightest idea what he means to do about it, have you any notion? | 39. Mr. Coolidge, who did not appoint these men, is not responsible for them. |
| 10. First I went to the barn to see if everything was safe. Then I called for my father. | 40. Hugh Walpole is a prominent British novelist, he visited this country recently. |
| 11. He knew all there was to know about the management of a ship. He was an unusual seaman. | 41. Just as long as you keep yourself clean and stay in the open air a good deal of the time, you will be free from contagion. |
| 12. This kind of a man may not attract you at first, but you will soon get to like him. | 42. The soldiers rifles were old and rusted. |
| 13. As long as the day seems to bring forth nothing but what is pleasant. Why should we worry concerning the morrow? | 43. I have no use for a man or woman who does not care enough to vote. |
| 14. He enjoyed his children's society very much. | 44. This bright young fellow who had everything to look forward to, suddenly went wrong. |
| 15. A man, who has once been convicted, receives little mercy from the court. | 45. There in the bright moonlight I saw the fox followed by three little cubs. Slipping along the fence trying carefully to keep out of sight. |
| 16. It was rapidly getting dark, and presently a servant came in with candles. | 46. He said, that no man's life was safe with them. |
| 17. This is one of the most popular babies' foods on the market. | 47. I shall not go if there is any work for me to do at home. |
| 18. The Duke of Wellington, who was one of the most honorable of men refused to have anything to do with the proposition. | 48. Can't you come here now; what are you waiting for? |
| 19. While all this noise and confusion was going on in the rear of the army, the men at the front were quietly awaiting an attack. | 49. I certainly shall not waste my time around here when I can be going somewhere else. |
| 20. He swung around in his saddle at once, then he saw who it was and laughed heartily at his mistake. | 50. The boy's secretary at the Y. M. C. A. was a famous college athlete. |
| 21. In the first place you must be sure to get the string perfectly dry, this is of the utmost importance in getting good results. | 51. He announced that he was through with the game. That he would never again handle a racket. |
| 22. There was no one in sight but the man who had brought the note. | 52. Unless you are feeling better tomorrow will be too early for you to get up. |
| 23. It is only fair to give a man who is accused a chance to speak for himself. | 53. He answered that he was a king. He said he would not yield to villains. |
| 24. He waited a long time at the place where she said that she would meet him. Then decided at last that she was not coming. | 54. You tell me that you have done nothing but work since eight o'clock, but that is wrong. |
| 25. Everybodys business is nobodys business. | 55. I did this for her sake, for she has always been good to me. |
| 26. He asked his family for their opinion and they told him that they agreed with him. | 56. He told us to wait until he came, to do nothing without seeing him. |
| 27. She was a leader in all forms of girls' athletics. | 57. I am now a senior, a high and mighty senior who has risen by her own lack of merit. |
| 28. Abraham Lincoln who was born in Kentucky had much sympathy with the South. | 58. After all what do you know about these matters. With the small experience you have had. |
| 29. While we were eating the thunder storm had come much nearer. | 59. Telling stories is always great fun. Especially if you have a set of good listeners. |
| 30. He will not do anything to help us. Will you? | 60. He wished his family a long and fond farewell. And took his departure amid their tears. |

End of Part 2. Score = Rights minus Wrongs =

PART 3

Directions: Some of the examples given below are correct, and some are incorrect. Examine each sentence. If the sentence is correct, place an R after it; if the sentence is incorrect, place a W after it. Do not guess. You have 11 minutes for Part 3.

Examples: He ain't hereW.....
 He will come to-morrow.R.....

- | | |
|--|---|
| 1. This must be a secret between you and me. | 31. You must realize that he is not a person whom you can overlook without trouble. |
| 2. If the crowd doesn't cheer, the team gets discouraged. | 32. The number of people in the crowd were about five hundred. |
| 3. I am sure that he could of gone if he had wanted to. | 33. I am sure that they suspicion the young man whom I saw last night. |
| 4. The snow had melted and then had froze again. | 34. He had drunk a good deal of mixture. |
| 5. Have you any idea who you wish to see? | 35. I want to speak to whoever knows about the time when the train will leave. |
| 6. Be sure to tell everyone to bring his own knife and fork. | 36. I want that he should let me go. |
| 7. A thorough knowledge of electricity, wiring, batteries, and electrons are necessary to make a radio set work. | 37. I was completely surprised at my father's leaving so suddenly. |
| 8. He has been lying around all summer doing nothing. | 38. He acts like he was afraid of something. |
| 9. He had not laid there ten minutes before the bell rang. | 39. He raised up in bed and looked at his father. |
| 10. He is the kind of man who everyone thinks is honest. | 40. This means very little to people like you and me. |
| 11. He said that we three must go and look into the matter. | 41. There were a great many people whom I found that he had slighted. |
| 12. He hadn't ought to act that way. | 42. The force of the waves was such that they could not hardly work against them. |
| 13. If the team does not play their best, they will lose. | 43. The hard tackling and rough playing are all right. |
| 14. He thought that all a representative had to do was to stay around and draw their salary. | 44. All of we boys were in the habit of dropping in at the drug store. |
| 15. It had just begun to rain when we started. | 45. Lots of fun and plenty of friends are my idea of what makes school life pleasant. |
| 16. A man who knows all about reports, filing, arranging papers, and keeping records makes a good sergeant major. | 46. Tell him that he must leave her go. |
| 17. Have you any idea about who could have done this thing? | 47. His family is most too poor to send him to college. |
| 18. That book has lain on the table for more than a week. | 48. This old man with his numerous friends as well as his family was quite happy. |
| 19. He told we boys to stay at home and take care of the place. | 49. Basketball and indoor track coming at the same time in the year doesn't make a good combination. |
| 20. Whom shall I tell him you are? | 50. He always manages to find some hard piece of work for my brother and I. |
| 21. He now realized there wasn't but one thing that he could do, and so he did it. | 51. We haven't sung that song lately. |
| 22. Neither last summer nor this summer were pleasant. | 52. If one has studied painting, you can appreciate it better. |
| 23. There must be someone here among all these people who knows about the affair. | 53. I found that my coat was tore, but I had no notion whom to blame for it. |
| 24. The machine had been broke in transit. | 54. If anyone else has an opinion, let us hear from them. |
| 25. There is not one of the boys in the senior class who has done the work properly. | 55. Nothing in the world is harder to manage than a pair like Julia and her. |
| 26. I had just sat down to dinner when the telephone rang. | 56. He staggered like a drunken man. |
| 27. This company will never succeed unless its employees support it as they should. | 57. They have not been willing to see that a soldier must do as they are told. |
| 28. Whom do you think that you are speaking to? | 58. We need not listen to people who talk like they knew everything. |
| 29. This is a combination that simply can not be beat. | 59. I listened to the little girl singing with great pleasure. |
| 30. Either John or I am quite ready to go. | 60. He answered that he did not care for the man who had just run by. |

PART 4

Directions: Some of the sentences given below are good, clear, emphatic sentences; others are weak, confused, ridiculous. Examine each sentence. If the sentence is good, clear, and emphatic, place an R after it; if the sentence is weak, confused, or ridiculous, place a W after it. *Do not guess.* You have 10 minutes for Part 4.

Samples: Of all inorganic substances, acting in their own proper nature and without assistance or combination, water is the most wonderful.

He was a short, stocky man with a mustache about five feet five inches tall.

1. In this poem there is no nature, for there is no truth; there is no art, for there is nothing new.
2. Sitting in my warm cozy chair one afternoon, a fire engine dashed madly by on the outside, noisily clanging its gong.
3. Chaucer never made up his stories himself, for he was a great borrower, getting his stories wherever he could find them in the tales of Greece or Rome or in the stories of Italy of his own time or wherever he could find good stories.
4. The owner of this castle was a broken down Highland chief, and he had a pedigree longer than his rent roll, and his pride was greater than his wealth.
5. Nearly all the evils in the Church have arisen from bishops desiring power more than light; they want authority, not outlook.
6. Happiness in labor, righteousness and veracity; in all the life of the spirit; happiness and eternal hope;—that was Emerson's gospel.
7. Miss Matilda had a piano, a most remarkable piano, a gift of her great uncle the governor that had the finest mahogany case in New England.
8. It is useless to discuss whether the conduct and character of the girl seems natural or unnatural, probable or improbable, right or wrong.
9. If, in the progress of revolving years, I could persuade myself that my blighted destiny had been a warning to you, I should feel that I had not occupied another man's place in existence altogether in vain.
10. You have two men who in what they have written have shown their faith in a line where courage and hope are just, where they are also infinitely important, but where they are not easy.
11. Tuesday morning in the first talk of the series he made the point that it is man's nature to pray.
12. Such were, before the war, these three beautiful little towns of Flanders by the sea.
13. The speaker compared a college student in search of an education to a tree in search of food.
14. While eating my supper last night, one of the calves got out and ran into the corn field.
15. When he took his seat, much to his chagrin, the lights went out.
16. Tuesday, when wearing my new hat, a rainstorm came up and ruined it.
17. In speaking to Sparks yesterday, he told me that the team was in excellent condition.
18. She drew up her shoulders, threw back her head, took a deep breath, and went cutting into the wind like a gallant yacht.
19. Clark told Andrews he had made an error.
20. Her books and pictures and tapestries became as intimately hers as her garments, so that I have felt her almost visibly present in that room, even when she was not there.
21. Up to the very last he preferred being damned to being convinced.
22. The man came up and spoke to my brother whom I had never seen before.
23. I asked her the names of her sister and puppy.
24. We then studied chemistry, a subject much more interesting than history, and which I enjoyed thoroughly.
25. In a life so lived in the presence of such a tormenting terror, it is interesting and curious to see the part played by suicide.
26. The pilgrim they laid in a large upper chamber, whose windows opened toward the sun-rising.
27. I started into high school resolved to make the most of my opportunities, but in no long time deciding to have all the fun that I could.
28. The men in my company who had dissipated before entering the army found, during the long marches necessary in Argonne Forest, that it was hard to keep up with it.
29. When a great man falls, the nation mourns; when a patriot is removed, the people weep.
30. To such a task we dedicate our lives and fortunes, everything that we are and everything that we have.
31. What were the results of this conduct? beggary! dishonor! utter ruin! a broken leg!
32. The essential thing in education is to find the essential thing in life.
33. As soon as the train came in, he hurries home.
34. What I hear of your morals inclines me to pay regard not to what you shall say but to what you shall prove.
35. Surest thing you know, kiddo; you can count on me with my hair in a braid.
36. Having left the main road, raining harder than ever, thundering louder, lightning flashing in streaks, the engine bucked and refused to go.
37. If we wish to measure the achievement of the soldiers, we must estimate in its true proportions the power which they overthrew.
38. No man has learned anything rightly, until he has learned that every day is Domesday.
39. Just like all children, Charlotte was not perfect, either in school or out.
40. I wanted to leave town, for I was disgusted with the place, for I had not made a single friend.
41. He agrees to furnish each child with a complete outfit and a promise to replace all lost balls.
42. Both rear tires having been punctured, my fingers were all thumbs, it being my first race.
43. With seemingly every other subject run into the ground, fairy tales are now to receive a black eye.
44. There is one day when all things are tired, and the very smells, as they drift on the heavy air, are old and used.
45. His shrewdness laughed his grandfather's theory of Divine Right down the wind, while his indolence made such personal administration as that which his father delighted in burthensome to him.

End of Part 4. Score = Rights minus Wrongs =

Name _____ Age _____ Sex _____ Date _____
 (Print) (Last name) (First name)
 High school attended _____ City _____ College _____
 year (e.g., LA-1) _____

IOWA PLACEMENT EXAMINATIONS, Series ET1, Revised, B

ENGLISH—TRAINING

SCORE

Constructed by
 M. F. CARPENTER AND G. D. STODDARD

Part 1 _____
 Part 2 _____
 Part 3 _____
 Part 4 _____
 Total _____

DIRECTIONS

Do not write anything until told to do so.
 When the signal is given, begin to work on Part 1. Do not work on any other part until told to do so.
 At the beginning of each part will be found directions. Follow them carefully, *but do not ask questions.*

PART 1

Directions: In the following list 25 words are misspelled. Write each misspelled word correctly on the dotted line to its left. You have 8 minutes for Part 1.

.....accomplished	.....primery	.....docter
.....applying	.....wedding	.....ascertain
.....beleive	.....remember	.....galvanized
.....connection	.....essencial	.....postpone
.....correspondence	.....chemistry	.....permenant
.....discipline	.....ambition	.....regularly
.....expedition	.....baseball	.....scheam
.....evidance	.....exceedingly	.....altogether
.....ninety	.....determin	.....salaries
.....geography	.....fameous	.....senator
.....operate	.....highest	.....authorities
.....benifical	.....accurate	.....choir
.....figuring	.....admirable	.....countroversy
.....utterly	.....argument	.....definate
.....attorneys	.....banquet	.....football
.....arrangements	.....barrels	.....shorteage
.....atended	.....building	.....refrigerator
.....bobbed	.....suplying	.....possess
.....rememberance	.....aquire	.....recollect
.....accompaning	.....instantly	.....initiation
.....dearest	.....chairman	.....melancholy
.....recommending	.....inventory	.....anticipated
.....gossip	.....consistant	.....unit
.....living	.....independent	.....unaninious
.....carrying	.....likeing	.....accomodation

End of Part 1. Wait for signal.

Score = 2 × no. right = _____

PART 2

Directions: Some of the examples given below are punctuated correctly, and some are not punctuated correctly. Examine each example. If the example is punctuated correctly, place an R after it; if it is not punctuated correctly, place a W after it. Do not guess. You have 11 minutes for Part 2.

Samples: Mr. Smith was reading the morning newspaper.

.....R.....

You may go he said.

.....W.....

1. The boy was earnest—but he got nowhere.
2. Unless you can do better than you have done. You cannot hope to pass in this subject.
3. The children's party was a great success.
4. A man who cannot read and write should not vote.
5. Yesterday we were all tired out, and a few of us are still unable to work much.
6. Last year the Girls' Glee Club of Vassar College sang here.
7. Christopher Columbus who was a firm religious man discovered our country.
8. Until I have read all the papers that have a bearing on the case, I am not ready to give any opinion about it.
9. I can't understand anything about this lesson, can you?
10. He used to wind the clock carefully every night then he went upstairs to bed.
11. He was fearless, but at the same time cool and clear-headed. He was a good officer.
12. Classical music doesn't appeal to me at all, but my sister likes it very much.
13. When everything is going against you in every way. Why should you be expected to be cheerful and jolly?
14. I haven't much use for women's clubs.
15. A man who has no education, is terribly handicapped in life.
16. The man crept cautiously forward, and we watched him anxiously with beating hearts.
17. He makes a specialty of ladie's coats and hats.
18. King Henry VIII, who is one of the most interesting men in history is a good deal of a puzzle.
19. When this storm finally broke on the unfortunate party, no one could do anything to save them.
20. The teacher turned around quickly at the noise, still she was unable to catch the one who was guilty.
21. At the first of the year it is well to learn these rules thoroughly, otherwise you will have trouble all the year.
22. No one paid any attention to us but one small boy.
23. A man who has once been acquitted cannot be tried again.
24. I worked on the problems for more than two hours last Saturday night. Yet could not get the correct answers for all my trying.
25. The peoples business is often neglected by their servants.
26. I hunted everywhere for my friends, and they hunted everywhere for me.
27. I have always been interested in boys' clubs.
28. Marquette who was a Jesuit missionary came to Iowa in 1674.
29. As I was passing by the tree started to fall.
30. I cannot go tonight. Will you?
31. Remembering that it was necessary for us to keep calm under all circumstances. We did our best to control ourselves.
32. It is practically impossible for this teacher to grade all his pupils papers.
33. I am anxious to do John a service, for his mother was an old friend of mine.
34. The man whom you see over there is a Servian.
35. She has done a good piece of work. She should be rewarded.
36. Notwithstanding all the interruptions and distractions. He went ahead and did his work.
37. It is pleasant to see so large a men's club in the church.
38. I was quite anxious for the child seemed seriously injured.
39. William Pitt, who selected these generals, must receive most of the credit.
40. John Woolman was a Quaker missionary, he wrote a most interesting diary.
41. If a boy works hard and keeps out of bad company, he will have no trouble doing his work in college.
42. The sailors' customs are quite amusing.
43. He refused to hire any boy who smoked cigarettes.
44. Max Hardy an attractive young fellow whom I knew in college is now a missionary.
45. From our hiding place, we watched the old tramp. Looking this way and that to see if he was alone.
46. I said, that no one there knew me.
47. I refuse to have anything to do with it unless I can have the management.
48. You mustn't bother me now; can't you see that I am busy?
49. He shouldn't be spending his money so recklessly; when he is deeply in debt.
50. The president of the Lady's Aid Society called on the pastor.
51. The coach said that the team was poor. That it would not fight at all.
52. If I do not hear from you tomorrow will be my last day here.
53. He refused to give up his throne. He said that God gave it to him.
54. He tried to tell me that he saw no one but you, but I didn't believe him.
55. I will help you for your wife's sake, for she should not suffer.
56. The woman asked us to keep quiet, to do nothing that would disturb her baby.
57. He is now a senator, a senator by the right of election by a huge majority.
58. He should be able to play a much better game. In view of his long experience.
59. Playing basketball is splendid experience. Particularly when you win most of the time.
60. He refused to do anything to help us. And ordered us out of the office.

End of Part 2. Wait for signal.

Score = No. right — no. wrong =

PART 3

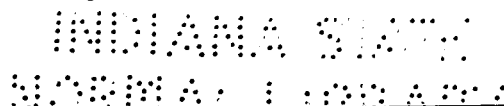
Directions: Some of the examples given below are correct, and some are incorrect. Examine each sentence. If the sentence is correct, place an R after it; if the sentence is incorrect, place a W after it. Do not guess. You have 11 minutes for Part 3.

Samples: He ain't here.W.....
 He will come tomorrow.R.....

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Between you and me, I think he is foolish. 2. If it doesn't make any difference to you, I'll wait outside. 3. He might of seen it if he had watched carefully. 4. His leg was not broke in spite of the hard fall. 5. I never heard who he went with. 6. A complete knowledge of all the rules in the books is not necessary for successful writing. 7. Don't tell me that no one has their lesson. 8. Yesterday afternoon the bell rang just as I lay down. 9. We spent part of our time laying around enjoying ourselves. 10. That is the sort of man who the girls believe is charming. 11. It had began to grow rapidly warmer about noon. 12. The boy thought that all a soldier had to do was to fight for his country. 13. If this team is not up on its toes they will take a bad beating. 14. He said that he believed that we boys were not to blame. 15. He hadn't ought to stay at home. 16. Who do you think the stranger can be? 17. He carefully explained to we young people what church membership meant. 18. My cap had lain in the wet grass all night. 19. I have no idea about whom is to blame. 20. A young fellow from the group of Boy Scouts was coming across to speak to us. 21. No one could hardly help liking her and wanting to please her. 22. Either his brother or he always go for the milk. 23. There is not one person among all these men and women who is willing to help me. 24. The car was drove recklessly. 25. There was not one man in the whole group of soldiers who was not a hero. 26. Neither my sister nor I am able to help you. 27. We have just got a new supply. 28. Whom do you think you saw? 29. This company has failed because their employees weren't loyal. 30. Just as I was setting down to work my friend came to see me. | <ol style="list-style-type: none"> 31. Every one understands that he is a person whom no one can afford to offend. 32. The number of men in these companies were changing constantly. 33. The police have just arrested three new suspects. 34. We had sung the song until we were tired of it. 35. He was willing to listen to you if you was able to speak with authority. 36. This is all foolishness to you and I. 37. He just lay there and refused to move. 38. He sometimes talks like he was discouraged with life. 39. I cannot defend Henry's refusing to help you. 40. I want to find out who it is who feels that he was ill-treated. 41. The sound of the explosion could hardly be heard in the street. 42. He wanted that we should help him. 43. Lots of fun and plenty of friends were his highest desire in life. 44. A few of the people seem to think that we girls are too smart. 45. Cheering and applauding the home team is sometimes overdone. 46. He wouldn't leave me go until I promised to stop teasing him. 47. Some of these boys are most too young to belong to the club. 48. The farmer with his three boys and two hired men was working hard. 49. Basketball and swimming carried on at different times of the year don't make a bad set of sports for a boy. 50. The manager spoke very harshly about he and I. 51. The bubble is burst by this time. 52. If you have worked hard, you feel sorry when you lose. 53. I found that my coat was torn, and I didn't know who to blame. 54. If anybody can help us why not give them a chance. 55. My mother says she would like to have two girls like Myrtle and her. 56. He talks like a foreigner. 57. We believe that a teacher must teach what they thought was right. 58. We do not need to worry about people who act like they couldn't learn anything. 59. He listened to the children shouting with a queer feeling in my yard. 60. He said that he had run his last race. |
|--|--|

End of Part 3. Wait for signal.

Score = No. right — no. wrong =



PART 4

Directions: Some of the sentences given below are good, clear, emphatic sentences; others are weak, confused, or ridiculous. Examine each sentence. If the sentence is good, clear, and emphatic, place an R after it; if the sentence is weak, confused, or ridiculous, place a W after it. Do not guess. You have 10 minutes for Part 4.

Samples: Of all inorganic substances, acting in their own proper nature and without assistance or combination, water is the most wonderful. ...R...

He was a short, stocky man with a mustache about five feet five inches tall. ...W...

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. To walk staunchly by the best light one has to be strong and sincere with one's self; not to be of the number of those who say and do not; to be in earnest—this is the discipline by which man is able to rescue his life from thralldom. 2. Sitting on the porch one summer evening the sunlight filled me with joy. 3. He was always certain about his facts; although he did not know what his facts meant, yet his facts were always correct and dependable facts. 4. The leaders of the party were weak men and their weakness grew worse instead of better and they did not admit that weakness even to themselves. 5. The very word duty points to an effort and a struggle to maintain our hope unbroken. 6. The ant and the moth have cells for each of their young, but our little ones lie in festering heaps in homes which consume them like graves. 7. His grandmother had a book which she had got from her mother that was bound in the finest morocco. 8. It was a beautiful thought, yet an erring one, as all thoughts are that oppose the law to the gospel. 9. If I can end my tortuous existence by expiating the enormosity of the crime which my father perpetuated, I shall not have lived in vain. 10. Therefore the first necessity of social life is the creating of national conscience in enforcing the law that he should keep who has justly earned. 11. Can you stop the sun from running his course and hinder the moon from giving her light? Can you count the number of stars or stop the bottles of heaven? 12. There is neither prayer nor any sign of repentance; yea, the brute in his kind serves God far better than he. 13. His house is as void of religion as the white of an egg is of savor. 14. While listening to a lecture last evening one of the electrical fixtures fell cutting my head and shoulders. 15. While I was talking to him much to my chagrin he went to sleep. 16. In listening to my instructor Saturday, he told me that my work was below passing. 17. Last year while going to high school a spell of typhoid fever interrupted my work. 18. Where there is leisure for fiction there is little true grief. 19. Dr. Johnson told Boswell that he felt that at times he was insane. 20. And some who deny this by their tongues confess it by their fears. 21. It is only in later days when the treasures of love are spent and the kind hand cold which administered them that we remember how tender it was, how soft to soothe, how eager to shield, how ready to support and caress. 22. There was a gentleman visiting my father whom I had never seen before. 23. We then read Treasure Island a new book, but which some people like quite well. | <ol style="list-style-type: none"> 24. I asked the price of his house and car. 25. I perceive in every man's life the mean unhappiness, the sly injustice, the silly following after the useless. 26. They were parents, brothers, sisters, children and friends, but the bond of kindred is broken, and the silver cord of love is loosened. 27. The team began the game with a determination to score first and putting all their efforts into this attempt. 28. Many boys who start into debating without any previous work find it hard to become accustomed to it. 29. If I look into the mirror and do not see my face, I should have that feeling which actually comes upon me when I look into this busy world and see no reflection of the Creator. 30. Conscience is no longer recognized as an independent arbiter of action; its authority is explained away. 31. He pays twice as much for his coal, three times as much for his bread, and half as much again for his cheese. 32. Day after day he watched for the return of the messenger of love, but he watched in vain. 33. He saw his mistake not long after he reads the letter. 34. However I may be disposed to trust his honesty, I dare not trust his prejudices. 35. That's the dope, old man; you're the cat's eyebrows. 36. Blundering along this dark pathway, hardly seeing where we were going, mosquitoes buzzing and stinging, branches slapping across the face, my sprained ankle grew worse and worse. 37. It was impossible to make an arrangement that would suit everybody, and difficult to make an arrangement that would please anybody, but an arrangement must be made. 38. The caresses of women and the jests of buffoons regulated the policy of the state. 39. The government has just ability enough to deceive and just religion enough to persecute. 40. He was pleased with the place, because he had everything that he wanted, because he was able to work people the way he wanted. 41. I will try to hand you back your papers regularly and an hour for talking them over. 42. The fullback being injured, we thought our chances were poor, it being a close game. 43. I am sure that he will trump my ace unless I put up a bluff. 44. It is only a poor sort of happiness that we gain by caring about our own narrow pleasures. 45. They might give the name of piety to much that was only pure selfish egoism, they might call many things sin that were not sin, but they had at least the feeling that sin was to be avoided and resisted, and color blindness which may mistake drab for scarlet is better than total blindness. |
|---|---|

End of Part 4

Score = No. right — no. wrong =