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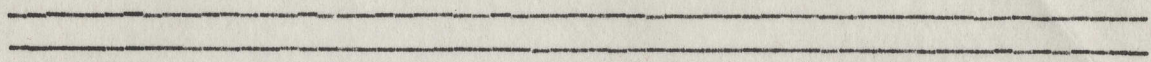
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A STUDY OF HIGH SCHOOL ENGLISH IN ARKANSAS

BY

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A THESIS SUBMITTED FOR THE DEGREE OF
MASTER OF PHILOSOPHY

UNIVERSITY OF WISCONSIN

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A STUDY OF HIGH SCHOOL ENGLISH IN ARKANSAS

This thesis is built around the results obtained through the use of a group of diagnostic English tests which were devised by F. R. Conkling and S.L. Pressey in the Department of Psychology of the Ohio State University and published by the Public School Publishing Company of Bloomington, Illinois. Form one of each of the four tests in the series; (A) capitalization, (B) punctuation, (C) grammar, and (D) sentence-structure was given in October, 1925, to approximately one hundred fifty high school pupils enrolled in the English department of the University High School in Fayetteville, Arkansas. Form two of the same tests were given to the same student-group in February, 1926. Remedial teaching and drills, in addition to the regular semester of English teaching, were given to three of the four high school classes, the junior class being reserved as the control group through the first semester. This junior class has been held to its regular study of the art of debate with no study of the mechanics of English.

The findings of the October tests are supplemented and verified as general Arkansas conditions by the results of three of the four tests given to nearly five hundred University freshmen during their orientation week immediately preceding the opening of our State University on September 28, 1925.

To fully appreciate the results of the above tests as shown in our high school, one must understand something of

educational limitations in the elementary and secondary schools of Arkansas. This background is furnished by a few quotations selected from the February, 1925, issue of "The Journal of Arkansas Education" which is owned and published by the Arkansas Educational Association. "Evidences of inequalities in educational opportunities in this state are overwhelming."¹ "In 1924 we find that the people in 237 districts enumerated 8,727 pupils, voted a twelve mill tax, and from this source received less than \$100.00 per district."² "Eighty-three per cent (83%) of the people in Arkansas are classed as rural - live in country and in towns of less than 2,500 population. Seventy-two per cent (72%) live out in the open country outside of any incorporated town. Of the 670,000 children in Arkansas, something like 500,000 live in the open country." "Of the fourteen counties that do not have an accredited high school, only one gained in population in ten years. About 75,000 of the children of this state have adequate high school advantages, while practically 450,000 school children are inaccessible to any accredited high school. It means 75% of our children are to be denied the opportunity for high school or for advantages of our higher institutions of learning."³ "In 1922 it (Arkansas University) was admitted to the approved list of the Association of American Universities. Just what this means may be better understood

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1. Hill, A.B., State Superintendent, "The Educational Needs of Arkansas" in the Journal of Arkansas Education, Feb. 1925, p. 7.
 2. Hill, A.B., "The Educational Needs of Arkansas". Journal of Arkansas Education, Feb. 1925, p. 7.
 3. Halbrosk, W.E., "Needs of the Rural School". Journal of Arkansas Education, Feb. 1925, p. 8.

when it is stated that of over 200 institutions in the southern states, only 19 have received this recognition. In 1924 the University was admitted in the North Central Association of the North Central States to which territory Arkansas was admitted in 1923.⁴ "The last of the above quotations shows how rapidly Arkansas's higher institutions of learning are forging ahead. At present, however, six counties of her seventy-five are still without a single class A or class B high school. The few families in these counties who realize the need of more than elementary education for their children are forced to resort to private tutoring or send their children from home at an early age to a distant high school.

Our high school is a part of the teacher-training school of the College of Education of the Arkansas State University and must open its doors to those students without other high-school privileges, from non-accredited four-year high schools, three-year high schools, two-year high schools, private schools, military schools, and neighboring rural schools. The regular city high school of Fayetteville is unable to house even the rural school graduates of this county because of congested conditions which make it necessary to give only part-day instruction to children within the city limits.

Each year our freshman class consists of three distinct groups: rural school graduates, Fayetteville ward-school

4. Futrall, President J. C., "The Needs of the University of Arkansas". The Journal of Arkansas Education, Feb. 1925, p. 22.

graduates in a limited number, and the children of new University families whose boys and girls enter from Northern, Southern, Eastern, and Western grade schools. Since the average yearly school term in Washington County from which we receive the greater number of rural graduates was only six and one half months for the year 1924-5, while the city ward school has a nine-month year, it is easy to see the difference in preparation of incoming freshmen, without even considering the variety of preparation of the sons and daughters of new University professors.

Our sophomore and junior classes lose and gain from twenty to thirty-three per cent of its membership annually, but the senior class presents the greatest problem of all, in the number, qualifications, and character of its new members. This year, during the first semester, 33 1/3% of the sophomore class has entered our school for the first time, 20% of the junior class is new to us, while 34% of the senior class has come to us from other schools with the hope that in this final year of high school work, they may graduate from our institution with the same standing and consideration as that accorded to those graduates who have spent four years with us. To assimilate a new group of over thirty per cent of an entire class gathered from anywhere in this state and from a variety of places outside of the state is a difficult task at best. Our new-comers in the senior English class range in age from fifteen to twenty-four

5. Bass, County Supt.O.W. Personal Conference on February 10, 1926.

years. Our task, however, includes not only passing on their work with us, but in evaluating all of their former credits from other schools according to their accomplishment while in our classes. One term of senior English often makes good the three or more years of English mastered elsewhere, or shows that the years of supposed English training are worthless and must be repeated. Since the Arkansas State University accepts no credits at face value from non-accredited schools, it is our business in this state high school to receive, try out, and fail or pass many pupils, some of whom are already high school graduates, others of whom have been small-town bullies, or victims of private schools. We receive them, fit them into our system as well as possible and graduate each as soon as he is fit for university work. Already this year, eight of the forty-seven seniors tested in October have been removed from the senior English class because of work completed or because of demotion. It is hoped that this explanation will make clear to the reader the reason for the wide range of senior scores and the impossibility of a normal distribution.

Between the opening of school last September and the giving of the second series of tests in February, 1926, fifty pupils were enrolled in eleventh grade English. Because of educational conditions as explained above, students are often obliged to enroll in two grades of the subject at the same time. This is most frequently the case either with pupils who have failed one or more terms of English in this school and are still possessed of enough ambition to keep on trying to master the sub-

ject by attempting the advanced work in addition to repeating the work failed, or with pupils who bring credits covering the mechanics of the early years of high school English and enter the junior or senior class, but prove unable to do creditable work in science, history, or any other class because they have not mastered the mechanics of our language. We are reluctant to graduate such students until they take sufficient English without additional credit to warrant the granting of a diploma. This accounts for the fact that with fifty pupils enrolled in junior English, which I have already mentioned as my control group from October through February, only thirty-one are eligible as members of the control group in any of the tests in the sense of being free from special remedial teaching or regular English instruction in one of the four fields included in this test, and having both the October and the February test grades which are necessary as a basis for comparison.

Of the nineteen not to be considered in the control group, six were enrolled in Senior English, two in Sophomore English, seven withdrew before the second test, one completed her English course at the end of the first semester, two enrolled after the first test had been given, and one student was so irregular in attendance that he missed part of the first series of tests and almost all of the second series.

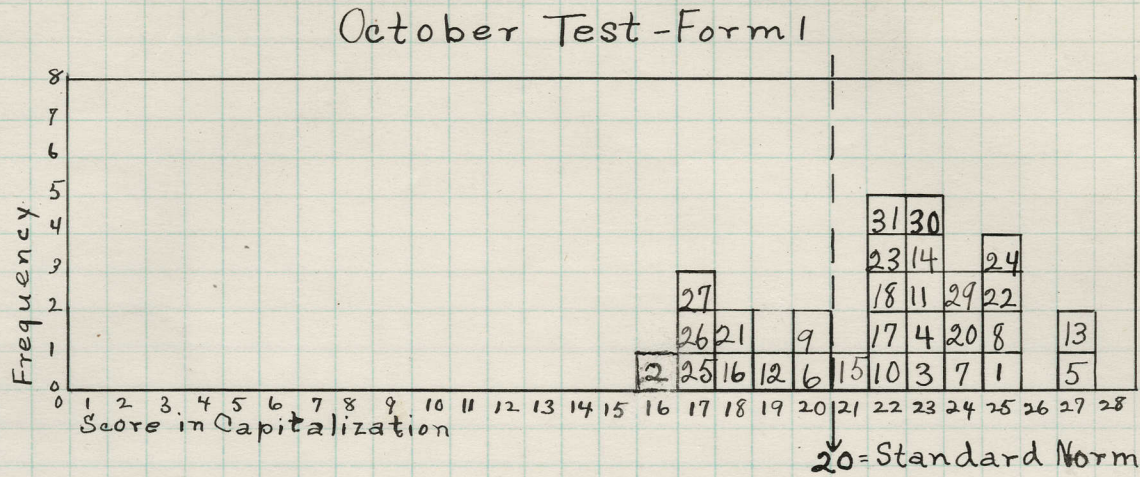
In Figure I we see a comparison of the results of the October and February tests in capitalization for the control group. Without teaching or drilling the mechanics of English

Figure I

Comparison of Capitalization Tests, (A)

English III

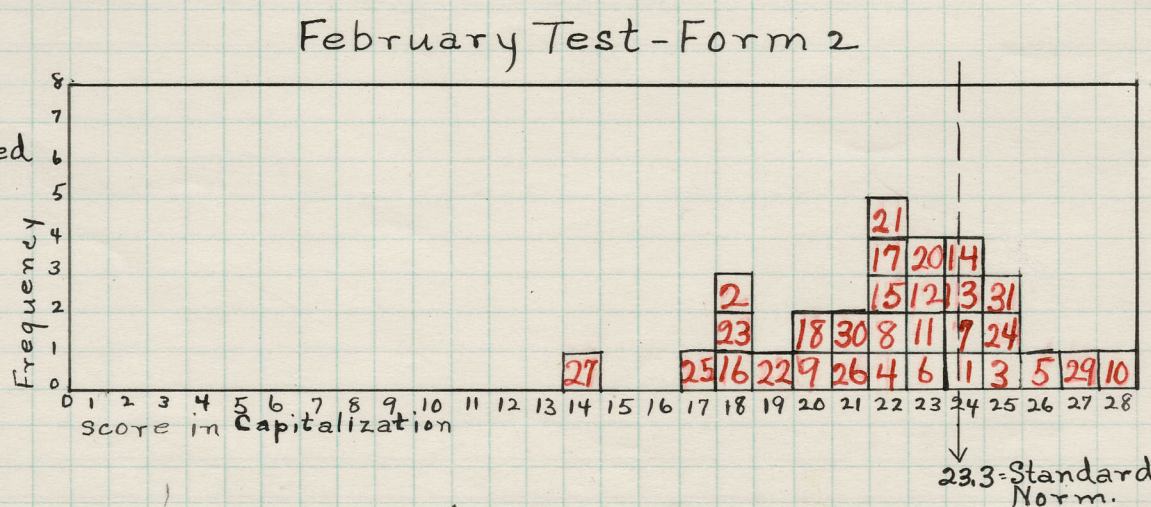
- 1 Pearl Reed Jackson
- 2 Dee Brewster
- 3 Chalmer McClelland
- 4 Ruth McMath
- 5 Louis Lichlyter
- 6 Edwin Craig
- 7 James Craig
- 8 Elizabeth Harris
- 9 Mildred Appleby
- 10 Gladys Butler
- 11 Roberta Winchester
- 12 Dorothy Bates
- 13 John Harrell
- 14 Sara Lou Mulford
- 15 Thelma Clark



Score - Frequency

27	-	2
25	-	4
24	-	3
23	-	5
22	-	5
21	-	1
20	-	2
19	-	1
18	-	2
17	-	3
16	-	1
Total = 29		

- 16 Edwin Buck
- 17 Ruth Gatlin
- 18 Mildred Berry
- 19 (Jack Thompson) omitted
- 20 Omaha Johnson
- 21 Billy Askew
- 22 Erin Baber
- 23 Milton Webb
- 24 Ralph Pinkerton
- 25 John Mc Donald
- 26 Natalie Woods
- 27 Paul Milsap
- 28 (Anne Oglesby) omitted
- 29 Edna Myers
- 30 David Taber
- 31 John Beuret



Score - Frequency

28	-	1
27	-	1
26	-	1
25	-	3
24	-	4
23	-	4
22	-	5
21	-	2
20	-	2
19	-	1
18	-	3
17	-	1
14	-	1
Total = 29		

Date - - - - - April 28, 1926
 Grade - - - - - VI
 Standard Norm. = 20.0, Form 1
 Class Median - - = 22.9 " "
 Standard Norm = 23.3, Form 2
 Class Median - - = 22.9 " "

between tests, we find the class median remaining at 22.9 which is 2.9 points above the standard for test one and .4 below the standard for test two. As a group there is a greater range of scores in the second test than in the first which is undesirable. In a few individual cases, considerable gain is evident. Number 10 gained six points, Nos. 12, 21, and 26 gained four points each, and Nos. 6, 29, 31, gained three points each. The greatest loss, six points, by number 22, equals the greatest gain. Number 23 lost four points, and Nos. 8, 13, and 27, lowered their scores three points each in the second test. Seven scores were the same in both tests and the remaining members of the class raised or lowered their first scores by one or two points.

Figure II shows a comparison of scores made by the control group in punctuation in the same October and February tests. The class median is 16 for form 1, while the standard median was 3.1 below the standard in October. The standard median for form 2, used in the February test, is 19.1; the class median 19.2. The class median has thus risen from 3.1 below standard to .1 above standard - an increase of 3.2 points in terms of standard medians. The range of scores is one point greater in February than in October. The greatest individual gain was eight points made by Nos. 22 and 31. Nos. 13, 16, 20, gained six points each, and No. 26 gained 4 points. The greatest losses were four points each by Nos. 10 and 12. It is interesting to note that Nos. 10 and 12 who registered the greatest loss in punctuation were two of those who gained most in capitalization while No. 22 made the greatest drop in capital-

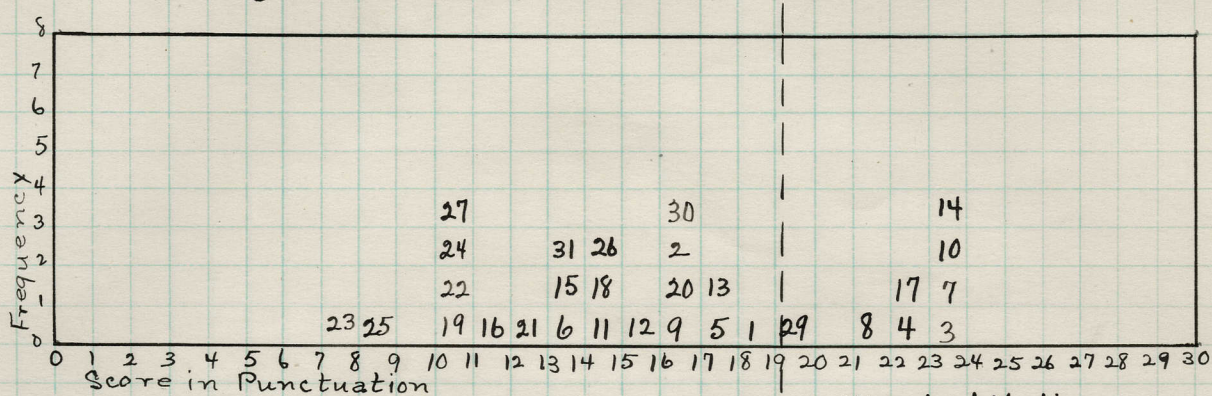
Figure II

Comparison of Punctuation Tests (B) English III

Score-Frequency

24	--	4
23	--	2
22	--	1
20	--	1
19	--	1
18	--	2
17	--	4
16	--	1
15	--	3
14	--	3
13	--	1
12	--	1
11	--	4
9	--	1
8	--	1

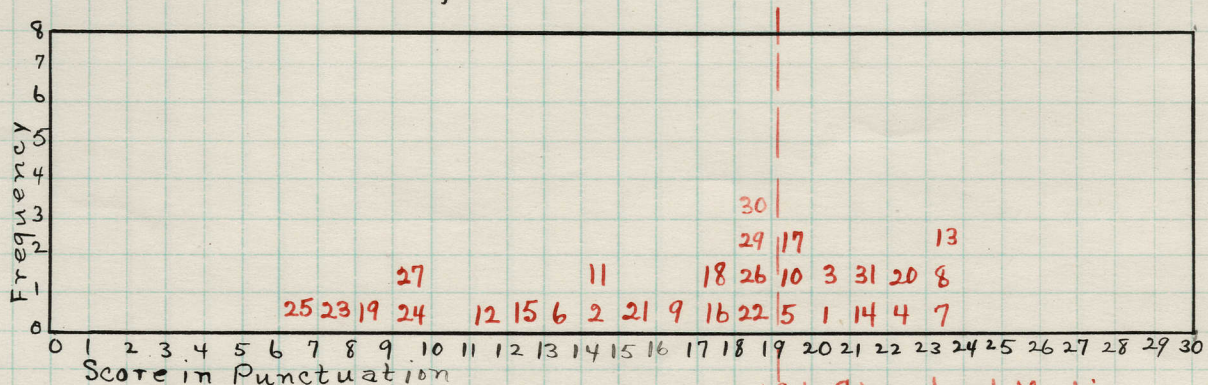
October Test-Form 1



19.1 = Standard Median

Total = 30

February Test-Form 2



19.1 = Standard Median

Score-Frequency

24	--	3
23	--	2
22	--	2
21	--	2
20	--	3
19	--	4
18	--	2
17	--	1
16	--	1
15	--	2
14	--	1
13	--	1
12	--	1
10	--	2
9	--	1
8	--	1
7	--	1

Total = 30

- 1 Pearl Reed Jackson
- 2 Dee Brewster
- 3 Chalmer McClelland
- 4 Ruth McMath
- 5 Louis Lichlyter
- 6 Edwin Craig
- 7 James Craig
- 8 Elizabeth Harris
- 9 Mildred Appleby
- 10 Gladys Butler
- 11 Roberta Winchester
- 12 Dorothy Bates
- 13 John Harrell
- 14 Sara Lou Mulford
- 15 Thelma Clark
- 16 Edwin Buck
- 17 Ruth Gatlin
- 18 Mildred Berry
- 19 Jack Thompson
- 20 Omaha Johnson
- 21 Billie Askew
- 22 Erin Baber
- 23 Milton Webb
- 24 Ralph Pinkerton
- 25 John McDonald
- 26 Natalie Woods
- 27 Paul Milsap
- 28 Anne Oglesby (omitted)
- 29 Edna Myers
- 30 David Taber
- 31 John Beuret

Date --- July 1, 1926

Grade --- XI

Standard Median, Form 1, October Test = 19.1

Class Median, Form 1, October Test --- = 16.

Standard Median, Form 2, February Test = 19.1

Class Median, Form 2, February Test --- = 19.2

ization and was one of the two who made the greatest gain in punctuation. No. 13 showed a gain of six points in punctuation, but lost three points in capitalization. No. 31 is the only student who showed marked gain in both tests, gaining three points in capitalization and eight points in punctuation. With no special teaching or drilling in either, there seems to be a negative correlation of improvement between capitalization and punctuation.

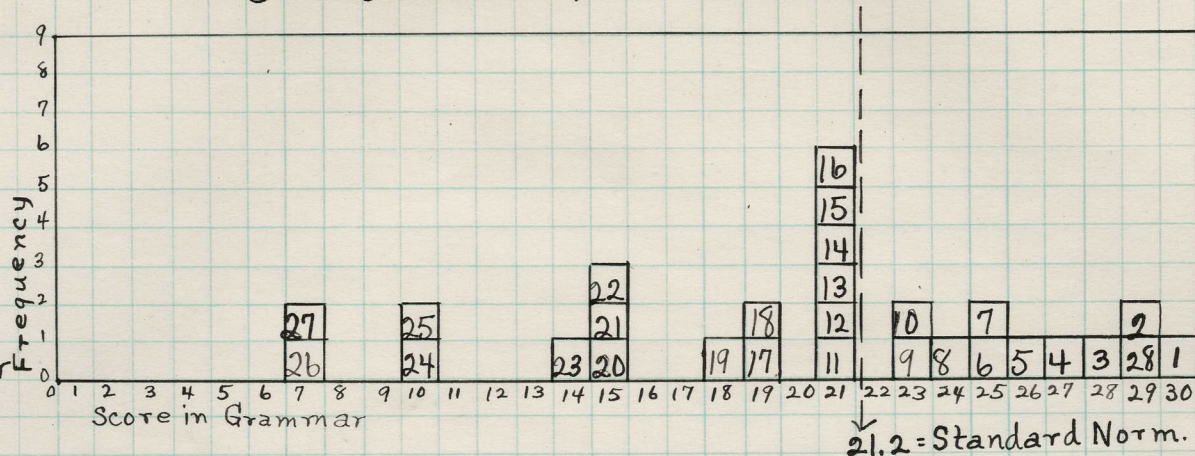
Figure III shows a comparison of the control group for October and February in grammar. The standard median for form 1 is 21.2; the class median is 21.1 which shows the class is only .1 below standard in October. The standard median for form 2 of the test is 23.4 while the class median is 25.3 or 1.9 above the standard. The range of scores in the February test is seven less than in the October test which is an excellent indication of group improvement. The individual gains in grammar are striking and far outdistance any gains made by the control group in capitalization, punctuation, or sentence structure. No. 27 gained 12 points; No. 2, eleven points; No. 21, ten points; No. 17, seven points; and Nos. 12, 13, 14, gained six points each. No individual made a score of more than two points less in February than in October; only three lowered their scores at all; and no one made the same score on both forms of the test. The only explanation of this improvement is that throughout the course in debating, correct spoken English was required, corrections being made at the time any incorrect form was spoken. This constant vigilance on the part

Figure III Comparison of Grammar Tests, (C).

English III

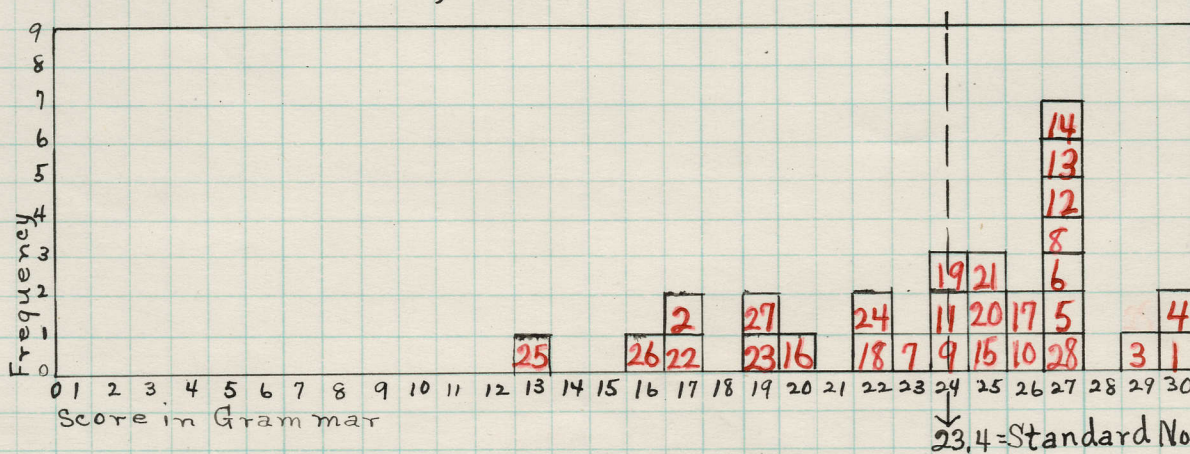
- 1 Pearl Reed Jackson
- 2 Dee Brewster
- 3 Chalmer McClelland
- 4 Ruth McMath
- 5 Louis Lichlyter
- 6 Edwin Craig
- 7 James Craig
- 8 Elizabeth Harris
- 9 Mildred Appleby
- 10 Gladys Butler
- 11 Roberta Winchester
- 12 Dorothy Bates
- 13 John Harrell
- 14 Sara Lou Mulford
- 15 Thelma Clark
- 16 Edwin Buck
- 17 Ruth Gatlin
- 18 Mildred Berry
- 19 Jack Thompson
- 20 Omah Johnson
- 21 Billy Askew
- 22 Erin Baber
- 23 Milton Webb
- 24 Ralph Pinkerton
- 25 John McDonald
- 26 Natalie Woods
- 27 Paul Milsap
- 28 Anne Oglesby

October Test - Form 1



Score	Frequency
30	1
29	1
28	1
27	1
26	1
25	2
24	1
23	2
21	6
19	2
18	1
15	3
14	1
13	1
10	2
7	2
6	1

February Test - Form 2



Score	Frequency
30	2
29	1
27	7
26	2
25	3
24	3
23	1
22	2
20	1
19	2
17	2
16	1
13	1

Date --- April 27, 1926

Grade --- XI

Standard Norm. = 21.2, Form 1, October Test.

Class Norm. --- = 21.1 " " " " " "

Standard Norm. = 23.4, Form 2, February Test.

Class Norm. --- = 25.3, " " " " " "

Total = 28

of teacher, pupils, and supervisor may have helped break some old incorrect habits and caused the correct form to sound better than the incorrect.

Figure IV, the final comparison for the control group, shows results in October and in February tests in sentence structure. As in capitalization, the class median remained unchanged for both forms of the test. The standard median advanced from 18.6 on form 1 to 18.8 on form 2. In both tests the class median of 19 is above the standard. The range of scores is greater in February than in October with a gap of two points between the four lowest scores and the middle group and a gap of one point between the three highest scores and the middle group. The highest individual gain was four by No. 10 while the greatest losses were eleven by No. 22; eight by No. 12; and four each by Nos. 2 and 18. Five pupils made the same score on the two forms.

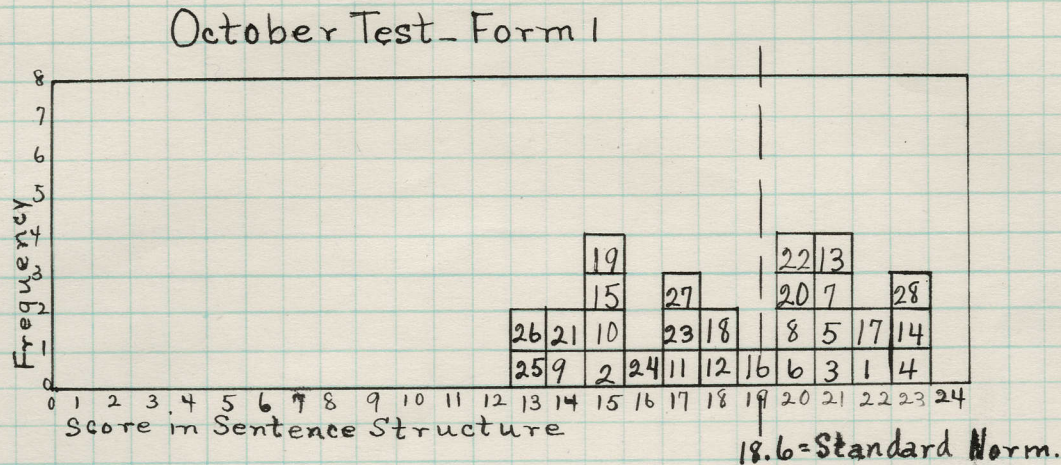
The senior class, grade twelve, which is always our greatest problem, as previously explained, showed a total enrollment of fifty-four students in senior English between September and February. Of these, only forty could be used in this comparison because four entered too late for the first test, one was transferred to the university as she did superior work and could enter the second university term # without completing our semester on credits brought from another school, one

Three twelve-week terms have constituted a school year in the University of Arkansas since the war while our training school is run on the semester basis.

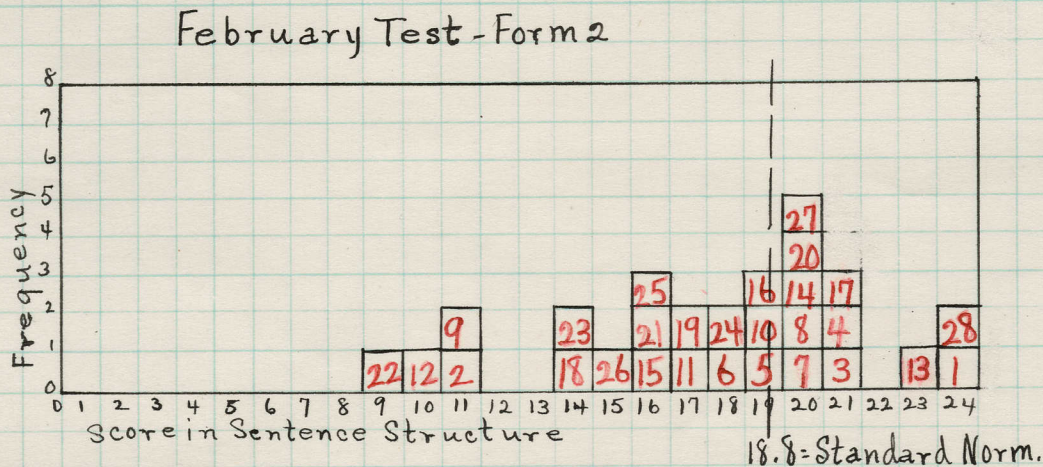
Figure IV. Comparison of Sentence Structure Tests, (D).

English III

- 1 Pearl Reed Jackson
- 2 Dee Brewster
- 3 Chalmer McClelland
- 4 Ruth McMath
- 5 Louis Lichtlyter
- 6 Edwin Craig
- 7 James Craig
- 8 Elizabeth Harris
- 9 Mildred Appleby
- 10 Gladys Butler
- 11 Roberta Winchester
- 12 Dorothy Bates
- 13 John Harrell
- 14 Sara Lou Mulford
- 15 Thelma Clark
- 16 Edwin Buck
- 17 Ruth Gatlin
- 18 Mildred Berry
- 19 Jack Thompson
- 20 Omaha Johnson
- 21 Billy Askew
- 22 Erin Baber
- 23 Milton Webb
- 24 Ralph Pinkerton
- 25 John McDonald
- 26 Natalie Woods
- 27 Paul Milsap
- 28 Anne Oglesby



Score	Frequency
23	3
22	2
21	4
20	4
19	1
18	2
17	3
16	1
15	4
14	2
13	2
<hr/>	
Total	= 28



Score	Frequency
24	2
23	1
21	3
20	5
19	3
18	2
17	2
16	3
15	1
14	2
11	2
10	1
9	1
<hr/>	
Total	= 28

Date --- April 27, 1926.

Grade --- XI

Standard Norm. = 18.6, Oct. Test (Form 1).

Class Norm. --- = 19.

Standard Norm. = 18.8, Feb. Test (Form 2)

Class Norm. --- = 19. " " " "

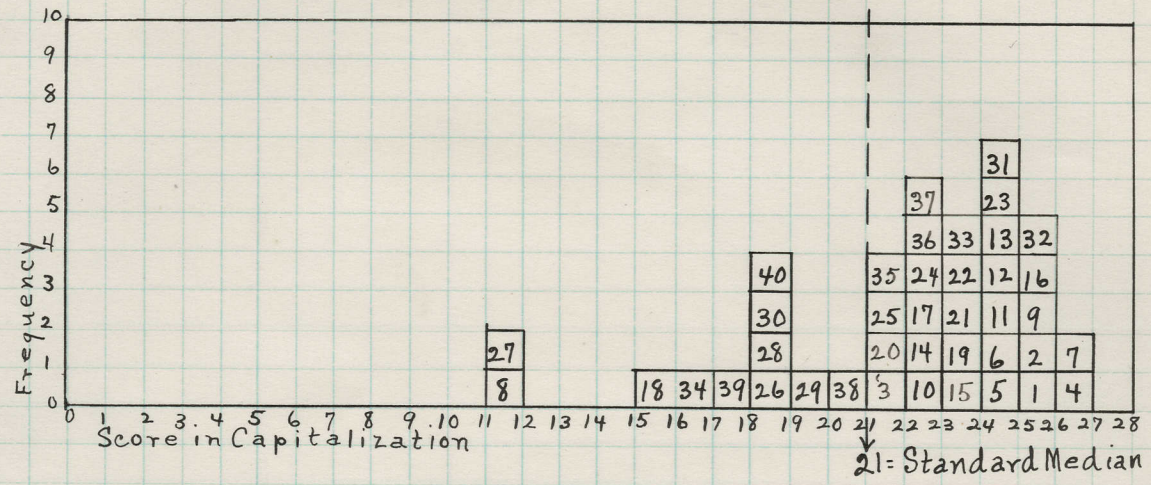
was demoted to the sophomore class because of inferior work, another was enrolled in senior and sophomore English and is accounted for in the sophomore group, one was forced to withdraw from English at the end of the first semester because of a conflict, three graduated at the end of the first semester, one withdrew from school, and two completed English in the middle of the year.

Figure V represents the results of a comparison of capitalization grades made in the October and February tests. The standard median for twelfth grade in capitalization, form 1, is 21; the class median was 23.9 showing the class was 2.9 points above the standard median in October. The standard median for form 2 in capitalization for twelfth grade is 23.8 as compared with a class median of 24.5, leaving a margin of .7 above the standard in February. The range of scores was thirteen on the October test and twelve on the February test - a minor difference. However, a glance at the column diagrams shows the lowest February score is seventeen while the lowest October score was five points lower. Nos. 8 and 28 gained six points each, Nos. 18 and 27 gained five points each, No. 37 gained three points each. The individual losses were slightly less than the gains showing No. 21 with a loss of six points, Nos. 24, 31, 35, with a loss of four points each, and Nos. 20 and 38 with a loss of three points each. Five pupils show unchanged scores on the two forms. As a whole, no real gain is apparent since the median for form 2 of the test requires a score 2.8 points higher than that of form 1. On the other hand,

- 2 Bernal Seamster
- 3 Martha Hathcock
- 4 Edith Gregson
- 5 Helena Ash
- 6 Gabriella Frizzo
- 7 Lamar Sharp
- 8 Jessie Acree
- 9 Allen Dowell
- 10 Harrison Hale
- 11 Lloyd Hays
- 12 Ethel Bunch
- 13 Glenn Sherman
- 14 Willie Thompson
- 15 Mary Snapp
- 16 Chas. Crawford
- 17 Frank Ellis
- 18 Mildred Vail
- 19 Hester Lichlyter
- 20 Margaret Bronson
- 21 Harold Gray
- 22 Ruth Webster
- 23 Ella McConnell
- 24 Nickie Davidson
- 25 Vera Drake
- 26 Ollie Phillips
- 27 Rachel Jones
- 28 Garland Brewster
- 29 Dudley Huber
- 30 Leslie Wilson
- 31 Philip Hanes
- 32 Mary Earle
- 33 Mary Peel
- 34 Oren Melton
- 35 Emma Platt
- 36 Earline Weir
- 37 Richard Morrow
- 38 Glen Goforth
- 39 Allie Pettigrew
- 40 Carman Ruddick

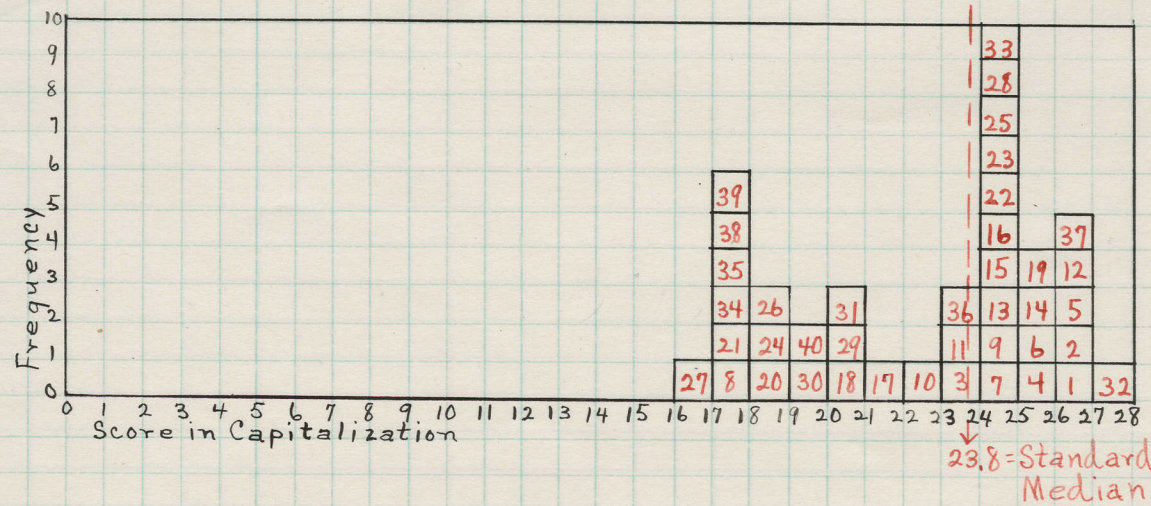
Figure V
Comparison of Capitalization Tests, (A)
English IV

October Test-Form 1



27	--	2
26	--	5
25	--	7
24	--	5
23	--	6
22	--	4
20	--	1
21	--	1
19	--	4
18	--	1
17	--	1
16	--	1
12	--	2
<hr/>		
Total =		40

February Test-Form 2



Score	Frequency	
28	--	1
27	--	5
26	--	4
25	--	10
24	--	3
23	--	1
22	--	1
21	--	3
20	--	2
19	--	3
18	--	6
17	--	1
<hr/>		
Total =		40

Date — — — — — June 27, 1926
Grade — — — — — XII

Standard Median (Form 1), October Test = 21
Class Median (Form 2), October Test = 23.9
Standard Median (Form 2), February Test = 23.8
Class Median (Form 2), February Test = 24.5

the standard median for university freshmen on form 1 (our October test) is 23 which is reached or exceeded by twenty-five of our forty seniors concerned in this comparison. Form 2 of the test gives 24 as a standard median for university freshmen, and twenty-three of our forty seniors reach or exceed this score. Since "the gain of the last few units may be far more difficult than that of the first many",⁶ this capitalization record is fairly satisfactory.

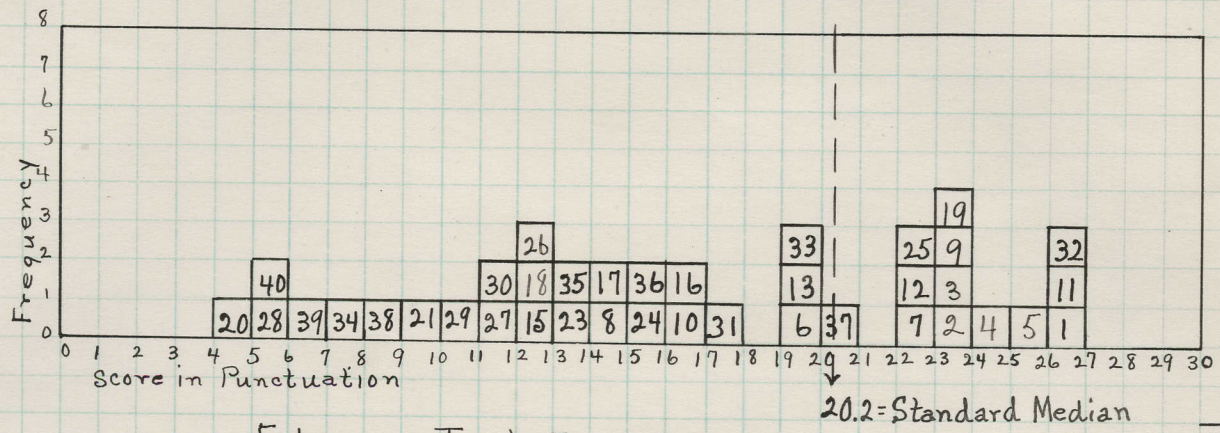
Figure VI represents the comparison of grade twelve in punctuation for the October and February test. The class median in October is 3.7 lower than the standard median while the February test shows the class median 1.3 above the standard, thus registering a total gain of 5 points in class median in punctuation in terms of standard median. Individual losses and gains in this comparison are very encouraging. Only three persons, Nos. 3, 11, 33, lowered their scores in the February test and that by only one point each; five persons' scores were the same in the two tests, while twenty-two members of the group raised their October scores in punctuation by from three to nine points each in the February test. Nos. 30, 35, and 40 gained nine points each, Nos. 29 and 39 gained eight points each, Nos. 15, 17, 28 gained seven points each, Nos. 12, 16, 18, 20, 27, 36 gained six points each, Nos. 10, 26, 31, 37 gained four points each, and Nos. 2, 6, 24, 25 gained three points each. It is interesting to see that Nos. 20, 24, 31, 35 who were four of

6. Thorndike, The Psychology of Learning, p. 171.

- 2 Bernal Seamster
- 3 Martha Hathcock
- 4 Edith Gregson
- 5 Helena Ash
- 6 Gabriella Frizzo
- 7 Lamar Sharp
- 8 Jessie Acree
- 9 Allen Dowell
- 10 Harrison Hale
- 11 Lloyd Hays
- 12 Ethel Bunch
- 13 Glenn Sherman
- 14 Willie Thompson (omitted)
- 15 Mary Snapp
- 16 Chas. Crawford
- 17 Frank Ellis
- 18 Mildred Vail
- 19 Hester Lichlyter
- 20 Margaret Bronson

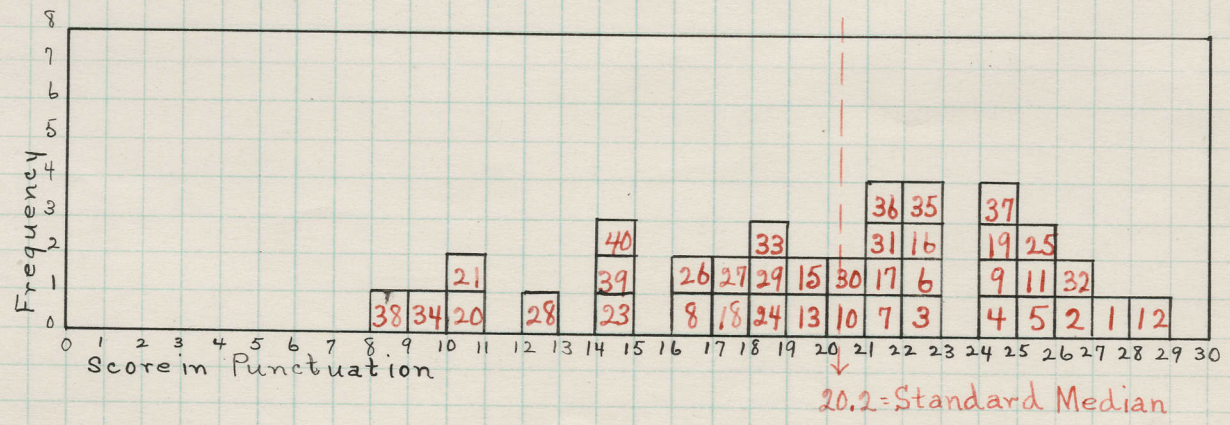
Figure VI
Comparison of Tests in Punctuation (B)
English IV

October Test - Form 1



27	1
26	1
25	1
24	4
23	3
21	1
20	3
18	1
17	2
16	2
15	2
14	2
13	3
12	2
11	1
10	1
9	1
8	1
7	1
6	2
5	1

February Test - Form 2



29	1
28	1
27	2
26	3
25	4
23	4
22	4
21	2
20	2
19	3
18	2
17	2
15	3
13	1
11	2
10	1
9	1

Date _____ June 26, 1926.
 Grade _____ XII
 Standard Median (Form 1), October Test = 20.2
 Class Median (Form 1), October Test = 16.5
 Standard Median (Form 2), February Test = 20.2
 Class Median (Form 2), February Test = 21.5

Total = 38

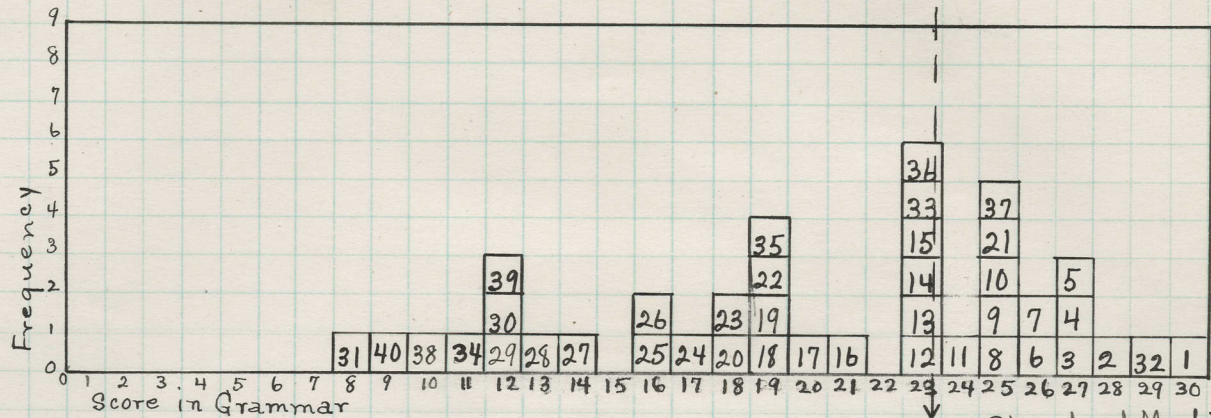
the six showing the greatest losses in capitalization were among the twenty-two who scored the highest gains in punctuation. Nos. 18, 27, 28, 35, 37 registered marked gains in both capitalization and punctuation while of thirteen of the twenty-two who made gains ranging from three to nine points in punctuation, two showed a loss of one point each in capitalization, eight showed a gain of one point each in capitalization and three made the same score in the February as in the October capitalization test. These findings would seem to strengthen the conclusion reached in the discussion of the control group that improvements in capitalization and punctuation show little or no positive correlation.

Figure VII represents the comparative results of the senior grammar tests in October and February. The standard median for grade twelve on form 1 is 22.7 while the class median of 22 shows .7 point below standard in October. The standard median of 24.9 for grade twelve on form 2 as compared with the class median of 25.3 shows the class median to be .4 point above the standard. This means a total gain of 1.1 points in the class median in terms of standard median. A range of twenty-three points from lowest to highest scores on the October test and a range of nineteen points on the February test show a four-point gain in grouping. Another point of gain is in the number of students above the norm in each test:-fourteen in October and eighteen in February.

Individual scores show only four lower scores in February than in October. Nos. 8 and 21 each registered a

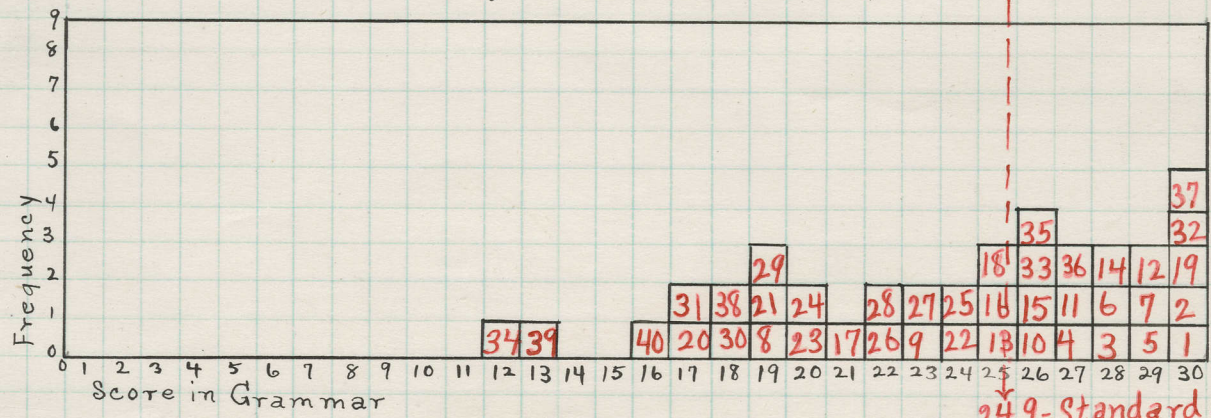
Figure VII
Comparison of Grammar Tests (C)
English IV

October Test - Form 1



22.7 - Standard Median

February Test - Form 2



24.9 - Standard Med.

Date --- April 29, 1926
Grade --- XI
Standard Norm. for Test 1 = 22.7
Class Median for Test 1 -- = 22
Standard Norm for Test 2 = 24.9
Class Median for Test 2 -- = 25.3

Score	Frequency
30	1
29	1
28	1
27	3
26	2
25	5
24	1
23	6
21	1
20	1
19	4
18	2
17	1
16	2
14	1
13	1
12	3
11	1
10	1
9	1
8	1
Total = 40	
Score	Frequency
30	5
29	3
28	3
27	3
26	4
25	3
24	2
23	2
22	2
21	1
20	2
19	3
18	2
17	2
16	1
13	1
12	1
Total = 40	

- 2 Bernal Seamster
- 3 Martha Hathcock
- 4 Edith Gregson
- 5 Helena Ash
- 6 Gabriella Frizzo
- 7 Lamar Sharp
- 8 Jessie Acree
- 9 Allen Dowell
- 10 Harrison Hale
- 11 Lloyd Hays
- 12 Ethel Bunch
- 13 Glenn Sherman
- 14 Willie Thompson
- 15 Mary Snapp
- 16 Chas. Crawford
- 17 Frank Ellis
- 18 Mildred Vail
- 19 Hester Lichlyter
- 20 Margaret Bronson
- 21 Harold Gray
- 22 Ruth Webster
- 23 Ella McConnell
- 24 Nickie Davidson
- 25 Vera Drake
- 26 Ollie Phillips
- 27 Rachel Jones
- 28 Garland Brewster
- 29 Dudley Huber
- 30 Leslie Wilson
- 31 Philip Hanes
- 32 Mary Earle
- 33 Mary Peel
- 34 Oren Melton
- 35 Emma Platt
- 36 Earline Weir
- 37 Richard Morrow
- 38 Glen Goforth
- 39 Allie Pettigrew
- 40 Carman Ruddick

loss of six points. This drop would seem to be accounted for on the score of dishonesty and inflated scores in October when members of an advanced but inexperienced university class gave the test in the regular classroom where opportunities for copying were present. Both students were new in the school and were proven dishonest in other ways later in the year. In the February and May tests, the supervisor and classroom teachers either took charge or assisted in giving the tests in a larger room where opportunities for dishonesty were very few. The other two lower February grades were of one and two points only. Two grades remained unchanged, one being perfect on each test. Twenty-three of the forty students raised their grades from three to nine points between October and February while fourteen students were above the university freshmen norm in the October test and eighteen which is forty-five per cent of the senior group were above the university freshman norm in February as shown by the results of the second test, form 2.

This excellent showing of seniors in the February test is very gratifying since a major part of the remedial teaching from October to February was directed toward an economic mastery of applied grammar. Seniors were taught and drilled even more thoroughly than were lower classmen because this was our last chance to give them a working knowledge of English grammar before they leave the University High School.

Chart I gives an idea of the comparison of our old senior students and our new ones of this year in number, age,

Chart I

Comparative Study of ages and grammar grades in Old and New Senior Students.

Name	Age	Grammar Scores			Age	Grammar Scores	
		Oct.	Feb.			Oct.	Feb.
1 Lillian Gregson	16	30	30		16 Chas. Crawford	17	21 25
32 Mary Earle	16	29	30		17 Frank Ellis	19	20 21
2 Bernal Seamster	16	28	30		19 Hester Lichlyter	17	19 30
5 Helena Ashe	15	27	29	*	35 Emma Platt	17	19 26
3 Martha Hathcock	16	27	28		18 Mildred Vail	17	19 25
4 Edith Gregson	16	27	27	*	22 Ruth Webster	20	19 24
7 Lamar Sharp	17	26	29		23 Ella McConnell	16	18 20
6 Gabriella Frizzo	17	26	28	*	20 Margaret Bronson	17	18 17
37 Richard Morrow	15	25	30		24 Nickie Davidson	17	17 20
10 Harrison Hale	15	25	26		25 Vera Drake	16	16 24
9 Allen Dowell	16	25	23		26 Ollie Phillips	20	16 22
* 8 Jessie Acree	17	25	19	*	27 Rachel Jones	17	14 23
* 21 Harold Gray	17	25	19	*	28 Garland Brewster	17	13 22
11 Lloyd Hays	16	24	27	*	29 Dudley Huber	16	12 19
* 12 Ethel Bunch	16	23	29	*	30 Leslie Wilson	15	12 18
14 Willie Thompson	19	23	28	*	39 Allie Pettigrew	18	12 13
36 Earline Weir	16	23	27	*	34 Oren Melton	20	11 12
* 15 Mary Snapp	17	23	26	*	38 Glen Goforth	19	10 18
33 Mary Peel	16	23	26	*	40 Carman Ruddick	19	9 16
* 13 Glenn Sherman	17	23	25	*	31 Philip Hanes	19	8 17

* First year in University High School.

* Entered University High School after the freshman year.

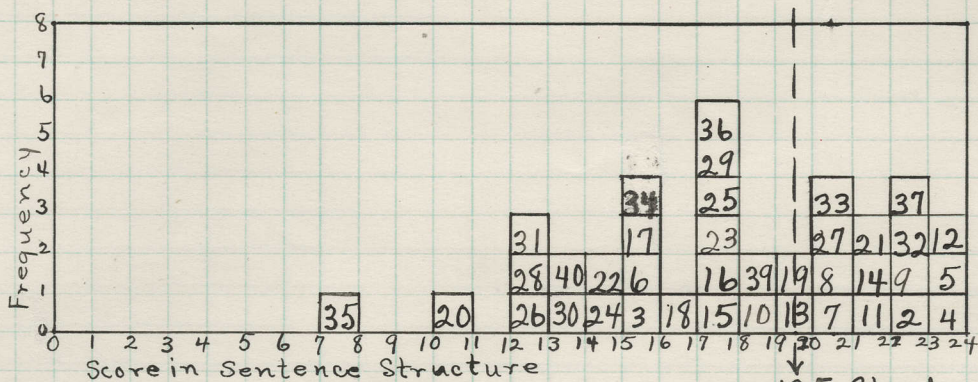
and comparative scores on the October and February grammar tests, forms 1 and 2. The regular order of names maintained on figures V to VIII inclusive is altered here in order to arrange the students according to the high and low scores made in the October test, but the numbers preceding the names are those used on figures V to VIII.

Figure VIII furnishes a record of the comparison of twelfth grade scores in sentence structure for forms one and two of the test (D) as made in October and February. The norm for form 1, grade twelve, of the test is 19.5 as compared to a class median of 18.8 which shows the class median is .7 below standard in October. The norm for form 2 of the test is 19.7 as compared to a class median of 19.3. The class median in February is still .4 point below standard but .3 point better than in October in terms of standard median. A range of seventeen points in October as compared to a range of fourteen in February shows a slightly better grouping in February. Six students score the same in both tests, fifteen scored lower on the second test, and seventeen scored higher. The greatest gains were eight points by No. 3, seven points each by Nos. 24 and 35, five points each by Nos. 20 and 28, four points by No. 6, and three points each by Nos. 17, 22, 40, 19, 7. The greatest individual losses were seven points by No. 39, five points each by Nos. 21, 34, four points by No. 23, and three points each by Nos. 14, 16, and 33.

Since the remedial teaching and classroom work of

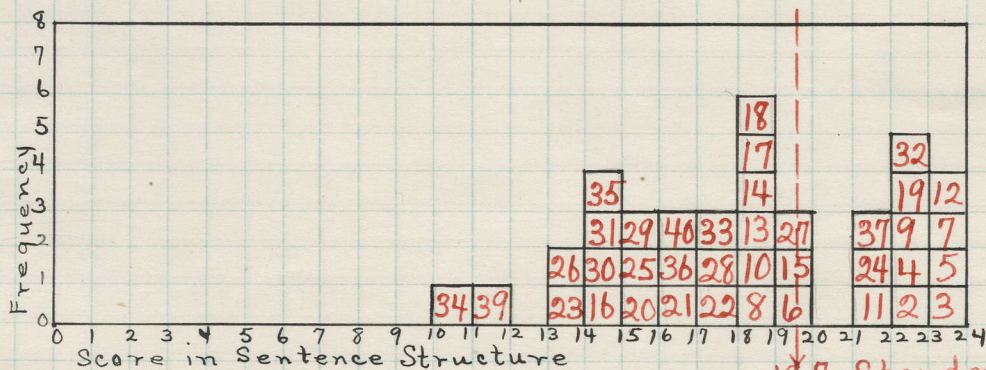
Figure VIII
Comparison of Tests in Sentence Structure (D)
English IV.

October Test - Form 1



Score	Frequency
24	3
23	4
22	3
21	4
20	2
19	2
18	6
17	1
16	4
15	2
14	2
13	3
11	1
8	1
<hr/>	
Total	38

February Test - Form 2



Score	Frequency
24	4
23	5
22	3
20	3
19	6
18	3
17	3
16	3
15	4
14	2
12	1
11	1
<hr/>	
Total	38

Date --- June 24, 1926.
 Grade --- XII
 Standard Norm = 19.5, Form 1
 Class Median --- = 18.8, Form 1.
 Standard Median = 19.7, Form 2
 Class Median --- = 19.3 Form 2

the early months of the year were not directed definitely toward improvement in sentence structure save incidentally in theme work, the results are what one would expect - little change for the better.

The sophomore class, Grade X, contains, without doubt, our strongest group of students. We are keeping a very careful and accurate record, along several lines, of the performances of this group and of certain members especially whose possibilities seem almost boundless if we are able to furnish them with what each needs to bring out his best. This complete record was begun last year when they came to us as freshmen and it is hoped to continue it through their university career. A number of the group have unusually high I.Q.'s while No. 3 has the highest A.Q. in the class and has maintained it for at least three semesters notwithstanding an intelligence score well below 100.

In this present study, I find that this is the only one of the four high school groups which has maintained a class median above the standard for the grade in every one of the eight tests, the four of form 1, given in October, and the four of form 2, given in February. This has been done in spite of seven students who have been dead weights all the time in one way or another. No. 19, the product of a very poor rural school and an eighty grade in a crowded Fayetteville ward school, came to us as a freshman three years ago and has been a repeater ever since. English is his hardest task and athletics his greatest pleasure. No. 27 is another repeater and a very unusual in-

dividual. He cannot recognize words rapidly enough to read a third or fourth grade reading lesson aloud with any degree of smoothness and expression. I made a special study of his case two years ago and tried in co-operation with his father, an intelligent osteopath, to determine the cause of Donald's difficulty in school. His eyes were examined several times by a competent oculist and are not defective; he appears in perfect health; but his nerves are so bad that we feared a nervous breakdown for a while. On the other hand, he is very keen in business, has saved several hundred dollars independent of any help from his parents, is an officer of a high school fraternity which was recently pulled out of a heavy debt through entertainments managed by Donald and one other boy. No. 28, a new-comer this year, is seventeen years of age which makes her one of the three oldest girls in the group. She is very unattractive, shows an excellent attitude and is well liked by her classmates, but is a very poor student. No. 29 entered the senior class in school on credits earned elsewhere and enrolled in twelfth grade English last September, but neither knew how to study nor tried to learn and smoke heavily. He lived with his mother during the year in a rented apartment, drove a large car, and had plenty of money at his disposal. Failing grades seemed to have no disturbing effect on mother or son. After renewed objections to his grade of work from director and supervisor, the boy plead for a tutor. At last, he succeeded in hiring two advanced university students to teach him at a good price per hour. He was finally demoted to the sophomore class, between

the two standard tests, in the hope that he would master part of the mechanics of English before June, but he failed dismally. No. 30, a pale-faced, tiny boy of thirteen, is our youngest sophomore and came to us this year for the first time. I found him weak in English and know he was absent from school for some time, but I have no intimate knowledge of his previous experience or training. No. 31 has been in our school for the sake of athletics for years and years - I do not know how many. I believe he is an only son and his father is an intelligent business man. The boy is a freckle-faced, pleasant, smooth, dishonest youngster and a successful athlete. He promises much, does little, confesses his villainy, deploras his crookedness, and declares with tears in his eyes that he can't be straight and "play fair". No. 32 is a fine-looking, agreeable boy who would rather be courteous and obliging than studious. His mentality is low and he is likely to be a repeater forever. With these seven handicaps, it seems all but marvelous that the other twenty-five members of tenth grade could make such a fine group record as they did.

The total English enrollment in tenth grade from October to February was forty: two of whom entered the class too late for the first series of tests, five left school before the second series of tests, one was temporarily absent for an operation during the second tests, and the remaining thirty-two are listed in the comparison.

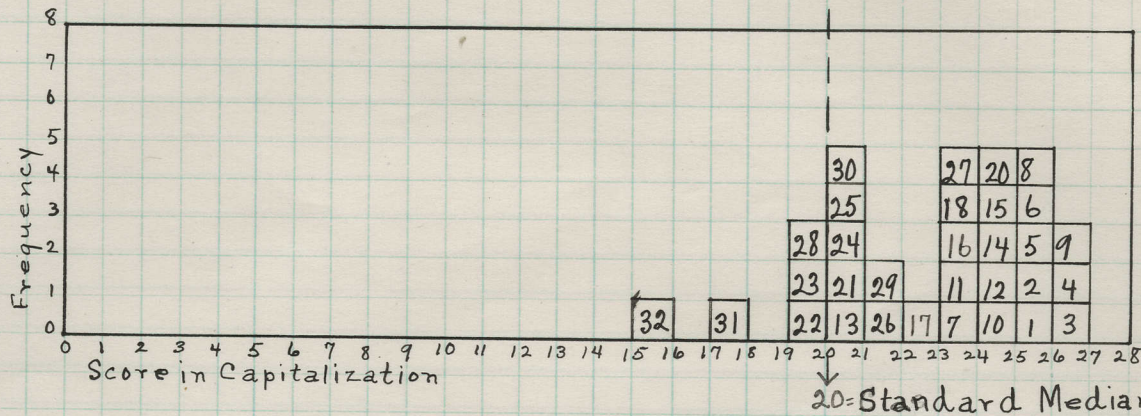
Figure IX represents the comparison of results in the two capitalization tests, forms 1 and 2. The class median 24.5

Figure IX

Comparison of Capitalization Tests, (A)
English II

Score	Frequency
27	3
26	5
25	5
24	5
23	1
22	2
21	5
20	3
18	1
16	1
<hr/>	
Total	= 31

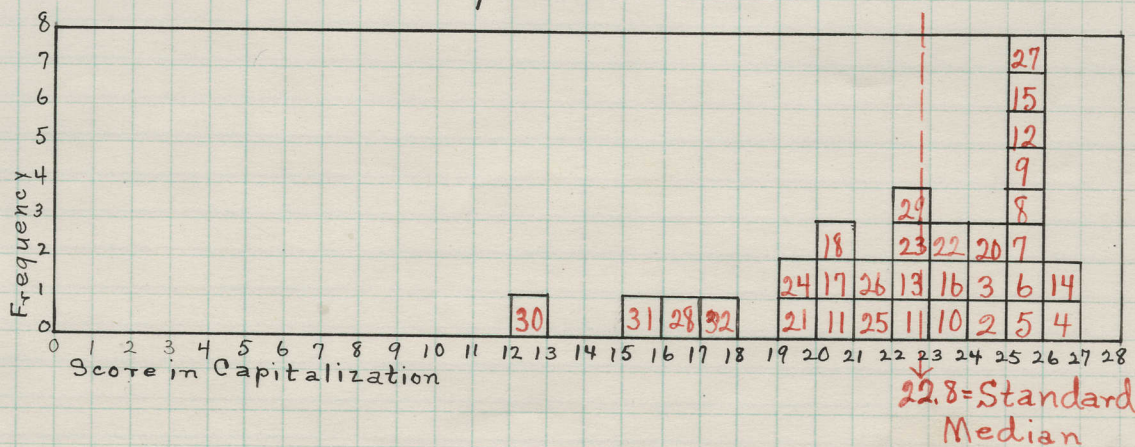
October Test - Form 1



- 1 Claudine Brannen
- 2 Elizabeth Fracker
- 3 Edna Harrell
- 4 Ruth Jackson
- 5 Marian Appleby
- 6 Christine Nelson
- 7 Zillah Peel
- 8 Roberta Fulbright
- 9 Nora Shipley
- 10 Helen Fulbright
- 11 Violet Reinoehl
- 12 Merle Champion
- 13 Charles Bates
- 14 Clinton Bates
- 15 Evelyn Cate
- 16 Byron Thomas

February Test - Form 2

Score	Frequency
27	2
26	8
25	3
24	3
23	4
22	2
21	3
20	2
18	1
17	1
16	1
13	1
<hr/>	
Total	= 31



- 17 Eutha Weir
- 18 Humphreys Horner
- 19 Hubert Phillips (omitted)
- 20 Jack Paul
- 21 Vera Anderson
- 22 Marietta Phillips
- 23 Sanford Stearns
- 24 Ruth Jones
- 25 Virginia Holbrook
- 26 Verda Anderson
- 27 Donald McAllister
- 28 Inez Patrick
- 29 Ewell Hawkins
- 30 Cranston Reid
- 31 Cline Watson
- 32 Beryl Burnip

Date --- -- -- -- -- -- -- -- -- July 1, 1926
 Grade --- -- -- -- -- -- -- -- -- X
 Standard Median, Form 1, October Test = 20
 Class Median, Form 1, October Test = 24.5
 Standard Median, Form 2, February Test = 22.8
 Class Median, Form 2, February Test = 24.1

in October and 24.1 in February shows a drop of .4 point. The norm for form 1 is 20 and for form 2, is 22.8 which is an advance of 2.8 points. Therefore, the class median was 4.5 above the norm on form 1 and only 1.3 points above the norm on form 2. The range in October is only twelve while in February, it is 15. Only two persons are below the norm for form 1 on the second test in February. These are all persons described above as special problems. No individual gain of over four points are recorded, and the greatest loss was three points made by Nos. 1, 11, 18, and 28. Seven students scored the same in both tests.

Figure X shows the results of the two tests in punctuation for tenth grade. The standard median, 17.3, is the same for forms 1 and 2. The class median for October is 18 which is 7. point above the standard. The class median for February jumped 2.8 above that for October putting the class median in February 2.5 points above the standard median. Ten of the twenty-nine persons included in this comparison made gains of from 3 - 9 points in punctuation (see Chart II) as compared to five losses 3,3,4,4, and 5 points. Only two students scored the same on each of the two tests.

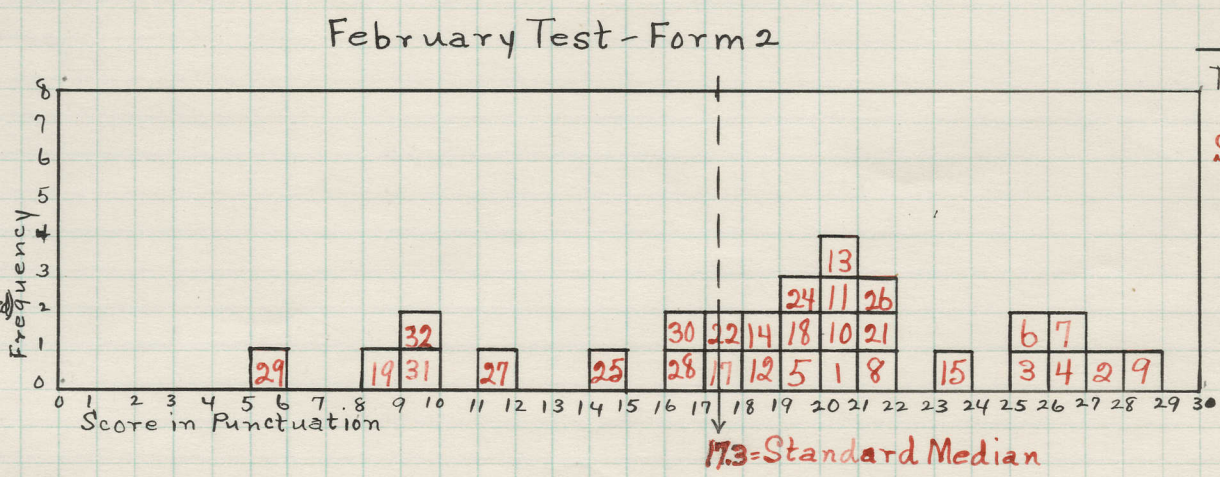
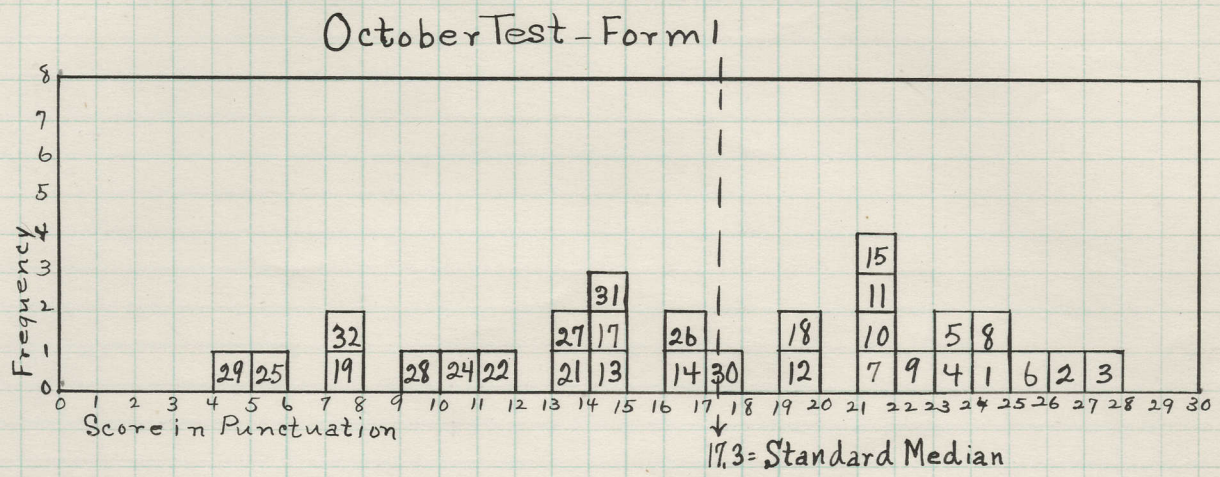
To follow the comparison of gains and losses in punctuation and capitalization as begun in the control and senior groups, we find that of the ten students who made gains of from three to nine points each in punctuation, five registered losses in capitalization, one made the same score in each of the two

Figure X

Comparison of Punctuation Tests (B)
English II

Score	Frequency
28	1
27	1
26	1
25	2
24	2
23	1
22	4
20	2
18	1
17	2
15	3
14	2
12	1
11	1
10	1
8	2
6	1
5	1

- 1 Claudine Brannen
- 2 Elizabeth Fracker
- 3 Edna Harrell
- 4 Ruth Jackson
- 5 Marian Appleby
- 6 Christine Nelson
- 7 Zillah Peel
- 8 Roberta Fulbright
- 9 Nora Shipley
- 10 Helen Fulbright
- 11 Violet Reinohl
- 12 Merle Champion
- 13 Charles Bates
- 14 Clinton Bates
- 15 Evelyn Cate
- 16 Byron Thomas (omitted)
- 17 Eutha Weir
- 18 Humphreys Horner
- 19 Hubert Phillips
- 20 Jack Paul (omitted)
- 21 Vera Anderson
- 22 Marietta Phillips
- 23 Sanford Stearns (omitted)
- 24 Ruth Jones
- 25 Virginia Holbrook
- 26 Verda Anderson
- 27 Donald Mc Allister
- 28 Inez Patrick
- 29 Ewell Hawkins
- 30 Cranston Reid
- 31 Cline Watson
- 32 Buryl Burnip



Score	Frequency
29	1
28	1
27	2
26	2
24	1
22	3
21	4
20	3
19	2
18	2
17	2
15	1
12	1
10	2
9	1
6	1
<hr/>	
Total	29

Date — — — — — July 1, 1926
 Grade — — — — — I
 Standard Median, Form 1, October Test = 17.3
 Class Median, Form 1, October Test = 18.
 Standard Median, Form 2, February Test = 17.3
 Class Median, Form 2, February Test = 20.8

Chart II

English II

Greatest Gains and Greatest Losses in Punctuation
 compared with performance in Capitalization

	Punctuation				Capitalization			
	Oct.	Feb.	Gain	Loss	Oct.	Feb.	Gain	Loss
24 Ruth Jones	11	20	9		21	20		1
25 Virginia Holbrook	6	15	9		21	22	1	
21 Vera Anderson	14	22	8		21	20		1
28 Inez Patrick	10	17	7		20	17		3
9 Nora Shipley	23	29	6		27	26		1
13 Charles Bates	15	21	6		21	23	2	
22 Marietta Phillips	12	18	6		20	24	4	
26 Verda Anderson	17	22	5		22	22	neither	
7 Zillah Peel	22	27	5		24	26	2	
1 Claudine Brannen	25	21		4	26	23		3
4 Ruth Jackson	24	27		3	27	27	neither	
31 Cline Watson	15	10		5	18	16		2
5 Marion Appleby	24	20		4	26	26	neither	
8 Roberta Fulbright	25	22		3	26	26	neither	
17 Eutha Weir	15	18	3		23	21		2

capitalization tests, and only four gained in both capitalization and punctuation. Of these four, only one gained more than two points, while No. 25 who gained nine points in punctuation gained only one point in capitalization. Of the five who made the greatest losses in punctuation, No. 31 lost two points and No. 1 lost 3 points in capitalization and the other three maintained unchanged scores in the two capitalization tests. This third group does not alter the conclusion based on the previous comparisons of control and senior groups to the effect that proficiency in punctuation has no relation or a negative correlation to proficiency in capitalization.

Figure XI furnishes a comparison of the results accomplished by Grade X in grammar in the October and February tests. The standard median for this grade on form 1 is 19 and on form 2 is 21.2, a difference of 2.2 points. Our class median was 20.2 on form 1, thus giving a margin of 1.2 points above the standard median in October and was 25.1 on form 2, giving a margin of 3.9 points above standard in February. This is the widest margin above median that was made by this group on any single test. This is what one should expect since, as previously mentioned, the major aim of the remedial teaching was an economic mastery of the necessary mechanics of grammar in the period between October and February. The range of scores is twenty-three in October and the same in February although a glance at figure XI shows the February grouping much better than that of October. Seven small groups of from one to eight pupils per group is seen in the October diagram while two large groups within a range of

Figure XI Comparison of Grammar Tests (C) English II

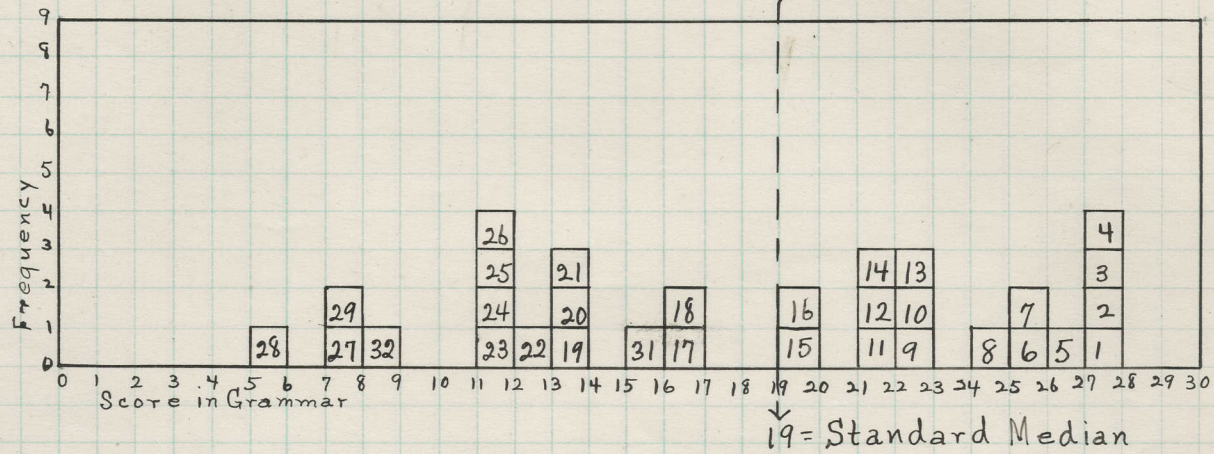
Score - Frequency

28	4
27	1
26	2
25	1
23	3
22	3
20	2
17	2
16	1
14	3
13	1
12	4
9	1
8	2
6	1

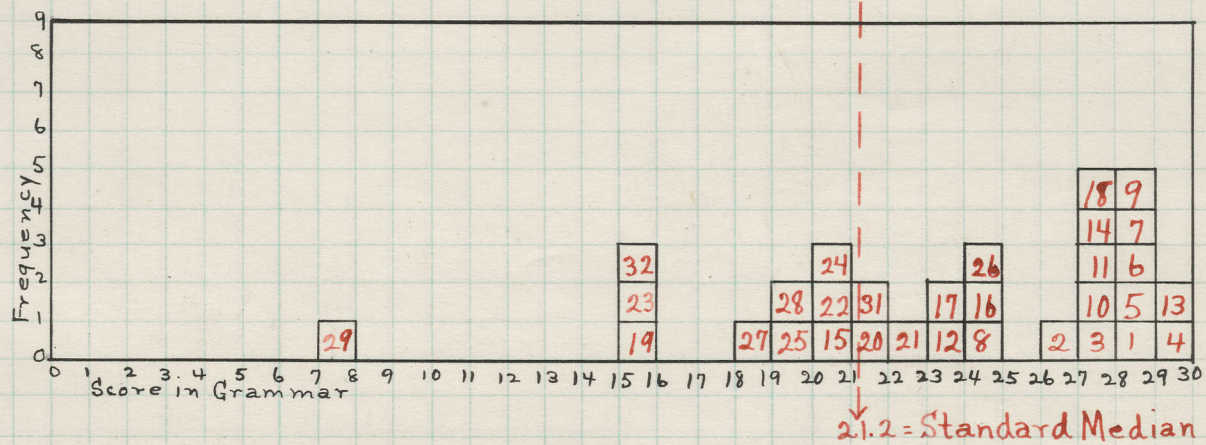
Total = 31

- 1 Claudine Brannen
- 2 Elizabeth Fracker
- 3 Edna Harrell
- 4 Ruth Jackson
- 5 Marian Appleby
- 6 Christine Nelson
- 7 Zillah Peel
- 8 Roberta Fulbright
- 9 Nora Shipley
- 10 Helen Fulbright
- 11 Violet Reinoehl
- 12 Merle Champion
- 13 Charles Bates
- 14 Clinton Bates
- 15 Evelyn Cate
- 16 Byron Thomas
- 17 Eutha Weir
- 18 Humphreys Horner
- 19 Hubert Phillips
- 20 Jack Paul
- 21 Vera Anderson
- 22 Marietta Phillips
- 23 Sanford Stearns
- 24 Ruth Jones
- 25 Virginia Holbrook
- 26 Verda Anderson
- 27 Donald McAllister
- 28 Inez Patrick
- 29 Ewell Hawkins
- 30 Cranston Reid (omitted)
- 31 Cline Watson
- 32 Beryl Burnip

October Test - Form I



February Test - Form 2



Score - Frequency

30	2
29	5
28	5
27	1
25	3
24	2
23	1
22	2
21	3
20	2
19	1
16	3
8	1

Total = 31

Date --- July 3, 1926
 Grade --- X
 Standard Median, Form I, October Test --- 19.
 Class Median, Form I, October Test --- 20.2
 Standard Median, Form 2, February Test = 21.2
 Class Median, Form 2, February Test --- 25.1

Chart III
English II

Comparative Gains and Losses on Grammar and Sentence Structure Tests

	Age	Scores in Grammar			Scores in Sentence Structure		
		Oct.	Feb.	Gain-Loss	Oct.	Feb.	Gain-Loss
1 Claudine Brannen	14	28	29	1	16	18	2
2 Elizabeth Fracker	14	28	27	1	21	22	1
3 Edna Harrell	15	28	28	neither	21	23	2
4 Ruth Jackson	13	28	30	2	15	21	6
5 Marian Appleby	14	27	29	2	22	24	2
6 Christine Nelson	14	26	29	3	24	22	2
7 Zillah Peel	14	26	29	3	21	22	1
* 8 Roberta Fulbright	14	25	25	neither	19	17	2
9 Nora Shipley	16	23	29	6	20	20	neither
* 10 Helen Fulbright	14	23	28	5	18	22	4
11 Violet Reinoehl	14	22	28	6	18	19	1
12 Merle Champion	16	22	24	2	22	17	5
13 Charles Bates	14	22	30	8	17	16	1
14 Clinton Bates	14	22	28	6	22	20	neither
15 Evelyn Cate	16	20	21	1	17	15	2
16 Byron Thomas	16	20	25	5	20	18	2
17 Eutha Weir	15	17	24	7	16	17	1
18 Humphreys Horner	15	17	28	11	17	18	1
* 19 Hubert Phillips	18	14	16	2	15	8	7
20 Jack Paul	16	14	22	8	14	18	4
* 21 Vera Anderson	18	14	23	9	20	18	2
22 Marietta Phillips	15	13	21	8	15	17	2
23 Sanford Stearns	15	12	16	4	13	16	3
24 Ruth Jones	14	12	21	9	13	19	6
25 Virginia Holbrook	15	12	20	8	13	18	5
* 26 Verda Anderson	18	12	25	13	19	15	4
* 27 Donald McAllister	17	8	19	11	16	10	6
* 28 Inez Patrick	17	6	20	14	15	12	3
* 29 Ewell Hawkins	19	8	8	neither	8	10	2
* 30 Cranston Reid	13	16	-	omitted	17	18	1
* 31 Cline Watson	19	16	22	6	18	18	neither
* 32 Beryl Burnip	16	9	16	7	9	11	2

* = special problems

* = Pair of twins

* = Pair of twins

twelve points contain all of the February cases except four, three of the four being among our seven special problems. But one student, No. 2, made a lower score in February than in October and she dropped one point only. Three persons made the same scores in each test and twenty gained from three to fourteen points each in the February test, the fourteen points being gained by No. 28, our over-age girl described above under special problems, (Chart 3).

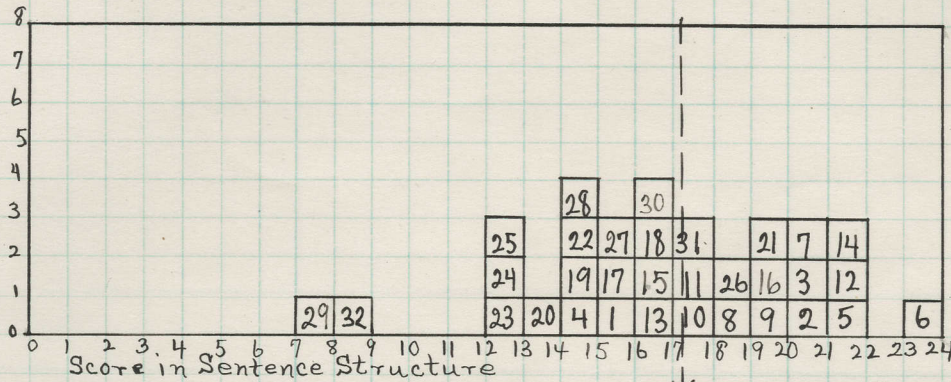
Figure XII concludes the sophomore series by a comparison of the October and February tests on forms 1 and 2 of the sentence-structure test. Any gains in sentence structure must be attributed to the regular classroom teaching as no direct attempt to improve the group in sentence structure by remedial teaching was possible until after February.

The standard median for tenth grade, form 1, is 17.2 and for form 2 is 17.4, an advance of .2 point. The class median on form 1 was 17.5, showing a margin of .3 point above standard. The class median on form 2 was 18.5, giving a margin of 1.1 point above the standard median. The range is the same in both cases although the group arrangement is quite different. The individual gains were fewer in number and less in quantity than was true in grammar. The highest individual gain was six made by each of Nos. 4 and 24. No. 25 gained 5 points, Nos. 10 and 20 gained 4 points each, and No. 23 gained three points. Ten others gained one or two points each. The losses were more in number and in quantity than was true in grammar. No. 19 lost seven points, No. 27 lost six points, No. 12 lost

Figure XII
Comparison of Tests in Sentence Structure (D)
English II

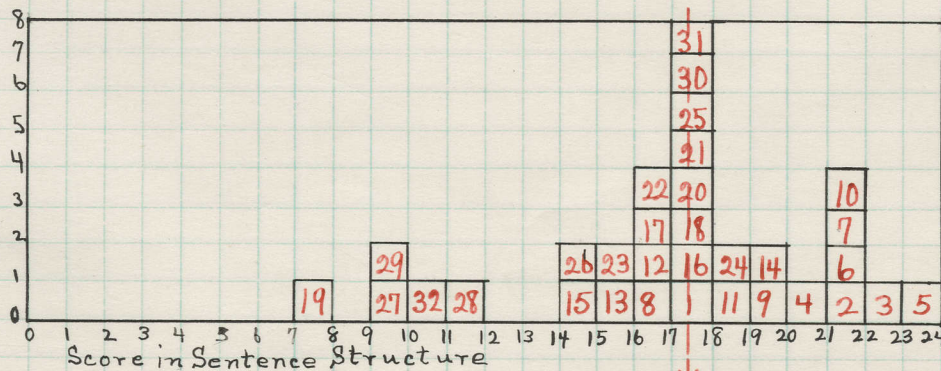
Score	Frequency
24	1
22	3
21	3
20	3
19	2
18	3
17	4
16	3
15	4
14	1
13	3
9	1
8	1
<hr/>	
Total	= 32

October Test-Form 1



↓
17.2 = Standard Median

February Test-Form 2



↓
17.4 = Standard Median

Score	Frequency
24	1
23	1
22	4
21	1
20	2
19	2
18	8
17	4
16	2
15	2
12	1
11	1
10	2
8	1
<hr/>	
Total	= 32

Date ----- July 3, 1926

Grade ----- X

Standard Median, Form 1, October Test = 17.2

Class Median, Form 1, October Test = 17.5

Standard Median, Form 2, February Test = 17.4

Class Median, Form 2, February Test = 18.5

- 1 Claudine Brannen
- 2 Elizabeth Fracker
- 3 Edna Harrell
- 4 Ruth Jackson
- 5 Marian Appleby
- 6 Christine Nelson
- 7 Zillah Peel
- 8 Roberta Fulbright
- 9 Nora Shipley
- 10 Helen Fulbright
- 11 Violet Reimoehl
- 12 Merle Champion
- 13 Charles Bates
- 14 Clinton Bates
- 15 Evelyn Cate
- 16 Byron Thomas
- 17 Eutha Weir
- 18 Humphreys Horner
- 19 Hubert Phillips
- 20 Jack Paul
- 21 Vera Anderson
- 22 Marietta Phillips
- 23 Sanford Stearns
- 24 Ruth Jones
- 25 Virginia Holbrook
- 26 Verda Anderson
- 27 Donald McAllister
- 28 Inez Patrick
- 29 Ewell Hawkins
- 30 Cranston Reid
- 31 Cline Watson
- 32 Buryl Burnip

five points, No. 26 lost four points, and No. 28 lost three points. Seven other losses of one or two points complete the comparison. On the whole, the gains are greater than the losses and the class median is well above the standard.

Between September and February, twenty-nine pupils entered the freshman class in our University High School and were enrolled in ninth grade English. Of this number, four left school before the second test, two entered too late to take the first test, one was removed because the work was too elementary for his good, and the remaining twenty-two appear in this study.

This freshman group is the smallest and least promising of our classes. It must start as a small group in order to reserve room for the necessary additions to be made for each of the three remaining years. Since our attendance must be kept down to a definite limit and we must take the upper classmen who have exhausted their opportunities in their home schools, the limitation falls heaviest on would-be freshmen. This especial group of freshmen has a number of very mediocre minds and others which are bright but poorly trained. No. 19 of the sophomore group (one of the special sophomore problems already discussed) has a brother (No. 21) and a sister (No. 5) in this class. They came from the same poor rural school as their elder brother with the difference that they were denied the year of eighth grade training in a Fayetteville ward school which he received, but both have more natural ability and a better attitude. No. 32 of the sophomore group (another of the seven special problems) has

a sister in the freshman class (No. 22). He was described as more courteous and obliging than studious. His freshman sister is none of these, and is likely to become a far greater problem than her brother. No. 28 of the sophomore class (a third of the special problems) has a sister (No. 18) in the freshman group. Both sisters are alike in being poorly trained, slow, earnest, unattractive in appearance, and kindly disposed. No. 13 came to us without having completed eighth grade work save from the help of a private tutor. Although thirteen years of age, he has been spoiled at home, retains many babyish ways, and needs more supervision than our limited faculty and young student-teachers are able to give. The ages of this class range from twelve to eighteen years. No. 15 is the oldest member and is afflicted in several ways. He underwent an operation some time ago which left him totally deaf in one ear. Beside his deafness, the muscles in his upper eyelids are unable to hold the lids up as they should. As a result, Herbert looks half asleep all of the time and often appears just dumb because his defective hearing prevents his giving a suitable answer to an unexpected question.

On the other end of the scale, we have a few very promising youngsters. Among them are three twelve year-olds, Nos. 1, 3, 10 who give excellent promise. No. 1 is the son of our director, George N. Code of the University of Chicago. George, Jr. had the best of school training in Illinois previous to coming to Arkansas and now has the advantages of an excellent home, the best of books, and the encouragement and direction of

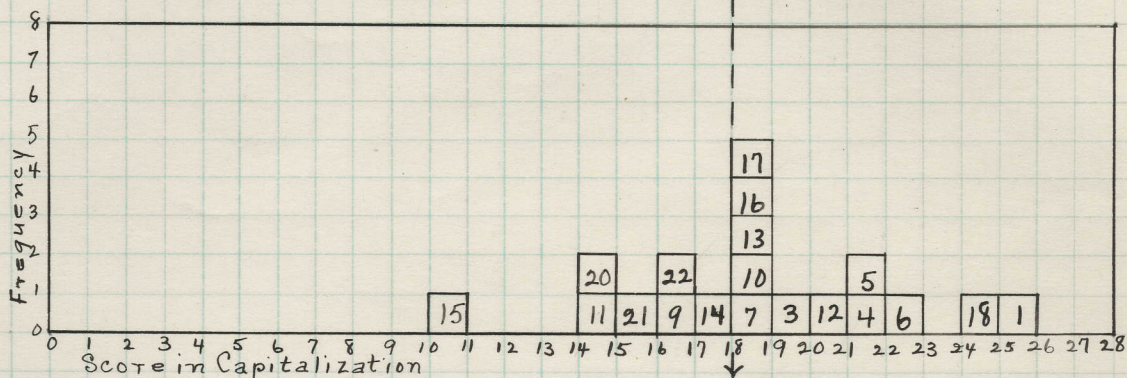
educated parents. No. 3 is a keen, little chap of a quiet, studious disposition. His sisters and mother are in Fayetteville that the daughters may secure a university education which means that his family encourage him in forging ahead as rapidly as possible. This he is doing. No. 10, our third twelve-year-old, is the daughter of a vice-dean in the University of Arkansas. She is large for her years, athletic in taste, jolly, fun-loving, and a great reader. Nos. 2, 4, 6 aged 14, 14, and 16 years respectively are other class leaders.

Figure XIII shows a comparison of the October and February test results in ninth grade capitalization. The standard median of 18 is surpassed 1.6 points by the class median of 19.6 in October on form 1. The standard median for form 2 of the test, in ninth grade, is 21.5 which is .3 point above our class median of 21.2. Since our first term of freshman English is spent in oral work and the remedial teaching devoted very little time to capitalization, the group did well to reach 21.2 on form 2 of the test. The range of scores in October was sixteen which dropped to ten in February. The February grouping is very compact save for No. 15 whose deafness may have been a factor in his poor showing. It is interesting to note that in the October test, Nos. 1, 18, and 6 reached or exceeded the standard median for university freshmen (23 on form 1). None of the class reached even the eleventh grade standard in February on form 2.

Figure XIV gives comparative results of the two punctuation tests in ninth grade. The standard median for this

Figure XIII
Comparison of Capitalization Tests(A)
English I

October Test - Form 1



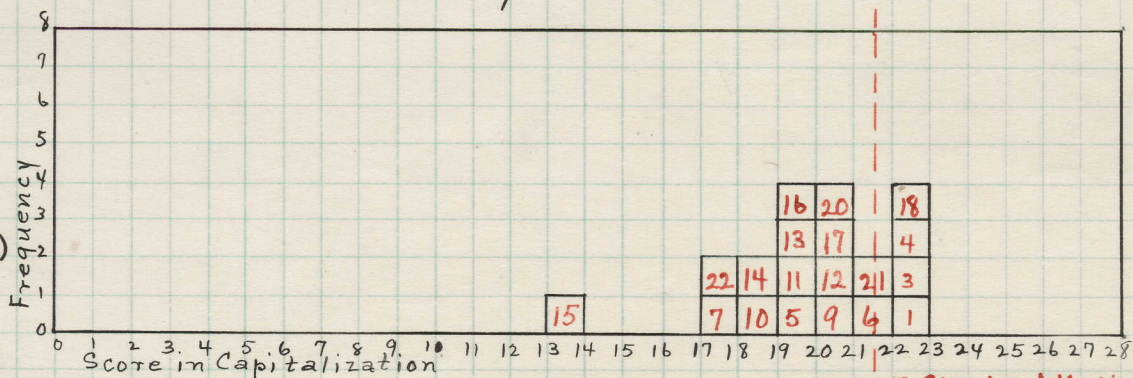
Score-Frequency

26	1
25	1
23	1
22	2
21	1
20	1
19	5
18	1
17	2
16	1
15	2
11	1

Total = 19

- 1 George Cade
- 2 Margaret Bunch (omitted)
- 3 John Gold
- 4 Mildred Cannon
- 5 Eula Phillips
- 6 Viola Hulse
- 7 Georgia Taylor
- 8 Dorothy Gilbrecht (omitted)
- 9 Lulu Mae Holland
- 10 Isabel Nelson
- 11 Herman Hays
- 12 Hazel Gabbard
- 13 Robert Bates
- 14 Herbert Hatfield
- 15 Herbert Moore
- 16 Beatrice Hall
- 17 Lucille Paul
- 18 Ione Patrick
- 19 Charles McClinton (omitted)
- 20 Erma Gibson
- 21 Raymond Phillips
- 22 Agnes Burnip

February Test - Form 2



Score-Frequency

23	4
22	2
21	4
20	4
19	2
18	2
14	1

Total = 19

21.5 - Standard Median

Date - - - - - June 28, 1926

Grade - - - - - IX

Standard Median, Form 1, October Test = 18

Class Median, Form 1, October Test = 19.6

Standard Median, Form 2, February Test = 21.5

Class Median, Form 2, February Test = 21.2

grade on both forms of the test is 14. The class median on form 1 is 9.1 points which is 4.9 points below standard in October. The class median of 12.8 on form 2 is still 1.2 points below the standard median although showing an improvement of 3.7 points over the October test. This improvement was made independent of remedial or regular classroom teaching. The gain must have been incidental in connection with general written work in other classes and on tests in the English class. A range of fifteen points in October with the large group near the low end of the scale gives a bad impression of the ability of the group in this field. The range of twenty-three points in February and the breaking up into one large group and four small ones shows that the class is not advancing as a class, but that individual ability or lack of it is even more evident than in October. No. 1 at the upper end of the scale scored 5.7 points above the standard for university freshmen on form 2 (20.3) while No. 5 at the lower end scored 6.4 lower than the standard for seventh grade on form 2 (10.4). More than six school grades lie between the extreme scores registered on this February test in terms of standard median which, in other words, is a difference of 22 points in the test out of a possible 30.

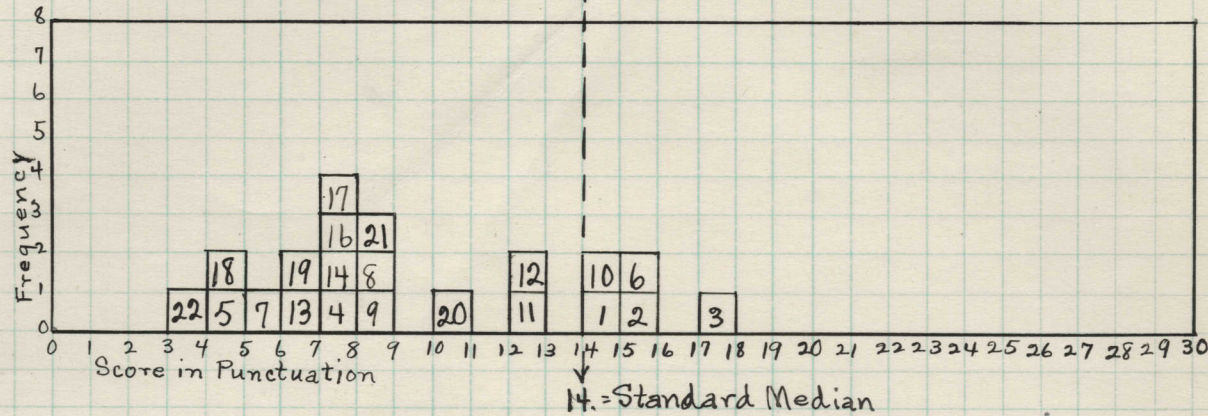
To complete the comparison of proficiency in capitalization with proficiency in punctuation, I have prepared Chart IV. Only eighteen of the twenty-two freshmen considered in my main study can be compared here as noted on the chart. Let us first consider those of the eighteen students who have gains

Figure XIV

Comparison of Punctuation Tests(B)
English I

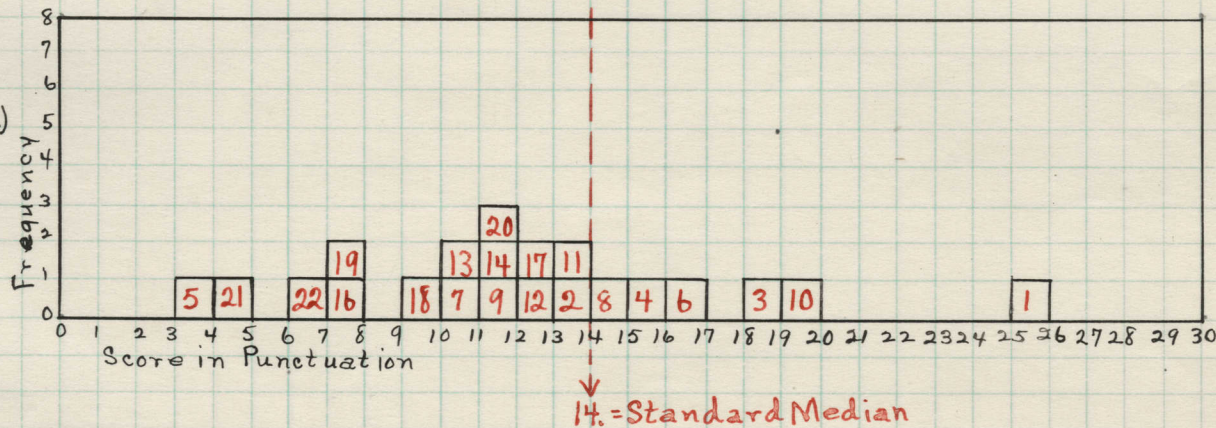
Score	Frequency
18	1
16	2
15	2
13	2
11	1
9	3
8	4
7	2
6	1
5	2
4	1
<hr/>	
Total	= 21

October Test - Form 1



- 1 George Cade
- 2 Margaret Bunch
- 3 John Gold
- 4 Mildred Cannon
- 5 Eula Phillips
- 6 Viola Hulsey
- 7 Georgia Taylor
- 8 Dorothy Gilbrecht
- 9 Lulu Mae Holland

February Test - Form 2



Score	Frequency
26	1
20	1
19	1
17	1
16	1
15	1
14	2
13	2
12	3
11	2
10	1
8	2
7	1
5	1
4	1
<hr/>	
Total	= 21

- 10 Isabel Nelson
- 11 Herman Hays
- 12 Hazel Gabbard
- 13 Robert Bates
- 14 Herbert Hatfield
- 15 Herbert Moore (omitted)
- 16 Beatrice Hall
- 17 Lucille Paul
- 18 Ione Patrick
- 19 Chas. McClinton
- 20 Erma Gibson
- 21 Raymond Phillips
- 22 Agnes Burnip

Date - - - - - July 1, 1926

Grade - - - - - IX

Standard Median, Form 1, October Test = 14

Class Median, Form 1, October Test = 9.1

Standard Median, Form 2, February Test = 14

Class Median, Form 2, February Test = 12.8

Chart IV

Comparison of Capitalization Gains and Losses with Punctuation Gains and Losses.

	Age Capitalization				Punctuation			
		Oct.	Feb.	Gain/Loss	Oct.	Feb.	Gain/Loss	
1 George Cade	12	26	23	3	15	26	11	
* 2 Margaret Bunch	14	—	24	(omitted)	16	14		2
3 John Gold	12	20	23	3	18	19	1	
4 Mildred Cannon	14	22	23	1	8	16	8	
5 Eula Phillips	14	22	20		5	4		1
6 Viola Hulse	15	23	22	1	16	17	1	
7 Georgia Taylor	13	19	18	1	6	11	5	
* 8 Dorothy Gilbrecht	13	—	20	(omitted)	9	15	6	
9 Lulu Mae Holland	14	17	21	4	9	12	3	
10 Isabel Nelson	12	19	19	(unchanged)	15	20	5	
11 Herman Hays	13	15	20	5	13	14	1	
12 Hazel Gabbard	17	21	21	(unchanged)	13	13	(unchanged)	
13 Robert Bates	13	19	20	1	7	11	4	
14 Herbert Hatfield	14	18	19	1	8	12	4	
* 15 Herbert Moore	18	11	14	3	8	—	(omitted)	
16 Beatrice Hall	14	19	20	1	8	8	(unchanged)	
17 Lucille Paul	13	19	21	2	8	13	5	
18 Ione Patrick	14	25	23	2	5	10	5	
* 19 Chas. McClinton	16	—	15	(omitted)	7	8	1	
20 Erma Gibson	17	15	21	6	11	12	1	
21 Raymond Phillips	16	16	22	6	9	5		4
22 Agnes Burnip	14	17	18	1	4	7	3	

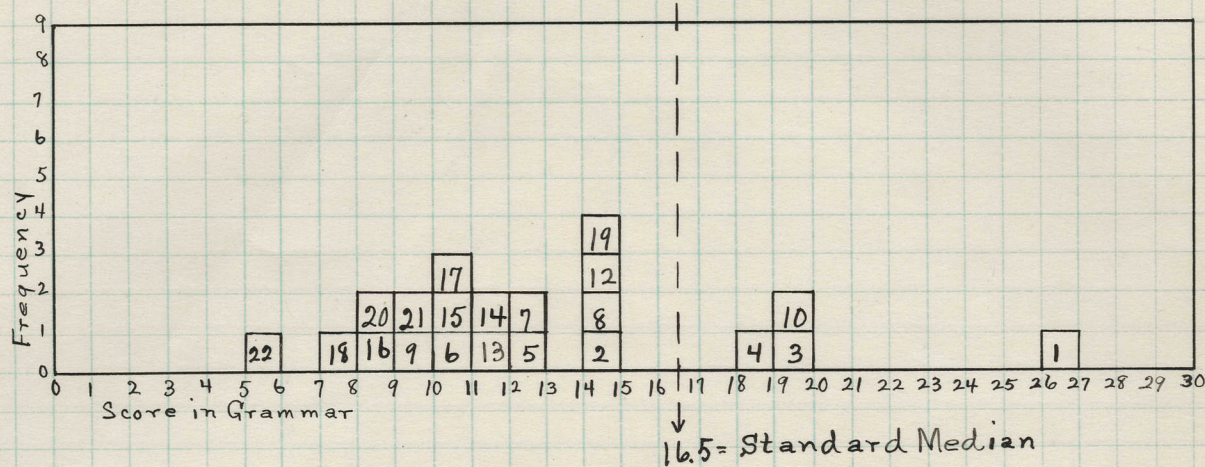
* Not considered in this comparison because of an incompleteness in one record.

above 2 in punctuation in rank order beginning with the highest gain made. No. 1 made the highest gain (11 points) in punctuation and the greatest loss (3 points) in capitalization. No. 4 gained eight points in punctuation, but gained only one point in capitalization. Nos. 7, 10, 17, 18 gained five points each in punctuation. Of these four, No. 7 lost one point in capitalization, No. 18 lost two points in capitalization, No. 10 neither gained nor lost in capitalization, and No. 17 was the only one of the four to parallel her gain in punctuation with a gain of two points in capitalization. Nos. 13 and 14 each gained four points in capitalization and one point in punctuation. Nos. 9 and 22 gained three points each in punctuation and both gained in capitalization, No. 9 gaining four points and No. 22, one point. Considering the question from the standpoint of the gains in capitalization in rank order, we find Nos. 21 and 20 making the highest capitalization gains (6 points each). No. 21 registered the greatest loss of any member of the class in punctuation (4 points) while No. 20 gained one point in punctuation. No. 11 gained five points in capitalization and gained one in punctuation. No. 9 has already been mentioned as being the one person who made considerable gain in each subject, three points in punctuation and four in capitalization. No. 3 gained three points in capitalization and one in punctuation. This group, like the other three groups compared, shows the highest scores in punctuation coupled with the lowest scores in capitalization and vice versa.

Figure XV represents graphically a comparison of

Figure XV
Comparison of Grammar Tests (c)
English I

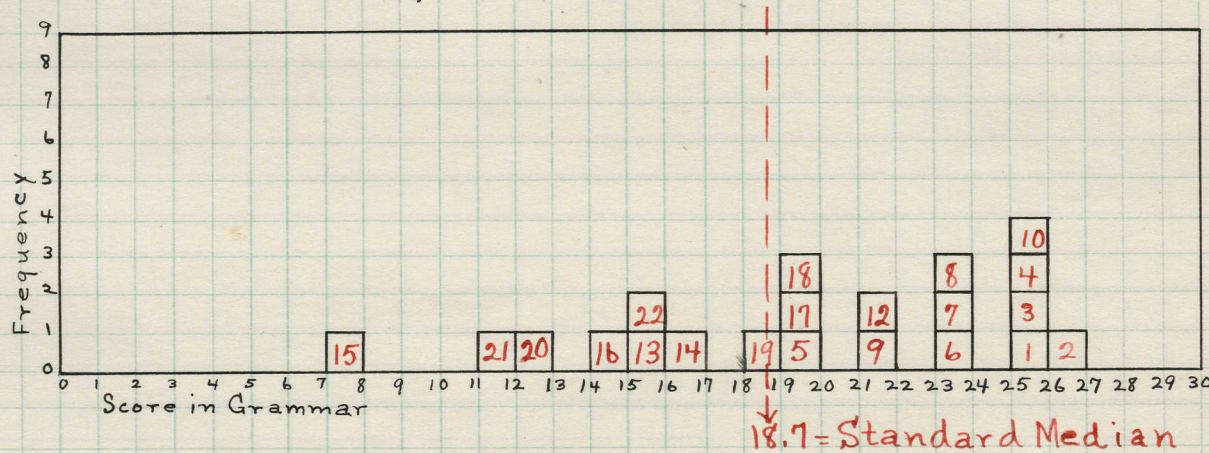
October Test - Form 1



Score	Frequency
27	1
20	2
19	1
15	4
13	2
12	2
11	3
10	2
9	2
8	1
6	1
<hr/>	
Total	= 21

- 1 George Cade
- 2 Margaret Bunch
- 3 John Gold
- 4 Mildred Cannon
- 5 Eula Phillips
- 6 Viola Hulsey
- 7 Georgia Taylor
- 8 Dorothy Gilbrecht
- 9 Lulu Mae Holland
- 10 Isabel Nelson
- 11 Herman Hays (omitted)
- 12 Hazel Gabbard
- 13 Robert Bates
- 14 Herbert Hatfield
- 15 Herbert Moore
- 16 Beatrice Hall
- 17 Lucille Paul
- 18 Ione Patrick
- 19 Chas. McClinton
- 20 Erma Gibson
- 21 Raymond Phillips
- 22 Agnes Burnip

February Test - Form 2



Score	Frequency
27	1
26	4
24	3
22	2
20	3
19	1
17	1
16	2
15	1
13	1
12	1
8	1
<hr/>	
Total	= 21

Date — — — — — July 2, 1926
 Grade — — — — — IX
 Standard Median, Form 1, October Test = 16.5
 Class Median, Form 1, October Test — — — = 12.7
 Standard Median, Form 2, February Test = 18.7
 Class Median, Form 2, February Test = 20.8

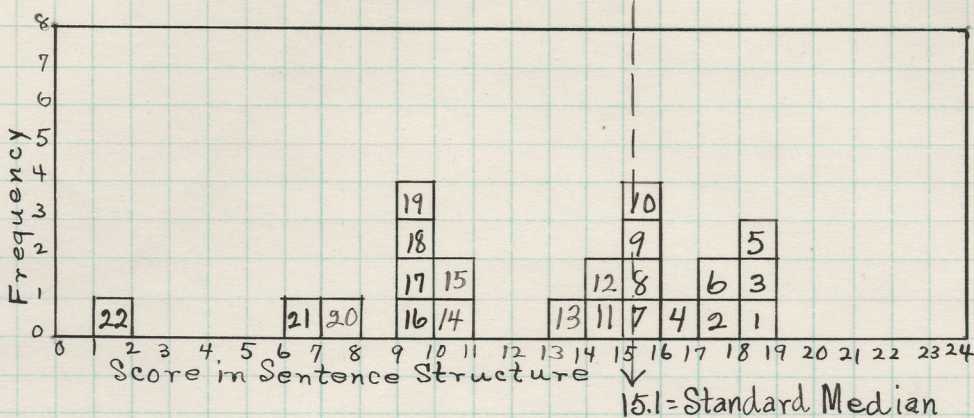
the results obtained on forms 1 and 2 of the grammar tests by ninth grade students. The range is very wide in both tests, being twenty-two points in October on form 1 and twenty in February on form 2. Nine of the twenty-two points of range are due directly to Nos. 1 on the upper end of the scale and 22 on the lower end. The distribution in February is really worse in some ways than it was in October, since the largest group in October contained twelve persons and there were then only three groups and two stragglers: while in February, only one group contains as many as five persons, and the class is divided into six groups of two to five members each with one straggler at the lower end of the scale. In spite of this faulty grouping, the general trend is upward. The standard median on form 1 for ninth grade is 16.5 points and the class median was 12.7 thus showing the class median below the standard by 3.8 points in October. The standard median on form 2 is 18.7 points or an advance of 2.2 points over the standard median on form 1. Notwithstanding the higher median on form 2, the group registered a class median of 20.8 which gives a margin of 2.1 points above the standard median. Thus, in terms of standard median, the class median has advanced 5.9 points in grammar from October to February. With a very poor student-teacher in charge of this grade during the last six or eight weeks before the second test and very little written work done before that time, the improvement in grammar must be attributed to careful oral training in the use of correct forms in every recitation, followed by im-

mediate correction of errors as made in oral talks, and to remedial teaching and drilling. Little need be said here concerning individual performance since the three twelve-year olds (1,3, 10) are as conspicuous on one end of the scale as some of our special problems (15,21,18, 22) are on the other end. It is of interest to know that only two losses of one and two points are recorded as compared with eighteen gains of from four to thirteen points each. The greatest gains in most cases are made by children from the country who have very likely been given this work in a practical form, for the first time in their lives.

Figure XVI gives the comparison of the test results in sentence structure for grade nine. All twenty-two pupils are compared here and the figure shows quite an improvement in the February diagram over that of October. The February range of scores is only thirteen points as compared to eighteen in October, although the October diagram shows three groups and one straggler, the February diagram has only one group and two stragglers. The standard median on form one for this grade is 15.1 and the class median 15.5, a margin of .4 point above standard. The standard median on form two for ninth grade is 15.3 and the class median of 16 gives a margin of .7 point above standard. The class median is then above standard by a small margin on each test. Correct sentence structure pre-supposes considerable maturity of thought and skill in the use of the English language. It is interesting to note that on our October diagram,

Figure XVI
Comparison of Tests in Sentence Structure (D)
English I

October Test - Form 1

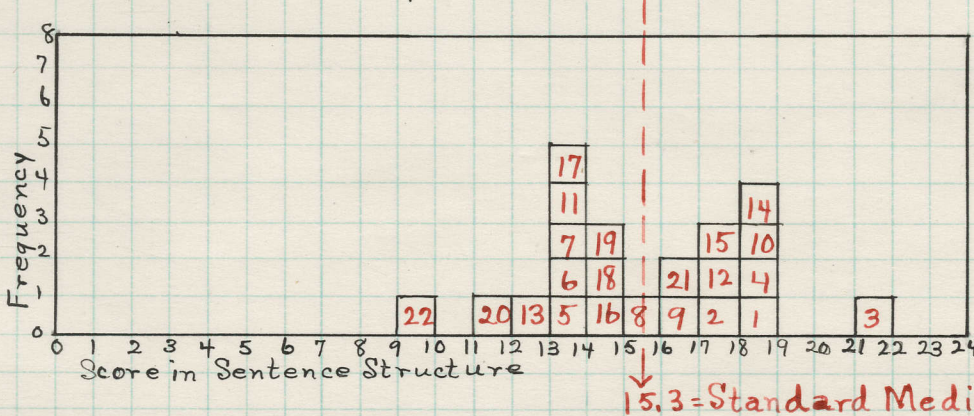


Score - Frequency

19	3
18	2
17	1
16	4
15	2
14	1
11	2
10	4
8	1
7	1
2	1

Total = 22

February Test - Form 2



Score - Frequency

22	1
19	4
18	3
17	2
16	1
15	3
14	5
13	1
12	1
10	1

Total = 22

Date

Grade

Standard Median, Form 1, October Test = 15.1

Class Median, Form 1, October Test -- = 15.5

Standard Median, Form 2, February Test = 15.3

Class Median, Form 2, February Test --- = 16.

two of our three twelve-year-olds (Nos. 1 and 3) as well as No.5 (one of our rural school products) made scores .2 above the standard medians for eleventh grade. Better yet, one of these twelve-year-olds (No.3) made a score two points above the standard median for university freshmen on form 2, the February test. The performance of No. 22 on these two tests is deplorable, the only encouraging feature being a raise of eight points on form 2 above the score on form 1 which still leaves her 2 points below the standard median for seventh grade on this form.

Figure XVI is the last column diagram presented in this chapter. Its discussion completes the comparison of the results of the October and February tests on forms 1 and 2 of the diagnostic English tests on which this study is based.

CHAPTER III

Remedial Teaching

Since one of the most vital aims of this detailed study of high school English in Arkansas has been to diagnose present conditions in order to apply a preventive or remedy, where possible, for weak spots in our teaching of high school English, it has seemed most fitting to place this chapter on remedial teaching in the very heart of the thesis.

By an introduction to the great inequalities now existing in educational opportunities in Arkansas; accompanied by an explanation of the nature, forms, and uses of the Conkling-Pressey Diagnostic English Tests in our training school; and, finally, by a careful comparison of the results of the October and February tests, I have tried to prepare each reader's mind for a sympathetic consideration of our efforts to help a group of young girls and boys master the essential mechanics of our language with a minimum output of time and energy. No part of the entire study has been as pleasurable or as profitable to me as this remedial work which has furnished opportunities for a closer touch with girls and boys by whose welfare every honest teacher measures his own success or failure.

Remedial teaching began as soon after the first test as results were obtainable. (Credit is here due to the generous¹ co-operation of our High School Director and his research classes of advanced university students who graded the tests and

1. Director Geo. N. Cade, College of Education, University of Arkansas, Fayetteville, Arkansas.

placed the results at my disposal without delay.) Two distinct periods of remedial teaching are to be reported - the first, an experimental one extending from October to February; and the second, a more settled period beginning when the results of the February tests were available and ending with the May tests. The methods tried were rated as to practicability of administration by an average teacher in high school English and by the results achieved, for the time spent, from the child's viewpoint. Psychological as well as academic results were given due consideration. Neither time nor space will permit my recording every trial and error nor every fruitless search after clear explanations to which I might direct willing learners. Therefore, I shall sketch in outline my general methods and shall introduce from time to time, for the sake of clarity, the copy of a sample page from my notebook to illustrate some special procedure. The reader will understand that such pages are samples only, and that a record shown for one high school grade means a similar record for the other three grades unless the opposite is distinctly stated.

The tests, as previously mentioned, include (A) capitalization, (B) punctuation, (C) grammar, and (D) sentence structure. I chose grammar as the major subject of study between October and February for a number of reasons. The advisability of teaching technical grammar in the freshman or sophomore year of every Arkansas high school is a much mooted question among Arkansas English teachers and high school principals and superintendents. Personally, I had long felt that we waste valuable

time in the English course in teaching technical grammar as such in high school, divorced from the daily practice of accurate speaking and writing; and I hoped a more careful study of grammars and other English texts would clarify my own views and dispel any prejudices I might feel on the subject. For five years, I had taught prospective English teachers the great importance of training pupils to use the English language correctly every day in every conversation or recitation even though technical grammar was slighted. This opportunity to experiment with groups of young people seemed a fine method of proving what can and ought to be done with technical grammar in high school. As generally taught, I felt that grammar in high school is often an irksome re-hash of grade work which fails to challenge the best effort and deepest interest of high school pupils. If it must be taught, and many of our older school men say it must, is there no quicker and less painful way of giving the treatment than by months, if not years, of soul-killing drudgery? Are all parts of the grammar of equal worth? To solve these and many other problems, I began on grammar. Capitalization which is relatively easy was my minor subject during the first period of remedial teaching. Sentence structure and punctuation were thus left for the second drill period from February to May.

My first task was the tabulation of the scores made by every individual in each test. Chart V which is a page copied from the early part of my notebook shows the items recorded from the October tests and shows what items I considered of value

time in the English course in teaching technical grammar as such in high school, divorced from the daily practice of accurate speaking and writing; and I hoped a more careful study of grammars and other English texts would clarify my own views and dispel any prejudices I might feel on the subject. For five years, I had taught prospective English teachers the great importance of training pupils to use the English language correctly every day in every conversation or recitation even though technical grammar was slighted. This opportunity to experiment with groups of young people seemed a fine method of proving what can and ought to be done with technical grammar in high school. As generally taught, I felt that grammar in high school is often an irksome re-hash of grade work which fails to challenge the best effort and deepest interest of high school pupils. If it must be taught, and many of our older school men say it must, is there no quicker and less painful way of giving the treatment than by months, if not years, of soul-killing drudgery? Are all parts of the grammar of equal worth? To solve these and many other problems, I began on grammar. Capitalization which is relatively easy was my minor subject during the first period of remedial teaching. Sentence structure and punctuation were thus left for the second drill period from February to May.

My first task was the tabulation of the scores made by every individual in each test. Chart V which is a page copied from the early part of my notebook shows the items recorded from the October tests and shows what items I considered of value

from the outset. I scarcely know why I included the ages of pupils, but am glad I did so, as I believe there is a close relation between age and progress. The numbers following the "age" column refer to the exercises within each test. The two forms of the grammar test together with the "directions and record sheet" for forms 1 and 2 are inserted here that the reader may acquaint himself with the test if he so desires. Chart VI is a summary of the grammar errors recorded by classes on each of the thirty grammar exercises on form 1. The same method of recording and summarizing errors was followed on all four tests after the October and again after the February tests in order to find what kind of errors are most common, that drills may be made effective.

Since exercise twenty-seven carried off the banner by being a stumbling-block to 107 of the 148 pupils who took the test, I began my academic work with the use of "who" and "whom" as interrogative pronouns. (It may be of interest to the reader to know that this same exercise was the cause of the greatest number of errors of any in the test among the university freshmen who took the test last September during "Orientation Week", as disclosed by a study of the test results which are shown graphically at the end of this chapter).

We have many sample copies of English texts from various book companies on our shelves. From these I selected a number, somewhat at random at first, and began seeking information on the interrogative "who" in its three forms. I

DIAGNOSTIC TESTS IN ENGLISH COMPOSITION
(C) GRAMMAR

Directions and Record Sheet for Forms 1 and 2

Grade..... School..... City.....

State..... Date..... Teacher.....

DIRECTIONS FOR SCORING: Count 1 point for each group of four sentences in which the ungrammatical sentence, and no other, is marked; the highest possible score is thus 30 points. The ungrammatical sentence is first, second, third, or fourth in each group as indicated by the following key (the first figure, 3, indicates that the incorrect sentence in this group, "It don't seem possible," is third of this group—and so on). First page: 3 1 2 4 4 3 2 1 4 3; second page: 3 2 4 1 3 2 4 2 4 3; third page: 2 3 4 3 4 2 1 1 4 3. Scoring will be facilitated if an unused blank is correctly marked, and comparison made with this. Or, pupils may exchange blanks and score, the sentences which should be marked being read by the teacher.

For Form 2 the key is as follows: first page, 3 2 1 4 3 1 4 4 2 2; second page, 4 2 3 4 3 1 4 3 2 2; third page, 4 3 2 3 2 1 1 4 3 4.

Total Score	
30.....	.....
29.....	.....
28.....	.....
27.....	.....
26.....	.....
25.....	.....
24.....	.....
23.....	.....
22.....	.....
21.....	.....
20.....	.....
19.....	.....
18.....	.....
17.....	.....
16.....	.....
15.....	.....
14.....	.....
13.....	.....
12.....	.....
11.....	.....
10.....	.....
9.....	.....
8.....	.....
7.....	.....
6.....	.....
5.....	.....
4.....	.....
3.....	.....
2.....	.....
1.....	.....
0.....	.....
Total.....	.....
Median.....	.....

RECORD: Arrange the blanks in order of total score (keep separate the results from different grades, classes, and sections). Then record total scores in the spaces to the left—thus if 2 pupils make a score of 28 write a "2" in the "28" space of the "total score" column—and so on. Then add together all the figures in the column and write this total in the space marked "No. cases." Finally, count up from the bottom to the median, or middle case, and write the number of the space in which this case falls in the space marked "median."

More important, however, is detailed analysis of results for suggestions in teaching. Such an analysis can be most easily made by tabulation on any unused blank. Look over each pupil's paper again, and make a dot or tab (/) on the unused blank after each sentence which that pupil has marked as ungrammatical. Tabulate the results for the entire class or section on the unused blank in this way. Then count up the number of dots or tabs after each sentence. The ungrammatical sentences which have been marked as such by the smallest number of pupils evidently illustrate the types of error which should receive attention in the teaching.¹ Correct sentences which have been marked as wrong should also be considered.

USE OF THE RESULTS: The general standing of the class can be determined for either form by comparison of total scores with the following national norms:²

Grade	7	8	9	10	11	12	Freshmen
Median (Form 1)	12.0	14.6	16.5	19.0	21.2	22.7	23.3
Median (Form 2)	14.2	16.8	18.7	21.2	23.4	24.9	25.5

Study of total scores should be considered simply preliminary, however, to such analysis as described above, and special instruction on points regarding which the class is shown to be weak. In such instruction the test itself will be found of great value. The test papers should always be returned to the pupils, and talked over with them. Each group of four sentences consists of one common error, and three other sentences illustrating correct handling of similar constructions. Each group should thus be given close study, and, with the rules given on the other side of this sheet, should form the basis for class discussion of these various points.

¹ For such corrective teaching the *Student's Guide* (see other side of this sheet) will be found of distinct value.

² Careful comparison of Forms 1 and 2 has shown scores on Form 2 to average 2.2 points higher.

DIAGNOSTIC TESTS IN ENGLISH COMPOSITION: (C) GRAMMAR

Directions and Record Sheet for Forms 1 and 2

For use from the seventh grade through college

DIRECTIONS FOR GIVING: Before distributing the blanks make certain that every one has a pencil (or pen). Then give each pupil a blank; see to it that no one opens his blank before he is told to do so. As the blanks are passed out say:

Write on the lines at the top of the page your name, and the other information called for. (Allow time for this.) Then say, Now read the directions just below where you have been writing. As soon as all (with the possible exception of the slowest two or three) have finished reading say, Now open the blank and begin. Work rapidly!

Do not permit any questions about the test. Collect the papers when all but the slowest two or three have finished. The test does not ordinarily take more than 15 minutes.

PLAN OF THE TEST: The test is arranged to give the teacher detailed diagnostic or analytic information regarding each pupil's ability to recognize the most common mistakes in grammar, using this term to cover primarily the subject of correct use of the few inflected forms remaining in the English language—errors in sentence structure are dealt with in a separate test. It is based on several studies regarding the frequency of grammatical errors in the written work of both children and adults. For convenience in analyzing results the items of the test have been grouped according as they exemplify certain simple rules for the avoidance of the common errors. The rules are as follows:

1. Remember that a pronoun should agree in number with its antecedent, and a verb with its subject. Few mistakes will be made if the following points are kept in mind. (a) Two or more singular nouns joined by **and** require a plural verb and pronoun; if joined by **or** or **nor** singular verbs and pronouns are to be used. (b) **There** is or **there** are should be used according as the subject that follows is singular or plural. (c) Intervening words in a different number must not be allowed to affect the agreement of pronouns or verbs. (d) **Each, every, either, somebody, anyone, one,** and other similar pronouns are singular. (e) A singular noun used in a general way to refer to a class is also singular. (Items 1-10.)
2. Be careful about the tense forms of verbs. (a) Do not leave off the **ed** of past tense and participial forms of regular verbs; this mistake is most common with **ask, seem,** and **use.** (b) Be certain of the correct past tense and past participle of the following irregular verbs: **come, see, run, do, go, give, bear, lead, grow, hear, ride, drink, burst.** (c) Remember that **drown, climb, drag, and attack** are regular. (Items 11-15.)
3. Certain forms are very commonly confused, usually because of similarity of sound. (a) Do not use **of** or **a** for **have** in such phrases as "might have been" or "ought to have gone." (b) Distinguish the following verbs: **lie** and **lay, sit** and **set, let** and **leave, can** and **may.** (c) Distinguish also the following: **there, their, and they're; there's** and **theirs; to, too, and two; a, an, and and.** (Items 16-23.)
4. Do not use adjectives for adverbs. (a) Do not use **good** for **well.** (b) Do not leave off the **ly** of adverbial forms. (Items 24-26.)
5. Few mistakes in the case of pronouns will be made if the following points are kept in mind. (a) Do not let words coming between a pronoun and the word governing it mislead as to the case. (b) Do not neglect the case of the pronoun in such phrases as **we boys.** (c) Always consider the implied construction after **than** and **as.** (Items 27-30.)

Tests and rules cover all common errors in this general field with the exception of mistakes in the number of nouns. The omission has been on the ground that a large proportion of these errors were not grammatical in nature—were mere slips of the pen (as in omitting the **s** of the plural), or mistakes in irregular plurals which were matters of spelling rather than grammar. Constructions well on the road to acceptance as idiomatic, such as "It is me," have also not been included.*

*For a full statement of rules with examples, and with discussion of problems of good usage, and references, see the *Student's Guide to Correctness in Written Work*, and *Teacher's Manual*. (The Public School Publishing Company. 5 cents each.)

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DIAGNOSTIC TESTS IN ENGLISH COMPOSITION:
(C) GRAMMAR

Name Age

Grade or Class School

City State Date

Directions—Read Carefully!

Notice the four statements below:

They were here.

We was going.

Where were you yesterday?

It was time to go.

One of these four sentences—"We was going"—contains something which is not good English; the sentence should read "We were going". A cross has been put before this sentence, to show that it is wrong.

On the following pages there are some more groups of four sentences. And in each group one sentence, and only one, is incorrect—contains something which is not good English. You are to find the wrong sentence in each group and put a cross in the square before it, just as there is a cross before "We was going" in the group above. If you are not certain which sentence is incorrect mark the one which seems to you least satisfactory; be sure to mark one, and only one, sentence in every group. Remember also to mark in the square; do not put a cross half way between two sentences. Any doubtful marks will be counted against you.

As soon as you are told to do so, open the blank and begin at once. Be sure you finish all three pages; do not stop at the bottom of the first or second pages. Work rapidly.

DO NOT OPEN THE BLANK UNTIL YOU ARE TOLD TO DO SO. AS SOON AS THE WORD IS GIVEN BEGIN AT ONCE!

Devised by F. R. Conkling
 and S. L. Pressey

Department of Psychology
 The Ohio State University

- 53
1. Were you notified of the change?
 Why doesn't that letter come?
 It don't seem possible.
 Smith was here yesterday.
 2. Swimming, boating, and fishing is great fun.
 A Ford is economical because first cost and up-keep are low.
 How are Mrs. Smith and Dorothy?
 Physics or botany is required for graduation.
 3. There is no excuse for these delays.
 There is too many people in this room.
 Along the bank there were large trees.
 Between Fanny and Helen there have been no secrets.
 4. Immigrants who have no money are not allowed to enter.
 All pupils who failed this examination are to do extra work.
 Coal which dealers ordered months ago is not yet delivered.
 Things that Ruth thought essential for her comfort was lacking.
 5. Lee, with all his soldiers, was forced to surrender.
 Tom and Dick were here.
 The proprietor, together with all his clerks, was arrested.
 Several bystanders, as well as the thief, was injured.
 6. The bright colors of the picture appeal to him.
 The first one of the runners was just rounding the bend.
 The box of pens have disappeared.
 The consumption of soft drinks is steadily increasing.
 7. Will someone lend me his pencil?
 Everybody did their best.
 Each girl must have her own work to do.
 All the girls want their report cards returned.
 8. Either of the candidates will make themselves popular with the voters.
 Neither Fred nor John knew his lesson.
 Both John and Henry have their cars here.
 No boy or girl should be disrespectful to his or her parents.
 9. No one cares to be so peculiar that people laugh at him.
 Many people in the audience said that they could not hear the speaker.
 If anybody makes a motion to resist, arrest him at once.
 If one tries they can succeed.
 10. A fireman must be brave, for he is often in great danger.
 The student becomes nervous, and as a result he fails.
 If a person cannot swim they should not go out in a canoe.
 If boys once begin smoking it is hard to break them of the habit.

Do not stop; GO ON TO THE NEXT PAGE!

11. The time seemed to pass very swiftly.
 She folded, sealed, and mailed the letter.
 He ask me the way to the station.
 We have used that sewing machine for years.
12. He almost drowned while trying to swim across the river.
 John clumb the tree to the limb where the kitten was.
 The police dragged the river for the body.
 At recess we attacked the snow fort.
13. I saw Harold at school this morning.
 Mary did all the things that you wished to have done.
 Arthur came over to see you yesterday.
 He run until he was out of breath.
14. Our heater bursted and flooded the cellar.
 She heard all that you said.
 The path led to the top of the hill.
 The corn grew fast during the hot spell.
15. He had drunk all the lemonade.
 Mother has given Harry a watch for his birthday.
 Helen was borned on Christmas day.
 I have never ridden over worse roads.
16. You should have seen the fireworks yesterday.
 He might of been injured severely.
 He ought to have gone home with you.
 He must have gone by another road.
17. I set the basket there last night.
 She sat down in the big chair.
 Mother likes to sit by the window and read.
 He had set down in another man's seat.
18. Mother lay down on the couch to rest.
 Mary has laid here, resting, since dinner.
 Tom laid his book on the wet table.
 Lie down on the bed while you are waiting for the doctor.
19. You may leave the book on the table.
 The sick girl left the class.
 The teacher let me go early.
 The police left the thief escape.
20. John asked if he might go home.
 Can you speak French?
 Can I go if I will promise to return early?
 May I go fishing this afternoon?

21. There is the man whom you wished to see.
 There home is not far from here.
 They're planning to spend this winter in Florida.
 There's the car the Smiths thought was theirs.
22. Two of our friends are going with us.
 We hope to hear from you soon regarding this bill.
 Helen takes everything too seriously.
 Return the book to me when you finish reading it.
23. It will be an hour before we can go.
 John's hat and coat are new.
 An old man fell on the slippery pavement.
 Mary has a pencil and an apple on her desk.
24. She is very good to her mother.
 All things considered, she did well.
 I can swim as good as John.
 He had a cold, but is now well again.
25. He looked quickly about the room.
 She is very careful and exact.
 The leader looked very imposing.
 He spoke very distinctly.
26. The work was done miserably poorly.
 Was he injured very seriously?
 That canned fish tastes bad.
 That statement is surely wrong.
27. Whom did they say was hurt?
 Whom did they suspect?
 Who do you suppose it was?
 Whom did they take him to be?
28. Father sent Walter and I to the store.
 Both Arthur and I went.
 They asked either John or me to go.
 It was he who knocked.
29. Does that apply to us girls?
 We mothers are all coming.
 He found us girls at the candy store.
 They asked we boys to help them.
30. All the family will be there except you and me.
 I am as much to blame as he.
 The stranger sat down between Mary and I.
 I like him better than her.

When you have finished, GO BACK OVER YOUR WORK AND BE SURE YOU HAVE MADE NO MISTAKES!

DIAGNOSTIC TESTS IN ENGLISH COMPOSITION:
(C) GRAMMAR

Name..... Age.....

Grade or Class..... School.....

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

Directions—Read Carefully!

Notice the four statements below:

- They were here.
 We was going.
 Where were you yesterday?
 It was time to go.

One of these four sentences—"We was going"—contains something which is not good English; the sentence should read "We were going." A cross has been put before this sentence, to show that it is wrong.

On the following pages there are some more groups of four sentences. And in each group one sentence, and only one, is incorrect—contains something which is not good English. You are to find the wrong sentence in each group and put a cross in the square before it, just as there is a cross before "We was going" in the group above. If you are not certain which sentence is incorrect mark the one which seems to you least satisfactory; be sure to mark one, and only one, sentence in every group. Remember also to mark in the square; do not put a cross half way between two sentences. Any doubtful marks will be counted against you.

As soon as you are told to do so, open the blank and begin at once. Be sure you finish all three pages; do not stop at the bottom of the first or second pages. Work rapidly.

DO NOT OPEN THE BLANK UNTIL YOU ARE TOLD TO DO SO. AS SOON AS THE WORD IS GIVEN BEGIN AT ONCE!

1. John doesn't like his book.
 We don't recite today.
 Don't he know his lesson?
 Jack, were you at the game yesterday?
2. Mahogany and oak are much used in making furniture.
 Either Smith or Anderson are going.
 Where are Mary and the baby?
 Life in the country is easier, because rent and food are cheap.
3. There is so many automobiles that it is unsafe for children.
 There are three more weeks before vacation begins.
 Between the two schools there has been much rivalry.
 At this crossing there have been many accidents.
4. Children who forgot their money were sent home.
 The things that were on the table are gone.
 The fire, which had spread to other buildings, was still burning.
 All adults who have lived here one year is allowed to vote.
5. The chief complaint of the employees is regarding overtime.
 The leaders of the mob have been captured.
 Excessive use of cigarets are injurious.
 The card of hooks and eyes is priced at five cents.
6. The teacher, as well as the pupils, were late this morning.
 The truck, with its contents, was seized by the police.
 All of the students, with the exception of Black, were present.
 The man, with the help of two boys, was able to put out the blaze.
7. The girls will have indigestion if they bolt their food.
 If a person wants a good laugh, he should go to that circus.
 A taxicab driver must be quick, or he cannot avoid accidents.
 The fly breeds in refuse, and then they come to our dinner table.
8. Somebody has taken my book.
 In the fire drill each pupil has his place.
 All the workmen want their wages weekly.
 Every boy must provide their own lunch.
9. Evidently neither of the girls prepared herself for this part.
 Either Frank or Henry hurt themselves.
 Jane and Alice are studying their lessons together.
 No man or woman should fail to cast his or her vote.
10. People often say they do not care for a thing they cannot afford.
 If anybody asks for an excuse, send them to me.
 No one wants his faults made known to others.
 If one is critical he must expect to be criticized.

Do not stop: GO ON TO THE NEXT PAGE!

11. He asked me for a match.
 He seemed certain that we would win.
 He turned, smiled, and waved his hat to me.
 They use to go to church every Sunday.
12. Have you heard of the accident?
 How the baby has growed since I saw him last!
 He has gone to town.
 I haven't seen him since last summer.
13. The dog ran after the boys.
 He had never ridden on a merry-go-round before.
 The teacher give a book to each pupil.
 John did his work carefully.
14. The guide led the men to the secret pass.
 Were you born in April?
 The tire burst with a loud noise.
 Then Jim come running in to tell us the good news.
15. The men dragged the log to the sawmill.
 The early settlers were often attacked by the Indians.
 The boy was drowneded when his boat was caught in the rapids.
 The mercury climbed to ninety-eight in the shade.
16. You must a known him in high school.
 You ought to have been with us on our trip.
 You wouldn't have known her; she is much changed.
 John might have misunderstood the directions.
17. The train left an hour ago.
 Leave the poor boy alone!
 Mother will not let me go on the picnic.
 Leave me go home!
18. She sat down near me, but did not say a word.
 The sun set in a bank of cloud.
 How much longer do you intend to set there?
 The posts for the new fence are set twenty feet apart.
19. He lied to me about the money.
 Lay down here until you feel better.
 My knife has lain in the grass and become rusty.
 The shower will at least lay the dust.
20. He may be late this evening.
 Can I please speak to Dorothy about the English lesson?
 My mother said I might go to the park for the afternoon.
 Could you swim as well when you were his age?

Do not stop: GO ON TO THE NEXT PAGE!

21. We hope to see you at the park.
 The company has sent to New York for the goods.
 Don't attempt too much until you feel stronger.
 Here are to books I borrowed last week.
22. He is an interesting but peculiar man.
 The boy had a dog and a pony.
 For our lunch we plan to have sandwiches an coffee.
 She is an heiress, and a handsome woman besides.
23. Their books and pencils are in their desks.
 There planning to go away for a week or ten days.
 There's the man we saw at the depot.
 Theirs is the big house there on the right.
24. Be a good girl while I am away.
 How well the little boy reads!
 John does not do very good in spelling.
 Mother does not feel well today.
25. The child appeared very quiet and shy.
 She sang beautiful.
 The boy appeared suddenly from behind a tree.
 The flower smells sweet.
26. These tricks can be learned easy.
 I will surely go.
 He is industrious and painstaking .
 She was dressed surprisingly simply.
27. The letter must be for either you or I.
 You and I are to go on ahead.
 Mother said that the money belonged to you and me.
 They asked either John or him to do the work.
28. He saw us girls before we noticed him.
 We neighbors are organizing a community club.
 He spoke to us boys about running over his lawn.
 Us boys are going to have a ball team.
29. My sister is older than I.
 All the boys had gone fishing except Joe and me.
 Mary is a better student than him.
 I am as good a player as he.
30. Whom did you send for the chalk?
 Whom do you consider the best student?
 For whom is the telegram?
 Whom do you think stole the money?

When you have finished, GO BACK OVER YOUR WORK AND BE SURE YOU HAVE MADE NO MISTAKES!

kept a record of all bibliographic facts necessary for each book in case I wished to use these facts later. I recorded quotations which seemed of value as a guide in my teaching. From my notebook I shall copy a few items to show the kind of books I used as well as the meagre material I found.

Grammar Bibliography

1. Ward, C.H., What is English? Scott, Foresman, and Company, Chicago. 1917. Chap. IV, "What Grammar is All About", pp. 74-95.
2. Thomas, Charles Swain, The Teaching of English in the Secondary School. Houghton, Mifflin Company, Chicago. 1917. Chap. III, "The Relation of Grammar to Composition and Literature", pp. 34-46.
3. Scott, F.N. and Buck, Gertrude, A Brief English Grammar. Scott, Foresman, and Company, Chicago. 1905. "The interrogative pronouns", pp. 34, 33, and 108-9.
4. Hermans, Mabel C., Studies in Grammar. Henry Holt and Company, New York. 1924, "Correct Use of Pronouns", pp. 158-160 and XIV, Exercises.
5. Hitchcock, Alfred M., High School English Book. Henry Holt and Company, New York, 1923.
6. Woolley, Edwin C., Handbook of Composition. D. C. Heath & Co., Chicago. 1920.
7. Kittredge, G.L. and Farley, F. E., An Advanced English Grammar. Ginn & Co., Chicago. 1913.
8. Tanner, William M., Composition and Rhetoric. Ginn & Co.,

Chart VI

Summary of Grammar Errors by Grades October Test - Form 1

Exercise Number	Grade XII	Grade XI	Grade X	Grade IX	Total
1	9	8	10	9	36
2	18	21	16	17	72
3	9	12	8	11	40
4	12	12	12	15	51
5	14	14	10	19	57
6	15	19	11	16	61
7	27	23	25	21	96
8	24	20	19	16	79
9	21	19	18	21	79
10	14	14	16	20	64
11	12	15	12	11	50
12	4	3	6	3	16
13	11	9	10	9	39
14	22	20	16	14	72
15	17	24	20	19	80
16	7	19	15	16	57
17	5	11	9	7	32
18	9	15	8	14	46
19	3	1	7	0	11
20	4	6	1	5	16
21	15	18	11	9	53
22	14	18	14	12	58
23	11	9	4	8	32
24	15	15	11	18	59
25	13	14	14	20	61
26	24	25	19	20	88
27	30	31	25	21	107
28	23	24	19	20	86
29	21	20	18	10	69
30	28	32	20	19	99

Chicago, 1922. (Only a short review of grammar without exercises).

9. Robbins, C.M. & Row, R.K., Grammar and Composition. Row, Peterson, & Co., Chicago. 1907.

From this list of books, I gleaned the following quotations whose authorship are shown by the circled number before each. The numbers refer to the corresponding number before each text listed above,

3 pp. 108-9.

"The interrogative who is of the third person, of common gender, and of either singular or plural number. Its form, accordingly, changes only to indicate case, as when we say, "Who dropped those gloves? Whose image and superscription is this? Whom did you invite?"

Nom.	Poss.	Obj.
Who	Whose	Whom

4 p. 158

"Are you able to use the correct forms of the relative and interrogative pronoun 'who'? Do you know which relative pronoun to use in any sentence?"

"Their case depends on their use in a sentence. A relative pronoun is in the nominative case when it is": subject or subjective complement. "It is in the objective case when it is "used as object complement (direct object), indirect object, or object of a preposition.

"Who refers to persons and has the name of a person for its antecedent; as, 'He is the man who bought the piano".

p. 159

"Interrogative pronounswill cause no trouble, when you understand relative pronouns".

After canvassing many texts and pondering on the method of approach, I began with the following set of questions placed on the blackboard before the class:

1. Who called to me today?
2. To whom is he speaking?
3. That is Mary's doll. Whose doll is that?
4. They listened to her. To whom did they listen?
5. You are to blame for what Mary said. Is it we boys who are to blame for what Mary said?
6. A large amount of money was left to Mr. Smith and his wife. To whom was the large amount of money left?
7. They said, "John is dead". Who did they say is dead?
8. She is ill. Who is ill?
9. I think it was Mary's doll which we found. Whose doll do you think we found?
10. They believe we feared him. Whom do they believed we feared?
11. She received the gift from her brother. From whom did she receive the gift? From whom do they say she received the gift?
12. Whom did you see at the train?
13. Who came in the large car?
14. Whom did they choose as the best student in the class?

These questions are all correct in form and I requested one child after another to answer a question and point out the case of the word substituted for "who", "whose", or "whom". The tendency was to answer with proper names, but I saw at once that the errors in this connection result from the use of personal pronouns, not from nouns, because the difficulty is one of case. Therefore, I limited the answers to personal pronouns. As might be expected, the group taking this drill did not know the list of personal pronouns, so a delay was necessary in order to familiarize the class with the list of personal pronouns. Eventually, I succeeded fairly well in setting up a bond between "I", "he", "she", "we" and "who" when used as subjects of sentences. It was much more difficult to set up similar bonds in relation to predicate nouns. I believe this was due to the many errors made in common speech such as, "It is him". I found the use of "whose" seldom gives difficulty and soon paid little attention to "whose" in my drill work. The first step in all remedial work was the presentation of correct forms with careful explanations to insure clearness. The second step was to point out the cause of difficulty. The third step was a comparison of correct and incorrect forms with their likenesses and differences. When a careful analysis had been made, many short, sharp drills followed, accompanied by as many variations as possible. Sometimes correct questions were written on the blackboard by one group of pupils to be answered by another group. Sometimes the place of the "who", "whose", or "whom"

was left blank as in the following:-

- 1.-----did you appoint yesterday?
- 2.-----are you referring to?
- 3.-----do you think I saw this morning?
- 4.-----will you invite?
- 5.-----did you see?
- 6.-----shall I tell her called on her?
- 7.-----is your neighbor? My neighbor is-----?
- 8.-----goes there?
9. From -----did you learn this?
10. Can you see -----I am?

After examining many English books in a search for material on interrogative pronouns, I conclude that too little attention is given in our texts to this subject in explaining the correct and incorrect uses of "who" and "whom" in actual sentences, and little or no material suitable for drill purposes is provided in many of our grammars as well as in other English books. I found Mable C. Hermans' Studies in Grammar published by the Henry Holt Company in New York in 1924 is very practical and by far the best of the two or three dozen books I used for teaching and drilling difficult points in grammar. She has outlined each large subject very simply at the beginning of every discussion, has followed her outline accurately, pointed out clearly the exact problem to be solved, and has furnished drill material by which to strengthen and test one's mastery. Robbins and Row, in their text mentioned above, have

furnished some excellent exercises for study, but they are not as good on "who" and "whom" as some other authors.

I believe the most vital step in teaching "who" and "whom" as interrogative pronouns is that of making emphatic the need of answering each question to determine whether the interrogative pronoun used takes the place of a personal pronoun in the nominative or objective case. For instance, "Who is there?" Answer: "He is there". Both pronouns are used as subjects and both are in the nominative case. The word-order of a question is largely the cause of confusion.

After teaching and drilling thoroughly on "who", "whose", and "whom" I turned to exercise number 30 which was missed 99 out of a possible 148 times. I kept on analyzing one exercise after another and presenting each to the class when I had found the difficulty presented by each. I returned to drill on "who" in its various forms less and less frequently but often enough to keep what I had taught from slipping away entirely. Each review found more people ready with explanations than at any former review which was encouraging.

It is well to pause here for explanation of the experimental methods used, from an administrative viewpoint, in trying to drill the pupils who needed the drill without boring the rest. At first, I talked the drills over with each student-teacher and planned a drill in a given class whenever it would fit into her work with the least interruption of her plans. This method worked poorly because the remedial teaching came so irregularly that it was almost impossible to keep the classes

abreast - freshmen needing relatively more time than upper classmen, since every explanation must be given more simply to fit freshmen vocabularies. Then, too, student teachers varied too much. One particularly lazy society bud was always ready to turn her class over to me to avoid preparation of material to teach, while a minister's daughter who enjoyed her teaching was never ready to spare a day or break into her plans. To avoid this irregularity, one given day each week was set apart as drill day.

At first, I presented the remedial work to an entire section, but found this plan did not work well. The pupils who had not missed the exercise under consideration were uneasy and inattentive or were so anxious to answer that the slow student was not given time to think. One section contained forty-nine pupils which is too large a group to permit effective individual help. I next listed those students who missed a given exercise and drilled them only, while the student-teacher took the remainder of the group into another classroom where she presented some piece of regular teaching. Confusion resulted. The drill group was forever changing so that we could not keep up with either the work or the whereabouts of certain individual pupils. In desperation, I went over the results of each test and listed those pupils who were below the median on that test and used them as my drill group to the end of the drill period on that test. This method worked better, but there was still one weak point in the plan for it frequently happened that one or more pupils missed, let us say, a review drill in grammar because

our regular remedial teaching at the time was mainly capitalization or vice versa. Such a procedure ended those pupils' review drills as soon as we took up a new test on which they had made creditable scores. Thereby, an inequality was created even in the remedial work.

My final scheme is illustrated by Chart VII. Using these summaries as a guide, I was able to begin with a group of any given size and add to or subtract from it without any danger of omissions or errors. It frequently seemed well to arrange special extra drills for three or four of the most hopeless cases in advance of attacking a given exercise with the regular drill group. In such special periods, I varied my teaching according to the need. At times, I sought to clear up the difficult points in the problem to the group, again, they asked me questions. Sometimes a period was given over to the handling of reference books in English and to comparing the material found in the various texts on a given subject. I found that the poorer students are poor in many cases because they do not know how to use books. Many cannot use an index or table of contents intelligently or quickly. After the material is found, some students are unable to interpret or apply what they read. Finally, the texts do not furnish enough material for drill or problem study. In mathematics, we soon discard a text which supplies rules with few problems to work or with problems and no explanation of the rules in the game. We should do the same in the mechanics of English which should be mastered as an art. Even in English, we would dis-

Chart VII

Groups for Remedial Teaching February to May

Grade IX - Form 2

Grammar

Norm = 18.7
Group below 19

Agnes Burnip
Erma Gibson
Beatrice Hall
Herbert Moore
Robert Bates
Herbert Hatfield
Raymond Phillips

Sentence Structure Punctuation

Norm = 15.3
Group under 16

Agnes Burnip
Erma Gibson
Beatrice Hall
Robert Bates

Tima Anders
Albert Norris
Chas. McClinton
Ione Patrick
Lucille Paul
Herman Hays
Viola Hulsey
Georgia Taylor
Eula Phillips

Norm = 14
Group under 14

Agnes Burnip
Erma Gibson
Beatrice Hall
Robert Bates
Herbert Hatfield
Raymond Phillips

Chas. McClinton
Ione Patrick
Lucille Paul

Georgia Taylor
Eula Phillips
Lulu Mae Holland
Hazel Gabbard

Capitalization

Norm = 21.5
Group under 22

Agnes Burnip
Erma Gibson
Beatrice Hall
Herbert Moore
Robert Bates
Herbert Hatfield

Tima Anders

Chas. McClinton

Lucille Paul
Herman Hays

Georgia Taylor
Eula Phillips
Lulu Mae Holland
Hazel Gabbard
Isabel Nelson
Dorothy Gilbrecht

DIAGNOSTIC TESTS IN ENGLISH COMPOSITION (a) CAPITALIZATION

Grade..... School..... City.....
 State..... Date..... Examiner.....

DIRECTIONS FOR SCORING: Count each sentence correct 1 point; the highest possible score is, thus, 28 points. Do not count any sentence correct unless *all* the words which should be capitalized, and *no* others, have been marked. (If the whole word and not merely the first letter has been underlined, do not count wrong.) Score according to the key below. (Words in parenthesis are usually not capitalized in newspapers; but this is contrary to best usage.)*

Total Score
28
27
26
25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
No. cases
Median

DIRECTIONS FOR RECORDING

Arrange the blanks in order of total score, (keep separate the results from different grades, classes and sections, using a different record sheet for each division.)

Then record total scores in the spaces to the *left*—if 2 pupils make a score of 28, write a “2” in the “28” space of the “total score” column, etc. Then add together all the figures in the total score column and write this total in the space marked “No. cases.” Finally, count up from the bottom to the median, or middle, case, and write the number of the space in which this case falls in the space marked “median.”

To analyze for suggestions in teaching, go through the papers again making a mark or dot in the column to the *right*, for each item correct. Thus, if the first paper shows the 4th, 9th, 11th and 27th items correct, make marks in the 4th, 9th, 11th and 27th spaces on the table. Do this for

each item correct, on each paper. Then count up the total number of marks in each space on the table. The spaces in which there are the fewest marks—that is, the items passed by the fewest pupils—indicate those items on which the pupils are having the greatest difficulty. Drill in “correct English” should emphasize these points.

NORMS: Tentative norms run as follows (testing first of January):

Grade	6	7	8	9	10	11	12	Freshmen
Score	15	17	17	18	20	20	21	23

It should be remembered, however, that not comparison with norms as to total score, but analysis by item with drill on weak points, should be the important outcome of the testing.

*Teachers who are teaching newspaper usage may score accordingly, but should then add 1 point to the norms, and should make specific mention of the usage followed, in reporting results.

Tabulation by item
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28

Scoring Key

- Tom Black Mary Smith
- Major Cox Prof. Bell
- Mr. Tom R Day Dr. R G Lea
(no capitals.)
- England France
- Oak (Street) York Ohio
- Rhine Alps Baltic (Sea)
West
- East (High School) Yale
- Standard Oil (Company)
- Rotary (Club) Red Cross
(no capitals.)
- French American
- Parisian
- Republican Catholic
- Rooseveltian.
- An Adventure Dark
- A Tale Two Cities
- Declaration Independence
- Klose Klip Kutter
- Friday
- February
- (No capitals.)
- Christmas Thanksgiving
- An
- (No capitals.)
- (No capitals.)
- When

DIAGNOSTIC TESTS IN ENGLISH COMPOSITION: (a) CAPITALIZATION

For use from the seventh grade through college.

DIRECTIONS FOR GIVING: Before distributing the blanks, make certain that all are supplied with pencils (or pens, if any do not have pencils). Then give each pupil a blank, *face down*; see to it that no one turns over his blank before he is told to do so. As soon as all are supplied with blanks, read the following directions **VERBATIM**:

Now turn over your blanks. Write on the line at the top of the page your name, grade (or class) and the other information called for (allow time for this). Then read the directions just below where you have been writing, and do what they tell you to do. Work rapidly.

Do not permit any questions about the test. Collect the papers when all but the slowest two or three have finished. The test does not ordinarily take more than five minutes.

PLAN OF THE TEST: The test is arranged to give the teacher detailed diagnostic or analytic information with regard to each pupil's knowledge of good usage in capitalization. It is based on an elaborate statistical study regarding the frequency with which capitals are used for various purposes in periodicals, newspapers, and business letters. For convenience in analyzing the results, the sentences have been grouped according as they exemplify certain rules, which formulate important current practices as revealed in this study. The rules are given below in order as illustrated in the test. In the test, each rule is illustrated by four sentences.

- (1) Capitalize the names of persons, with their titles; however, do not capitalize titles when they are not part of a name.
- (2) Capitalize the names of countries, states, cities, streets, buildings, of mountains, rivers, oceans, or any word designating a particular location or part of the world; however, do not capitalize the points of the compass.
- (3) Capitalize the names of business firms, schools, societies, or other organizations.
- (4) Capitalize words derived from the names of countries, and places, organizations or persons.
- (5) Capitalize the first word and all other important words in titles (and sub-titles and headings) of themes, magazine articles, poems, books, of laws or governmental documents, and the trade names of commercial products.
- (6) Capitalize the days of the week, the months of the year, and holidays and church days; however, do not capitalize the seasons.
- (7) Capitalize the first word of every sentence, the first word of every line of poetry, and the first word of a direct quotation; however, if the quotation begins in the middle of a sentence (or is indirect) do not use the capital.

The test investigates, systematically, knowledge of these rules, with the exception to the rule that a sentence must begin with a capital; knowledge of this rule has been taken for granted—it has, nevertheless, received emphasis by special mention in the directions. Also, no mention is made, in rules or test, of "I" or "O." "O" is omitted as too infrequent, in the written work of the average individual, to deserve inclusion, "I" as too generally known, by children in the grades covered by the test, to need mention. The various cases where capitals are used to show respect (as in mention of the Bible, of the Deity, of high government officials or governmental bodies, or reference to one's school or college, business house, or some other organization for which one wishes to show special regard) have also been omitted, as infrequent in ordinary written work, or matters of variant practice.

(OVER)

DIAGNOSTIC TESTS IN ENGLISH COMPOSITION (a) CAPITALIZATION

Devised by S. L. Pressey and Mrs. E. V. Bowers

NAME..... AGE.....

GRADE OR CLASS..... SCHOOL.....

CITY..... STATE..... DATE.....

DIRECTIONS—READ CAREFULLY! The sentences below are correct in every way except that they lack all capitalization—aside from the capital at the beginning of each sentence. You are to draw a line under each letter that should be a capital. Many of the sentences contain **MORE THAN ONE** word that should be capitalized; be sure to underline **ALL** the letters which should be capitals. Some of the sentences need **NO** further capitalization; do **NOT** underline letters which should not be capitals. Work rapidly; begin at once.

1. There go tom black and mary smith.
2. I will write to major cox and professor bell.
3. On the committee were mr. tom r. day and dr. r. g. lee.
4. He had been a professor but enlisted, and rose to the rank of major.
5. He plans to spend a year in england and in france.
6. We are living at 91 oak street, york, ohio.
7. The rhine flows from the alps to the baltic sea.
8. He lives in the west, a few miles north of our old home.
9. He graduated from east high school and then went to yale.
10. He is employed by the standard oil company.
11. The rotary club will be addressed by an official of the red cross.
12. The company for which he works employs only high school graduates.
13. He spoke french very well for an american.
14. She always wore the latest parisian styles.
15. He is an ardent republican and a devout catholic.
16. The candidate spoke with rooseveltian vigor.
17. The title of the theme was "an adventure in the dark."
18. His favorite book was *a tale of two cities*.
19. The declaration of independence was then read.
20. We consider our klose klip kutter the best shearer made.
21. He arrived early last friday, and at once came to see us.
22. Lincoln was born february 12, 1809.
23. The summer days are hot, but the autumn weather is delightful.
24. The children's favorite holidays are christmas and thanksgiving.
25. The girl said, "an old man is here to see you."
26. He wrote that you would guarantee this motor.
27. "There," he said, "is the book you wished."
28. "Oh, what a tangled web we weave
when first we practice to deceive!"

WHEN YOU FINISH GO BACK OVER YOUR WORK AND BE SURE YOU HAVE
MADE NO MISTAKES.

DIAGNOSTIC TESTS IN ENGLISH COMPOSITION (a) CAPITALIZATION

Grade..... School..... City.....

State..... Date..... Examiner.....

DIRECTIONS FOR SCORING: Count each sentence correct 1 point; the highest possible score is, thus, 28 points. Do not count any sentence correct unless *all* the words which should be capitalized, and *no* others, have been marked. (If the whole word and not merely the first letter has been underlined, do not count wrong.) Score according to the key below. (Words in parenthesis are usually not capitalized in newspapers; but this is contrary to best usage.)*

**DIRECTIONS
FOR RECORDING**

Arrange the blanks in order of total score, (keep separate the results from different grades, classes and sections, using a different record sheet for each division.)

Then record total scores in the spaces to the *left*—if 2 pupils make a score of 28, write a "2" in the "28" space of the "total score" column, etc. Then add together all the figures in the total score column and write this total in the space marked "No. cases." Finally, count up from the bottom to the median, or middle, case, and write the number of the space in which this case falls in the space marked "median."

To analyze for suggestions in teaching, go through the papers again making a mark or dot in the column to the *right*, for each item correct. Thus, if the first paper shows the 4th, 9th, 11th and 27th items correct, make marks in the 4th, 9th, 11th and 27th spaces on the table. Do this for

each item correct, on each paper. Then count up the total number of marks in each space on the table. The spaces in which there are the fewest marks—that is, the items passed by the fewest pupils—indicate those items on which the pupils are having the greatest difficulty. Drill in "correct English" should emphasize these points.¹

NORMS:² National norms run as follows (November testing):

Grade	6	7	8	9	10	11	12	Freshmen
Score	17.2	18.8	20.6	21.5	22.8	23.3	23.8	24.0

It should be remembered, however, that not comparison with norms as to total score, but analysis by item with drill on weak points, should be the important outcome of the testing.

¹To facilitate such drill a little pamphlet has been prepared (the *Student's Guide to Correctness in Written Work*) which summarizes in eight pages those rules in capitalization, punctuation, grammar, and sentence structure which research has shown to be most important, with examples. Public School Publishing Co., Bloomington, Illinois. Price 5 cents.

²Very careful comparison of Form 1 and Form 2 shows that scores on Form 2 average two-tenths point higher.

Total Score
28
27
26
25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
No. cases
Median

Tabulation by item
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28

Scoring Key

Tuesday Friday
July August
Easter
No capitals
Helen Ruth Jackson
Mr. Mrs. G. M. Daniels
Judge Brown Capt. Wright
No capitals
Highland (Ave.) Smithville (Ill.)
Brazil South America
Miss. Lake Itasca Gulf Mex.
South
German European
Roman Athenian
Presbyterian Democrat
Jeffersonian
National Biscuit (Company)
Fair (Acad.) Vassar (Coll.)
No capitals
Kiwanis (Club) Am. Legion
Come
No capitals
No capitals
Is
The Battle Hymn Republic
The House Seven Gables
Articles Confederation
Old Dutch Cleanser

DIAGNOSTIC TESTS IN ENGLISH COMPOSITION: (a) CAPITALIZATION

For use from the seventh grade through college.

DIRECTIONS FOR GIVING: Before distributing the blanks, make certain that all are supplied with pencils (or pens, if any do not have pencils). Then give each pupil a blank, *face down*; see to it that no one turns over his blank before he is told to do so. As soon as all are supplied with blanks, read the following directions **VERBATIM**:

Now turn over your blanks. Write on the line at the top of the page your name, grade (or class) and the other information called for (allow time for this). Then read the directions just below where you have been writing, and do what they tell you to do. **Work rapidly.**

Do not permit any questions about the test. Collect the papers when all but the slowest two or three have finished. The test does not ordinarily take more than five minutes.

PLAN OF THE TEST: The test is arranged to give the teacher detailed diagnostic or analytic information with regard to each pupil's knowledge of good usage in capitalization. It is based on an elaborate statistical study regarding the frequency with which capitals are used for various purposes in periodicals, newspapers, and business letters. For convenience in analyzing the results, the sentences have been grouped according as they exemplify certain rules, which formulate important current practices as revealed in this study.* The rules are given below. In the test, each rule is illustrated by a group of four sentences.

- (1) Capitalize the names of persons, with their titles; however, do not capitalize titles when they are not part of a name.
- (2) Capitalize the names of countries, states, cities, streets, buildings, of mountains, rivers, oceans, or any word designating a particular location or part of the world; however, do not capitalize the points of the compass.
- (3) Capitalize the names of business firms, schools, societies, or other organizations.
- (4) Capitalize words derived from the names of countries, and places, organizations or persons.
- (5) Capitalize the first word and all other important words in titles (and sub-titles and headings) of themes, magazine articles, poems, books, of laws or governmental documents, and the trade names of commercial products.
- (6) Capitalize the days of the week, the months of the year, and holidays and church days; however, do not capitalize the seasons.
- (7) Capitalize the first word of every sentence, the first word of every line of poetry, and the first word of a direct quotation; however, if the quotation begins in the middle of a sentence (or is indirect) do not use the capital.

The test investigates, systematically, knowledge of these rules, with the exception of the rule that a sentence must begin with a capital; knowledge of this rule has been taken for granted—it has, nevertheless, received emphasis by special mention in the directions. Also, no mention is made, in rules or test, of "I" or "O." "O" is omitted as too infrequent, in the written work of the average individual, to deserve inclusion, "I" as too generally known, by children in the grades covered by the test, to need mention. The various cases where capitals are used to show respect (as in mention of the Bible, of the Deity, of high government officials or governmental bodies, or reference to one's school or college, business house, or some other organization for which one wishes to show special regard) have also been omitted, as infrequent in ordinary written work, or matters of variant practice.

*For a full statement of rules, with examples, discussion of problems of good usage, and references, see the *Student's Guide* mentioned on the other side of this sheet and the *Teacher's Manual*. (The Public School Publishing Company, 5 cents each).

DIAGNOSTIC TESTS IN ENGLISH COMPOSITION (a) CAPITALIZATION

Devised by S. L. Pressey
Department of Psychology, Ohio State University

NAME..... AGE.....

GRADE OR CLASS..... SCHOOL.....

CITY..... STATE..... DATE.....

DIRECTIONS—READ CAREFULLY! The sentences below are correct in every way except that they lack all capitalization—aside from the capital at the beginning of each sentence. You are to draw a line under each letter that should be a capital. Many of the sentences contain **MORE THAN ONE** word that should be capitalized; be sure to underline **ALL** the letters which should be capitals. Some of the sentences need **NO** further capitalization; do **NOT** underline letters which should not be capitals. Work rapidly; begin at once.

1. She has a music lesson every tuesday and friday.
2. We plan to be away during july and august.
3. Martha has bought a new hat for easter.
4. There was much sickness here last winter and spring.
5. After school helen walked home with ruth jackson.
6. I understand that mr. and mrs. g. m. daniels are visiting here.
7. The paper was signed by judge brown and captain wright.
8. One of his brothers is a doctor, and the other is a judge.
9. His address is 3407 highland avenue, smithville, illinois.
10. He is travelling in brazil, the largest country of south america.
11. The mississippi runs from lake itasca to the gulf of mexico.
12. He is from the south, and has never been east of his home state.
13. A teacher of german should know something of european history.
14. Ruth was fond of stories of roman and athenian life.
15. The presbyterian minister is a democrat, and active in politics.
16. Some politicians affect a jeffersonian simplicity.
17. Jones is a representative of the national biscuit company.
18. Six teachers at fairview academy are graduates of vassar college.
19. A high school should do more than prepare students for college.
20. He is a member of the kiwanis club and of the american legion.
21. James called, "come here at once."
22. Frank remarked that he had not seen you for several days.
23. "What," he asked, "is you business address?"
24. "A little nonsense now and then
is relished by the best of men."
25. The class next sang "the battle hymn of the republic."
26. The book he is now reading is *the house of seven gables*.
27. The articles of confederation were agreed upon in 1781.
28. She thinks that old dutch cleanser is the best scouring powder.

**WHEN YOU FINISH GO BACK OVER YOUR WORK AND BE SURE YOU HAVE
MADE NO MISTAKES.**

credit a study of the language by means of a mastery of page after page of a dictionary or encyclopaedia, and yet we follow that method when we study a grammar from cover to cover in the order it is given instead of using it as a reference book. What every child needs, in my opinion, is a variety of reference texts on grammar, composition, rhetoric, word-analysis, sentence structure, and so on through the whole list of so-called "English books". He should have access to these books daily and be given a thorough training on their use to supply his individual needs. If he uses nouns correctly, why spend hours studying nouns? If he is corrected in his oral English in the classroom and does not understand the "why" and "wherefore" of his error, he should be expected to clear up his "mental fog" by means of the reference books. If he does not do this himself, his teacher knows he has not done so when he makes a second similar error. Then it is her business to take a hand in the affair either by requiring an exercise worked out by the pupil who made the error and involving a mastery of the principle under consideration, or by assigning a personal conference which may end in a visit to the reference books in case the child is unable to help himself to the necessary information.

Toward the end of the first remedial period, October to February, capitalization was studied. Less bungling and fewer irregularities were evident because we took advantage of all we had learned in teaching grammar. The drill group studied material parallel with every exercise in the test whether every one in the drill group had missed that exercise

or not. We began with the exercise missed most often and ended with that which was missed least often. That method gave an opportunity for a greater number of review periods on the most difficult exercises as well as a longer period for recall of the impressions made during the teaching-step of the process. By this time, the student-teachers had become more expert in providing suitable material for the group not receiving remedial teaching.

An announcement was made of the coming February tests on form 2 and, naturally, the more studious and willing pupils did considerable reviewing by themselves, although I had little opportunity to learn much of the nature or extent of this private work save through questions asked concerning the relative work of one book over another in furnishing information on a particular subject. Occasionally, I was asked to explain the application of a principle to a set of sentences. One zealous student asked for a copy of the test, form 1, that he might copy it and commit the correct forms. Of course such requests were tactfully refused.

The second drill period began with a greater evidence of interest on the part of the pupils. Earlier in the year, a number of the poorer English students were inclined to sulk during remedial periods and to regret being "in the dumb-bell section", but after the second set of tests, numerous requests came from superior students for admission to the remedial sections. This was due to the discovery that many

persons taking the drills had advanced in their scores while some of the better students had fallen lower in February than in October.

During the second remedial teaching period, the junior class was given classroom instruction in the use of Woolley's Handbook in Composition and in weekly themes, so no control group was available. Every class was definitely into sections according as to whether the individuals were above or below the standard median on the February tests. Pupils who showed work below the standard on two or more tests were kept in the remedial group constantly for the sake of the review work which was brought into nearly every recitation in some form or another. At least one day per week the sections met separately and the supervisor did all remedial teaching and drilling throughout the year.

During the second period (February to May) the close relation between punctuation and sentence structure was stressed. Much of the work of this period seemed entirely new to the pupils and many times after a busy, happy period, some very appreciative pupil would tell me rather shyly how glad he or she was to get this work and how much better the themes were going because he understood better how to vary his sentence structure and how better to punctuate his written thoughts.

This discussion would be incomplete without a few lines along the personal and the psychological side of the subject. Any one who has ever taught or supervised in a training

DIAGNOSTIC TESTS IN ENGLISH COMPOSITION:

(D) SENTENCE STRUCTURE

Directions and Record Sheet for Forms 1 and 2

Grade..... School..... City.....
 State..... Date..... Teacher.....

DIRECTIONS FOR SCORING: Count 1 point for each group of four sentences in which the incorrect expression, and no other, is marked; the highest possible score is thus 24 points. The incorrect statement is first, second, third, or fourth in each group as indicated by the following key (the first figure, 2, indicates that the incorrect line in this group, "He had two pets. A dog and a cat," is second of this group—and so on). First page: 2 3 4 1 4 3 1 2; second page: 3 4 2 1 4 2 3 2; third page: 4 4 1 3 1 2 4 3. Scoring will be facilitated if an unused blank is correctly marked, and comparison made with this. Or, pupils may exchange blanks and score, the sentences which should be marked being read by the teacher.

For Form 2 the key is as follows: first page, 3 2 1 4, 3 3 4 1; second page, 2 1 3 4, 3 4 2 4; third page, 3 2 4 1, 2 2 4 1.

RECORD: Arrange the blanks in order of total score (keep separate the results from different grades, classes, and sections). Then record total scores in the spaces to the left—thus if 2 pupils make a score of 24 write a "2" in the "24" space of the "total score" column—and so on. Then add together all the figures in the column and write this total in the space marked "No. cases." Finally count up from the bottom to the median, or middle case, and write the number of the space in which this case falls in the space marked "median."

More important, however, is detailed analysis of results for suggestions in teaching. Such an analysis can be most easily made by tabulation on any unused blank. Look over each pupil's paper again, and make a dot or tab (/) on the unused blank after each expression which that pupil has marked as incorrect. Tabulate the results for the entire class or section on the unused blank in this way. Then count up the number of dots or tabs after each sentence. The incorrect expressions which have been marked as such by the smallest number of pupils evidently illustrate the types of error which should receive attention in the teaching.¹ Correct sentences which have been marked as wrong should also be considered.

USE OF THE RESULTS: The general standing of the class can be determined for either form by comparison of total scores with the following national norms:²

Grade	7	8	9	10	11	12	Freshmen
Median (Form 1)	11.8	13.6	15.1	17.2	18.6	19.5	19.7
Median (Form 2)	12.0	13.8	15.3	17.4	18.8	19.7	20.0

Study of total scores should be considered simply preliminary, however, to such analysis as described above, and special instruction on points regarding which the class is shown to be weak. In such instruction the test itself will be found of great value. The test papers should always be returned to the pupils, and talked over with them. Each group of four sentences consists of one common error, and three other sentences illustrating correct handling of similar constructions. Each group should thus be given close study, and, with the rules given on the other side of this sheet, should form the basis for class discussion of these various points.

Total Score
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
Total
Median

¹ For such corrective teaching the *Student's Guide* (see other side of this sheet) will be found of distinct value.

² Careful comparison of Forms 1 and 2 has shown scores on Form 2 to average two-tenths of a point higher.

DIAGNOSTIC TESTS IN ENGLISH COMPOSITION: (D) SENTENCE STRUCTURE

Directions and Record Sheet for Forms 1 and 2

For use from the seventh grade through college.

DIRECTIONS FOR GIVING: Before distributing the blanks make certain that every one has a pencil (or pen). Then give each pupil a blank; see to it that no one opens his blank before he is told to do so. As the blanks are passed out say

Write on the lines at the top of the page your name, and the other information called for. (Allow time for this). Then say, Now read the directions just below where you have been writing. As soon as all (with the possible exception of the slowest two or three) have finished reading say, Now open the blank and begin. Work rapidly!

Do not permit any questions about the test. Collect the papers when all but the slowest two or three have finished. The test does not ordinarily take more than 12 minutes.

PLAN OF THE TEST: The test is arranged to give the teacher detailed diagnostic or analytic information regarding each pupil's ability to recognize the most common mistakes in sentence structure. It is based on several studies regarding the frequency of such errors in the written work of both children and adults. For convenience in analyzing results the items of the test have been grouped according as they exemplify certain simple rules for the avoidance of the common errors. The rules are as follows:

1. Make certain, in the first place, that all sentences are real sentences; do not punctuate a part of a sentence—a phrase or a clause—as if this fragment were a whole sentence. (Items 1-4, both forms)
2. Be careful not to put too much into one sentence. Be suspicious of long sentences with parts joined together by several and's or so's, or simply by commas. When such sentences are found either (a) cut them up into a number of shorter sentences, (b) put into subordinate clauses or phrases any subordinate ideas, or (c) use semicolons in place of the commas, if the sentence permits of this handling. (Items 5-8, both forms)
3. Be certain that all pronouns have a definite antecedent. (Items 9-12 of Form 1 and 13-16 of Form 2)
4. Be sure that all modifiers have something to modify. (Items 13-16 of Form 1 and 17-20 of Form 2)
5. Keep pronouns close to their antecedents, and modifiers close to the words they modify. (Items 17-20 of Form 1 and 21-24 of Form 2)
6. Be careful not to use prepositions or pronouns when such use repeats a meaning already expressed. Be still more watchful, however, that such small words are not omitted when needed. After finishing any written work it is well to look over the paper to be certain that such omissions have not been made. (Items 21-24 of Form 1 and 9-12 of Form 2)

Tests and rules cover all errors in this general field common in both Junior and Senior high school, so far as it is possible to determine these from the few studies regarding errors in sentence structure which have thus far been made. These studies agree in showing that the bulk of the errors, especially in the junior high school and first year of the senior high school, are of the few relatively simple types indicated above. It is further believed that of the more elaborate mistakes many will disappear if the rules given above—especially the second—are followed.*

*For a full statement of rules with examples, and with discussion of problems in this field, and references, see the *Student's Guide to Correctness in Written Work*, and *Teacher's Manual*. (The Public School Publishing Company. 5 cents each.)

Published by the
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BLOOMINGTON, ILLINOIS

DIAGNOSTIC TESTS IN ENGLISH COMPOSITION:
(D) SENTENCE STRUCTURE

Name Age

Grade School

City or town State Date

Directions—Read Carefully!

Notice the four statements below:

- He finished school last June. Since that time he has done nothing.
- We spent the afternoon in the park; it is very pleasant there.
- John had a position in a store. Which he left.
- He found a dollar bill which some one had dropped in the aisle.

One of the four—"John had a position in a store. Which he left"—includes something which is not a good sentence. A cross has been put before this line, to show that it is wrong.

On the following pages there are other groups, each of four statements. And in each group one statement is not well expressed—has in it something which is not a good sentence. You are to find the wrong line in each group and put a cross in the square before it, just as there is a cross before "John had a position in a store. Which he left" in the group above. If you are not certain which line has the poor sentence, mark the one which seems to you least satisfactory; be sure to mark one, and only one, statement in every group. Remember also to mark in the square; do not put any cross half way between two lines. Any doubtful marks will be counted against you.

As soon as you are told to do so, turn to the next page and begin at once. Be sure you finish all three pages; do not stop at the bottom of the first or second page. Work rapidly.

DO NOT OPEN THE BLANK UNTIL YOU ARE TOLD TO DO SO. AS SOON AS THE WORD IS GIVEN BEGIN AT ONCE!

1. His favorite sports are swimming and fishing.
 He had two pets. A dog and a cat.
 He has failed in two subjects, geography and history.
 She broke two dishes. One was a cup, the other a plate.
2. He was fortunate in having a good teacher.
 She was much frightened. Something was stirring in the bushes.
 We were startled. By having a tire blow out.
 Some days he works hard, while on other days he does nothing.
3. While in New York she spent most of her time shopping.
 He was a very short man, hardly more than five feet tall.
 When he did answer he could not be understood.
 When a mere child, she was certainly no more than ten.
4. The invention of the telephone, which made communication easy.
 The discovery of America changed the history of the world.
 He was very persistent; this brought him success.
 Carnegie, who died recently, was a great public benefactor.
5. On the way home Mary and I stopped to see Mrs. Smith, my former music teacher, who lives in a queer old house near the village.
 There is a deep pool in the river near our camp; last summer my brother tried to swim across the pool, and was nearly drowned.
 I ran upstairs to see what was the matter. Just then Bob rushed out of the room and knocked me down.
 In falling I grabbed Tom my cousin, who was there, and he fell too, and being heavy broke the chair, and it was an heirloom of mother's.
6. Our car broke down, and left us stranded in the country.
 The lights went out and the play began.
 Tom lives near me and last night his house burned.
 In Jane's desk, which is near mine, some candy was hidden!
7. Your letter came today, it was good to hear from you.
 The storm was severe; all trains were delayed.
 John returned today. We were certainly glad to see him.
 We are much pleased to have your order, which reached us today.
8. Knowing the play would be interesting, I bought a ticket.
 James came over and so we decided to go, and so started.
 Since Harry was ill we returned home, and called a doctor.
 The day was clear; accordingly we bought a lunch, and started.

Do not stop; GO ON TO THE NEXT PAGE!

9. She still has a fear of water, although she has tried to overcome it.
 This old fisherman supplies fish to all the restaurants.
 I like doctors, and so chose it as my profession.
 Your milkman supplies us also.
10. The mad dog bit the horse and caused its death.
 She failed to see a doctor last week; this neglect she now regrets.
 He disturbed the wasps, which became angry and stung him.
 At camp the boys become acquainted, which often grow into friendships.
11. Here is our new house, which we like very much.
 This is Carter's old home, who was born here in 1890.
 This book belonged to my grandfather, who was a doctor.
 History was Henry's favorite subject; he neglected his other work.
12. As John went past his room he spoke to him.
 Henry spoke to the old man, and was very kind to him.
 Jim followed the boy up-town, and saw him enter the drug store.
 When Mary called to see Helen she found that the poor girl was crying.
13. When he fired the gun he frightened the horse.
 Coming over the hill one sees the chapel tower.
 Half hidden among the trees, the house was not easily found.
 Reaching out for the paddle, the canoe turned over.
14. As I came out of the house a fire engine passed.
 Having taken our seats the usher gave us programs.
 Having paid the bill we gave our bags to the porter.
 The work being completed, the foreman paid off the men.
15. He is ill as a result of the accident.
 His wealth is due to his hard work.
 He is still weak, caused by influenza.
 His expulsion was caused by his thieving.
16. While still weak from his illness he insisted upon working.
 When six years old his father died.
 When we were children our parents seemed very old.
 While we were eating our lunch the train started.

Do not stop; GO ON TO THE NEXT PAGE!

17. His hands, which are long and thin, are always in motion.
 The boat, held by a single cable, swung out into the stream.
 The boy was always laughing, and was noted for his wit.
 Her eyes sparkle continuously, separated by a short little nose.
18. A man in overalls rushed out and stopped the horse.
 He saw the train rolling slowly out of the station.
 Standing on this bridge one may see many boats.
 Nearby sat a man playing poker with a red necktie.
19. The natives obtained their food from the river which was fish.
 He turned and ran when the policeman appeared.
 He dropped in the mud the book which he was carrying.
 The dishes which we ordered came in a wooden box.
20. The jeweler not only repaired the watch, but also cleaned it.
 He has decided to buy either a closed car or a roadster.
 She not only cleaned the kitchen, but also the parlor.
 He discussed the matter with both Jones and Smith.
21. Do you know where that man is at?
 Take that book off the table!
 While in Chicago he met an old friend.
 Where is John going?
22. The boy who broke the window was arrested.
 My father he fell and sprained his ankle.
 Then the thief turned and ran.
 For a moment I could hardly think what to say.
23. When I was younger I was very fond of swimming.
 This is the store which was robbed last night.
 Smith, when a boy, was always in mischief.
 He was a student was very careless about his work.
24. The finish of this car is superior to that of any other car made.
 Noises can be heard through this wall as well as through a door.
 Hers was a voice which audiences were certain to be captivated.
 On one crossing the engine stalled.

**GO BACK OVER YOUR WORK AND BE CERTAIN YOU
HAVE MADE NO MISTAKES.**

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

DIAGNOSTIC TESTS IN ENGLISH COMPOSITION:
(D) SENTENCE STRUCTURE

Name..... Age.....

Grade..... School.....

City or town..... State..... Date.....

Directions—Read Carefully!

Notice the four statements below:

- He finished school last June. Since that time he has done nothing.
- We spent the afternoon in the park; it is very pleasant there.
- John had a position in a store. Which he left.
- He found a dollar bill which some one had dropped in the aisle.

One of the four—"John had a position in a store. Which he left"—includes something which is not a good sentence. A cross has been put before this line, to show that it is wrong.

On the following pages there are other groups, each of four statements. And in each group one statement is not well expressed—has in it something which is not a good sentence. You are to find the wrong line in each group and put a cross in the square before it, just as there is a cross before "John had a position in a store. Which he left" in the group above. If you are not certain which line has the poor sentence, mark the one which seems to you least satisfactory; be sure to mark one, and only one, statement in every group. Remember also to mark in the square; do not put any cross half way between two lines. Any doubtful marks will be counted against you.

As soon as you are told to do so, turn to the next page and begin at once. Be sure you finish all three pages; do not stop at the bottom of the first or second page. Work rapidly.

DO NOT OPEN THE BLANK UNTIL YOU ARE TOLD TO DO SO. AS SOON AS THE WORD IS GIVEN BEGIN AT ONCE!

1. John was a quiet boy, and little known by his schoolmates.
 He was badly sunburned, while away on his vacation.
 The man was shouting. And waving his arms in the air.
 She was very tired from her long day of work.
2. They now have a new home. It is a fine big house near the river.
 He was an old man. One of my grandfather's boyhood friends.
 She has bought a new dress, a black silk gown with a lace collar.
 The clowns, the children's favorites, appeared next.
3. Ever since she went to town that rainy day.
 The fire was out when the firemen arrived.
 Her brother has died since we saw her last.
 They had very little money, only enough for necessities.
4. This is the road which leads to our camp.
 Here is the house. It is nearer town than we had supposed.
 The horse jumped and snorted; he was evidently frightened.
 There is our captain. Who won the game.
5. Realizing that a storm was coming, I decided not to go.
 Since it was cold I took my overcoat with me.
 We left early, so reached town before noon, and so were back by six.
 I was so tired that I returned home and went to bed.
6. During the summer many visitors come to our town to see the historic courthouse and ancient fort. These people often spend the entire day walking about the little city, and examining the various points of interest.
 Many beautiful birds live in the oak and elm trees that grow by our house; each spring these birds return from the South, where they have spent the winter, to nest again in these trees.
 Last night I wrote a letter which I owed, and then joked awhile with Grace, my chum, who sent you the pretty card at Easter time, which I helped choose, and then we all went to the corner drug store for a soda.
 While in the city I saw Mrs. Brown, an old friend of mine, who used to make gingerbread for me when I was a small child in Cedarville.
7. There goes Ruth's oldest brother. He is principal of a school in Chicago.
 The Smith boys loaned me their boat, which leaked and was soon full of water.
 The wind blew, and the rain came down in torrents.
 Mary gave me her book, and it is about a poor boy who became very rich.
8. The dog rushed at the cat, she turned and scratched his nose.
 He ran toward the train, which was already in motion.
 Here is a telegram for you. You are asked to return home at once.
 The game lasted until six o'clock; it was then almost dark.

Do not stop; GO ON TO THE NEXT PAGE!

9. Here is a man who may be able to direct us.
 This is a crossing is very dangerous at night.
 As a boy, he was quiet and shy.
 See this umbrella which my cousin gave me!
10. The man was a crook, was kind to his family.
 He claims to have a method by which pictures can be sent by wireless.
 He wishes to leave school, but his parents say he should graduate.
 I trust his judgment more than that of any other man I know.
11. Where are you going?
 Just look at the way this motor is running!
 We couldn't hardly believe that it was true.
 We knew no other way to repair the machine.
12. My mother is coming to see me.
 The dog which bit the children has been killed.
 Mary's toy balloon slipped from her hand, and floated away.
 The boys who fell through the ice they were rescued.
13. The Browns were poor, but their poverty seemed not to trouble them.
 At school many friendships are made which continue throughout life.
 While on his vacation Jones became ill, which developed into pneumonia.
 The two girls quarrelled constantly, and made every one about them unhappy.
14. She sings poorly, although she has taken lessons to improve her voice.
 John's writing is not good, but he is working hard to improve it.
 That new clothing store charges outrageously for alterations.
 Fred cannot dive well, although he has tried hard to learn it.
15. Soon after Mary left the store she saw Ruth across the street.
 The stranger stopped to help the man, and found that his watch had been stolen.
 When the woman reached the girl she found that the child's arm was broken.
 Last night he thought the dog was sick, but it does not appear ill now.
16. I caught only a glimpse of the man, who was running down an alley.
 Her favorite sport was swimming; she was in the water every day.
 Here are his keys, which he forgot in his rush for the train.
 This is my mother's wedding dress, who purchased it in Paris.

DO NOT STOP; GO ON TO THE NEXT PAGE!

17. Sitting on the back stairs they discussed the story.
 When she fell she broke her arm.
 Turning on the gas, the room soon became warm again.
 While the storm was approaching little was said.
18. The wreck was caused by a defective rail.
 The boy became ill, due to over-eating.
 Margaret sings well because she has practiced regularly.
 The team played carelessly as a result of over-confidence.
19. When I am at work the noise of the trains is very distracting.
 While I was in New York I saw Bronson frequently.
 When a child, he loved fairy stories.
 While at the game the storm began.
20. Having completed our work, the instructor gave us our marks.
 Having defeated our team the visitors asked us for the pennant.
 The day's work being done, the men went home.
 Having finished our dinner we asked the waiter for the bill.
21. She ruined, by her carelessness, the dress which she was wearing.
 He picked the apple from the tree which he was eating.
 He became angry and joined the strikers, when his wages were reduced.
 He draws a pension, which is small, from the government.
22. The boy with the white sweater was the best player.
 The man bought the old table in the corner with square legs.
 We watched the balloon sinking slowly to earth.
 The house on Sixteenth Street is nearer to the college.
23. The cat, pursued by the dog, did not see the wire fence.
 The train, which was delayed by the snow, was an express.
 The actor was very good, and was frequently applauded.
 The beads scattered over the floor, strung on a single thread.
24. I shall either give him a book or a picture.
 He not only disliked her, but even refused to speak to her.
 Miss Anderson plays both the piano and the violin.
 I plan to take either French or Spanish.

GO BACK OVER YOUR WORK AND BE CERTAIN YOU HAVE
 MADE NO MISTAKES.

Form 1

DIAGNOSTIC TESTS IN ENGLISH COMPOSITION (b) PUNCTUATION

Grade..... School..... City.....

State..... Date..... Examiner.....

DIRECTIONS FOR SCORING: Count each correct sentence one point; the highest possible score is, thus, 30 points. Do not count any sentence correct unless *all* the marks required, and *no* others, have been put in. Score according to the key below. Where alternative punctuation is indicated, score either usage correct. Marks in parenthesis are optional.

Total Score
30
29
28
27
26
25
24
23
22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0
No. cases
Median

DIRECTIONS FOR RECORDING

Arrange the blanks in order of total score (keep separate the results from different grades, classes and sections and record each division separately.) Then record total scores in the column to the left—if two pupils make a score of 29, write a "2" in the "29" space of the "Total score" column. Then add together all the figures in the total score column and write this total in the space marked "No. cases." Finally, count up from the bottom to the middle, or median, case, and write the number of the space in which this case falls in the space marked "median."

To analyze for suggestions in teaching, go through the papers again making a mark or dot in the column to the *right* for each item correct. Thus, if the first paper shows the 4th, 9th, 11th and 27th, items correct, make marks in the 4th, 9th, 11th and 27th spaces on the table. Do this for each item correct on each paper. Then count up the total number of marks in each space in the table. The spaces in

which there are the fewest marks,—that is, the items passed by the fewest pupils—indicate the items with which the pupils are having most difficulty. Drill in "correct English" should emphasize these points. Corrective drill following such an analysis should be the important outcome of the testing.

NORMS: National norms run as follows (November testing):

Grade	7	8	9	10	11	12	Freshmen
Score	10.4	12.4	14.	17.3	19.1	20.2	20.3

* Either quotation marks or underlinings for all titles may be considered permissible, though the rule given on the preceding page is the best usage.

Tabulation by item
1
2
3
4
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29
30

Scoring Key

salt, sugar, flour(,)
 Street, Boston,
 stolen;
 J.P. E.H.
 It's haven't
 said, "This—house."
 big, fat,
 11,
 mat, desk(,) table; however,
 Mr. Mrs. Jones(,) Dr.
 won't I've.
 "Here," said, "is the bill."
 was, believe,
 violently, or;
 away—you does— or ()
 it?
 John's lady's
 No punctuation.
 yesterday, or— or no punct.
 Jones, concern, or ()
 follows: Jones, Smith, Peters,
 No punctuation.
 Boys' men's
 "Rock of Ages" or italics.*
 since,
 Mary, prompt, go(,)
 10:30
 Quick! Come! sight!
 No punctuation.
 "ham op."

(OVER)

DIAGNOSTIC TESTS IN ENGLISH COMPOSITION: (b) PUNCTUATION

For use from the seventh grade through college.

DIRECTIONS FOR GIVING: Before distributing the blanks, make certain that all are supplied with pencils or pens. Then give each pupil a blank, *face down*; see to it that no one turns over his blank before he is told to do so. As soon as all are supplied with blanks, read the following directions **VERBATIM**:

Now turn over your blanks. Write on the lines at the top of the page your name, grade, (or class) and the other information called for. (Allow time for this.) . . . Now read the directions just below where you have been writing, and do what they tell you to do. Work rapidly.

Do not permit any questions about the test. Collect the papers when all but the slowest two or three have finished. The test does not ordinarily take more than 10 minutes. **PLAN OF THE TEST:** The test is based upon a detailed analytical study of current usages in punctuation as shown in business letters, newspapers and magazines. It covers systematically common practices as thus determined.* The following rules are offered as a formulation of usage as revealed by this study.

Full stops: Use a question mark after a direct question (not after an indirect question.) Use an exclamation point after a sentence, exclamation, or interjection to show strong emotion or surprise. At the end of all other sentences use a period. Use a period also after abbreviations and initials.

Pauses within a sentence: Use a comma (1) to set off slightly parenthetical, or inserted, words, phrases or clauses, (2) to set off clearly introductory words, phrases or clauses at the beginning of a sentence, or obviously added elements at the end, (3) to separate words or phrases in a series, (4) to separate clauses joined by "and, but, for as," or any other simple conjunction. The comma is also used (5) to separate the parts of a date or an address, (6) to introduce a short quotation, and (7) after the complimentary close of a letter.*

Use a semi-colon (1) between clauses of a compound sentence that are not joined by a conjunction, and (2) to make prominent a division within a sentence when the parts separated are very long, or have commas within themselves.

Use a colon (1) after words, phrases, or sentences serving as a formal introduction to something that follows, as a list or a long quotation. Use the colon also (2) after the salutation in a business letter* and (3) between the hours and minutes in a statement of time.

Use a dash to indicate a marked break in the progress of thought in a sentence, as when an explanatory element is obviously inserted. The parenthesis may also be used for this last purpose.

Special marks: Use the apostrophe (1) to indicate the omission of a letter or letters in a word, and (2) to indicate the possessive case. However, possessive personal pronouns (its, his, theirs, yours, ours) do not take the apostrophe.

Use quotation marks (1) to enclose a direct quotation (not an indirect quotation) and (2) to indicate the title of a theme, a short story, a magazine article, a poem, or play. However, italicize the names of books and magazines (italics to be indicate by underlining). Quotation marks may also be used (3) to call attention to technical, foreign, or unusual words, or words used with some special—as ironical or humorous—meaning.

The test investigates systematically knowledge of these rules. In each group of six the first two sentences have to do with the use of commas; the third, with use of semi-colon, colon, dash or parenthesis; the fourth, with full stops; the fifth, with the apostrophe; and the sixth, with the use of quotation marks.

*The test does not include consideration of the salutation and complimentary close of letters.

DIAGNOSTIC TESTS IN ENGLISH COMPOSITION (b) PUNCTUATION

Devised by S. L. Pressey and Helen Ruhlen

NAME..... AGE.....

GRADE OR CLASS..... SCHOOL.....

CITY..... STATE..... DATE.....

DIRECTIONS—READ CAREFULLY! The sentences below lack all punctuation marks—except the period at the end of each sentence. You are to supply all further punctuation, changing periods to exclamation points or interrogation marks where necessary. In most of the sentences MORE THAN ONE mark is needed; be sure you put in ALL the marks that should be used. In a few sentences no further punctuation is required; do not put in marks where they are not needed. Make all your marks clear and plain; any doubtful marks will be counted against you. Work rapidly.

1. He ordered salt sugar flour and eggs.
2. His office is at 231 Beacon Street Boston Massachusetts.
3. John thinks the money was stolen the others believe it was lost.
4. J P Morgan and E H Harriman were men of great ability.
5. Its strange that you havent seen him.
6. He said This is the house.
7. He was a big fat blond man.
8. The armistice was signed November 11 1918.
9. He has the mat desk and table however the rug and fan were delayed.
10. Miss Martin came with Mr and Mrs Jones and Dr Smith.
11. He wont believe Ive done it.
12. Here she said is the bill.
13. He was we believe in the insurance business.
14. The telephone rang violently but no one answered.
15. Johnny ran away you know how he does and hid in the barn.
16. What time is it.
17. Johns kite fell at the ladys feet.
18. He said that it was time to start.
19. We sent the goods yesterday in accordance with your telegram.
20. We asked Jones the manager of the concern about the bill.
21. The list begins as follows Jones Smith Peters Jenkins.
22. He asked to what party you belonged.
23. Boys and mens clothes are sold here.
24. The choir sang Rock of Ages.
25. Ever since he has disliked hunting.
26. Mary who is prompt will go in place of the girl who is late.
27. The train leaves at 10 30 in the morning.
28. Quick Come What a sight.
29. The cat with its nose scratched is theirs.
30. Telegraphers call a poor operator a ham op.

WHEN YOU HAVE FINISHED GO BACK OVER YOUR WORK AND BE SURE YOU HAVE MADE NO MISTAKES.

DIAGNOSTIC TESTS IN ENGLISH COMPOSITION (b) PUNCTUATION

Grade _____ School _____ City _____

State _____ Date _____ Examiner _____

DIRECTIONS FOR SCORING: Count each correct sentence one point; the highest possible score is, thus, 30 points. Do not count any sentence correct unless *all* the marks required, and no others, have been put in. Score according to the key below. Where alternative punctuation is indicated, score either usage correct. Marks in parenthesis are optional.

DIRECTIONS FOR RECORDING

Arrange the blanks in order of total score (keep separate the results from different grades, classes and sections and record each division separately.) Then record total scores in the column to the *left* —if two pupils make a score of 29, write a “2” in the “29” space of the “Total score” column. Then add together all the figures in the total score column and write this total in the space marked “No. cases.” Finally, count up from the bottom to the middle, or median, case, and write the number of the space in which this case falls in the space marked “median.”

To analyze for suggestions in teaching, go through the papers again making a mark or dot in the column to the *right* for each item correct. Thus, if the first paper shows the 4th, 9th, 11th and 27th, items correct, make marks in the 4th, 9th, 11th and 27th spaces on the table. Do this for each item correct on each paper. Then count up the total number of marks in each space in the table. The spaces in

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No. cases
Median

Tabulation by item
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Scoring Key

Mr. Mrs.
 Avenue, Lynn,
 swift, deep,
 It's can't
 said, "It-rain."
 car;

R. N. Smith
 February 12,
 fishing, hunting(,)
 I'm doesn't you've
 "What-do," said, "come-supper."
 facts: name, sex, age, address,

night?
 Smith, daughter,
 door,
 Mary's dog's
 no punctuation
 8:15

no punctuation
 Wilcox, coach,
 wife,
 Children's adults'
 "Learning-Swim." or italics*
 morning, noon(,) night; -less(,)

Hurry! Run! are!
 quickly,
 Tom,
 no punctuation
 "hunkies."
 it - steep - or ()

which there are the fewest marks,—that is, the items passed by the fewest pupils—indicate the items with which the pupils are having most difficulty. Drill in "correct English" should emphasize these points. Corrective drill following such an analysis should be the important outcome of the testing.†

NORMS:‡ National norms run as follows (November testing):

Grade	7	8	9	10	11	12	Freshmen
Score	10.4	12.4	14.0	17.3	19.1	20.2	20.3

* Either quotation marks or underlinings for all titles may be considered permissible, though the rule given on the preceding page is the best usage.

† For such corrective work the *Student's Guide* (see other side of this sheet) will be found of distinct value.

‡ Very careful comparison (involving over 1,000 cases) of Forms 1 and 2 has shown scores on the two forms averaging the same within less than one-tenth of a point.

(OVER)

DIAGNOSTIC TESTS IN ENGLISH COMPOSITION: (b) PUNCTUATION

For use from the seventh grade through college.

DIRECTIONS FOR GIVING: Before distributing the blanks, make certain that all are supplied with pencils or pens. Then give each pupil a blank, *face down*; see to it that no one turns over his blank before he is told to do so. As soon as all are supplied with blanks, read the following directions **VERBATIM**:

Now turn over your blanks. Write on the lines at the top of the page your name, grade, (or class) and the other information called for. (Allow time for this.) . . . Now read the directions just below where you have been writing, and do what they tell you to do. Work rapidly.

Do not permit any questions about the test. Collect the papers when all but the slowest two or three have finished. The test does not ordinarily take more than 10 minutes.

PLAN OF THE TEST: The test is based upon a detailed analytical study of current usages in punctuation as shown in business letters, newspapers and magazines. It covers systematically common practices as thus determined.* The following rules are offered as a formulation of usage as revealed by this study.

Full stops: Use a question mark after a direct question (not after an indirect question.) Use an exclamation point after a sentence, exclamation, or interjection to show strong emotion or surprise. At the end of all other sentences use a period. Use a period also after abbreviations and initials.

Pauses within a sentence: Use a comma (1) to set off slightly parenthetical, or inserted, words, phrases or clauses, (2) to set off clearly introductory words, phrases or clauses at the beginning of a sentence, or obviously added elements at the end, (3) to separate words or phrases in a series, (4) to separate clauses joined by "and, but, for as," or any other simple conjunction. The comma is also used (5) to separate the parts of a date or an address, (6) to introduce a short quotation, and (7) after the complimentary close of a letter.

Use a semi-colon (1) between clauses of a compound sentence that are not joined by a conjunction, and (2) to make prominent a division within a sentence when the parts separated are very long, or have commas within themselves.

Use a colon (1) after words, phrases, or sentences serving as a formal introduction to something that follows, as a list or a long quotation. Use the colon also (2) after the salutation in a business letter and (3) between the hours and minutes in a statement of time.

Use a dash to indicate a marked break in the progress of thought in a sentence, as when an explanatory element is obviously inserted. The parenthesis may also be used for this last purpose.

Special marks: Use the apostrophe (1) to indicate the omission of a letter or letters in a word, and (2) to indicate the possessive case. However, possessive personal pronouns (its, his, theirs, yours, ours) do not take the apostrophe.

Use quotation marks (1) to enclose a direct quotation (not an indirect quotation) and (2) to indicate the title of a theme, a short story, a magazine article, a poem, or play. However, italicize the names of books and magazines (italics to be indicated by underlining). Quotation marks may also be used (3) to call attention to technical, foreign, or unusual words, or words used with some special—as ironical or humorous—meaning.

The test investigates systematically knowledge of these rules. In each group of six sentences the first has to do with the use of full stops; the second and third involve commas; the fourth presents an apostrophe problem, and the fifth a problem in handling quotations; the sixth requires use of semicolon, colon, dash, or parenthesis.†

*For a full statement of rules with examples, and with discussion of problems of good usage, and references, see the *Student's Guide to Correctness in Written Work*, and *Teachers Manual*. (The Public School Publishing Company, 5 cents each).

†Two omissions from the test deserve mention. (a) Use of the period at the end of a sentence receives the emphasis of special mention in the directions, but is not included as part of the test; instead, knowledge of the fact of this most elementary usage is assumed—and the troublesome problem of sentence division reserved for the test in sentence structure. (b) Punctuation of heading, salutation, and complimentary close of letters is not included, as a special subject outside the scope of this test.

(OVER)

DIAGNOSTIC TESTS IN ENGLISH COMPOSITION (b) PUNCTUATION

Devised by S. L. Pressey
Department of Psychology, Ohio State University

NAME..... AGE.....

GRADE OR CLASS..... SCHOOL.....

CITY..... STATE..... DATE.....

DIRECTIONS—READ CAREFULLY! The sentences below lack all punctuation marks—except the period at the end of each sentence. You are to supply all further punctuation, changing periods to exclamation points or interrogation marks where necessary. In most of the sentences **MORE THAN ONE** mark is needed; be sure you put in **ALL** the marks that should be used. In a few sentences no further punctuation is required; do not put in marks where they are not needed. Make all your marks clear and plain; any doubtful marks will be counted against you. Work rapidly.

1. Miss Anderson is visiting with Mr and Mrs Lambert.
2. His office is located at 51 Broad Avenue Lynn Wisconsin.
3. Black Creek is a swift deep dangerous stream.
4. Its so cold that I cant start the car.
5. She said It has begun to rain.
6. He soon fixed the car a wire was loose.
7. Jones nominated R N Smith for secretary.
8. Lincoln was born February 12 1809.
9. He is very fond of fishing hunting and boating.
10. Im certain he doesnt know what youve done.
11. Whatever you do she said come home for supper.
12. The records cover the following facts name sex age address grade.
13. Did you sleep well last night.
14. Smith with his wife and daughter arrived last night.
15. The teacher slowly opened the door and the children started home.
16. Marys mother bandaged the dogs paw.
17. John shouted that he would be back soon.
18. The play begins promptly at 8 15.
19. She asked why you moved to Cleveland.
20. Harry Wilcox the coach spoke briefly about the game.
21. With Abbott was his wife wheeling a baby-carriage.
22. Childrens games are very different from adults amusements.
23. Jack wrote a paper on Learning to Swim.
24. He fished morning noon and night nevertheless he caught nothing.
25. Hurry Run How slow you are.
26. Dodging quickly Ralph ran on toward the goal.
27. A boy who is well reads less than Tom who is ill.
28. This book is either yours or hers.
29. Foreign laborers are sometimes called hunkies.
30. We climbed the hill it is very steep to watch the sun set.

WHEN YOU FINISH GO BACK OVER YOUR WORK AND BE SURE YOU HAVE MADE NO MISTAKES.

school since standard tests came into use will realize how little excitement is aroused among training school youngsters when a standard test is announced. Knowing that I wished to bring various influences to bear on my English groups that I might study the reactions, no word was even whispered concerning my use of the test results in October. The pupils who had been in the school longest sighed a bit, perhaps, and yawned at the waste of an hour for the sake of teaching another university student how to conduct one more standard test. The remedial work which followed the October tests surprised many a pupil. Before the February test, I had given the various groups to understand that my reputation was at stake and I expected their very best. During the second remedial period, after several demotions had followed the revelations made by the February test results, a few of the laziest and most indifferent seniors were spurred to unusual effort by giving them to understand that no one was to pass junior or senior English who did not show considerable advancement in the May scores if the February scores had been particularly low.

Barring the lazy minority who must always be driven, I believe my students who took the remedial work in the mechanics of English were improved greatly in the following particulars: (1) ability to use books as servants, (2) ability to discover individual weaknesses and overcome them, (3) ability to cultivate initiative, (4) ability to analyze a situation, (5) development of persistence to stick to a problem until it is solved, (6)

willingness to help others understand by repeated explanations, and (7) development of a cheerful spirit in mastering the mechanics of the English language as a stepping-stone to a correct use and greater appreciation of our mother tongue.

I believe there is a field of method which has never been properly tilled - the working out of an economical system by which the mechanics of English may be mastered. The business college and trade schools are on the right track. The mechanics should be graded according to the maturity of thought required for the mastery of each particular item, and should be grouped into units. Students should advance individually according to their mastery of these units. Class discussions should be limited and more individual work required. In this way, progress would be measured not in years, but in units accomplished which is the way out-of-school life does the job. The contractor, the banker, the real-estate dealer, the surgeon, the minister, the lawyer are paid by what each does, not by the hour. One great difference between the inexperienced office-boy and the head of the firm is the despatch with which the head of the firm turns off his work. He has a purpose and makes no false movements while the office boy has to follow the trial-and-error route to find out the best and quickest way to get through his duties. If he is keen-witted, he is soon promoted, but if not, he is either discharged or kept at office work for years with few and small increases in salary. It should be accomplishment, not years, which counts in our English departments just as it is in the everyday world of affairs.

Beside the opportunity for rapid individual progress in mastering the mechanics of written English, more opportunity should be provided for sustained oral composition before groups of fellow-students on subjects not previously studied by the group but of especial interest to the speaker. Grammatical errors in these oral talks should be corrected at once by the teacher and later corrected by the student through the intensive study of a grammar or other reference book, according to the error, and reported to the teacher either in writing or by means of a rapid, oral drill to fix the correct form and accustom the ear to its sound.

I am convinced that the vast majority of high school pupils are willing to undergo drudgery very cheerfully if they are once led to see that the drudgery leads somewhere and that they should go in that direction. A cheerful, patient, helpful teacher who knows what she attempts to teach, and at the same time, can command the respect and affection of a group of girls and boys by playing the game evenly and fairly can make the mechanics of English worth while and can shorten the time necessary for their mastery by at least one-third of the time now generally devoted to the subject. When Tom knows his future will be affected by his ability to use the correct forms of the pronoun, for instance, he will stop preparing his physics lesson in English class. When Bob knows that Sam will graduate from the class in the mechanics of English sooner than he will because Sam is working through his "units" faster, Bob will begin to work instead of hoping to listen to Sam's recitation

and remember enough to "get by". The two great changes, then, in our present method would seem to be: (1) a careful gradation of the minimum essentials of English mechanics into definite units of work, and (2) individual mastery of these units rapidly or slowly according to the ability of the pupil.

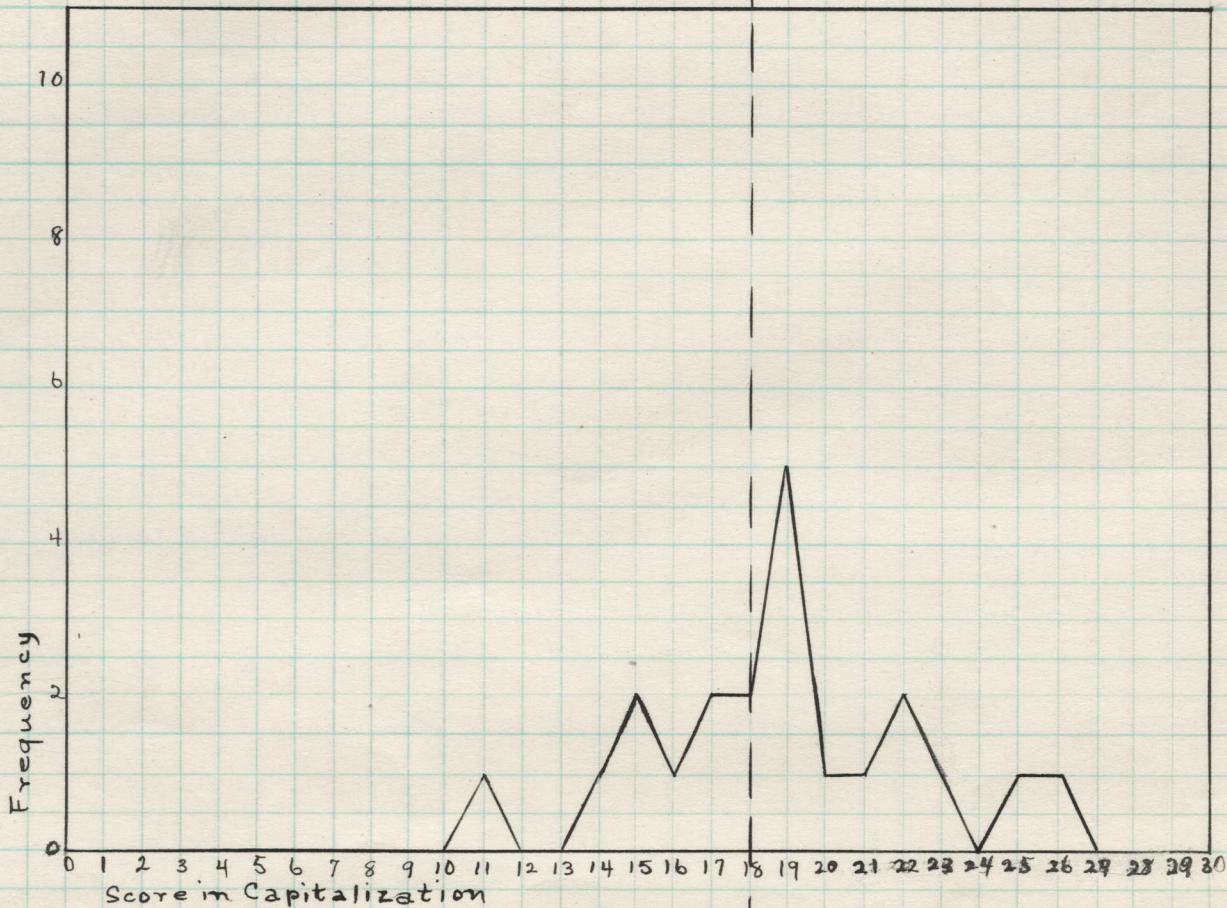
The group of frequency polygons, (XVII to XXXII) inserted here were used as a graphic means of representing conditions in each subject and each grade of the high school. Pupils who were interested and anxious to know their scores after the October tests were glad to see these polygons and to measure their individual scores with the norms as well as with the lowest and highest scores recorded in each grade. This feeling of pride in placing one's self on the polygon increased as the year advanced and was one other means of inspiring effort in beating one's own record in each succeeding test. Had the norms on forms 1 and 2 been uniform, the stimulus to compare would have been greater. As the norms are at present, a boy who scored 28 in grammar on each test is really lower in February than in October. This condition is not easily explained to some pupils, especially where no third form is available for use still later in the year, and no uniform raise in norms to parallel a measure of growth from one test-time to another. Then, too, the tests are not difficult to try the power of the better students who soon lose interest after making perfect scores two or three times in succession.

Figure XVII

Capitalization - Grade IX

Score	Frequency
26	1
25	1
23	1
22	2
21	1
20	1
19	5
18	2
17	2
16	1
15	2
14	1
11	1
<hr/>	
Total	21

Diagnostic Test in English Composition.
October Test - Form 1



18 = Norm

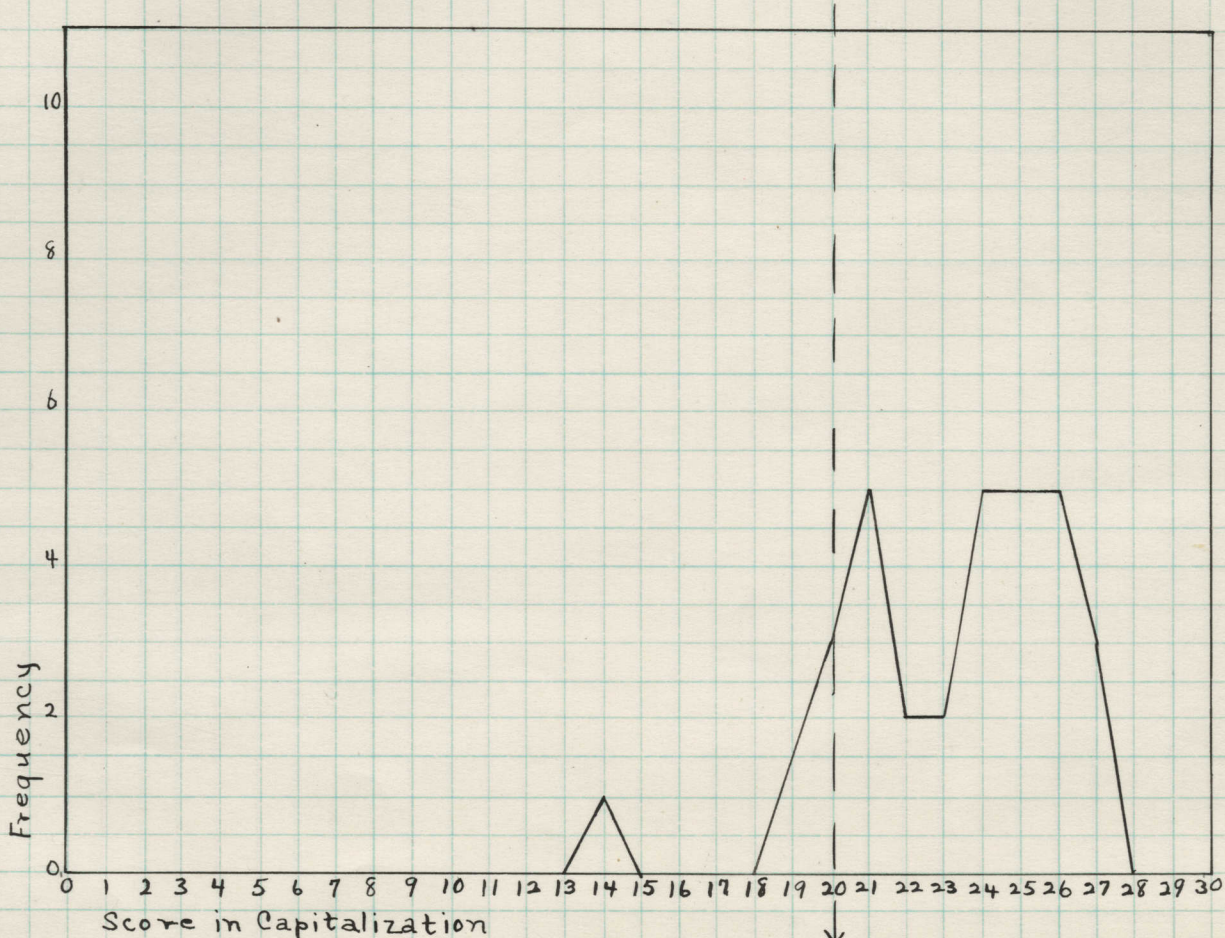
Class Median - 19.3
Norm - - - - 18
Date - - - - October, 1925
Subject - - - Capitalization (A)
Grade - - - - IX
Enrollment - - - 21

Figure XVIII

Capitalization-Grade X

Diagnostic Tests in English Composition
October Test - Form I

Score	Frequency
27	3
26	5
25	5
24	5
23	2
22	2
21	5
20	3
14	1
Total=31	



Norm=20

Class Median-24.5
 Norm-----20
 Date-----October, 1925
 Subject---Capitalization(A)
 Grade-----X
 Enrollment-----31

Fig. XIX

Capitalization-Grade XI

Diagnostic Test in English Composition.
October Test-Form I

Score	Frequency
27	3
26	3
25	4
24	4
23	9
22	6
21	1
20	3
19	2
18	3
17	4
16	2
<hr/>	
Total	= 44



20 = Norm

Class Median - 23.1

Norm - 20

Date - October, 1925.

Subject - Capitalization(A)

Grade - XI

Enrollment - 44.

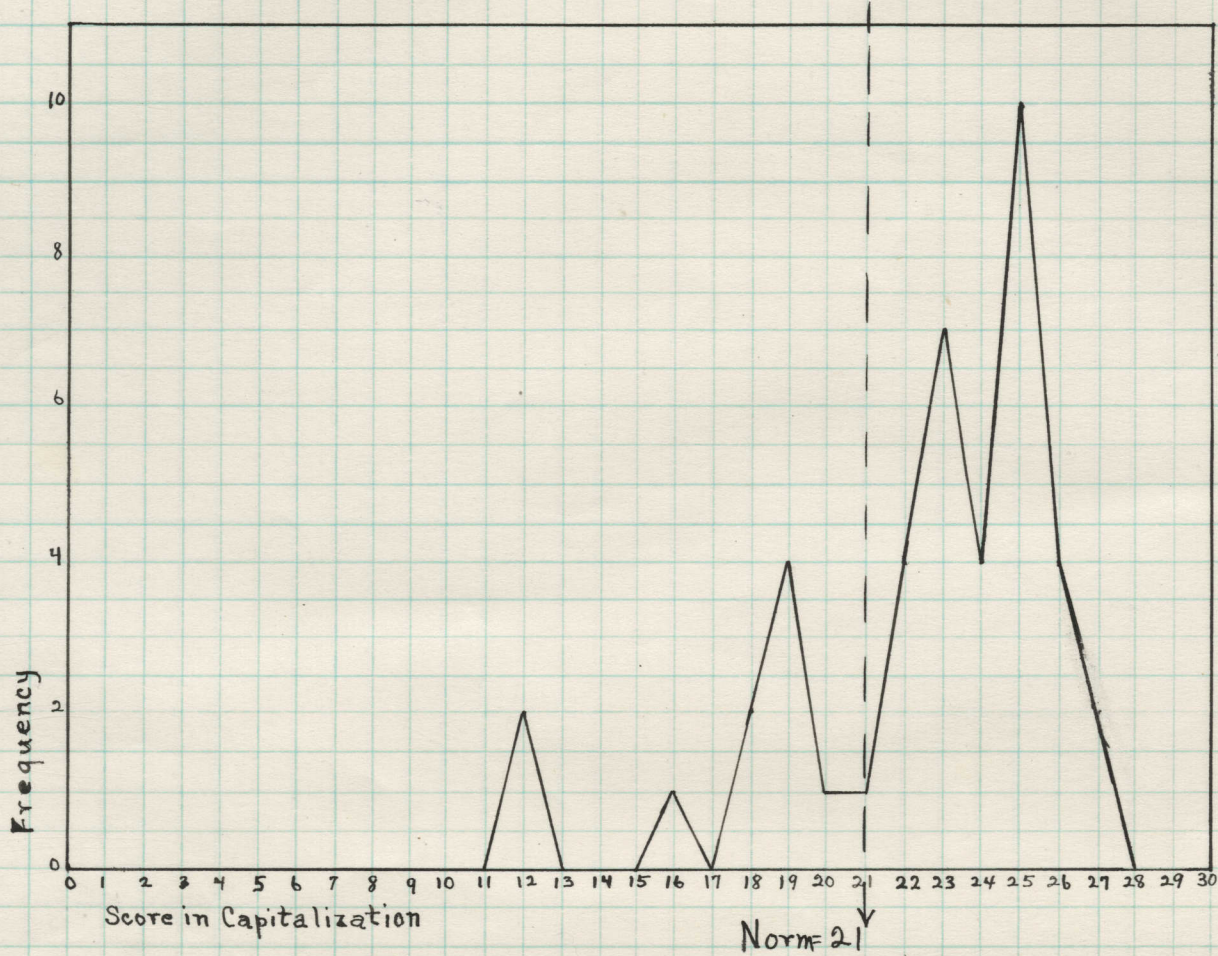
Fig. XX

Capitalization-Grade XII

Diagnostic Test in English Composition.
October Test-Form I

Score-Frequency

27	2
26	4
25	10
24	4
23	7
22	4
21	1
20	1
19	4
18	2
16	1
12	2
<hr/>	
Total	42



Class Median-23.8

Norm - - - - 21

Date - - - - October, 1925.

Subject - - - Capitalization(A)

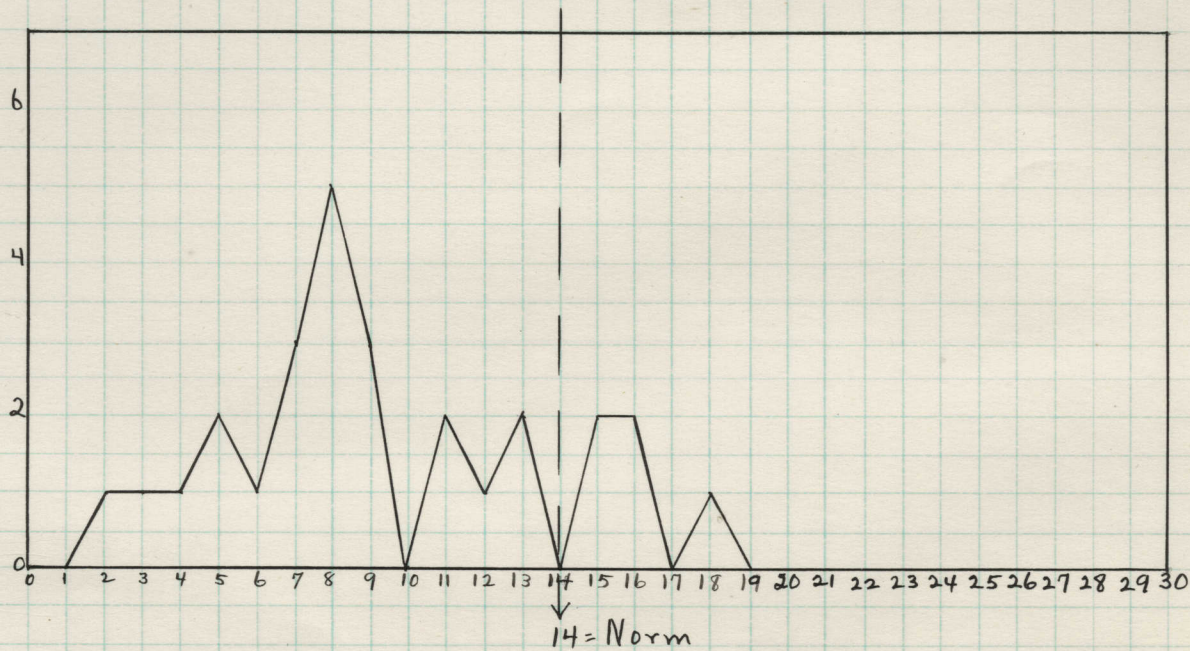
Grade - - - - XII.

Enrollment - - - 42.

Fig. XXI

Punctuation-Grade IX

Diagnostic Test in English Composition
October Test - Form I



Score	Frequency
18	1
16	2
15	2
13	2
12	1
11	2
9	3
8	5
7	3
6	1
5	2
4	1
3	1
2	1
<hr/>	
Total	27

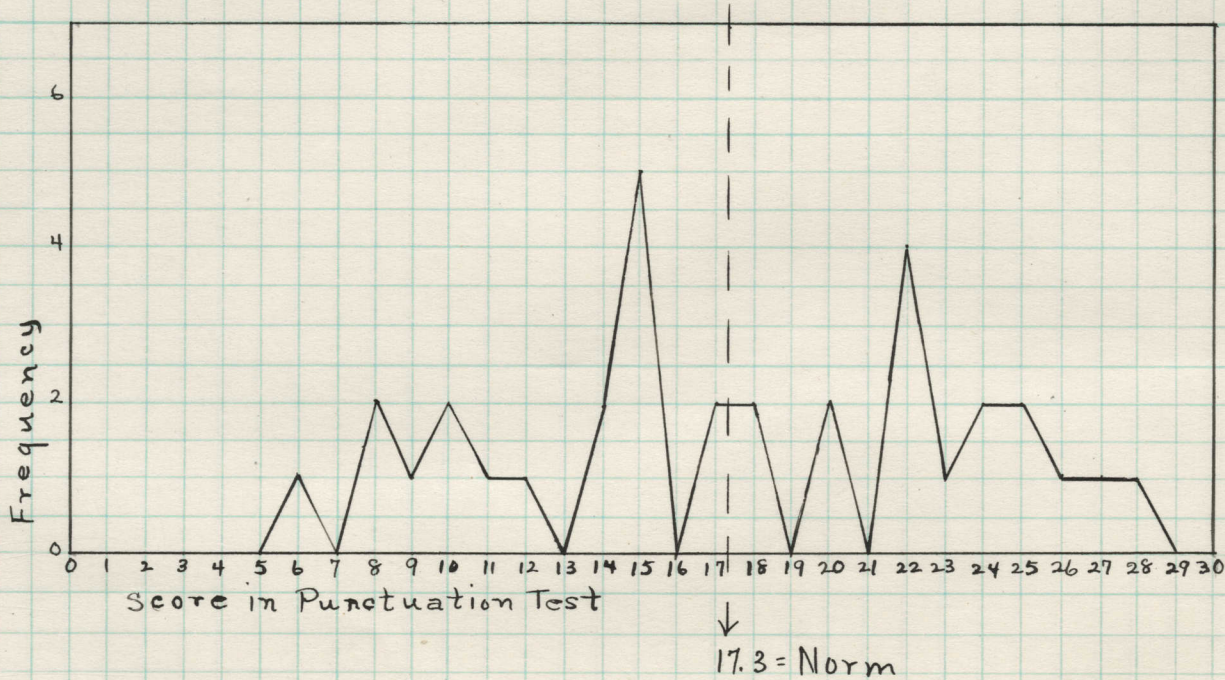
Date - - - - - October Test
 Subject - - - - - Punctuation
 Grade - - - - - IX
 Enrollment - - - - - 27
 Norm - - - - - 14
 Class Median 8.9

Fig. XXII

Punctuation-Grade X

Diagnostic Test in English Composition.
October Test - Form 1

Score	Frequency
28	1
27	1
26	1
25	2
24	2
23	1
22	4
20	2
18	2
17	2
15	5
14	2
12	1
11	1
10	2
9	1
8	2
6	1
<hr/>	
Total	= 33



Date ___ October Test
 Subject ___ Punctuation (B)
 Grade ___ X
 Enrollment ___ 33
 Norm ___ 17.3
 Class Median ___ 17.7

Fig. XXIII

Punctuation-Grade XI

Diagnostic Test in English Composition.
October Test - Form I

Score	Frequency
25	1
24	4
23	2
22	1
20	1
19	1
18	3
17	5
16	1
15	4
14	3
13	1
12	1
11	4
9	2
8	3
6	2
<hr/>	
Total	= 39



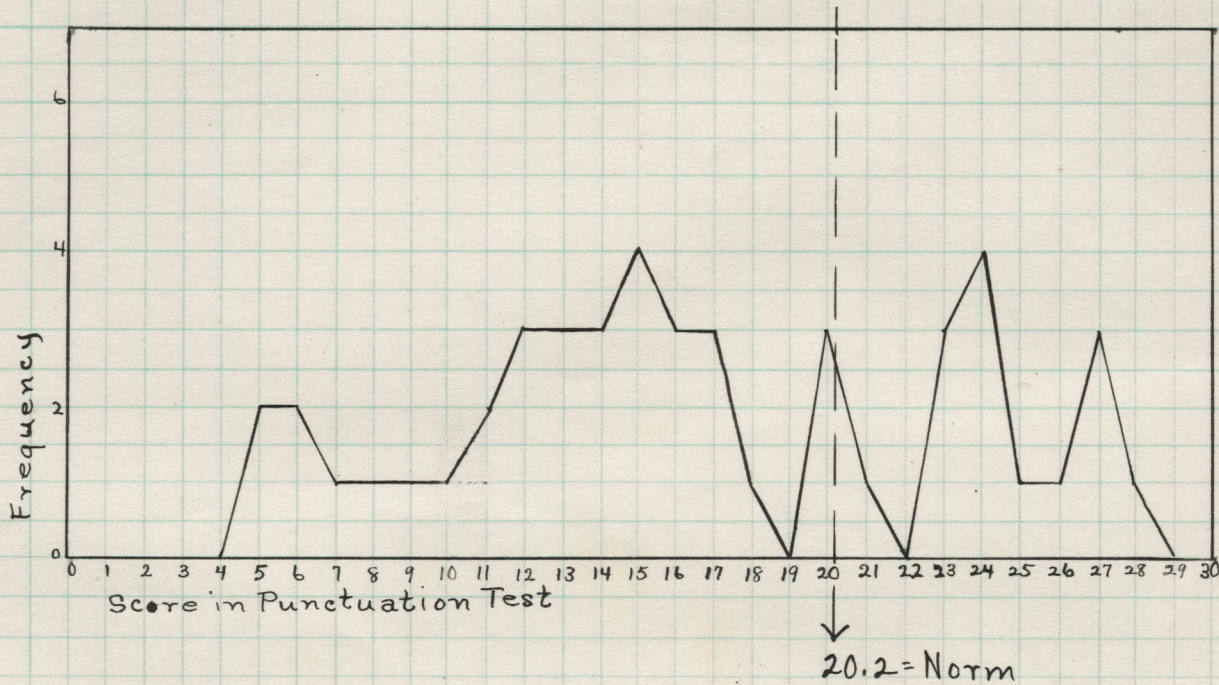
Date --- October, 1925
 Subject --- Punctuation (B)
 Grade --- XI
 Enrollment --- 39
 Norm --- 19.1
 Class Median --- 15.9

Fig. XXIV

Punctuation-Grade XII

Diagnostic Test in English Composition
October Test - Form I

Score	Frequency
28	1
27	3
26	1
25	1
24	4
23	3
21	1
20	3
18	1
17	3
16	3
15	4
14	3
13	3
12	3
11	2
10	1
9	1
8	1
7	1
6	2
5	2
<hr/>	
Total	= 47

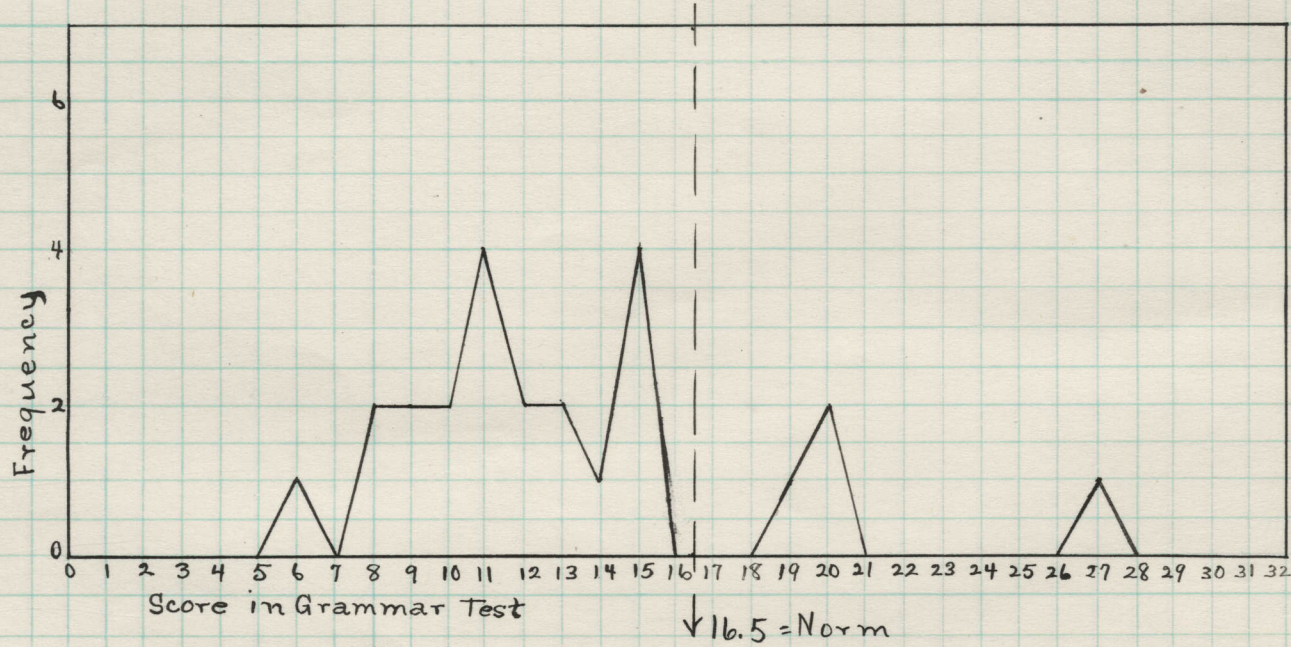


Date --- October, 1925
 Subject --- Punctuation, (B)
 Grade --- XII
 Enrollment --- 47
 Norm --- 20.2
 Class Median --- 16.1

Fig. XXV

Grammar-Grade IX

Diagnostic Test in English Composition.
October Test-Form 1



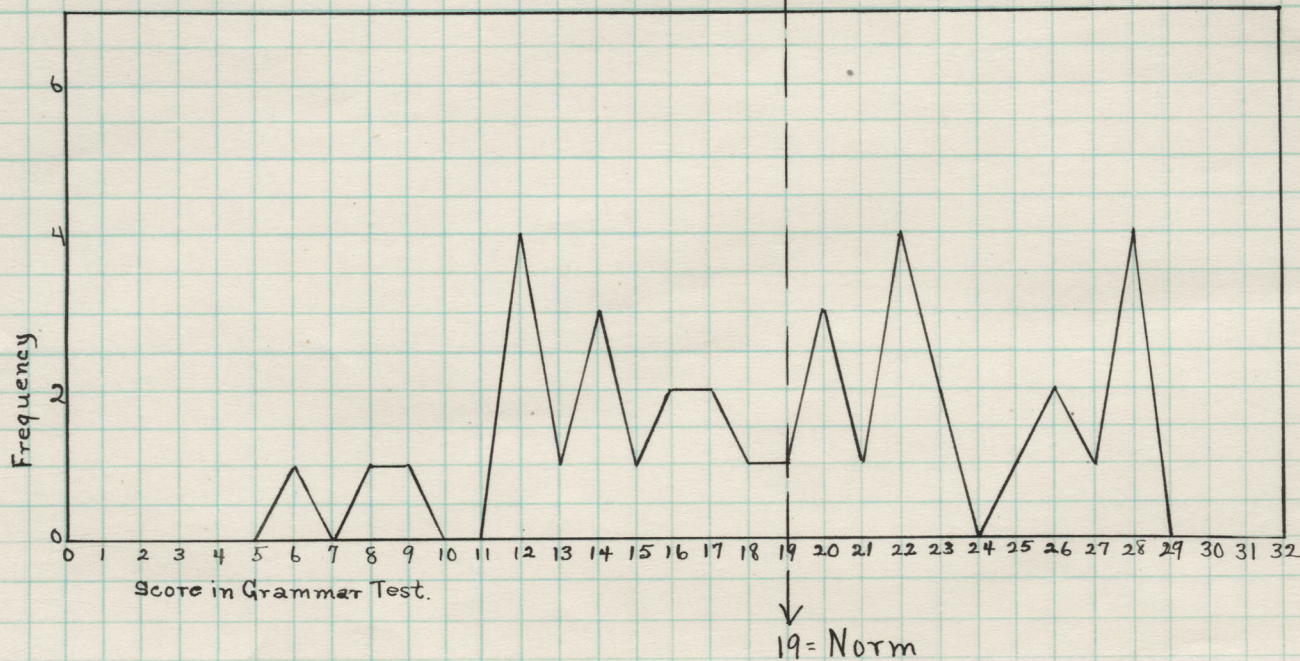
Score	Frequency
27	1
20	2
19	1
15	4
14	1
13	2
12	2
11	4
10	2
9	2
8	2
6	1
<hr/>	
Total	=24

Date --- October, 1925.
 Subject --- Grammar (c)
 Grade --- IX
 Enrollment --- 24
 Norm --- 16.5
 Class Median ---

Fig. XXVI

Grammar-Grade X

Diagnostic Test in English Composition.
October Test - Form 1



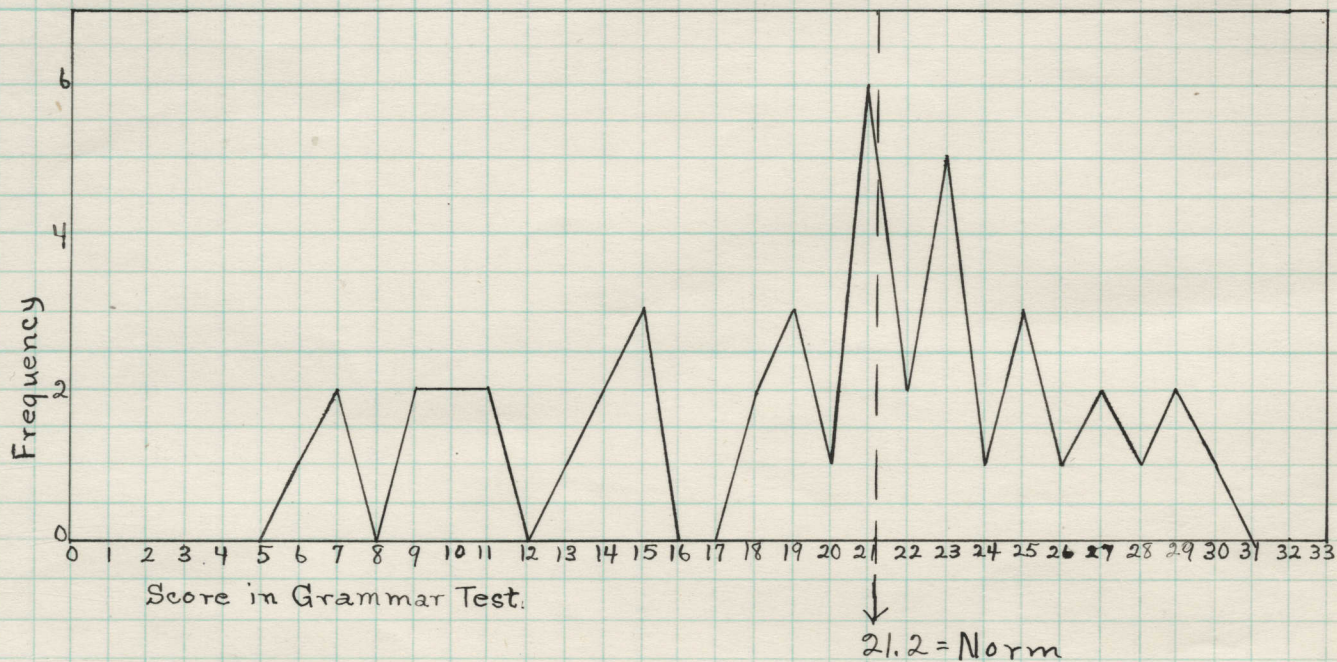
Score	Frequency
28	4
27	1
26	2
25	1
23	2
22	4
21	1
20	3
19	1
18	1
17	2
16	2
15	1
14	3
13	1
12	4
9	1
8	1
6	1
<hr/>	
Total	36

Date --- October, 1925
 Subject -- Grammar (C)
 Grade ----- X
 Enrollment --- 36
 Norm ----- 19
 Class Median - 19.5

Fig. XXVII

Grammar-Grade XI

Diagnostic Test in English Composition.
October Test-Form I



Score - Frequency

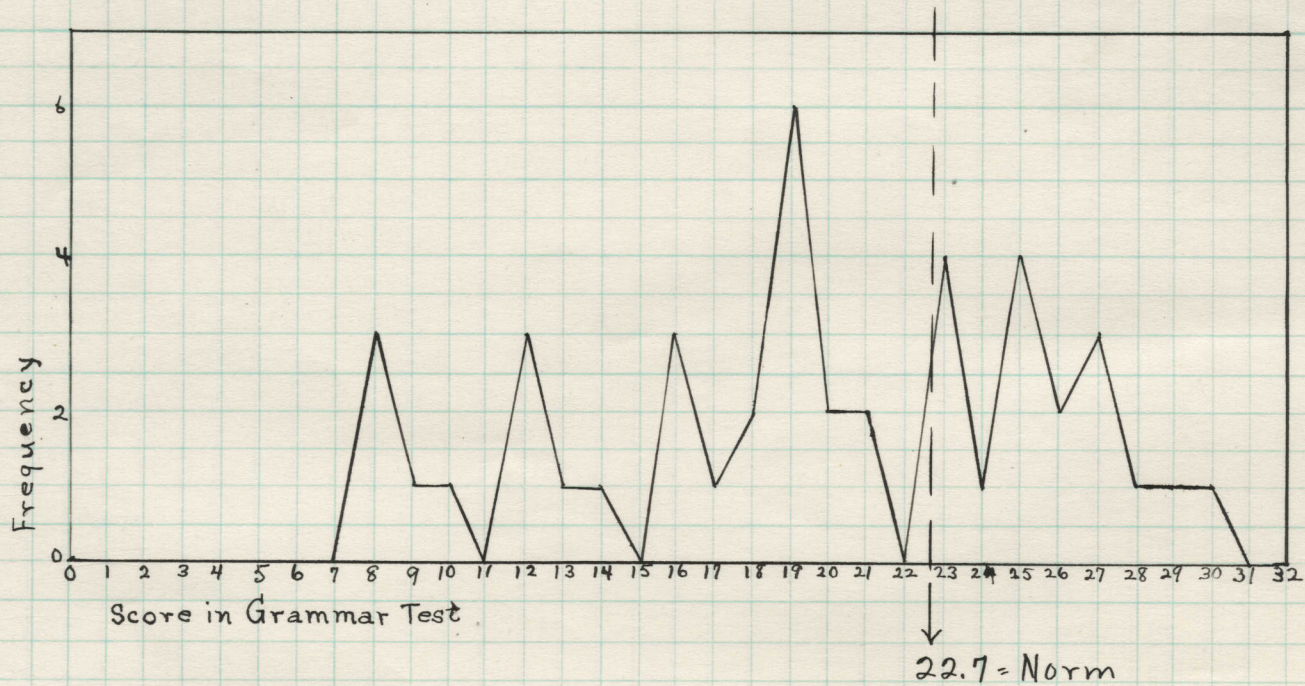
30	1
29	2
28	1
27	2
26	1
25	3
24	1
23	5
21	5
20	3
19	4
18	2
15	3
14	2
13	1
11	2
10	2
9	2
7	2
6	1
<hr/>	
Total	45

Date --- October, 1925.
Subject --- Grammar (C)
Grade --- XI
Enrollment --- 45
Norm : --- 21.2
Class Median - 20.5

Fig. XXVIII

Grammar-Grade XII

Diagnostic Test in English Composition.
October Test - Form I



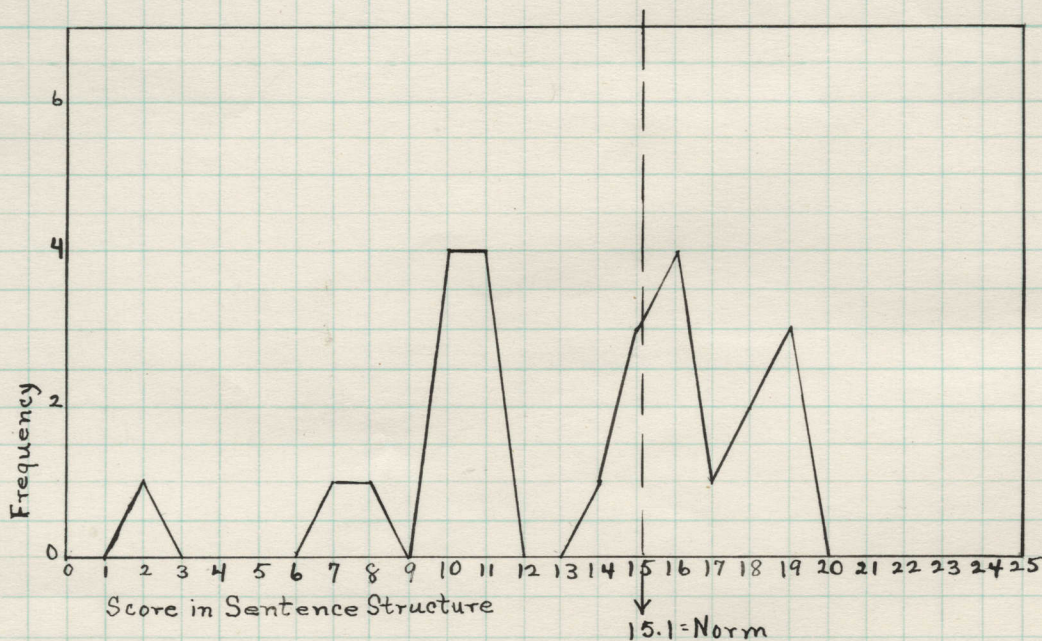
Scores - Frequency	
30	1
29	1
28	1
27	3
26	2
25	4
24	1
23	4
21	2
20	2
19	6
18	2
17	1
16	3
14	1
13	1
12	3
10	1
9	1
8	3
<hr/>	
Total = 43	

Date --- October, 1925
 Subject --- Grammar (C)
 Grade --- XII
 Enrollment --- 43
 Norm --- 22.7
 Class Median --- 19.9

Fig. XXIX

Sentence Structure-Grade IX

Diagnostic Test in English Composition.
October Test - Form I



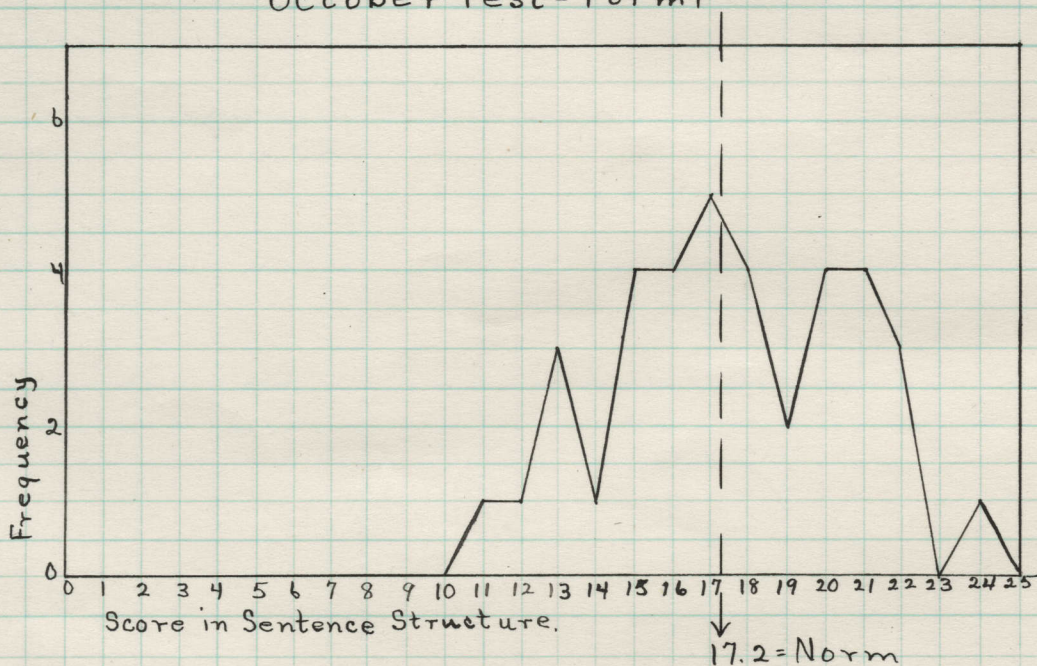
Score	Frequency
19	3
18	2
17	1
16	4
15	3
14	1
11	4
10	4
8	1
7	1
2	1
<hr/>	
Total	=25

Date --- October, 1925.
 Subject -- Sentence Structure (D).
 Grade --- IX.
 Enrollment --- 25.
 Norm --- 15.1
 Class Median - 15.1

Fig. XXX

Sentence Structure - Grade X

Diagnostic Test in English Composition.
October Test - Form I



Score-Frequency

24	1
22	3
21	4
20	4
19	2
18	4
17	5
16	4
15	4
14	1
13	3
12	1
11	1
<hr/>	
Total	37

Date ----- October, 1925.
 Subject ----- Sentence Structure(D)
 Grade ----- X.
 Enrollment ----- 37.
 Norm ----- 17.2
 Class Median ----- 17.9

Fig. XXXI

Sentence Structure - Grade XI

Diagnostic Test in English Composition.
October Test - Form I



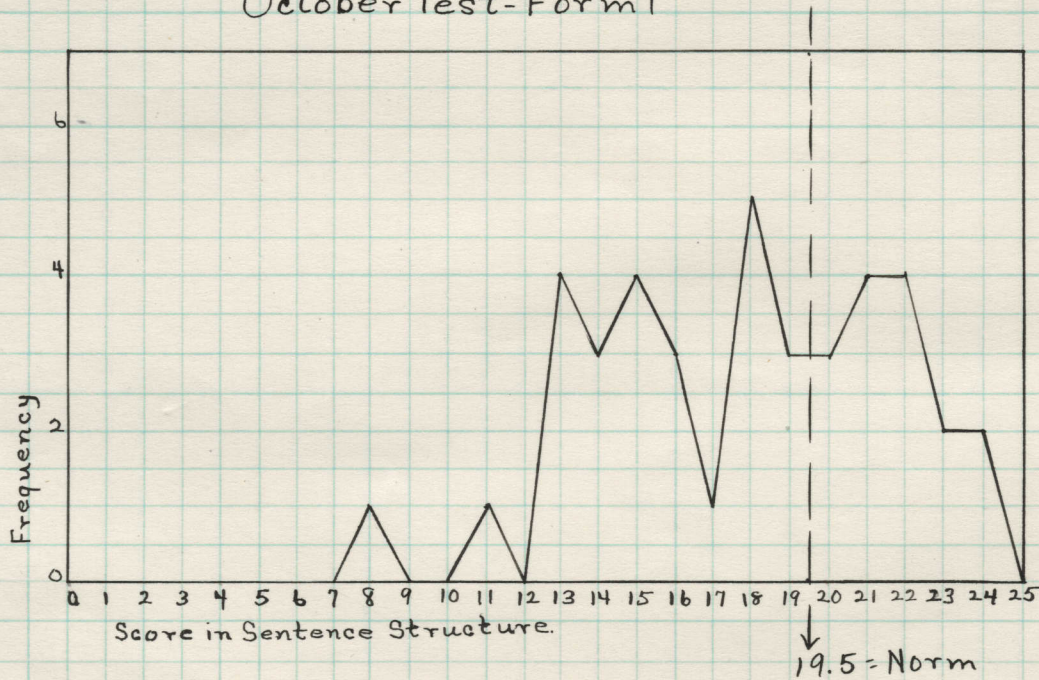
Score	Frequency
23	5
22	2
21	5
20	4
19	3
18	4
17	4
16	2
15	4
14	3
13	5
12	1
9	1
8	1
<hr/>	
Total	44

Date --- October, 1925.
 Subject --- Sentence Structure (D).
 Grade --- XI.
 Enrollment --- 44.
 Norm --- 18.6
 Class Median --- 18.2

Fig. XXXII

Sentence Structure - Grade XII

Diagnostic Test in English Composition.
October Test - Form I



Scores	Frequency
24	2
23	3
22	4
21	4
20	3
19	3
18	5
17	1
16	3
15	4
14	3
13	4
11	1
8	1
<hr/>	
Total	41

Date --- October, 1925.
 Subject --- Sentence Structure (D)
 Grade --- XII
 Enrollment --- 41.
 Norm --- 19.5
 Class Median --- 18.7

Capitalization

23 = Norm

University Freshmen
University of Arkansas
Orientation Week

September 21, 1925

Score-Frequency

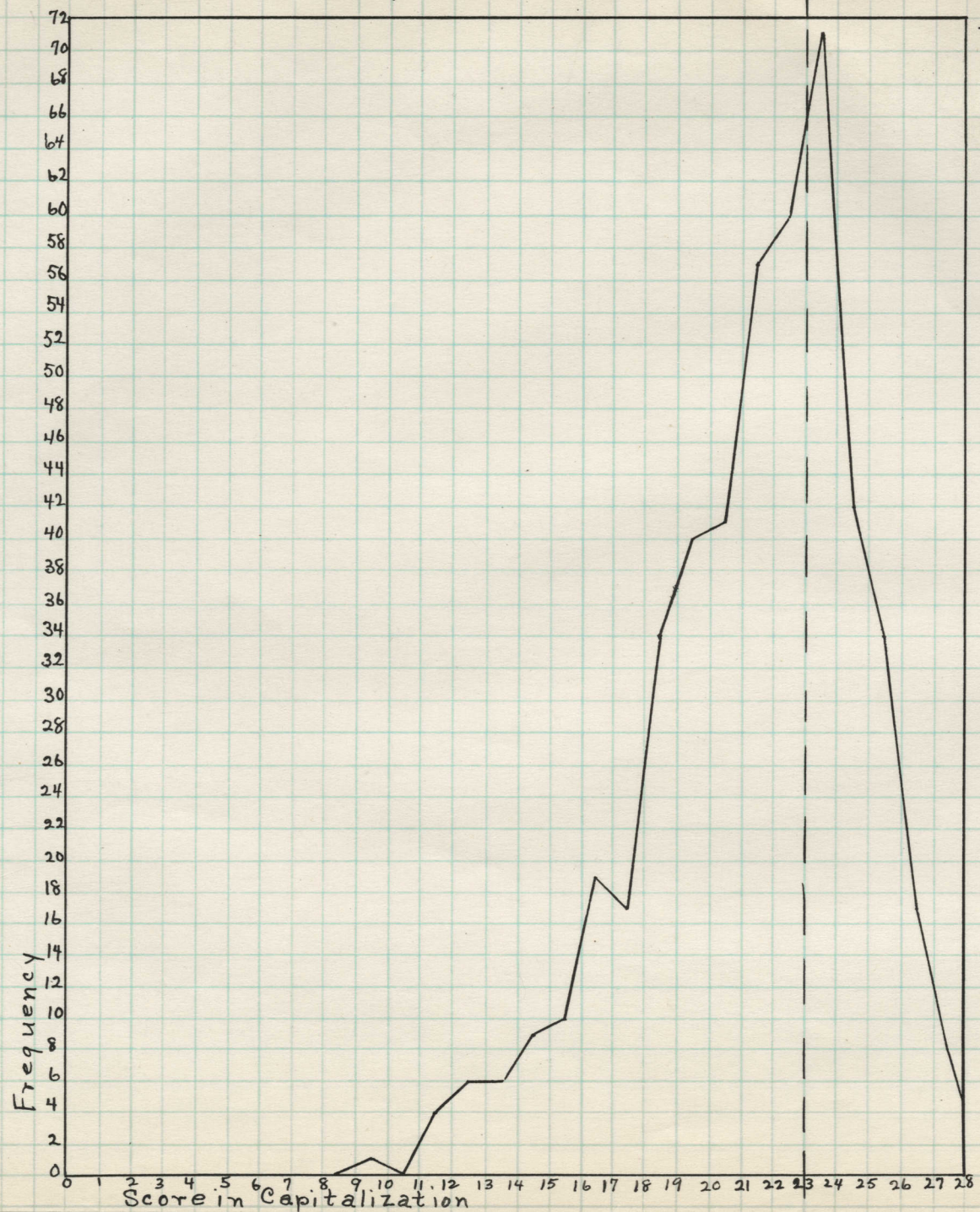
28	8
27	17
26	34
25	42
24	71
23	60
22	57
21	41
20	40
19	34
18	17
17	19
16	10
15	9
14	6
13	6
12	4
11	0
10	1

No. Cases = 476

Class Median = 22.9

Standard Norm = 23.

Diagnostic
English
Test-Form I

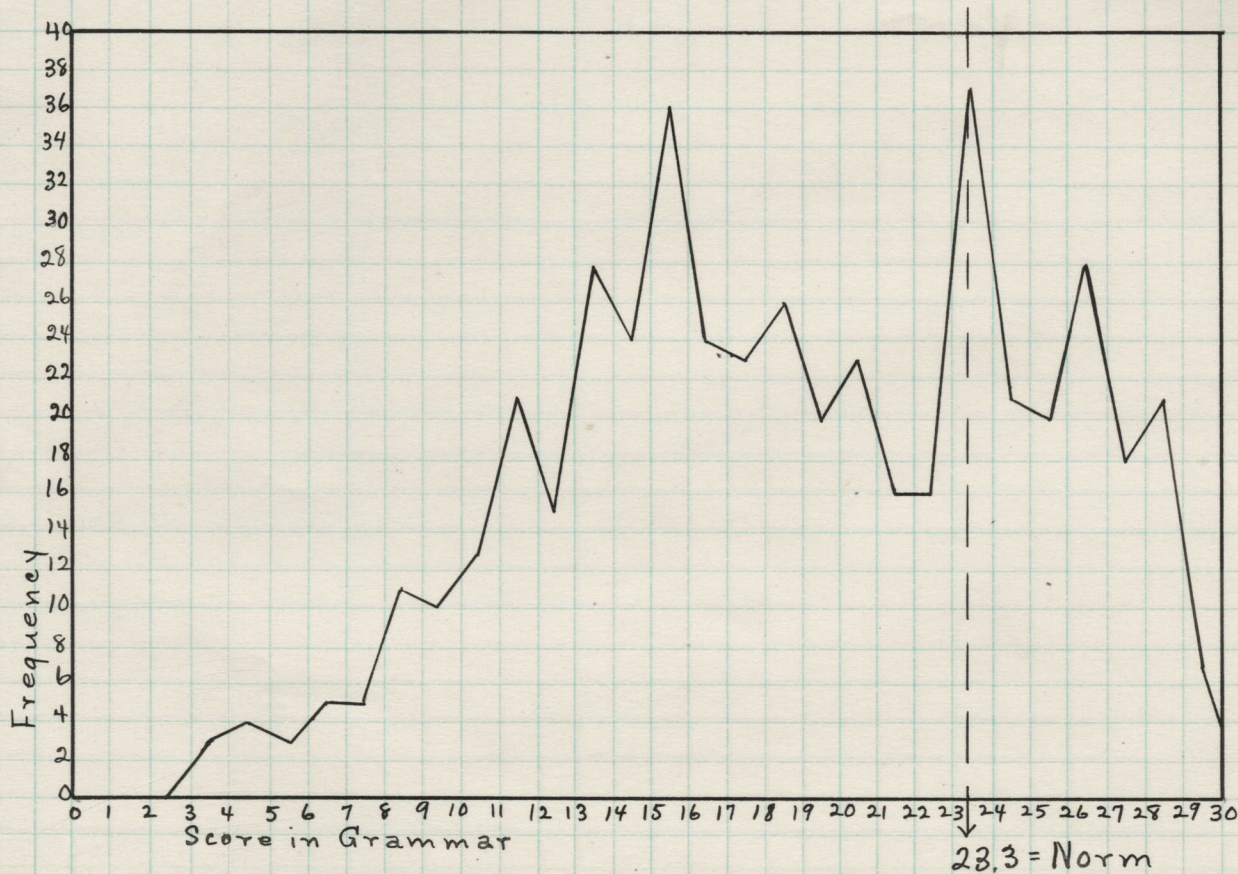


Graphs XXXIII through XXXVIII were made for the purpose of comparing our high school students with university freshmen and English majors, about to go out as teachers. It is interesting to note that in every one of the three tests given to university freshmen (capitalization, grammar, and sentence structure) during orientation week, one or more university freshmen fell lower than any student in our school. In capitalization, the lowest freshman score was 10 while our lowest capitalization scores were 11 for grade IX, 12 for grade XII, 14 for grade X, and 16 for Grade XI, our control group from October to February. The grammar test results show the lowest freshman grade to be 3 while our lowest scores are 6 for grades IX, X, XI, and 8 for grade XII. Sentence structure grades ran down as low as 0 for the poorest freshman and 2 for our lowest student-grade IX. Grades XI and XII show 8 as the lowest sentence structure grade and grade X shows 11 as the lowest. The English methods class of university juniors and seniors are much superior in capitalization and in grammar, but dropped to 11 in sentence structure which is the same score as that made by our poorest pupil in grade X. The poorest member of the English methods class made a score of 19 on capitalization and 20 on grammar which is more than twice our highest low score of 8 made by our poorest senior. Altogether, the study of these frequency polygons have made possible many interesting comparisons not to be attained by other means.

Fig. XXXIV

Grammar
University Freshmen
University of Arkansas Orientation Week

Sept. 21, 1925
Scores-Frequency



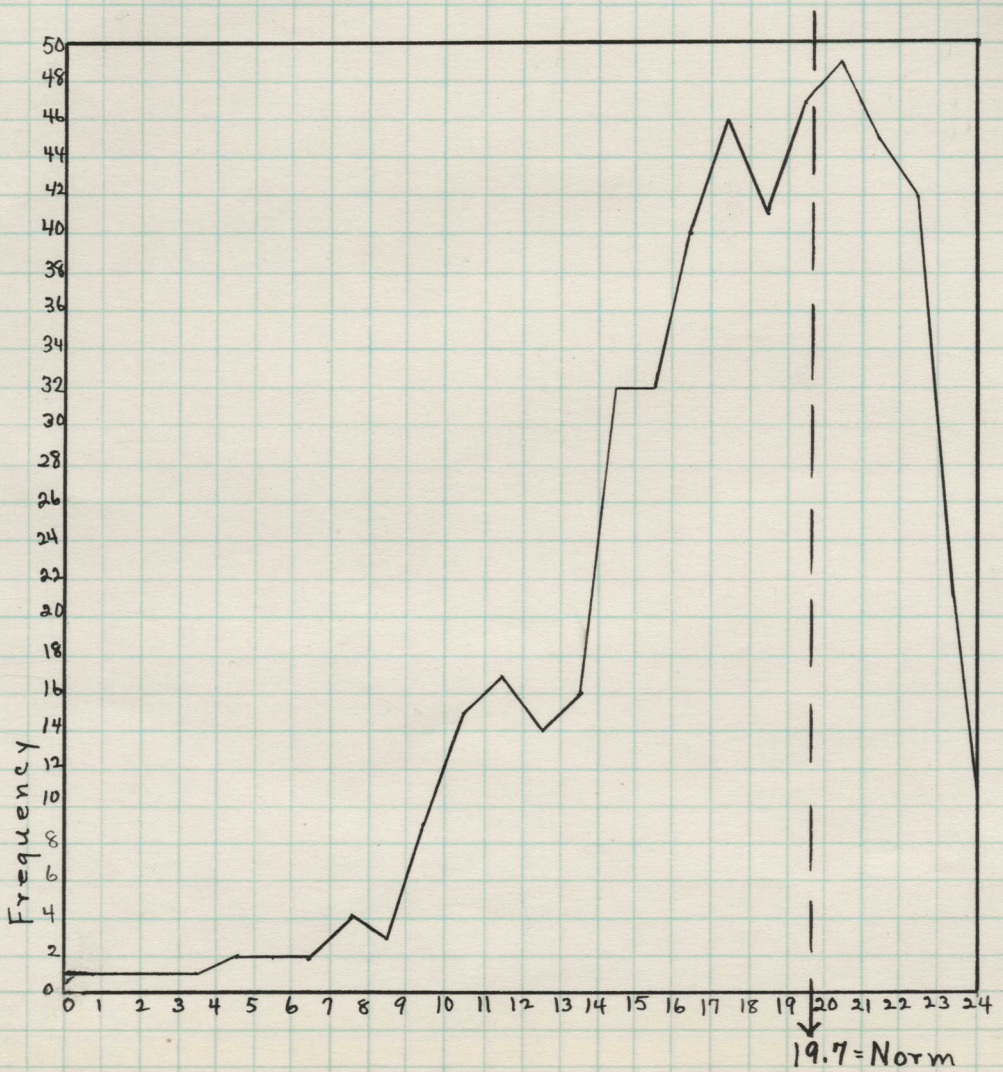
Diagnostic English Test - Form 1

No. Cases = 478
Class Median = 19.5
Standard Norm = 23.3

Fig. XXXV

Sentence Structure
 University Freshmen
 University of Arkansas Orientation Week

September 22, 1925
 Scores-Frequency



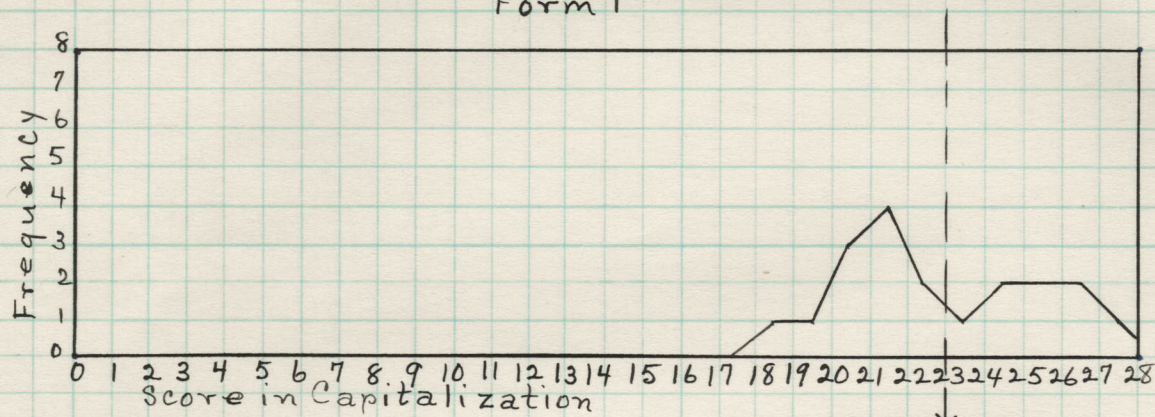
24	21
23	42
22	45
21	49
20	47
19	41
18	46
17	40
16	32
15	32
14	16
13	14
12	17
11	15
10	9
9	3
8	4
7	2
6	2
5	2
4	1
3	1
2	1
1	1
0	1

No. Cases = 484
 Class Median = 19.1
 Standard Norm = 19.7

Diagnostic English Test - Form I

Fig. XXXVI

Capitalization
 Junior-Senior University Students
 English Methods Class
 Form I



January, 1926
 Score - Frequency

28	1
27	2
26	2
25	2
24	1
23	2
22	4
21	3
20	1
19	1
<hr/>	
Total	= 19

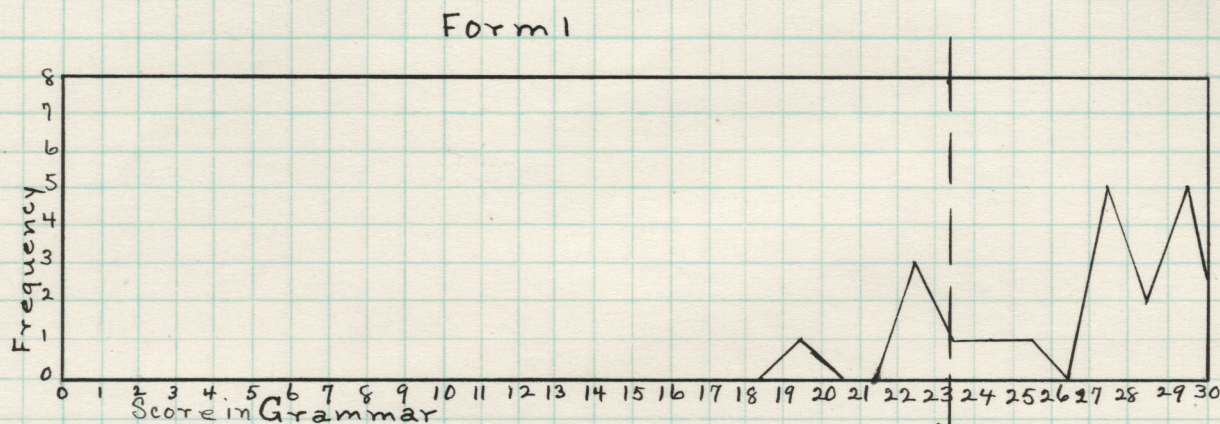
23 = Norm (highest given)

Medians
 Class Median = 23.2
 Univ. Freshmen Norm = 23

Diagnostic English Test

Fig. XXXVII

Grammar
 Junior-Senior University Students
 English Methods Class



January, 1926	
Score	Frequency
30	5
29	2
28	5
26	1
25	1
24	1
23	3
20	1
<hr/>	
Total	19

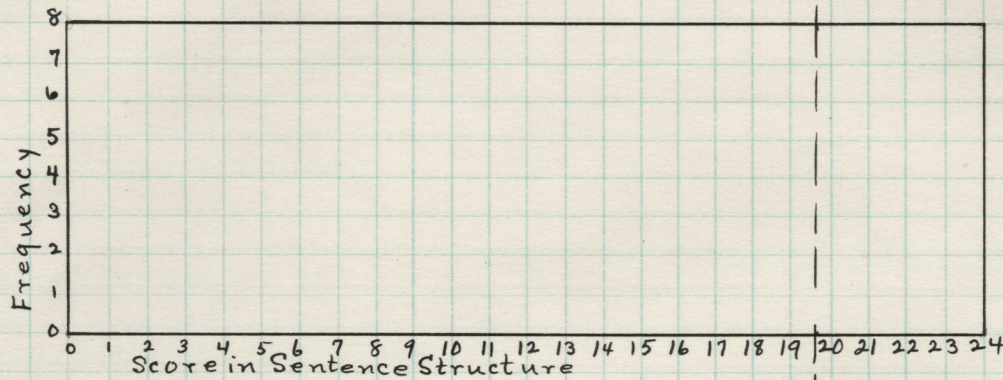
23.3 = Freshmen Norm

Diagnostic English Test

Medians
 Norm --- (University Fresh) 2
 Class Median 28.5

Fig. XXXVIII

Sentence Structure
 Junior-Senior University Students
 English Methods Class
 Form 1



January, 1926.

Score	Frequency
24	2
23	3
22	3
21	3
20	3
19	1
18	1
15	1
11	1
<hr/>	
Total	18

Norm = 19.7 (Univ. Freshmen)

Medians
 Class Median ----- = 21.6
 University Freshmen Norm = 19.7

Diagnostic English Test

CHAPTER IV

That the progress of groups given remedial teaching as compared with a control group not given such teaching may be properly evaluated from an academic standpoint as differentiated from a psychological or personal standpoint, critical ratios have been prepared for the first semester of remedial teaching. These critical ratios have been worked out by use of the probable error of the median in each case (see figures I-XVI) as the medians are available from the column diagrams. Since the raw scores were used in each column diagram with a one-unit step in recording frequencies, the critical ratios thus secured should be fairly reliable.

As grammar was made the major subject during the October to February period of remedial teaching, the four critical ratios on the grammar tests will be considered first.

(Fig. III)	Critical ratio	(Grade XI,	control group)	= 4.2
(" VII)	"	"	(" XII)	= 4.3
(" XI)	"	"	(" X)	= 3.7
(" XV)	"	"	(" IX)	= 8.1

There is no need to question the worth of some influence in improving the situation in grammar in our school between October and February since every critical ratio is large enough to be reliable.

The fact that the freshman quotient is largest is probably due to the following causes: - (1) The freshmen, ex-

cept the son of our director, were very weak in grammar at the beginning and had more room for improvement; (2) the pupils in grade IX were new in the school, felt more in awe of the supervisor and tried harder to improve when she taught them; (3) grade IX was the smallest of the four groups which made more individual help possible; and (4) the need of being more definite and using simpler language with the pupils of the youngest grade made me do a more thorough piece of work.

The critical ratios for grades X and XII are about what any one might expect who knew how carefully these two classes were taught, but the great improvement evidenced by the control group needs explanation. Their improvement satisfies my mind on a point which has long seemed of the utmost importance to me in my training work. I have come to believe that oral English such as debating, for instance, in which the child is so interested in his subject that his real English habits come to the surface unbidden is the best field in which to teach applied grammar effectively. In this control group, the pupils were corrected on grammar and pronunciation in every speech and were rated by the judges in every debate as to the quality of their English. The desire to win the decisions of judges and to stand well in the opinion of teacher, supervisor, and fellow-students proved to be both natural and powerful incentives to the formation of correct English habits of speech. The result of this grammar test and critical ratio of 4.2 proves to me that in this class, at least, gram-

mar improvement was accomplished and debating mastered at the same time without the loss of time in special remedial teaching or classroom study of technical grammar.

The results of the critical ratios in capitalization prove the truth of the old adage, "Anything worth doing is worth doing well". The critical ratios follow:

Fig. I - Grade XI (control group) - critical ratio = 0
 " V - " XII - critical ratio = .1
 " IX - " X - " " = 2.8
 " XIII- " IX - " " = 2.6

Capitalization was not given much time by the supervisor because it seemed simpler and less important than any of the other three subjects of study. Capitalization drills were few in number and were not given over a long period of time.

The critical ratios for punctuation follow:

Fig. II - Grade XI (control group)- critical ratio = 3.4
 " VI - " XII - critical ratio = 4.6
 " X - " X - " " = 2.8
 " XIV- " IX - " " = 4.5

The only explanation for the high critical ratio of grade Xi is the practical necessity of careful punctuation in all written briefs and debates to avoid being misunderstood and the study of the debating text (Shaw's Art of Debate) in which a comprehension of the thought required attention to the punctuation. The seniors were studying Lomer and Ashmun's text on Writing and Speaking English in which their daily class

work included a study of punctuation which accounts for the critical ratio of 4.6. Grade X were helped through their study of composition and theme-writing. The high ratio for grade IX is beyond any explanation I can give since they had almost no written work except tests during their first semester and my remedial teaching of punctuation would scarcely account for a critical ratio of 4.5.

The critical ratios for sentence structure follow:

Fig. IV - Grade XI (control group) - critical ratio = 0

" VIII- " XII - critical ratio = .7

" XII - " X - " " = 1.7

" XVI - " IX - " " = 5.8

The results here are so low that they are not at all significant.

The last set of graphs is calculated to furnish a basis for comparison of the four high school grades with which this study is concerned at the beginning, the middle, and the end of the school year. Since the standard tests used are limited by two forms, it has been necessary to repeat form 1 (the October test) in May. Because the standard medians supplied are not uniform on forms 1 and 2 of the test except in punctuation, it has been impossible to get a very satisfactory comparison of forms 1 and 2 by superimposing the three curves, representing the three tests, on each other. Therefore, except in punctuation, I have superimposed the frequency polygon representing the May test, form 1, on the October fre-

quency polygon, form 1, and have plotted a separate frequency polygon for the February test, form 2, to avoid confusion. The norms in green represent the norms one year more advanced than those in black. The information labelled "medians" on each of the last set of frequency polygons makes it relatively easy to compare the progress of a class on any given subject of any test.

As previously stated, these standard tests appear to have their limitations, but were chosen for this particular study because they are the ones used, not only in our school, but in the University of Arkansas Orientation Week¹ for purposes of sectioning the freshmen English classes and for estimating the kind of load any given freshman was able to carry.

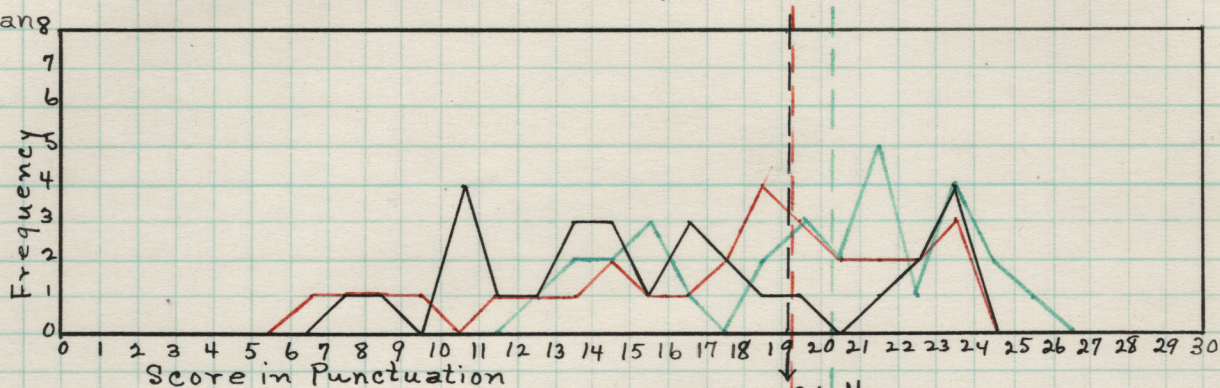
No attempt has been made to prove the reliability of the results of the last semester's remedial teaching through critical ratios since in this semester, every group was sectioned according to the results of the February test, thus giving four drill groups and four non-drill groups. To furnish the critical ratios for these sections would involve an expenditure of time and energy out of proportion to their value in addition to the present study. Therefore, the results of the year's work have been presented in graph form only.

1. Last September, for the first time, our would-be freshmen were called to the campus one week ahead of upper classmen to be given advice and instruction as well as intelligence and academic tests. This period is termed "Freshmen Orientation Week".

Punctuation Grade XI-Grade XII

October, February, and May Tests

Medians		
Form 1		
Grade	Norm	Class Median
XI	19.1	16.5
XII	20.2	21.2
Form 2		
XI	19.1	19.4



February Score-Frequency

24	3
23	2
22	2
21	2
20	3
19	4
18	2
17	1
16	1
15	2
14	1
13	1
12	1
10	1
9	1
8	1
7	1
<hr/>	
Total	= 29

May Score-Frequency

26	1
25	2
24	4
23	1
22	5
21	2
20	3
19	2
17	1
16	3
15	2
14	2
13	1
<hr/>	
Total	= 29

October Score-Frequency

24	4
23	2
22	1
20	1
19	1
18	2
17	3
16	1
15	3
14	3
13	1
12	1
11	4
9	1
8	1
<hr/>	
Total	= 29

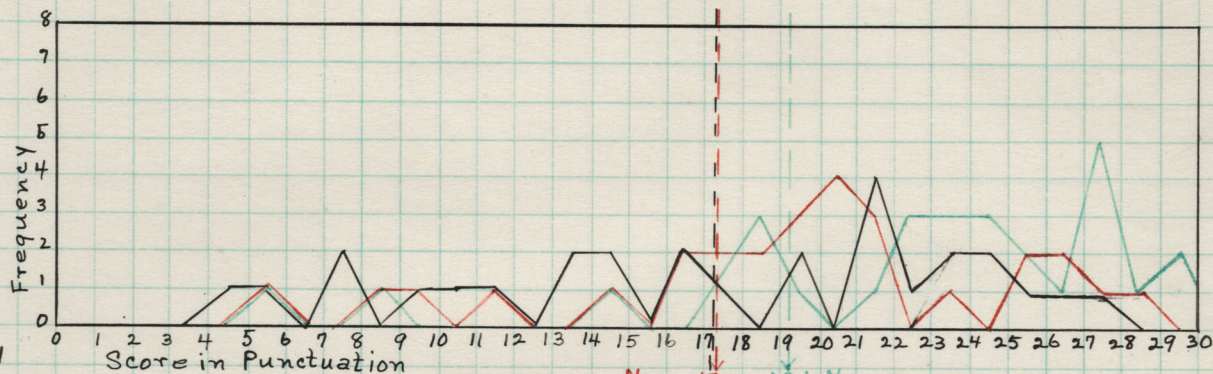
Punctuation Grade X - Grade XI

Medians

Form 1	
Grade	Norm - Class Median
X	17.3 19
XI	19.1 24.5

Form 2	
Grade	Norm - Class Median
X	17.3 23

October, February, and May Tests



October - Form 1

Score - Frequency

28	1
27	1
26	1
25	2
24	2
23	1
22	4
20	2
18	1
17	2
15	2
14	2
12	1
11	1
10	1
8	2
6	1
5	1

Total = 28

February - Form 2

Score - Frequency

29	1
28	1
27	2
26	2
24	1
22	3
21	4
20	3
19	2
18	2
17	2
15	1
12	1
10	1
9	1
6	1

Total = 28

May - Form 1

Score - Frequency

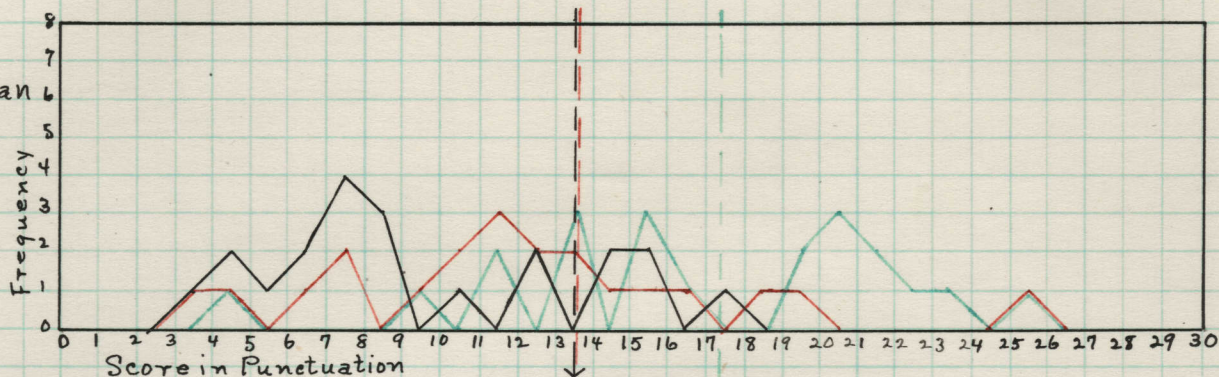
30	2
29	1
28	5
27	1
26	2
25	3
24	3
23	3
22	1
19	1
18	3
15	1
9	1
6	1

Total = 28

Punctuation Grade IX - Grade X

October, February, and May Tests

Medians		
Form 1		
Grade	Norm	Class Median
IX	14	9.1
X	17.3	17.5
Form 2		
IX	14	12.8



October Score-Frequency

18	1
16	2
15	2
13	2
11	1
9	3
8	4
7	2
6	1
5	2
4	1

Total = 21

May Score-Frequency

26	1
24	1
23	1
22	2
21	3
20	2
17	1
16	3
14	3
12	2
10	1
5	1

Total = 21

14 = Norm

14 = Norm

Norm = 17.3

February Score-Frequency

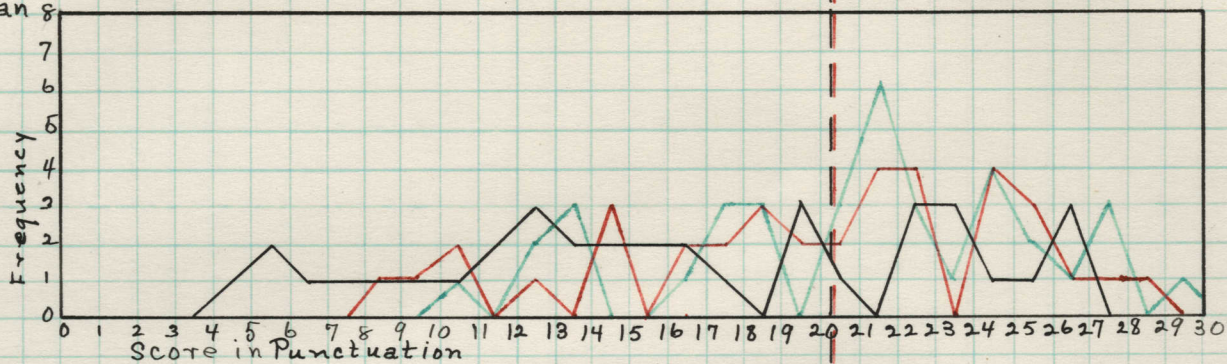
26	1
20	1
19	1
17	1
16	1
15	1
14	2
13	2
12	3
11	2
10	1
8	2
7	1
5	1
4	1

Total = 21

Punctuation Grade XII - Freshmen

October, February, and May Tests

Medians		
Form 1		
Grade	Norm	Class Median
XII	20.2	16.7
Freshmen	20.3	22.4
Form 2		
XII	20.2	21.7



October Score-Frequency

27	3
26	1
25	1
24	3
23	3
21	1
20	3
18	1
17	2
16	2
15	2
14	2
13	3
12	2
11	1
10	1
9	1
8	1
7	1
6	2
5	1

Total = 37

February Score-Frequency

29	1
28	1
27	1
26	3
25	4
23	4
22	4
21	2
20	2
19	3
18	2
17	2
15	3
13	1
11	2
10	1
9	1

Total = 37

May Score-Frequency

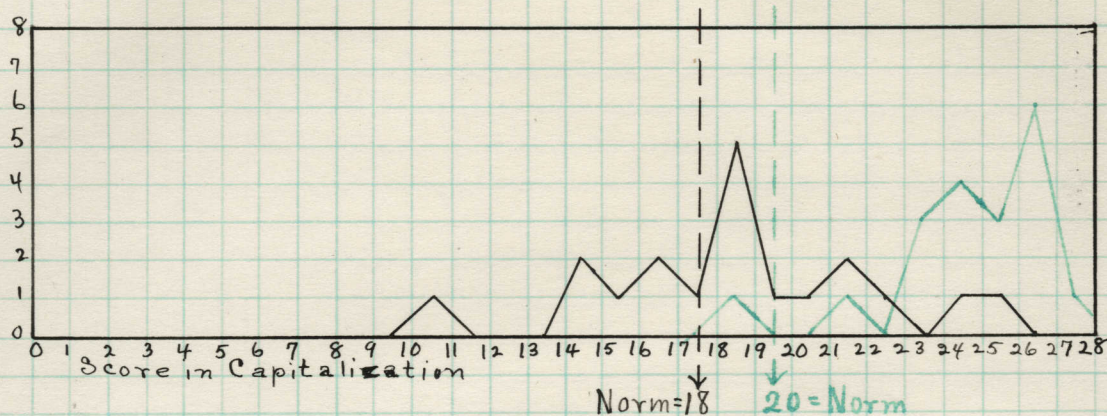
30	1
28	3
27	1
26	2
25	4
24	1
23	3
22	6
21	3
19	3
18	3
17	1
14	3
13	2
11	1

Total = 37

Capitalization Grade IX - Grade X

Medians
Grade-Norm-Class Median

	Form 1	Form 2
IX	18	19.5
X	20	26.1
IX	21.5	21.1



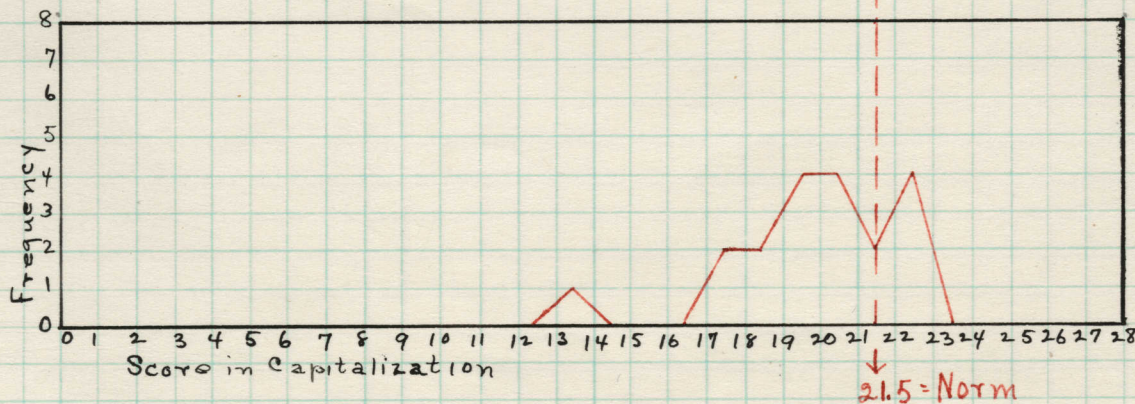
October
Score-Frequency

26	1
25	1
23	1
22	2
21	1
20	1
19	5
18	1
17	2
16	1
15	2
11	1

Total = 19

February
Score-Frequency

23	4
22	2
21	4
20	4
19	2
18	2
14	1
<hr/>	
Total = 19	



May
Score-Frequency

28	1
27	6
26	3
25	4
24	3
22	1
19	1

Total = 19

Medians

Form 1

Grade Norm Class Median

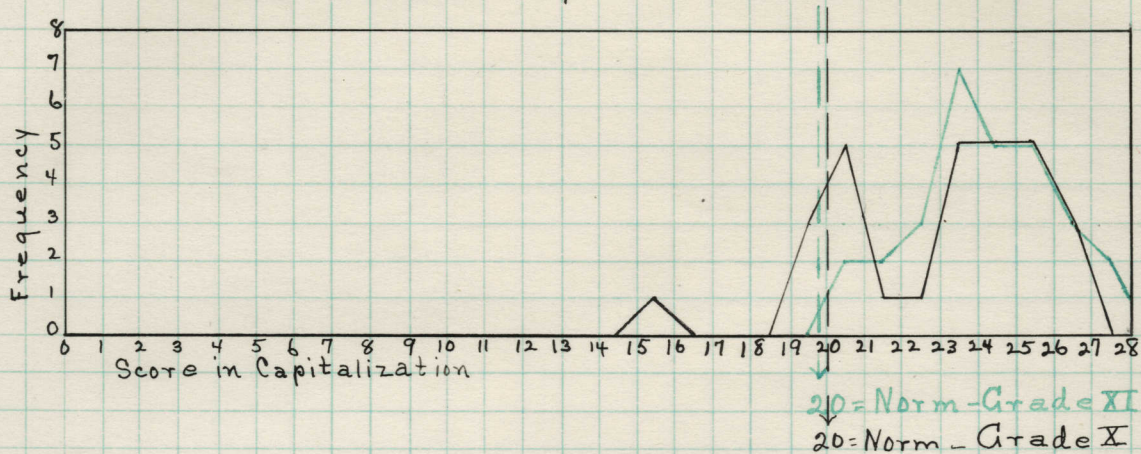
X	20	24.7
XI	20	25.1

Form 2

X	22.8	24.6
---	------	------

Capitalization Grade X - Grade XI

October and May Tests - Form 1



October
Score - Frequency

27	3
26	5
25	5
24	5
23	1
22	1
21	5
20	3
16	1

Total = 29

Class Median = 24.7

February

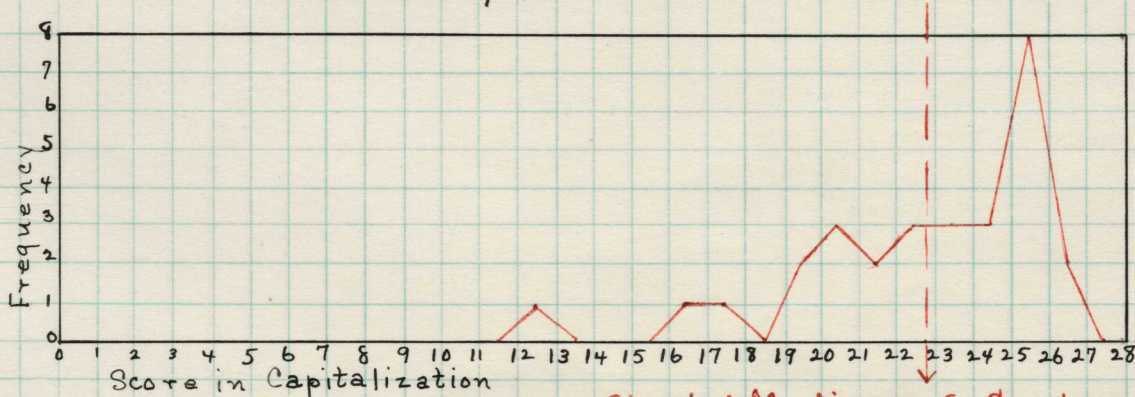
Score - Frequency

27	2
26	8
25	3
24	3
23	3
22	2
21	3
20	2
18	1
17	1
13	1

Total = 29

Class Median = 24.6

February Test - Form 2



Standard Median = 22.8 - Grade X

May
Score - Frequency

28	2
27	3
26	5
25	5
24	7
23	3
22	2
21	2

Total = 29

Class Median = 25.1

Capitalization Grade XI-Grade XII

Medians

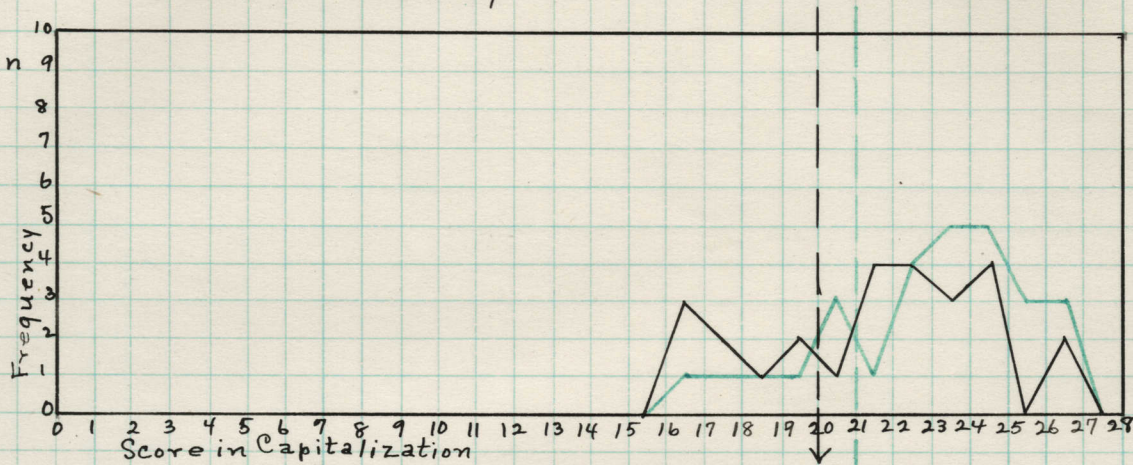
Form 1

Grade	Norm	Class Median
XI	20	22.5
XII	21	24.4

Form 2

XI	23.3	22.5
----	------	------

October and May Tests - Form 2



October Score-Frequency

27	2
25	4
24	3
23	5
22	5
21	1
20	2
19	1
18	2
17	3

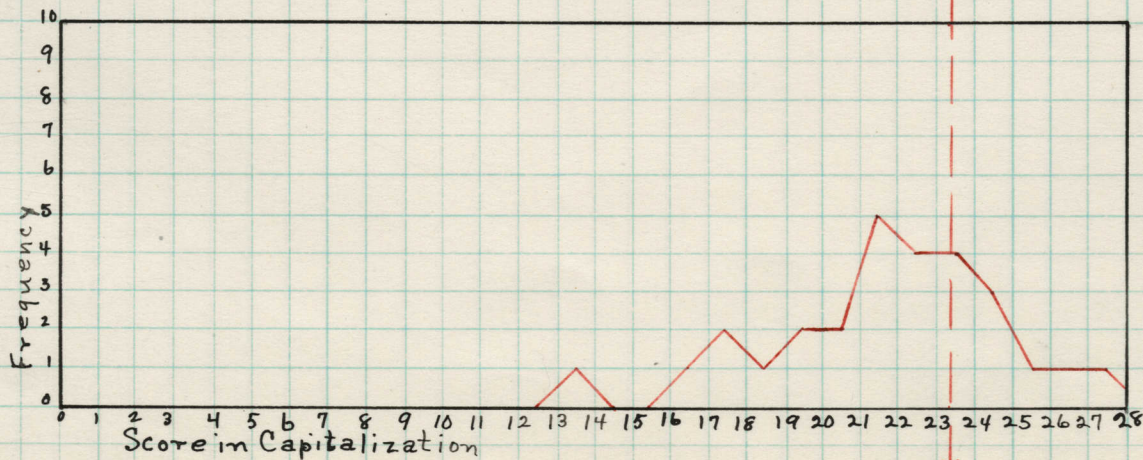
Total = 28

February Score-Frequency

28	1
27	1
26	1
25	3
24	4
23	4
22	5
21	2
20	2
19	1
18	2
17	1
14	1

Total = 28

February Test - Form 2



Norm = 23.3

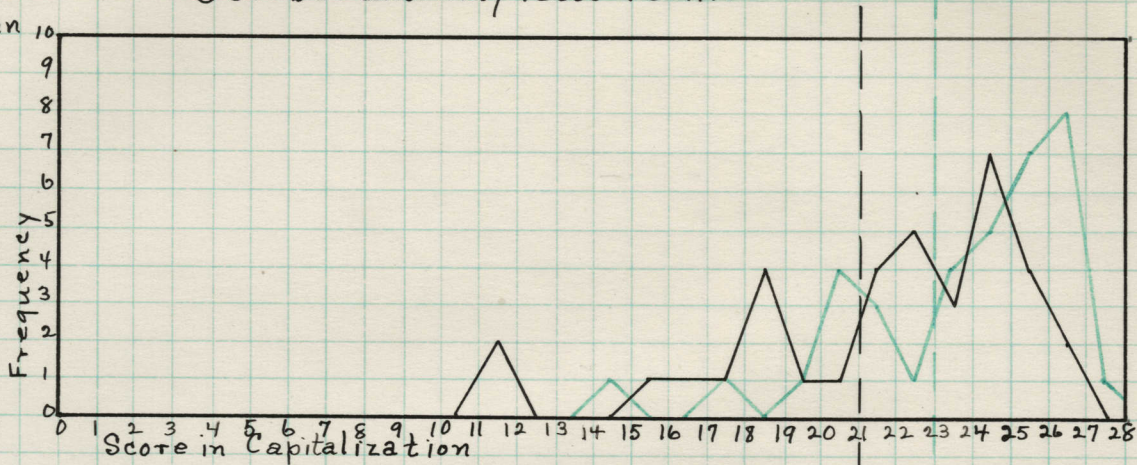
May Score-Frequency

27	3
26	3
25	5
24	5
23	4
22	1
21	3
20	1
19	1
18	1
17	1

Total = 28

Capitalization Grade XII - University Freshmen

October and May Tests - Form 1



October Score - Frequency

27	2
26	4
25	7
24	3
23	5
22	4
21	1
20	1
19	4
18	1
17	1
16	1
12	2

Total = 36

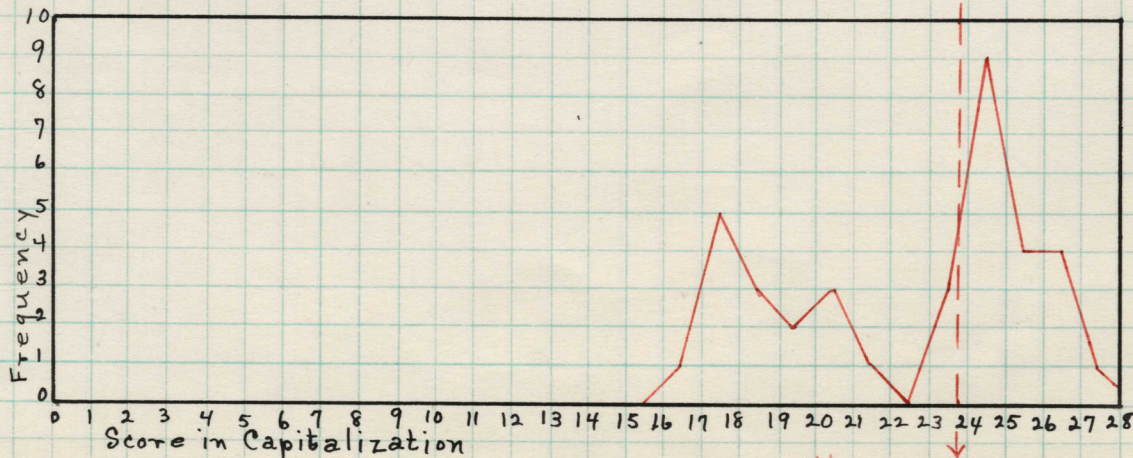
Norm = 21
Norm = 23

February Score - Frequency

28	1
27	4
26	4
25	9
24	3
22	1
21	3
20	2
19	3
18	5
17	1

Total = 36

February Test - Form 2



Norm = 23.8

May Score - Frequency

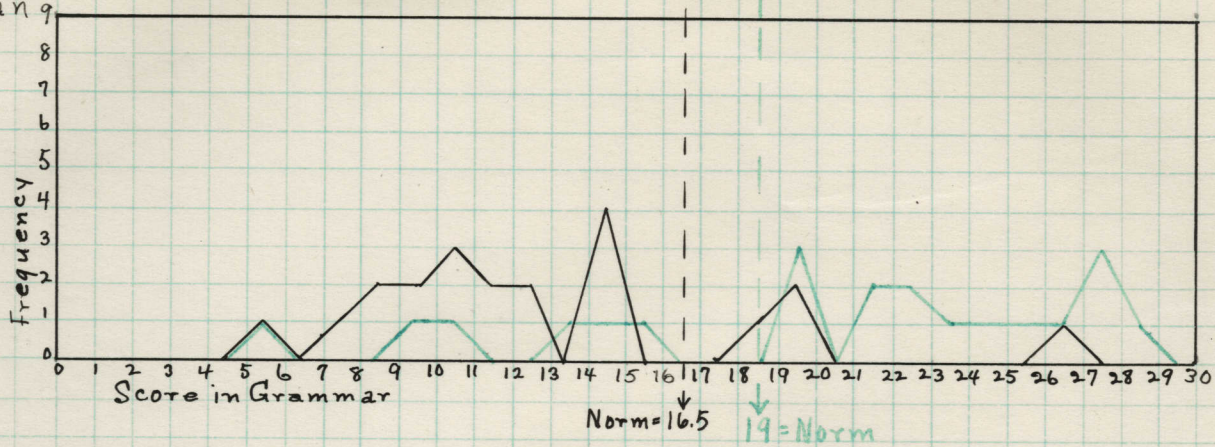
28	1
27	8
26	7
25	5
24	4
23	1
22	3
21	4
20	1
18	1
15	1

Total = 36

Medians

Grade	Norm	Class Median
Form 1		
IX	16.5	12.7
X	19	22.7
Form 2		
IX	18.7	20.8

Grammar Grades IX-X October and May Tests - Form 1



October Score-Frequency

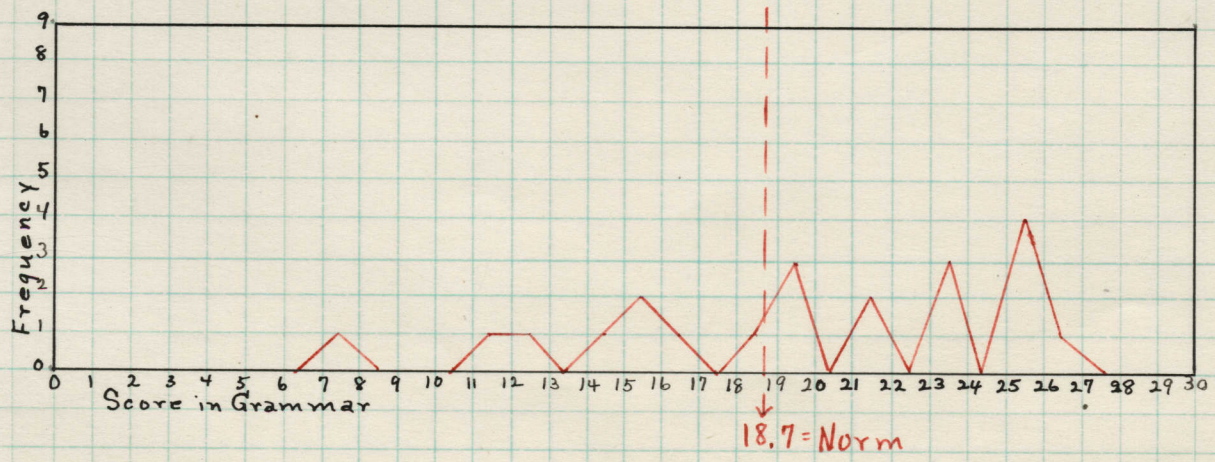
27	1
20	2
19	1
15	4
13	2
12	2
11	3
10	2
9	2
8	1
6	1
<hr/>	
Total	= 21

February

Score-Frequency

27	1
26	4
24	3
22	2
20	3
19	1
17	1
16	2
15	1
13	1
12	1
8	1
<hr/>	
Total	= 21

February Test - Form 2



May Score-Frequency

29	1
28	3
27	1
26	1
25	1
24	1
23	2
22	2
20	3
16	1
15	1
14	1
11	1
10	1
6	1
<hr/>	
Total	= 21

Medians

Grade-Norm-Class Median

Form 1

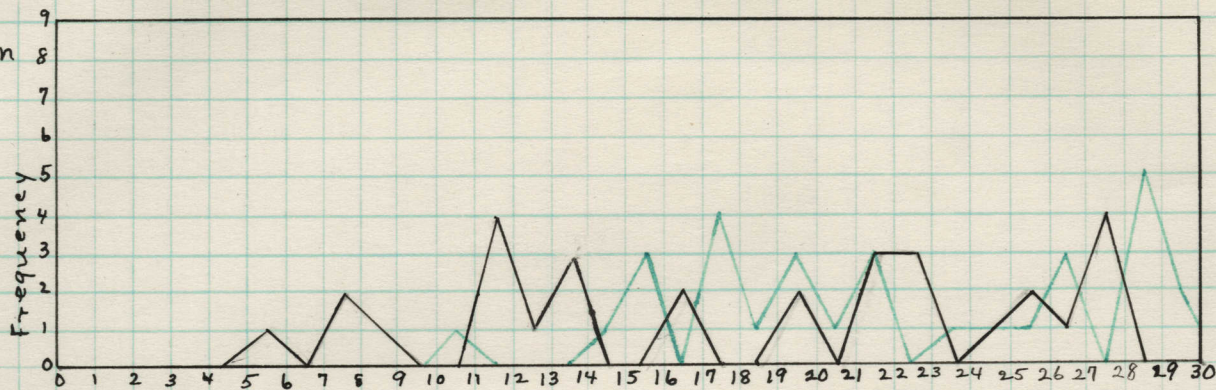
X 19 20.5

XI 21.2 22.3

Form 2

X 17.3 23

Grammar Grade X-Grade XI October and May Tests-Form 1



28	4
27	1
26	2
25	1
23	3
22	3
20	2
17	2
14	3
13	1
12	4
9	1
8	2
6	1
<hr/>	
Total =	30

February Test-Form 2

February-Form 2
Score-Frequency

30 2

29 5

28 5

27 1

25 3

24 2

23 1

22 1

21 3

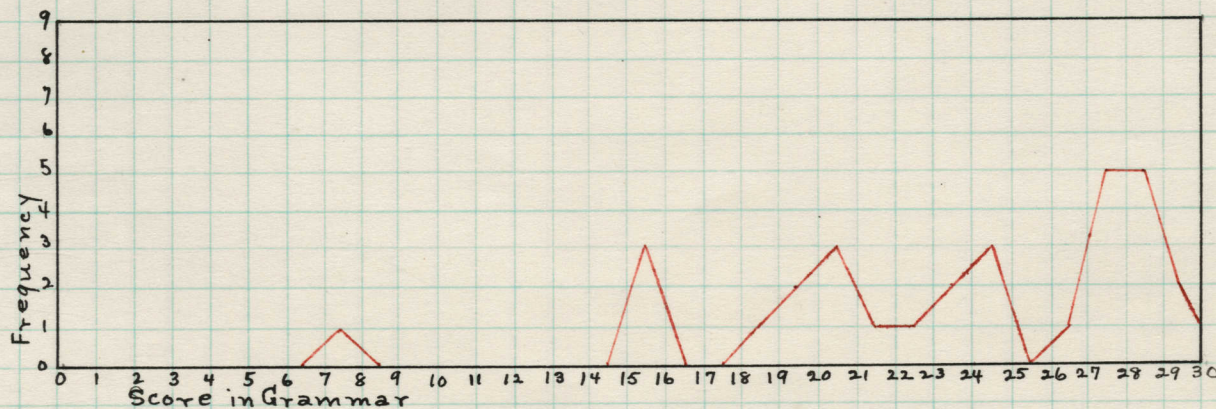
20 2

19 1

16 3

8 1

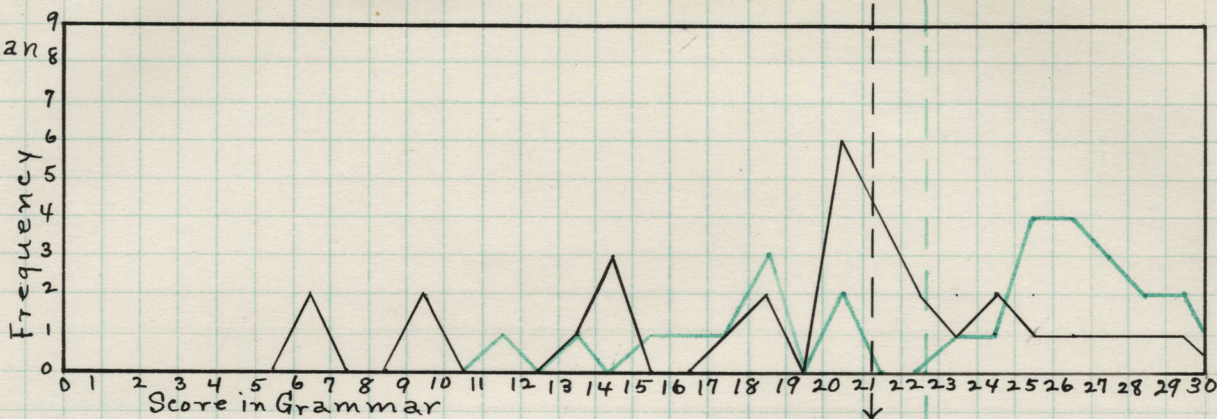
Total = 30



30	2
29	5
27	3
26	1
25	1
24	1
22	3
21	1
20	3
19	1
18	4
16	3
15	1
11	1
<hr/>	
Total =	30

Grammar
Grade XI-Grade XII
October and May Tests - Form 1

Medians		
Form 1		
Grade	Norm	Class Median
XI	21.2	21.4
	22.7	26.4
Form 2		
XI	23.4	25.2

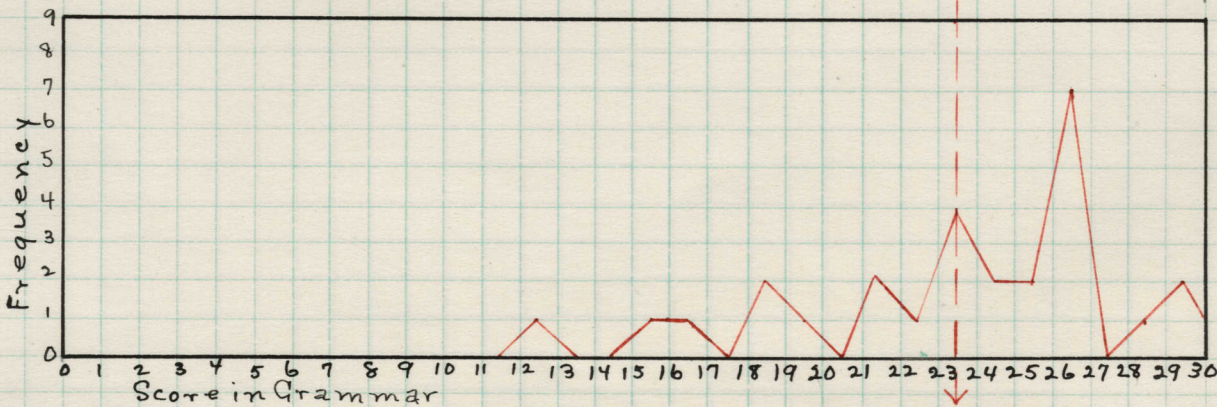


October	
Score	Frequency
30	1
29	1
28	1
27	1
26	1
25	2
24	1
23	2
21	6
19	2
18	1
15	3
14	1
10	2
7	2

February
Score-Frequency

30	2
29	1
27	7
26	2
25	2
24	4
23	1
22	2
20	1
19	2
17	1
16	1
13	1
<hr/>	
Total	= 27

February Test - Form 2



Total = 27	
May	
Score	Frequency
30	2
29	2
28	3
27	4
26	4
25	1
24	1
21	2
19	3
18	1
17	1
16	1
14	1
12	1
<hr/>	
Total	= 27

Grammar Grade VII - Freshmen October and May Tests - Form 1

Medians
Form 1

Grade-Norm-Class Median
 XII 22.7 21.5
 Freshmen 23.3 24.7

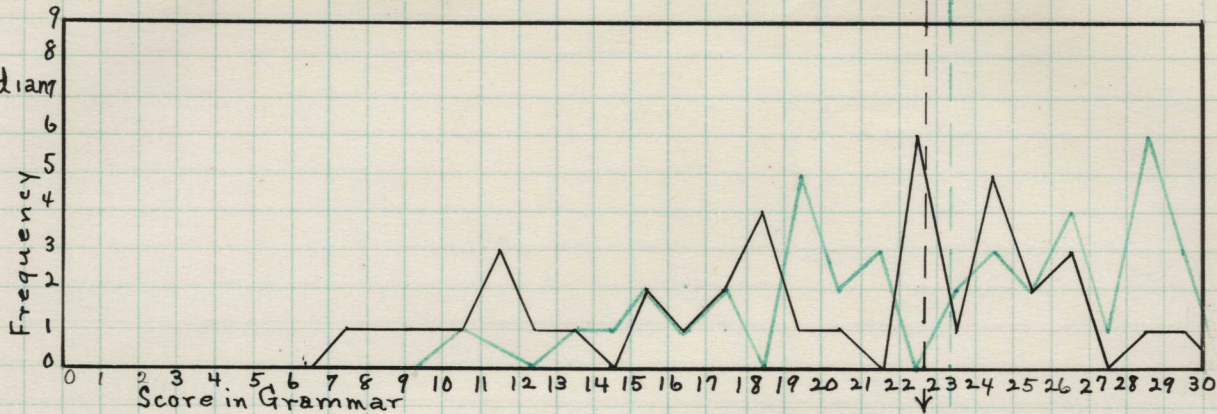
Form 2

XII 24.9 25.1

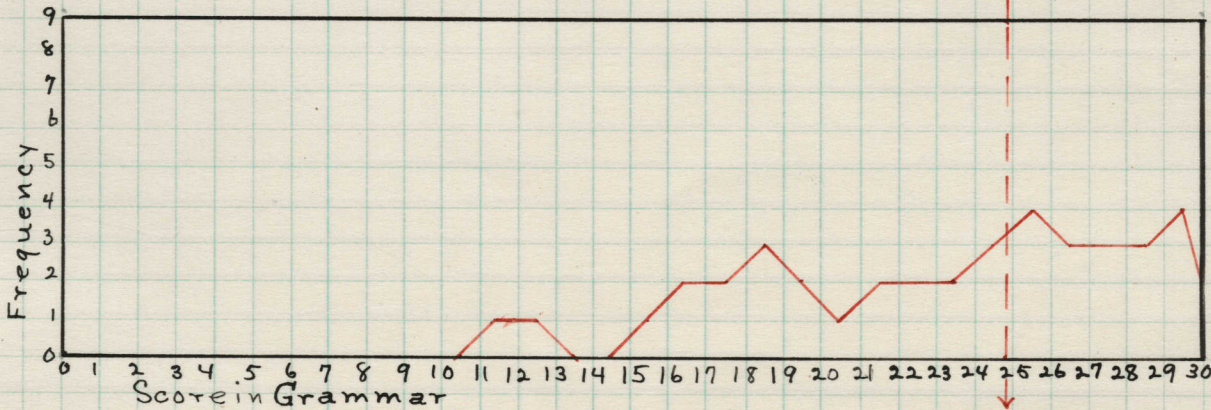
February
Score-Frequency

30	4
29	3
28	3
27	3
26	4
25	3
24	2
23	2
22	2
21	1
20	2
19	3
18	2
17	2
16	1
13	1
12	1

Total = 39



February Test - Form 2



Norm = 24.9

Score-Frequency

30	1
29	1
27	3
26	2
25	5
24	1
23	6
21	1
20	1
19	4
18	2
17	1
16	2
14	1
13	1
12	3
11	1
10	1
9	1
8	1

Total = 39

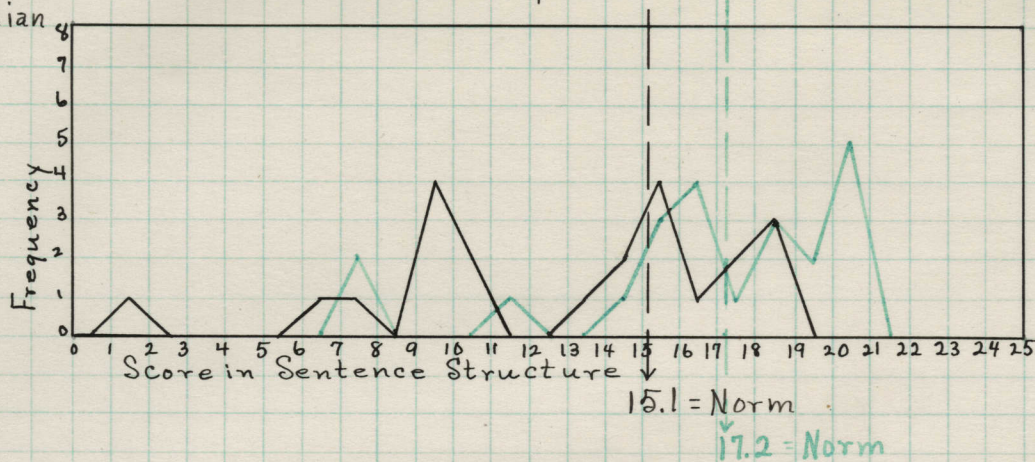
May
Score-Frequency

30	3
29	6
28	1
27	4
26	2
25	3
24	2
22	3
21	2
20	5
18	2
17	1
16	2
15	1
14	1
11	1

Total = 39

Sentence Structure
Grade IX-Grade X

October and May Tests - Form 1

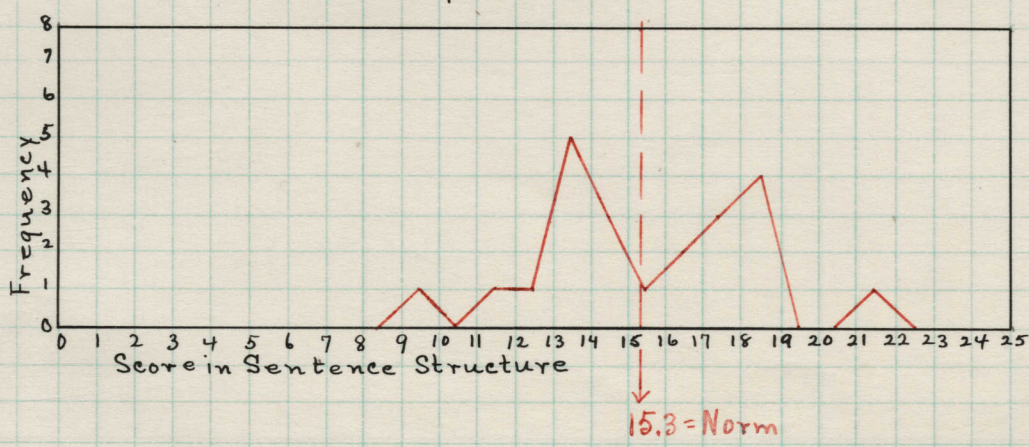


October
Score-Frequency

19	3
18	2
17	1
16	4
15	2
14	1
11	2
10	4
8	1
7	1
2	1

Total = 22

February Test - Form 2



May
Score-Frequency

21	5
20	2
19	3
18	1
17	4
16	3
15	1
12	1
8	2

Total = 22

Medians

Grade-Norm-class Median

Form 1

IX 15.1 15.5

X 17.2 18

Form 2

IX 15.3 16

February

Score-Frequency

22	1
19	4
18	3
17	2
16	1
15	3
14	5
13	1
12	1
10	1

Total = 22

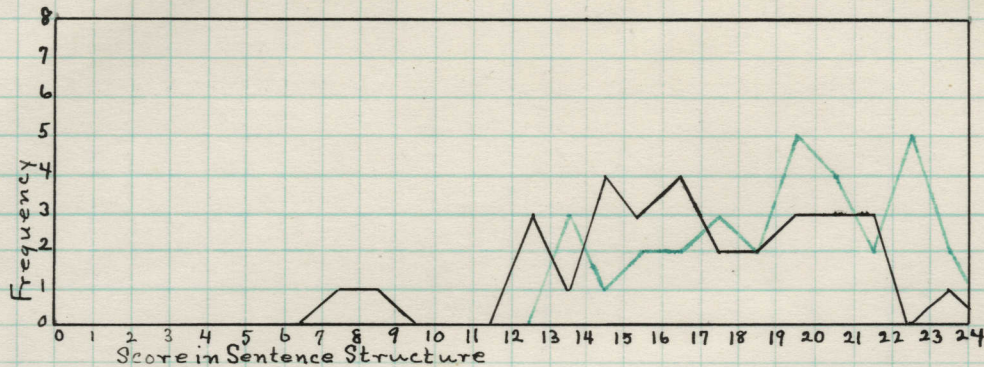
Sentence Structure
Grade X-Grade XI.

October-Form 1
Score-Frequency

Medians
Grade-Norm-Class Median

October and May Tests - Form 1

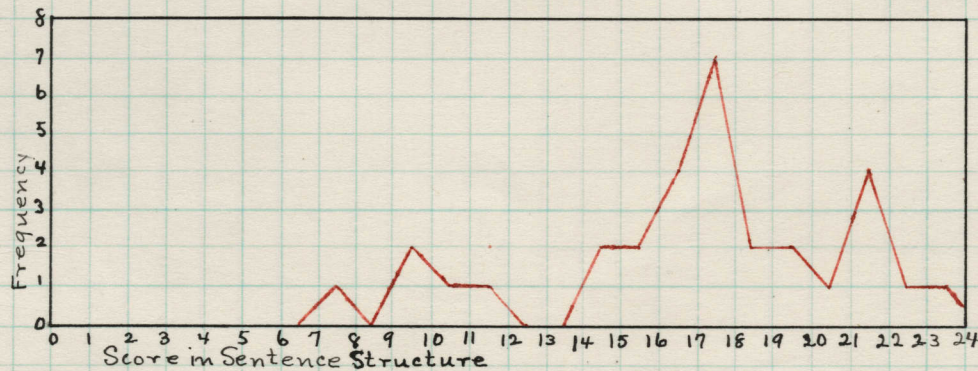
	Form 1	Form 2
X	17.2	17.7
XI	18.6	20.6
X	17.4	18.4



24	1
22	3
21	3
20	3
19	2
18	2
17	4
16	3
15	4
14	1
13	3
9	1
8	1
<hr/>	
Total	= 31

February Test - Form 2

February
Score-Frequency



May - Form 1
Score-Frequency

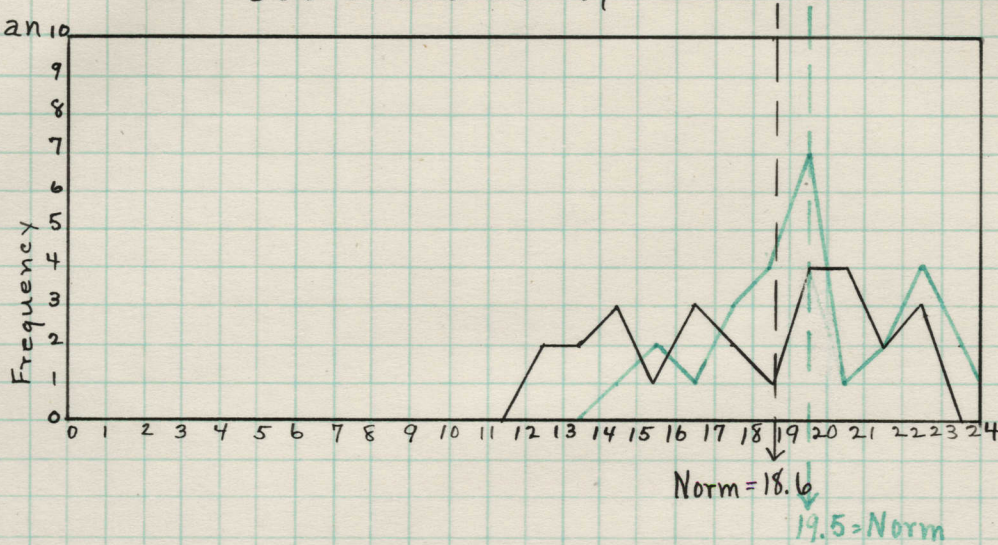
24	1
23	1
22	4
21	1
20	2
19	2
18	7
17	4
16	2
15	2
12	1
11	1
10	2
8	1
<hr/>	
Total	= 31

24	2
23	5
22	2
21	4
20	5
19	2
18	3
17	2
16	2
15	1
14	3
<hr/>	
Total	= 31

Sentence Structure Grade XI - Grade XII

Medians		
Form 1		
Grade	Norm	Class Median
XI	18.6	19.5
XII	19.5	20.3
Form 2		
XI	18.8	19.1

October and May Tests - Form 1



October Score-Frequency

23	3
22	2
21	4
20	4
19	1
18	2
17	3
16	1
15	3
14	2
13	2

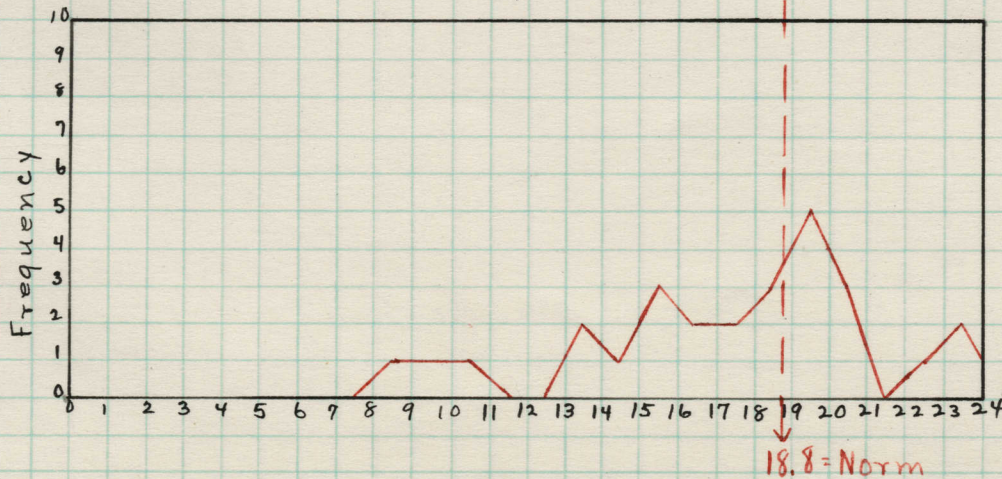
Total = 27

February Score-Frequency

24	2
23	1
21	3
20	5
19	3
18	2
17	2
16	3
15	1
14	2
11	1
10	1
9	1

Total = 27

February Test - Form 2



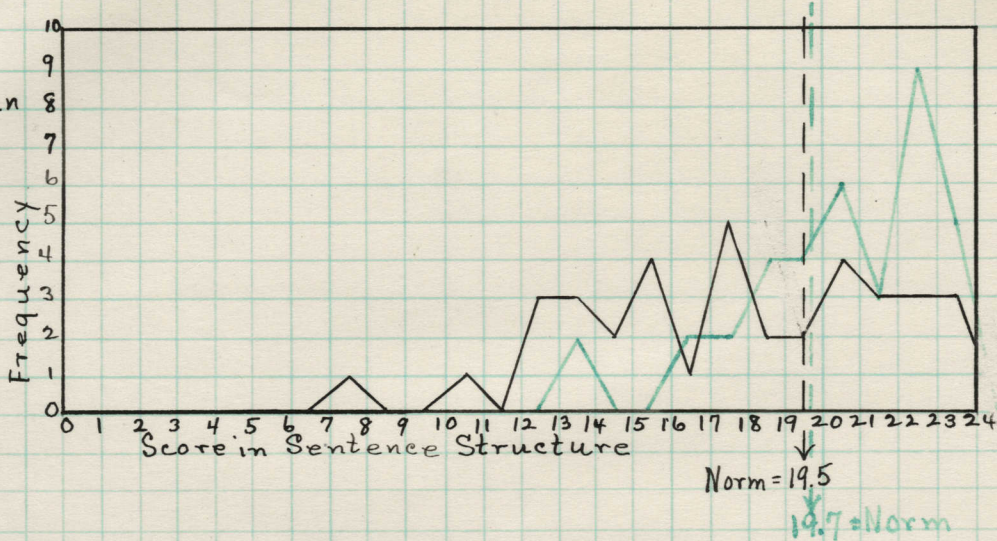
May Score-Frequency

24	2
23	4
22	2
21	1
20	7
19	4
18	3
17	1
16	2
15	1

Total = 27

Sentence Structure Grade XII - Freshmen

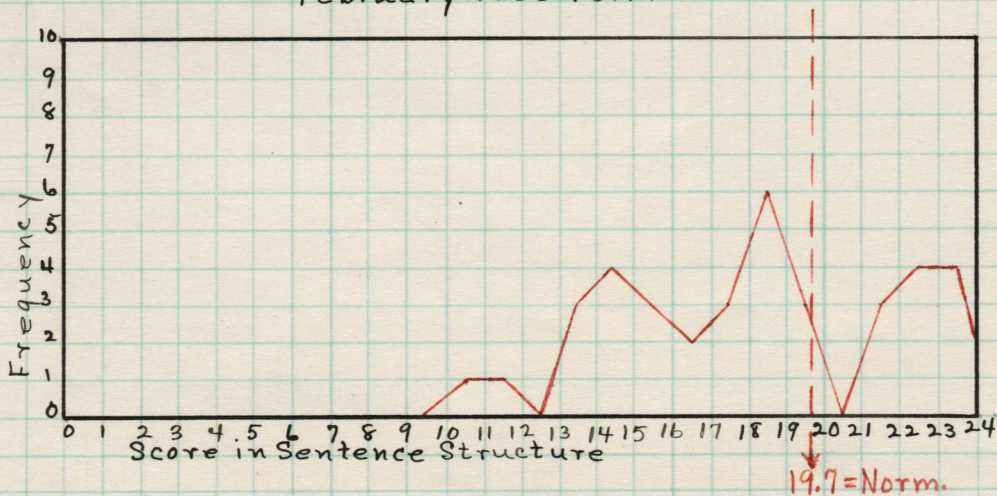
October and May Tests - Form 1



24	3
23	3
22	3
21	4
20	2
19	2
18	5
17	1
16	4
15	2
14	3
13	3
11	1
8	1
<hr/>	
Total	= 37

Form	Grade-Norm	Class Median
Form 1	XII 19.5	18.8
Form 2	Freshmen 19.7	21.7
	XII 19.7	19.5

February Test - Form 2



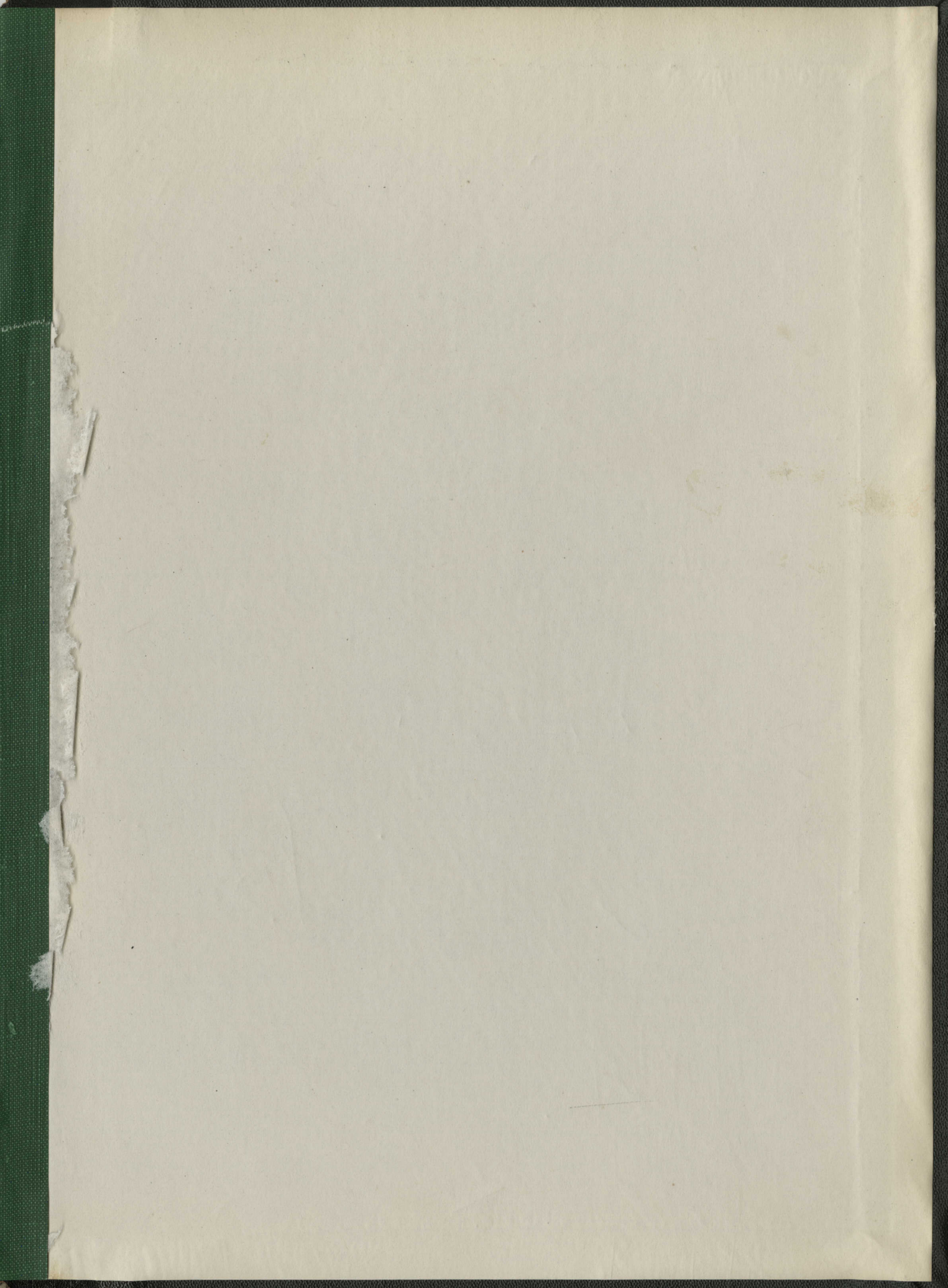
24	5
23	9
22	3
21	6
20	4
19	4
18	2
17	2
14	2
<hr/>	
Total	= 37

24	4
23	4
22	3
20	3
19	6
18	3
17	2
16	3
15	4
14	3
12	1
11	1
<hr/>	
Total	= 37

APPROVED:

Walden

August 6, 1926.



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