

THE PERSISTENCY OF ERRORS IN ENGLISH
IN SELECTED CLASSROOMS IN
SASKATCHEWAN SCHOOLS

DOROTHY ISABELLE TRONRUD

1954

THE PERSISTENCY OF ERRORS IN ENGLISH
IN SELECTED CLASSROOMS IN
SASKATCHEWAN SCHOOLS

A Thesis

Submitted to the Faculty of Graduate Studies
in Partial Fulfilment of the Requirements
for the Degree of
Master of Education
in the College of Education
University of Saskatchewan

by

Dorothy Isabelle Tronrud

Saskatoon, Saskatchewan

August, 1954



The University of Saskatchewan claims copyright in conjunction with the author. Use shall not be made of the material contained herein without proper acknowledgment.

124386

PREFACE

This study of the persistency of errors in English evolved from the seeming discrepancy between language as it is taught in our schools and as it is used by school graduates in everyday life. The study seeks to determine what errors have been found by other researchers to be most prevalent and the extent to which these errors prevail and persist in the language of Saskatchewan school pupils. It seeks also to make specific recommendations for the improvement of instruction in English language.

The investigation would not have been possible without the assistance of the many classroom teachers who administered the test. Grateful acknowledgment is made to them and to their principals and superintendents for permission to use the schools for testing purposes. Gratitude is also expressed to the members of the Faculty of Education at the University of Saskatchewan, particularly to Dr. A. F. Deverell who, as faculty adviser, provided guidance and encouragement at every phase of the study.

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
LIST OF FIGURES	v
Chapter	
I. STATEMENT AND DELIMITATION OF THE PROBLEM	1
Statement of the Problem	2
Delimitation of the Problem	3
Definition of Terms	3
II. REVIEW OF THE LITERATURE	5
Criticism of Present Conditions	5
Error Types	7
Persistency of Errors	9
Criticism of Textbooks	12
Current Usage	13
Summary	16
III. PROCEDURE IN CONDUCTING THE STUDY	18
Sources of Data	18
Compilation of errors	18
Preparation of the test	20
Sampling of pupils	22
Analysis of Data	24
Prevalence of errors	25
Persistency of errors	28
Analysis of textbooks	32
Summary	35

TABLE OF CONTENTS (continued)

Chapter		Page
IV.	CURRENT ENGLISH USAGE	37
	Analysis of Test Items in Part I	41
	Type 1 Disagreement of subject and verb	41
	Type 2 Incorrect tense form	46
	Type 3 Incorrect sequence	48
	Type 4 Use of a wrong verb	51
	Type 5 Confusion of past tense and past participle	55
	Type 6 Miscellaneous verb errors	56
	Type 7 Wrong case of pronoun	59
	Type 8 Disagreement of pronoun with antecedent	63
	Type 9 Miscellaneous pronoun errors	66
	Type 10 Confusion of preposition and conjunction	68
	Type 11 Incorrect preposition or conjunction	71
	Type 12 Confusion of adverb and adjective	74
	Type 13 Incorrect adverb or adjective	75
	Type 14 Redundancy	79
	Type 15 Double negative	81
	Type 16 Wrong number in nouns	83
	Type 17 Confusion of form due to similar sound	85
	Analysis of Test Items in Part II	86
	Type 18 Omission	86
	Type 19 Wrong or obscure reference	87
	Type 20 Dangling modifier	88
	Type 21 Misplaced modifier	90
	Type 22 Incomplete sentence	93
	Type 23 Incomplete subordination	94

TABLE OF CONTENTS (continued)

Chapter	Page
V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	96
Summary	96
Conclusions	100
Suggestions for Further Research	104
BIBLIOGRAPHY	106
APPENDIX A Error Studies Used in the Compilation of Errors	112
APPENDIX B Most Common Grammatical Errors Found by Previous Studies	114
APPENDIX C Test of Grammatical Usage	116
APPENDIX D Test of Grammatical Usage, Directions for Administering and Scoring	128
APPENDIX E Scoring Keys	130
APPENDIX F Analysis of Test of Grammatical Usage Showing Types of Errors and Specific Items Tested	133
APPENDIX G Schools and Classes Selected for the Investigation	138
APPENDIX H Results of the Test of Grammatical Usage Showing the Number of Pupils, by Grades, Who Circled Each Lettered Part of Each Test Item	140
APPENDIX I Tabulation of Percentages Marked Cor- rectly and Ranking for the Specific Items within Each Type	148
APPENDIX J Results of Chi-Square Tests of Inde- pendence for Types on the Test	153
APPENDIX K Results of Chi-Square Tests of Inde- pendence for Specific Items on the Test	154

LIST OF TABLES

Table	Page
I. Most Common Grammatical Errors Determined from a Compilation of the Results of Nine Investigations	19
II. Number of Test Papers Returned and Class-rooms Cooperating	24
III. Percentages and Ranks of the Types of Errors Marked Correctly in Part I of the Test of Grammatical Usage	26
IV. Percentages and Ranks of the Types of Errors Marked Correctly in Part II of the Test of Grammatical Usage	26
V. Ranks of the Types of Errors Corrected in the Full Test	27
VI. Values of Rho Obtained by the Rank-Difference Method of Correlation	29
VII. Analysis of the Textbooks Used in Language Courses in Saskatchewan	33

LIST OF FIGURES

Figure

1. Growth in Percentage Correct from Grade VIII to Grade XII in the Types of Errors Tested	31
--	----

CHAPTER I

STATEMENT AND DELIMITATION OF THE PROBLEM

Language is essentially a tool which, when used properly, enables a child to communicate ideas efficiently to others. In order that it may fulfil this purpose, it is important to know what constitutes an actual error in speech or writing, and what errors the child makes, so that instruction may be consciously and consistently directed towards their elimination.

Many investigations have sought to determine the most common errors in the grammatical usages of school students in an effort to improve classroom instruction in English. Such studies attempt to reveal where the most stress needs to be placed and at what points it may be reduced or redirected. To illustrate, a study of error frequency may show that a frequent error, numerically, is the employment of the pronoun "who" in constructions like "Who did you see?" The appearance of this error with greater frequency than that of many others would lead to the conclusion that the use of "who" and "whom" should receive more stress in school instruction. Further investigation, however, may show that the objective case form of the pronoun "who" is tending to disappear from the language. This evidence, if it were adequate, would suggest that to continue in school classes to distinguish between the nominative and objective case forms of "who" is

merely to attempt to perpetuate, through classroom instruction, a word form which no longer appears in the day-to-day speech of even educated people. The logical conclusion, then, would be that the employment of "who" in the objective case is no longer considered an error and the use of "who" and "whom," instead of being a point at which instruction should be stressed, becomes a point where emphasis needs to be redirected. Pupils must be taught to be selective by being sensitive to colloquial or common usages as compared with literary usages. The results of such error studies, it is contended, should lead to an improvement in classroom instruction by eliminating the time spent on trying to teach a disused form and thus making time available, in the lower grades, for increased emphasis on those forms both useful and present, and in the higher grades, for the development of fine distinctions in literary writing and speaking.

Statement of the Problem

The problem accepted as the basis for this study has two distinct phases:

(1) It is an attempt to determine what errors in English have been shown by reliable studies to be most common, and to what extent these errors prevail and persist among Saskatchewan students.

(2) It is an attempt to ascertain the extent to which

the Saskatchewan program, as represented by the Programme of Studies for the High School and the language textbooks authorized for the high-school grades in Saskatchewan, gives instruction in agreement with the findings of reliable studies as to (a) what constitutes an error, (b) what errors are most serious and hence need most emphasis, and (c) the age or grade level at which instruction is most effective.

Recommendations designed to bring the Saskatchewan program in high-school language instruction into agreement with the findings of recent investigations are made.

Delimitation of the Problem

The problem was confined to those errors in grammatical usage found to be most common, as revealed by a prepared test in which the types of errors which previous studies had shown to occur were tested by sampling specific items in those types. Only those errors involving parts of speech or sentence structure were considered.

To facilitate administration, a sampling of classrooms at three grade levels was used as representative of the high-school population of Saskatchewan.

Definition of Terms

Since studies of this nature use terms with special connotations, an explanation of such terms is necessary.

The term grammar is used with a variety of meanings.

The only grammatical elements considered in this study were the parts of speech and the structure of the sentence..

The term error implies a judgment based upon an already accepted standard. Since there is no general acceptance on many items of usage formerly recognized as errors, the viewpoints of authorities on current usage were given for these controversial items.

A specific item is a grammatical construction usually considered as incorrect. John weren't, different than, the girl who I saw, are specific items. Items which violate the same general principle were grouped into types. John weren't is a specific item from the type lack of agreement between subject and predicate; different than is an item of the type confusion of prepositions and conjunctions; while the girl who I saw is an example of the wrong case of pronouns type of error. The more important parts of speech, such as verbs, nouns, and pronouns, each contributed one or more types of errors.

An error prevails if it is found, by any controlled sampling procedure, to occur frequently in any particular grade or group. An error persists if, in sampling the errors which prevail in several successive grade or year levels, it is found to continue to appear, year after year, in spite of instruction (planned or incidental) designed to eliminate the error.

CHAPTER II

REVIEW OF THE LITERATURE

Increased interest in and concern with the "fundamental" subjects in education has focused a great deal of attention on English both as it is taught in our schools and as it is used by the graduates of our schools. Students hear and see the absolute rules of grammar violated by even the best writers and speakers. Teachers are confused and uncertain of what "correct" English is and of how the definition may be applied in the classroom.

Many studies of errors, of frequency of use, and of current usage have been carried out in an attempt to solve the problem. Although the writer found no relevant study which had been made in Saskatchewan, the major studies carried out in the United States have been outlined in the belief that, except for colloquial differences, the problems in language are similar throughout English-speaking North America.

Criticism of Present Conditions

Bulletin A of the Programme of Studies for the High School in Saskatchewan states,

It has been emphasized again and again by employers of high-school graduates, by teachers and by professional men generally that our students are failing to acquire the essentials of elementary grammar, of sound sentence structure, of accurate spelling

and of the mechanics of good English composition.¹

That this condition is not peculiar to the province is shown in the writing of Henry:

A third of the high school students in this country (the United States) cannot read on a fifth-grade level or write a coherent paragraph reasonably free from errors.²

One hundred seventy freshmen and one hundred seventy upper-classmen at the University of Kansas wrote twenty-five minute themes on an assigned topic. From a study of these compositions, Witty and Green concluded,

The fact that out of three hundred forty themes, only thirty-three, or less than ten percent, had only one gross error -- or, conversely, that ninety percent had two or more gross errors -- makes important an analysis of the writing difficulties.³

Determination of the minimum essentials upon which a course in English should be based had been suggested to improve these conditions. In her report of a national survey of secondary education carried out in the United States from 1925 to 1932, Dora V. Smith said,

¹Programme of Studies for the High School, Bulletin A, Department of Education, Regina, 1950, p. 74.

²George H. Henry, "Can Your Child Really Read?", Harper's Magazine, January, 1946, p. 72.

³Paul A. Witty and Roberta LaBrant Green, "Composition Errors of College Students," English Journal, College Edition, XIX, May, 1930, pp. 391-392.

It would seem that a sensible program for economy of time in English should begin with concerted effort to determine the absolute minimum of grammar necessary for correct speech and writing.⁴

Studies of error types and of frequency of use are means which have been used for this purpose.

Error Types

Numerous studies have been carried out to determine what the most common errors are. In every case, it was found that a large percentage of errors involved relatively few types.

The first major study was carried out by Charters in Kansas City around 1915. Twenty-one common errors in grammar were found. Those dealing with verbs constituted more than fifty percent of all violations in both written and oral expression.⁵ About the same time, Myers classified ten thousand errors and discovered that forty-three items made up eighty-two percent of the total number; forty-two percent of all the errors made were with verbs, and thirteen and one-

⁴Dora V. Smith, Instruction in English, National Survey of Secondary Education, Monograph No. 20, Bulletin, 1932, No. 17, United States Government Printing Office, Washington, 1933, p. 38.

⁵W. W. Charters, "Minimal Essentials in Elementary Language and Grammar," Second Report of the Committee on Minimum Essentials in Elementary School Subjects, Sixteenth Yearbook, National Society for the Study of Education, Part I, Public School Publishing Company, Bloomington, Illinois, 1917, pp. 85-110.

half percent were with pronouns.⁶ Tressler recorded and classified seven hundred mistakes in grammar made by second and fourth year high-school pupils in New York. Fifty percent of the errors he detected made up only four types: use of a wrong verb or auxiliary, failure of a verb to agree with its subject, misspelling the possessive case of nouns and pronouns, and syntactical redundancy.⁷ In 1927, Seaton found that the rules broken often enough to constitute real problems at the college level appeared to be about twenty in number.⁸ In a study of fifty-three thousand errors in oral expression in grades three to eight, McKee attributed fifty-nine percent to four types of errors: use of a wrong verb, confusion of the past tense and participle, use of a wrong part of speech, and use of a verb which does not agree with its subject.⁹ In 1933, Harap compiled the results of thirty-three investigations in error types up to 1930. The errors were not ranked or weighted as to seriousness but, of the

⁶B. E. Myers, "Language Demons", Journal of Education, LXXXIV, November, 1916, p. 467

⁷J. C. Tressler, "High School Grammar: An Investigation," English Journal, VI, December, 1917, pp. 645-657.

⁸J. T. Seaton, Errors of College Students in the Mechanics of English Composition, Research Adventures in University Teaching, Public School Publishing Company, Bloomington, Illinois, 1927, 152pp.

⁹P. G. McKee, Language in the Elementary School, Houghton-Mifflin Co., Cambridge, Mass., 1934, 482pp.

eighty he listed, forty-four were mistakes in the use of verbs.¹⁰

Since that time, the number of error studies has decreased and emphasis has shifted to studies of usage. Stormzand and O'Shea began this trend by criticizing existing error studies for neglecting frequency of use. They attempted to outline a course in grammar by analyzing written material to determine what parts of speech were used most often.¹¹

L. C. Pressey, in a study of frequency of use by pupils, wrote,

The requisite skills for any ordinary writing done by students . . . appear to involve only some 44 different rules of English composition. Of these 44 skills that students most need, 8 are in capitalization, 16 in punctuation, 14 in grammar and 6 in sentence structure.¹²

Persistency of Errors

The relatively few types of errors that do occur have been found to persist throughout the elementary grades, secondary school and college. O'Rourke tested a total of one and one-half million pupils in a nation-wide survey in the United States, using grades three to thirteen. The O'Rourke Survey Tests of English Usage, based on twenty-three phases of usage

¹⁰Henry Harap, "The Most Common Grammatical Errors", English Journal, College Edition, XIX, June, 1930, pp. 440-446.

¹¹M. J. Stormzand and M. V. O'Shea, How Much English Grammar?, Warwick and York, Inc., Baltimore, 1924, 284 pp.

¹²L. C. Pressey, "Freshman Needs in Written English", English Journal, XIX, November, 1930, p. 706.

commonly taught but considered of least importance in the attainment of a standard of acceptable English, were administered. A great overlapping among the grades was found to occur but the rank order of percent correct remained remarkably constant.¹³ The report of one of the earliest studies of error frequency carried out stated, "It is noteworthy that errors do not seem to vary in relative frequency throughout the grades."¹⁴ In another study, Potter and Touton determined grade progress in the ability of Los Angeles pupils in grades seven to twelve to detect errors in a composition. Their general conclusion was that,

. . . of all the errors incorporated in the test, those in punctuation, diction, and paragraphing are the most stubbornly persistent, that errors in sentence structure are decidedly persistent, closely paralleling in this respect the punctuation errors, and that errors in grammar are the least persistent in the secondary school.¹⁵

More specifically, Ashbaugh studied one hundred letters of boys and girls in grades VII, IX, and XII and discovered, "Poor sentence structure . . . is a rather constant quantity

¹³L. J. O'Rourke, Rebuilding the English-Usage Curriculum to Insure Greater Mastery of Essentials: A Report of a Nation-Wide Study of English, The Psychological Institute, Washington, D. C., 1934, 98pp.

¹⁴W. W. Charters, op. cit., p. 103.

¹⁵Walter H. Potter and Frank C. Touton, Achievement in the Elimination of Error in the Mechanics of Written Expression throughout the Junior-Senior High School, University of Southern California Studies, Second Series, no. 3, Los Angeles, 1927, p. 21.

being found in, roughly, six percent of all the sentences in each of the grades."¹⁶ In the field of general usage, Symonds and Hinton ranked errors made per 10,000 words of written material in grades four to twelve and found that confusion of past and present verb tenses consistently ranked first, while wrong choice of prepositions consistently ranked second.¹⁷ Stormzand and O'Shea state that,

While there are practically twice as many errors at the lower school level as at the upper, the fact is explained by improvement from year to year in all the various categories, rather than by the elimination of any particular types of error.¹⁸

Johnson made an intensive study of composition errors among pupils of the same grades writing on various topics. His conclusions agree with other studies carried out. He wrote,

One of the very significant facts brought out in the course of this study is that in different themes on different subjects the same groups of pupils will produce the same types of errors in relatively the same amounts. This relative constancy of error-types indicates a 'vocabulary of error' corresponding to the 'vocabulary of words' which the pupils employ in written expression. At every turn of the investigation we face the fact that English error is not a variable, inconstant thing, as those who temperamentally rebel against the standardization of

¹⁶E. J. Ashbaugh, "Non-school English of High-School Students", Journal of Educational Research, XV, May, 1927, p. 311.

¹⁷P. M. Symonds and E. M. Hinton, "Studies in the Learning of English Expression, no. V, Grammar", Teachers College Record, XXXIII, February, 1932, pp. 430-438.

¹⁸M. J. Stormzand and M. V. O'Shea, op. cit., p. 179.

composition work often tell us, but that it is a very constant, tangible thing capable of scientific treatment and study.¹⁹

From the evidence, it appears that errors tend to persist throughout the grades, that each pupil makes grammatical mistakes peculiar to himself, and that, in spite of instruction in particular types of errors, these are not eliminated at any one grade level.

Criticism of Textbooks

Modern writers are demanding that textbook authors discard traditional, out-dated rules for discussions of current usage. "To preserve in our textbooks requirements no longer followed by the best current speakers is not grammatical but ungrammatical. It makes of grammar not a science but a dogma."²⁰ Pooley asked that textbooks represent the language as it is. Writing about the English textbooks of 1933, he said,

In appearance, in organization, in illustration, and in attention to the needs and interests of children they are all the heart can desire, but in fundamental soundness on the English language and its current usage they are fearfully reactionary.²¹

¹⁹R. I. Johnson, "Persistency of Errors in English Composition", School Review, XXV, October, 1917, pp. 579-580.

²⁰Albert H. Marckwardt and Fred G. Walcott, Facts About Current English Usage, National Council of Teachers of English, English Monograph number 7, Appleton-Century-Crofts, Inc., New York, 1938, p. 133.

²¹Robert C. Pooley, "Grammar and Usage in Composition Textbooks", English Journal, XXII, January, 1933, p. 17.

Textbooks must, of necessity, lag behind modern language usage, just as acceptable written usage lags behind the spoken. To offset this lag, teachers must supplement textbook standards with the results of recent studies of errors and of usage.

Current Usage

New words and constructions are constantly being introduced into our language while other expressions, once meaningful and accepted, become obsolete or dialectal. When textbook rules are taken as the criteria of correctness, the language used everyday by the majority of speakers and writers is not always grammatically correct. A construction which is meaningful and comfortable to speaker and listener will be accepted by the populace as correct regardless of the efforts of grammarians to modify or banish it.

Authors of modern usage handbooks attempt to list those forms which have gained sufficient currency to entitle them to be labeled as correct. The listing is, in most cases, arbitrary and subjective with little agreement among the various authors. The earlier studies of error frequency paid little attention to current usage. Harap offered two general criticisms of these studies. Arbitrary standards were used in determining whether a given item was correct or incorrect; and unreliable procedures, especially in teacher-compiled

lists of pupil errors, were followed.²² Pooley has remarked, "Valuable as the quantitative researches were and still are, they had one serious defect. This defect lay in the criteria of what was correct and what was incorrect."²³

In order to avoid this criticism, Pooley studied reliable surveys of current English practice and arranged specific constructions in terms of the best experimental evidence available concerning grade placement. He advised teachers, when dealing with borderline cases, to present the viewpoints currently acceptable and to encourage students to determine for themselves the usages of the best speakers and writers. As an example, the controversial It is me is listed as a form to receive no class instruction at the senior high school level because it is regarded as acceptable by some authorities but entirely unacceptable by others. Of this item, Pooley said,

The honest textbook writer of the future must face the facts. He must bow to social custom. In his discussion of the first person singular pronoun after the verb to be he must say: In formal literary, and solemn style the pronoun I is used; in cultivated colloquial usage custom has also established the pronoun me. The tone

²²Henry Harap, op. cit.

²³Robert C. Pooley, "Contributions of Research to the Teaching of English", English Journal, XXXVII, April, 1948, p. 172.

and purpose of the speech or writing must in all cases determine the choice of the pronoun.²⁴

Pooley dealt with specific items rather than types. In this, he is in agreement with O'Rourke who found that there was no correlation between difficulty and type.²⁵ In other words, two items from the same type are not necessarily of the same degree of difficulty. A type, in itself, is not more difficult than another, although an item in that type may be harder than an item either in the same type or in another. If no correlation exists, items for instruction should be arranged not as agreement of subject and verb errors or double negative errors but in increasing levels of difficulty of the specific items themselves.

At one time language instruction was considered merely a matter of teaching arbitrary rules of grammar. Now, however, the English program emphasizes the free, correct, and fluent participation of every child in actual life situations. Correctness has become relative to the needs of effective communication. Pooley has defined good English as

. . . that form of speech which is appropriate to the purpose of the speaker, true to the language as it is, and comfortable to speaker and listener. It is the product of custom, neither cramped by rule nor freed from all

²⁴Robert C. Pooley, Teaching English Usage, Appleton-Century-Crofts, Inc., New York, 1946, p. 71.

²⁵L. J. O'Rourke, op. cit.

restraint; it is never fixed but changes with the organic life of the language.²⁶

Grammar is a subsequent and language an antecedent development. The teaching of grammar is justified only when children learn to use it for purposes of self-criticism and correction. Our language program must, therefore, be constantly reassessed to reflect the actual speech habits of our best speakers and writers, and to answer the language needs of the child.

Summary

Employers, teachers, and professional men are criticizing the products of our schools for their knowledge and use of the basic subjects. Research studies have proved that students' grammatical usage is below acceptable standards. The studies that have been carried out agree that errors are common in relatively few types, with verb errors the most frequent. The mistakes that do occur persist throughout the grades in spite of the teaching of correct forms.

Teachers and textbook authors, using the authority of tradition, have tended to advance fixed rules which present language, insofar as it is taught in our schools, as a static medium of communication. Scientific and semi-scientific research, on the other hand, has emphasized the dynamic nature of language and has attempted to trace its development by

²⁶Robert C. Pooley, op. cit., p. 14

means of current usage studies. These are often indeterminate and conflicting with regard to individual items but they agree that absolute standards of right and wrong must be discarded in favor of relative levels of appropriateness and social acceptability.

CHAPTER III

PROCEDURE IN CONDUCTING THE STUDY

A test of grammatical usage was prepared and administered to a sampling of students in grades VIII, X, and XII in Saskatchewan. The tests were marked and the students' answers analyzed to determine what percentage of students in each grade marked each item as incorrect.

Sources of Data

Compilation of errors. Studies of errors in oral and written work were examined to discover what errors had been found to be prevalent. Because no consistent pattern of classification had been used, it was necessary, when compiling the results of these studies, to reclassify some of the errors found, to combine others, and to form definitions for various terms. The nine error studies used in the compilation are listed in Appendix A, while the classification of errors is shown in Appendix B.

When the results of these studies were examined, it was found that the items listed could be arranged in twenty-three types. Of these, seventeen were types of errors due to faulty word knowledge and six were those due to faulty sentence structure. The classes and types are listed in Table I.



TABLE I

MOST COMMON GRAMMATICAL ERRORS DETERMINED
FROM A COMPILATION OF THE RESULTS OF NINE INVESTIGATIONS

Class	Type	Example
Verb	1. Disagreement of subject and verb	John weren't
	2. Incorrect tense form . .	busted
	3. Incorrect sequence	picked ... says
	4. Use of a wrong verb . . .	laid (for lain)
	5. Confusion of past tense and past participle . .	had you went
	6. Miscellaneous verb errors	ain't
Pronoun	7. Wrong case of pronoun . .	with we girls
	8. Disagreement of pronoun with antecedent	everybody ... they
	9. Miscellaneous pronoun errors	hisself
Preposition and conjunction	10. Confusion of preposition and conjunction	Different than
	11. Incorrect preposition or conjunction	reason was because
Adverb and adjective	12. Confusion of adverb and adjective	real well
	13. Incorrect adverb or adjective	this here boy
Miscellaneous	14. Redundancy	off of
	15. Double negative	can't do no
	16. Wrong number in nouns . .	three pair
	17. Confusion of form due to similar sound	their was
Sentence structure	18. Omission	
	19. Wrong or obscure reference	
	20. Dangling modifier	
	21. Misplaced modifier	
	22. Incomplete sentence	
	23. Incomplete subordination	

Preparation of the test. The twenty-three types of errors which studies had found to occur were included in the Test of Grammatical Usage constructed by the writer. A copy of this test is reproduced in Appendix C.

The influence of the teacher was controlled as much as possible by standardizing the method of presenting the test to the pupils through explicit directions for administering. These are included in Appendix D. Arbitrary scoring keys, reproduced in Appendix E, were used to lessen teacher-influence in marking the test.

The Test of Grammatical Usage was divided into two parts to differentiate between the two kinds of errors which the examination of error studies had shown to occur. Part I contained sixty sentences. Six of these were correct; the remainder contained from one to three errors. Several specific illustrations from each of the seventeen grammatical types were included making a total of one hundred one errors to be corrected. Each sentence was divided into five parts labeled A, B, C, D, and E and the student was asked to circle each letter which represented a part containing an error. Part II of the test consisted of seventy-two sentences. Six specific errors for each of the six sentence structure types, and thirty-six correct sentences were

included. The student was asked to circle the letter R if he thought the sentence correct, and the letter W if, in his opinion, it was incorrect.

The following requirements were kept in mind when selecting the test items:

(1) In order to provide an acceptable standard of correctness in marking the test, the error must be mentioned, either generally as a type or specifically as an item, in at least one of the textbooks authorized for Saskatchewan.

(2) To motivate the students to do their best work, the sentences must be suited to the interests and vocabulary of high-school students.

(3) An attempt was made to formulate items of varying degrees of difficulty within each type in both Part I and Part II, using textbook exercises as the criterion of difficulty.

(4) In Part I of the test, it was essential that the sentence be capable of only one interpretation.

(5) The error in Part I of the test must be definite and capable of being included within one lettered part of the sentence.

(6) Because of the nature of the errors being tested in Part II, the entire sentence was given to be marked as either right or wrong. Only those errors which could be

classified as violations of sentence structure were included.

(7) The correct sentences included in Part II were chosen for their similarity to the incorrect sentences in the test.

The types of errors tested, and the corresponding item numbers dealing with these types, are contained in appendix F.

Sampling of pupils. Three grades were used in the sampling: grade VIII, to determine those errors which pupils completing elementary school make; grade X, to determine those errors made by Saskatchewan pupils at the end of formal teaching of grammar;¹ and grade XII, to determine those errors made at the end of high-school instruction.

In selecting the schools in which to run the test, it was deemed necessary (1) to make a selection broadly representative of the secondary school population of Saskatchewan, and (2) to secure a random sample of classrooms in the three grades which had been chosen for the investigation. To do this, it was necessary to take into account the structure of the school system in the province and to use

¹ Although grammar is taught in Saskatchewan high schools in grades XI and XII, the work covered is a review of what has been taught in previous grades. Teachers, however, are encouraged to teach those sections which have not been learned sufficiently well.

some arbitrary criterion as the basis for selecting the schools. After examining several possible procedures, it was decided to use thirteen larger school units² as the basis of the sampling of continuation and high schools organized under the School Act.³ These had been chosen in connection with another study being carried out at the same time as this one, and they were found to meet all the requirements of selection in this study.⁴ In addition, a sampling was secured from those high school and collegiate institutes operating under the Secondary Education Act.⁵ Only village, town, and city schools were used; these are listed in Appendix G.

Approximately three hundred fifty copies of the test were sent to classrooms, picked by random numbers from

²The province of Saskatchewan is divided, except for sparsely settled northern areas, into sixty larger units. Each unit consists of approximately eighty school districts.

³A "continuation school" is a room maintained exclusively for grade VIII and one or more high school grades, while a "high school" is a room or rooms maintained exclusively for pupils above grade VIII.

⁴L. P. Toombs, "The Control and Support of Public Education in Saskatchewan", an uncompleted study being conducted at the University of Saskatchewan.

⁵High schools organized under the Secondary Education Act are operated, for historical reasons, by an elected high school board which is independent of the elected board which operates the elementary schools in the same centres.

these larger school units and collegiate institutes, at each grade level. The Directions for Administering and Scoring and copies of the Scoring Keys were sent to each teacher participating. The tests were administered in the schools from May 25, 1953, to June 22, 1953. The number of test papers returned is given in Table II.

TABLE II
NUMBER OF TEST PAPERS RETURNED AND
CLASSROOMS COOPERATING

Grade	Number of test papers	Number of classrooms
VIII	273	27
X	351	18
XII	297	18
Total	921	63

Teachers were asked to mark the tests if they were interested and had time, or to return the papers unscored. The unmarked tests were then scored by the writer and the results mailed to the teachers.

Analysis of Data

A test containing one hundred seventy-three items representing twenty-three types of errors was administered to students in Saskatchewan schools to determine the

prevalence and persistency of errors. Four items were omitted from the analysis because the sentences containing them admitted of two interpretations. One hundred sixty-nine items from the twenty-three types remained. In Appendix H is listed the number of students who circled each letter in each sentence of the test.

Prevalence of errors. The percentage correct was found for each type of error and for each grade, and these percentages ranked. That type answered correctly by the greatest percentage of students ranked first; that answered correctly by the least percentage ranked last. The percentages for each type were found to increase from grade to grade, although the percentages themselves varied widely.

The average percentage correct for grade VIII on the total test was 49.70. In other words, on the average, approximately one-half of the grade VIII students marked each type correctly. The corresponding percentage for grade X was 58.19 and, for grade XII, 65.34. Tables III and IV list the types, the percentages circled correctly, and the rank for each grade for parts I and II of the test. Table V ranks the types when parts I and II are combined.

TABLE III

PERCENTAGES AND RANKS OF THE TYPES OF ERRORS MARKED CORRECTLY IN PART I OF THE TEST OF GRAMMATICAL USAGE

Type	Percent correct in grade				Rank in grade		
	VIII	X	XII	Average	VIII	X	XII
1.	49.82	54.21	60.89	55.06	8	11	11
2.	55.43	61.92	67.28	61.73	6	6	7
3.	45.33	54.49	62.46	54.34	11	9	9
4.	47.74	55.56	60.16	54.72	9	7	12
5.	72.04	81.15	86.98	80.33	2	2	2
6.	60.50	64.58	71.27	65.53	4	5	5
7.	50.31	55.22	68.01	57.89	7	8	6
8.	22.44	27.64	34.68	28.37	17	17	17
9.	62.76	67.09	71.38	67.19	3	4	4
10.	33.70	46.15	55.05	45.33	16	15	14
11.	35.53	39.60	44.44	39.96	15	16	16
12.	46.70	52.23	61.62	53.62	10	12	10
13.	56.35	67.66	74.80	66.61	5	3	3
14.	41.94	49.57	51.91	48.06	13	13	15
15.	77.53	86.47	92.70	85.83	1	1	1
16.	35.65	47.25	56.17	46.69	14	14	13
17.	43.90	54.27	62.79	53.94	12	10	8
Average	50.24	57.61	64.46	57.63			

TABLE IV

PERCENTAGES AND RANKS OF THE TYPES OF ERRORS MARKED CORRECTLY IN PART II OF THE TEST OF GRAMMATICAL USAGE

Type	Percent correct in grade				Rank in grade		
	VIII	X	XII	Average	VIII	X	XII
18.	38.63	47.13	53.87	46.76	5	5	5
19.	50.03	63.06	71.20	61.80	3	3	3
20.	51.47	67.50	77.74	66.02	2	2	2
21.	41.39	49.79	56.48	49.45	4	4	4
22.	76.52	89.39	94.89	87.33	1	1	1
23.	31.29	41.14	51.89	41.69	6	6	6
Average	48.23	59.85	67.74	58.93			
Average for total test	49.70	58.19	65.34	57.98			

TABLE V

RANKS OF THE TYPES OF ERRORS CORRECTED IN THE FULL TEST

Number	Type of error	Rank in grade		
		VIII	X	XII
15.	Double negative	1	2	2
22.	Incomplete sentence	2	1	1
5.	Confusion of past tense and past participle	3	3	3
9.	Miscellaneous pronoun errors	4	6	6
6.	Miscellaneous verb errors	5	7	7
13.	Incorrect adverb or adjective	6	4	5
2.	Incorrect tense form	7	0	10.
20.	Dangling modifier	8	5	4
7.	Wrong case of pronoun	9	11	9
19.	Wrong or obscure reference	10	8	8
1.	Disagreement of subject and verb	11	14	14
4.	Use of a wrong verb	12	10	15
12.	Confusion of adverb and adjective	13	15	13
3.	Incorrect verb sequence	14	12	12
17.	Confusion of form due to similar sound	15	13	11
14.	Redundancy	16	17	20
21.	Misplaced modifier	17	16	16
18.	Omission	18.	19	19
16.	Wrong number in nouns	19	18	17
11.	Incorrect preposition or conjunction	20	22	22
10.	Confusion of preposition and conjunction	21	20	18
23.	Incomplete subordination	22	21	21
8.	Disagreement of pronoun with antecedent	23	23	23

In those types of errors dealing with faulty word knowledge, tested in Part I of the Test of Grammatical Usage, the double negative type of error ranked first in all three grades. This type, therefore, was marked correctly by a greater number of students than any other of the seventeen testing word knowledge. That type in this group marked correctly by the least number of students was the one designed to test agreement of a pronoun with its antecedent.

The six types of errors testing sentence structure ranked equally in all three grades. Incomplete sentences ranked first; that is, this type was answered correctly by the greatest number; and incomplete subordination ranked last. The rank differences between the grades were remarkably small for every type, with the percentages marked correctly showing an increase from one grade to the next, indicating a general growth in grammatical correctness corresponding to grade level.

Persistency of errors. The errors tested tended to maintain their rank order throughout the grades, particularly the sentence structure types, although the small number of these probably gave correlations which were spuriously high. Using the Rank-Difference method of correlation, the ranking of the types yielded the following values of rho.

TABLE VI

VALUES OF RHO OBTAINED BY THE RANK-DIFFERENCE METHOD OF CORRELATION

	Values of rho for grades		
	VIII and X	X and XII	VIII and XII
Part I	.96	.95	.93
Part II	1.00	1.00	1.00
Total test	.97	.97	.94

No type of error was found to be entirely eliminated in any one grade. The greater average percentage correct in grade XII was due to an increase in the percentage correct in every type. The greatest growth took place in the elimination of the dangling modifier type of error. Twenty-five percent more grade XII than grade VIII students marked this type correctly. The least growth was shown to take place in the elimination of the miscellaneous pronoun errors. Figure 1 illustrates the growth in percentage correct from grade to grade.

When the specific items included in each type were examined, it was found that the ranks and percentages varied widely within each type. This indicates that the degree of difficulty of the item itself, not the type of error to which it belongs, determines how the students mark it. The percent-

Percent
100

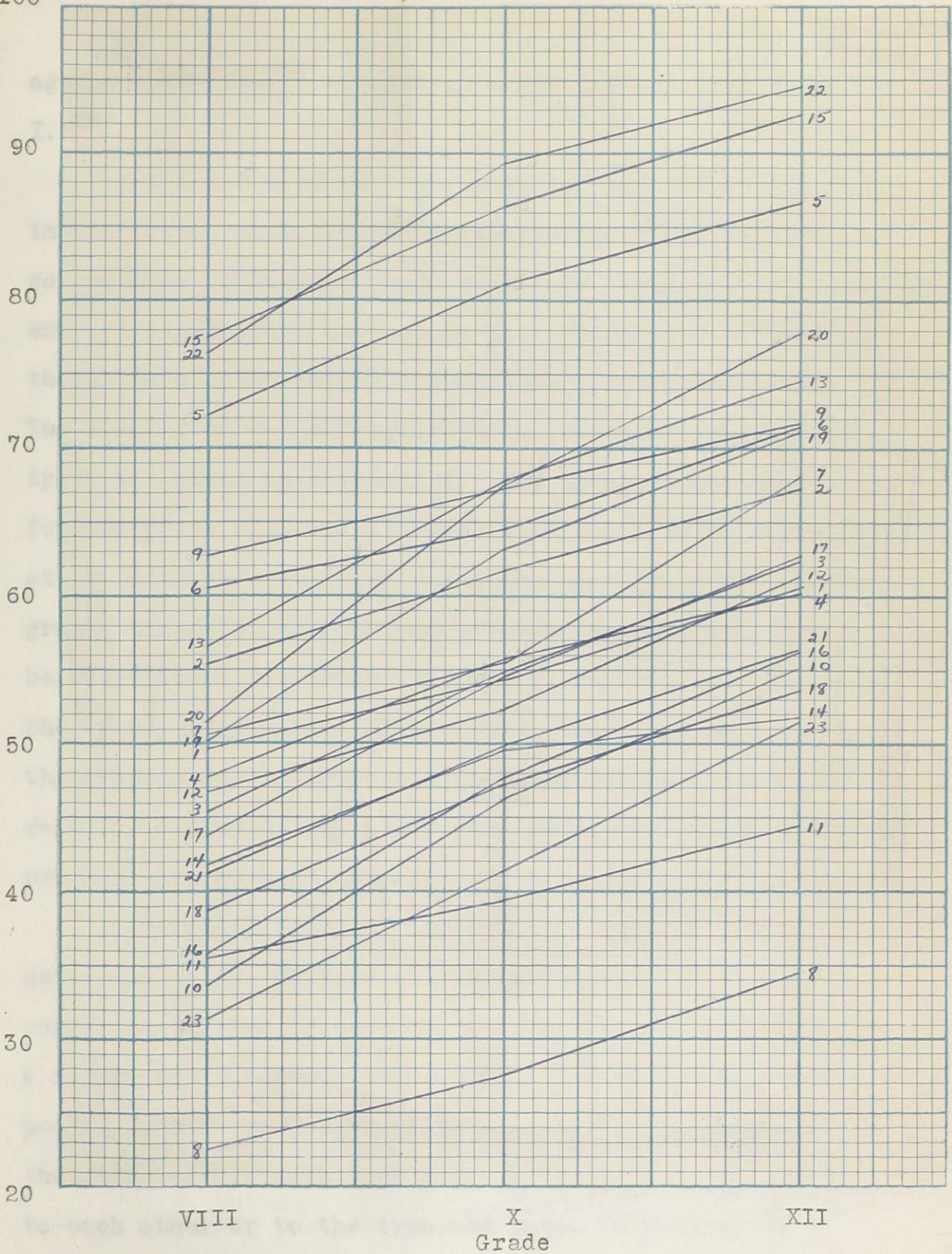


FIGURE 1

GROWTH IN PERCENTAGE CORRECT FROM GRADE VIII TO GRADE XII IN THE TYPES OF ERRORS TESTED

ages and the ranks for each item are tabulated in Appendix I.

The Chi-Square test was used to test the hypothesis, in each case, that the two principles of classification -- correctness in English usage and grade level -- were independent. A significant chi-square was interpreted to mean that there was a relationship between usage and grade level. The results of the chi-square tests for the twenty-three types are given in Appendix J. The obtained chi-squares for the grade VIII and IX levels were found to be significant at the five percent level for every type of error. Between grades X and XII, the chi-square coefficients were found to be significant for every type except redundancy. There is, therefore, a definite relationship between grade level and the aspects of English usage measured by the test. The relative frequency of errors made decreases as the students proceed through high school.

Chi-square tests of independence were also made to determine if the differences in the numbers of items correctly circled by each of the three grades represented a relationship between grade level and knowledge of English usage. These results, as shown in Appendix K, suggest that the items within each type bear little or no relationship to each other or to the type and must, therefore, be considered independently.

Analysis of textbooks. Four textbooks used in language courses in Saskatchewan were analyzed to determine the number of lines devoted to each type of error, the number of examples given, and the number of exercises the students were required to do. The assumption was made that the teachers teach grammar in the same proportion as the textbooks include it, and that an error not mentioned in the textbooks is not taught. No attempt was made to evaluate the material given for quality, appropriateness, or interest. The results of the analysis are given in Table VII.

Using the prepared test of grammatical usage as the criterion, the text found to devote the greatest number of lines to the types of errors tested was Learning to Write.⁶ This text also contains the largest number of examples designed to explain the principles violated by these types. Mastering Effective English⁷ and Grammar is Important⁸ both contain large numbers of exercises based on these solecisms.

⁶Reed Smith, Learning to Write, Canadian Edition, Macmillan Company of Canada, Limited, Toronto, 1947, 511pp.

⁷J. C. Tressler and Claude E. Lewis, Mastering Effective English, Revised Edition, Copp Clark Company, Limited, Toronto, 1950, 597pp.

⁸A. W. McGuire, Grammar is Important, Book Society of Canada, Limited, Toronto, 1949, 182pp.

TABLE VII

ANALYSIS OF THE TECHNIQUES USED IN
LANGUAGE COURSES IN S. S. SCHOOLS

Type	Lines of text				Number of examples				Number of exercises			
	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
1.	16	11	13	24	26	12	20	15	94	1	35	47
2.	7	1	0	0	0	0	0	0	2	1	0	0
3.	11	28	6	0	17	14	9	0	25	0	10	0
4.	17	39	12	43	5	21	12	43	39	5	0	90
5.	0	25	32	10	0	0	15	12	0	0	10	30
6.	7	0	0	1	15	0	0	2	3	0	0	2
7.	25	15	42	34	18	9	31	12	45	0	31	26
8.	16	65	9	41	14	28	0	10	15	24	0	14
9.	7	8	0	0	2	5	0	0	5	2	0	0
10.	3	8	0	11	3	10	0	2	11	3	0	2
11.	8	7	9	6	2	8	23	6	7	4	15	12
12.	5	17	13	9	7	5	14	3	10	0	10	83
13.	13	2	0	12	9	2	0	0	16	1	0	12
14.	12	9	4	4	12	14	4	2	30	4	0	2
15.	3	0	0	0	3	0	0	0	13	0	0	0
16.	2	11	0	1	7	13	0	3	1	2	0	0
17.	2	14	0	5	2	8	0	2	6	3	0	3
18.	16	0	0	0	19	0	0	0	30	0	0	0
19.	0	36	13	0	0	21	9	0	0	26	20	0
20.	7	31	1	0	5	15	4	0	16	15	20	0
21.	7	67	1	0	6	43	6	0	24	25	0	0
22.	30	50	0	0	14	12	0	0	24	19	0	0
23.	15	29	0	0	6	20	0	0	23	19	0	0
Total	229	473	151	201	192	260	143	112	439	154	151	320

(a) J. C. Tressler and Claude E. Lewis, Mastering Effective English, Revised Edition, Copp Clark Company, Limited, Toronto, 1950, 597pp.

(b) Reed Smith, Learning to Write, Canadian Edition, Macmillan Company of Canada, Limited, Toronto, 1947, 511pp.

(c) Norman McLeod, English Practice, Copp Clark Company, Limited, Toronto, 1941, 270pp.

(d) A. W. McGuire, Grammar is Important, Book Society of Canada, Limited, Toronto, 1949, 182pp.

Grammar is Important, however, does not deal with errors which are the result of faulty sentence structure. In this book, out of three hundred and twenty exercises dealing with the types of errors under investigation in this study, two hundred and fifty are on four of the types. Many of the types receive no instruction whatsoever. This is true also of English Practice,⁹ which gives no instruction in no less than eleven of the twenty-three types. In no one of the textbooks is the number of lines of material, of examples, or of exercises in proportion to the ranking of the types according to the students' errors as found in this investigation.

Of the seventeen types involving faulty word knowledge, tested in Part I of the Test of Grammatical Usage, that type marked correctly by the greatest percentages of the students in all three grades, the double negative, is treated in only one of the texts, Mastering Effective English, while that type which ranked second, confusion of past tense and past participle, is dealt with most considerably in English Practice. Disagreement of pronoun with antecedent, which was answered correctly by the smallest percentage of students in grades VIII, X and XII, is dealt with most extensively in Learning to Write. English Practice

⁹Norman McLeod, English Practice, Copp Clark Company, Limited, Toronto, 1941, 270pp.

devotes more space than the other textbooks examined to that type, incorrect preposition or conjunction, which ranked sixteenth, or second last, in grades X and XII.

The six types of errors dealing with faulty sentence structure, which were tested in Part II of the prepared test, obtained equal ranking in each of the three grades which were studied. Only Mastering Effective English and Learning to Write devote space to the incomplete sentence type of error, which ranked first, and to the incomplete subordination type, which ranked last. The two types are given approximately the same emphasis in these texts.

The four textbooks examined, therefore, vary widely, in the amount of material devoted to the types of errors found to be most frequent, when the results of the Test of Grammatical Usage are taken as the criteria.

The elements of grammar to be taught are specifically listed for grade IX in the Saskatchewan course of studies. Grades X, XI, and XII are responsible for a review of sentence structure and grammar " ... in order to assure steady growth in the mastery of language essentials."¹⁰ These essentials are to be emphasized in all grades. The bulletin states,

It is taken for granted that there is no greater aid to clearness and accuracy in composition than a knowledge of the essentials of grammar

¹⁰Programme of Studies for High School, Bulletin A. Department of Education, Regina, 1950, p. 84.

The instruction will be more effective if the exercises arise from the difficulties which students encounter . . ."¹¹

Thus, the importance of teaching grammar is not overlooked in the course of study, although very little direction is given to the teachers in the two upper grades. It may be assumed that teachers are guided primarily by the contents of the text books.

Summary

An examination of error studies previously carried out disclosed that the grammar mistakes which had been found to be frequent could be classified into twenty-three types. These types were used as the basis for a test of grammatical usage which was constructed by the writer and administered to a representative sampling of students in grades VIII, X, and XII, in Saskatchewan schools. Nine hundred twenty-one test papers were returned from a total of sixty-three classrooms. The percentage of students marking each type, and each item in each type, correctly was then determined for each grade. Knowledge of grammatical principles was found to increase for every type as the grade level increased, although the increment of growth varied widely from type to type and from item to item.

¹¹Ibid., p. 79.

Within each type the percentage of students marking each specific item correctly varied widely, suggesting that the difficulty of the individual item, rather than the type to which it belonged, was the factor determining the amount of growth.

The prepared grammatical usage test was used as a standard in examining and judging authorized textbooks in use in language courses in Saskatchewan schools. The amount of space devoted to each type of error showed little relationship to the ranking which the types had obtained when the test results were analyzed. Wide variations in the suitability of the various books was also shown. Two of the books were found to have wide gaps in essential materials of instruction.

CHAPTER IV

CURRENT ENGLISH USAGE

Several theories of "correctness" in English have been formulated and have influenced writers and teachers of the past and present. One of the most important of these theories was that enunciated by George Campbell in 1776 -- that "correctness" rests in good custom, defined as "national", "reputable", and "present". A modification of Campbell's theory was proposed by Fitzedward Hall in the nineteenth century. He defined good usage as that of the best speakers and writers. This definition is accepted by Stratton, an American author who writes,

Rules of grammar are not prescriptions produced by students of language so scholarly that they have become judges and dictators of what is correct. Rules of grammar are merely statements of the practices of the best speakers and writers, practices that are accepted by the great mass of well-educated men and women in all classes of life, practices that are so effective that it is better for the large body of the rest of us to learn and follow them.¹

The preservation theory of usage -- that uses should be maintained and defended because they are traditional -- is not prominent today although it is incorporated to some extent in most theories. Vallins included it in his definition,

We have therefore to express our meaning within a

¹Clarence Stratton, Guide to Correct English, McGraw-Hill Book Company, Inc., New York, 1949, p. 5.

linguistic framework that has been fashioned by custom in the past and has a certain 'shape' in the present -- a shape which, in more literal terms, we define as 'modern usage'.²

The more conservative authors identify good usage with formal literary English.

The most recent theory of good English discards an absolute right and wrong for relative standards of appropriateness and social acceptability. The search for such standards leads us away from authority and tradition towards a study of the language itself as it is spoken and written today. Objective, scientific determination of the language is designed to result in a series of evaluations of usage dependent upon appropriateness, locality, social level, purpose, and other variables. Pooley advocates this theory, one which is essentially a modification of Campbell's Theory stated above.

Prominent among the investigations that have been carried out in the field of current usage are those by Leonard and by Marckwardt and Walcott. Leonard submitted two hundred thirty expressions usually condemned in English textbooks and classes to a group of judges in an attempt to find out what those judges had observed about

²G. H. Vallins, Good English -- How to Write It, Andre Deutsch Limited, London, 1952, p. 4.

the actual use or non-use, by cultivated persons, of the expressions. The group was asked to place each expression into one of three categories, according to their observation of what usage is rather than what, in their opinion, it ought to be. These categories were (1) formally correct literary English, (2) fully acceptable English for informal conversation -- standard, cultivated, colloquial English, and (3) popular or illiterate speech. As a result of this study, Leonard ranked his items according to the opinions of the judges and classed them as literary English, colloquial English, or illiterate speech. A large proportion of his items, those on which judges differed remarkably, were grouped as "disputable".

Marckwardt and Walcott compiled the recorded facts of usage concerning the same two hundred thirty expressions used in Leonard's study, and compared these facts with the collected opinions represented in the Leonard report. They placed each expression into one of six categories: literary, American literary, colloquial, American colloquial, dialect, and archaic English. The analysis was objective in that the facts were obtained from recognized dictionaries and grammars, but the placing of an expression into a category contained a subjective element. Leonard's study by contrast, was based wholly and frankly upon subjective impressions. From a

comparison of the two studies, Marckwardt and Walcott conclude,

. . . that the teacher is not only safe in accepting the so-called "established" usages of the Leonard report, but there are seven chances out of eight that a "disputable" item is wholly current in standard English as well. Nor is there, from the evidence, any reason to suspect that these 106 items are to be considered particularly inelegant. In other words, the teacher may advise his pupils to avoid the "disputable" usages if he wishes to. That is his privilege. But his censure of these expressions cannot be on the basis that they are not found at present on the pages of reputable writers or in the mouths of cultivated speakers.³

These studies, as Gucker points out in the English Journal, should not be accepted as dogma but as guides in helping to establish a standard.⁴

The Test of Grammatical Usage used in this study contains a number of disputable items, current usage being at variance with textbook rules. In the analysis of test items which follows, the opinions of various authors are given for these items. In addition, the percentages of students in each grade who circled the letter representing the error, and the ranking obtained by the item, are included. (Appendix H contains these data.) In each grade that item marked correctly by the greatest number of students is ranked first, and that marked correctly by the least number is ranked last. Parts I and II of the test are ranked separately.

³Albert H. Marckwardt and Fred G. Walcott, Facts About Current English Usage, National Council of Teachers of English, English Monograph number 7, Appleton-Century-Crofts, Inc., New York, 1938, p. 50.

⁴Philip Clark Gucker, "A dissenting Opinion on Language Trends", English Journal, XXXVIII, January, 1949, pp. 22-29.

The analysis of the test items indicates that students tended to mark obvious items as incorrect but that errors not so obvious were either overlooked or considered correct. When more than one error was included in a sentence, the second and third mistakes were often ignored. It was found that, in several of these sentences, further errors depended on the first.

In Part II of the test, the student was asked to mark each sentence either as right or wrong. An attempt was made to eliminate the factor of chance by including a number of examples of each type. It was, however, impossible to determine how greatly the student was influenced by chance. Because of this, the data obtained from Part II are not so reliable as from Part I where the student selected errors from the five divisions of each sentence.

Analysis of Test Items in Part I

Type 1 Disagreement of subject and verb

Verb-subject agreement in simple sentences in the natural order is not found difficult, but the addition of a phrase, the use of an expletive, or the inversion of order considerably reduces the percentage correct. Little correlation is shown in this type between current usage and students' answers.

4c These kind of apples are always sweet.

Rank - 89 - 92.5 - 89 Percent - 9.16 - 10.54 - 19.53

This item is ranked 77 / 230 -- established -- by Leonard and listed as colloquial English by Marckwardt and Walcott. In spite of the fact that the textbooks used in high school consider expressions such as this as incorrect, the low percentages indicate that the students do not recognize them as such.

29d What kind of a book have each of you?

Rank - 79 - 84 - 84 Percent - 17.95 - 18.49 - 26.60

No significant growth in learning was shown to take place on this item between grades VIII and X.

8b Helen and Joan says they can't do no better.

Rank - 19.5 - 18.5 - 16.5 Percent - 76.56 - 85.18 - 90.24

This item is recognized as wrong by an increasing number of students although even in grade XII, 9.76 percent failed to mark it as incorrect.

11b Their was two pencils and two books on his desk.

Rank - 12 - 11 - 9 Percent - 79.49 - 90.59 - 95.62

Marckwardt and Walcott list this type of usage as literary English; Leonard ranks it 90 / 230 -- established. Vallins, an English author, writes, "The tendency is to make the verb singular, whatever the number of the subject, probably in the subconscious but erroneous belief that there is subject."⁵

⁵G. H. Vallins, op. cit., p. 15.

Fowler, however, states,

The excuse for this in speaking -- often a sufficient one -- is that one has started one's sentence before fixing the precise form of the subject, though its meaning may have been realized clearly enough. But the writer both can & ought to do what the speaker cannot, correct his first words before the wrong version has reached his audience.⁶

In agreement with Fowler, Stratton says,

A speaker who begins a sentence with there, it, here, or some other expression that delays his subject may use an incorrect verb unless he thinks carefully of the subject ahead of time.⁷

This expression, in spite of its condonation, is marked as wrong by a large percentage of students. As it is written, the sentence is perhaps too obviously incorrect.

13b John weren't anywheres near the place!

Rank - 1 - 1.5 - 5 Percent - 98.17 - 98.29 - 97.98

Although this item ranked first in grade VIII, it dropped to fifth in grade XII. There is no significant difference between the percentages indicating that no learning takes place after grade VIII on this particular item.

23c Neither his uncle nor his aunt have bought their tickets yet.

Rank - 85 - 88 - 87 Percent - 12.09 - 15.67 - 23.91

Marckwardt and Walcott label an item such as this as literary English but Leonard classes it as disputable with a rank of 164 / 230. Pooley writes,

⁶H. W. Fowler, A Dictionary of Modern English Usage, Oxford University Press, 1950, p. 391.

⁷Clarence Stratton, op. cit., p. 103.

It is quite evident that the rule, 'When two singular subjects are joined by or or nor, the subject is singular and the singular form of the verb should be used' needs considerable revision. Any rule formulated for this case must point out ... that in negative statements the plural verb is very common.⁸

An article in the English Journal states, "Neither with the plural verb is agreement according to sense" and that "It is not fair to tell them (i.e., the students) that these usages are illiterate violations of good English."⁹

Fowler expresses the opposite view when he says,

If both subjects are singular & in the third person, the only need is to remember that the verb must be singular & not plural. This is often forgotten; the OED 'Oxford English Dictionary' quotes, from Johnson, Neither search nor labour are necessary, & from Ruskin, Neither painting nor fighting feed men, where is & feeds are undoubtedly required. The right course is not to indulge in bad grammar ourselves & then plead that better men like Johnson & Ruskin have done it before us, but to follow what is now the accepted as well as the logical rule.¹⁰

American usage seems to favor the plural verb although English writers do not. Mastering Effective English says, "As a rule, each, every, either, neither, ... take singular verbs."¹¹ suggesting that plural verbs may be used but giving no examples.

⁸Robert C. Pooley, Teaching English Usage, Appleton-Century-Crofts, Inc., New York, 1946, p. 83.

⁹Adeline Courtney Bartlett, "Neither with Plural Verb", English Journal, XL, December, 1951, p. 577.

¹⁰H. W. Fowler, op. cit., p. 576.

¹¹J. C. Tressler and Claude E. Lewis, Mastering Effective English, Revised Edition, Copp Clark Company, Ltd., Toronto, 1950, p. 532.

57a Mathematics are of great importance to engineers.
 Rank - 53 - 53 - 51 Percent - 48.35 - 60.68 - 72.39

Vallins states, "Physics, classics and (not quite so certainly) mathematics are usually singular, perhaps because each represents a single subject of the educational curriculum."¹² Fowler lists four rules to guide the choice of grammatical number of words ending in ic or ics. These rules include, "singular for the name of a science strictly so used" and "plural for those same names more loosely used, e.g. for a manifestation of qualities."¹³

Approximately one-half the grade VIII students failed to mark this item wrong. This proportion decreases to approximately one-quarter in grade XII. The textbooks examined in this study all regard mathematics as singular.

In item number 34, "One of those men who are working on the car is Mr. Johnson", 25.27 percent of grade VIII, 39.03 percent of grade X, and 41.08 percent of grade XII marked are working as incorrect. This increasing percentage marking a correct item wrong indicates that students are uncertain of verb-subject agreement.

¹²G. H. Vallins, op. cit., p. 11.

¹³H. W. Fowler, op. cit., p. 250.

Type 2 Incorrect tense form

In only one of the six specific errors from this type tested is there a significant difference between the proportions marked correctly by grades X and XII. The evidence seems to suggest, therefore, the need for more instruction at the high-school level.

3e This here boy is the one which busted the window.
Rank - 27 - 24 - 29.5 Percent - 68.86 - 77.78 - 81.82

Marckwardt and Walcott list busted as American colloquial English, Leonard classes it as disputable with a rank of 163 / 230 while Tressler and Lewis include it in a list of vulgarisms.

18b When we had finished, Mrs. James give us each a piece of fresh baked pie.

Rank - 33 - 28 - 46.5 Percent - 64.47 - 76.07 - 75.42

Listed by Pooley and by Reed Smith¹⁴ as illiterate, this item is considered correct usage by one-quarter of the grade XII students.

35b Have they proven that he dove from this board?
Rank - 77 - 80 - 83 Percent - 20.88 - 22.51 - 27.61

Marckwardt and Walcott use proven in the passive voice in a sentence and label it literary English; Leonard classes

¹⁴Reed Smith, Learning to Write, Canadian Edition, Macmillan Company of Canada, Limited, Toronto, 1947, 511pp.

it disputable with a ranking of 109 / 230. Pooley says that proven is "accredited and acceptable"¹⁵ but Fowler states, "Except in the phrase not proven as a quotation from Scotch law, proven is better left alone."¹⁶ Both Learning to Write and Mastering Effective English recognize proven as current usage. This perhaps accounts for the low percentages.

35d Have they proven that he dove from this board?

Rank - 50 - 62 - 66.5 Percent - 49.82 - 51.57 - 51.86

Listed by Marckwardt and Walcott as American literary English and by Leonard as disputable with a rank of 131 / 230. Pooley says, "As a matter of taste dived may be preferred, but there is no doubt that dove is correct."¹⁷ Stratton, however, presents the opposite view when he comments, "There is no verb form dove; only dived is correct"¹⁸ and Mastering Effective English says dogmatically, "Use dived."¹⁹

The proportion correct obtained is not significantly different in the three grades suggesting either that teaching this item above grade VIII has little effect, or that it is an item generally overlooked in both the high and the elementary

¹⁵Robert C. Pooley, op. cit., p. 161.

¹⁶H. W. Fowler, op. cit., p. 472.

¹⁷Robert C. Pooley, op. cit., p. 140.

¹⁸Clarence Stratton, op. cit., p. 104.

¹⁹J. C. Tressler and Claude E. Lewis, op. cit., p. 255.

grades. A survey of the textbooks reveals that it is mentioned only in Mastering Effective English. In all three grades, however, only one-half the students marked it incorrect. If dove is not to be accepted, the form dived must receive more instruction in the elementary grades.

42e You can set in my place as you use to.

Rank - 65 - 66 - 56 Percent - 35.90 - 46.15 - 68.01

A sharp, progressive increase in percent correct is shown. Only in this item of the incorrect tense forms is there a significant difference between the results obtained for grade X and those for grade XII.

56e Jean come to borrow those books you brung home.

Rank - 7 - 4 - 2 Percent - 92.67 - 97.43 - 99.33

This item is clearly eliminated to a large extent in the elementary school grades. It is not mentioned in any of the texts examined although it is included in an exercise in Mastering Effective English.

Type 3 Incorrect sequence

9c He picked up the newspaper and says I hadn't ought to read it.

Rank - 16 - 12 - 10 Percent - 79.49 - 90.03 - 94.98

Although Marckwardt and Walcott classify this item as colloquial English, both Leonard and Pooley list it as illiterate. There is definite growth in correctness in this item from grades VIII to XII.

21a If I would have had time, I would have taught him how to do it.

Rank - 76 - 72 - 72 Percent - 23.44 - 39.32 - 45.79

Leonard ranks this item 145 / 230 -- disputable. Although Tressler and Lewis do not give a rule to follow for sentences such as this, they do give four examples using this sequence corrected to had ... would have. More instruction is apparently needed in both elementary and high school.

27b I wish I was going a little ways further with you and her.

Rank - 66 - 75 - 74 Percent - 35.16 - 31.34 - 42.09

Fowler states that the subjunctive is "moribund except in a few easily specified uses" and lists as one of the uses still alive, "I wish it were over".²⁰ Stratton comments, "This use of the subjunctive mode (mood) is the mark of the correct speaker."²¹ Taking the opposite viewpoint, Marckwardt and Walcott list "I wish I was ..." as literary English; Leonard ranks it 93 / 230, or established; Pooley classes it as standard informal and says, "The use of the subjunctive today becomes, therefore, more largely a question of taste than of 'correctness'."²² Whitaker-Wilson writes,

²⁰H. W. Fowler, op. cit., pp. 574-575.

²¹Clarence Stratton, op. cit., p. 100.

²²Robert C. Pooley, op. cit., p. 59.

What are you going to do about the subjunctive mood after such a verb as wish? Are you going to say I wish I was or are you going to stand for something a trifle more dignified and say I wish I were? I ask the question because modern usage favours the indicative (was) to such an extent that it is virtually idiomatic. Still, it is not yet cast-iron idiom; if you are out for a fight against I wish I was I am with you heart and soul, for I can never avoid a feeling that if I say it I have done something disgraceful.²³

Tressler and Lewis say that the subjunctive is

"... preferred for a wish or request and for a condition (an if clause) that is contrary to fact (untrue)."²⁴ Smith makes the statement, "The subjunctive mood, both in theory and in practice, is puzzling and subtle. Although comparatively rare, and gradually fading from use, it is too interesting and important to be ignored."²⁵ It goes on to list the three uses the subjunctive has at present as expressing a wish, uncertainty, or a condition contrary to fact.²⁶

Sentences 25 and 32 of the test contain the expression, "If ... were ...". The were in sentence 25 was marked wrong by 12.45 percent of grade VIII, 14.53 percent of grade X, and 12.46 percent of grade XII. The corresponding percentages marking the were wrong in sentence 32 were 26.01, 16.81, and 10.44. Because of the present controversy, it appears that

²³C. Whitaker-Wilson, Modern English Speech, Sidgwick and Jackson Limited, London, 1948, p. 147.

²⁴J. C. Tressler and Claude E. Lewis, op. cit., p. 524.

²⁵Reed Smith, op. cit., p. 34.

²⁶Ibid.

instruction should be left to the senior grades and the viewpoints of all authorities given so that the student may decide for himself if and when he wishes to use the subjunctive.

45e The teacher, Miss Ellis, then told me I may go.

Rank - 62 - 56 - 57

Percent - 43.22 - 57.26 - 67.00

The difference between proportions for grades VIII and X, and for grades X and XII was significant at the five percent level for this item.

Type 4 Use of a wrong verb

The confusion of can and may, and will and shall provides the greatest difficulty for students in sentences of this type. Since the use of can as a permissive and will in first person questions seems to be gaining currency, condemning these uses as wrong is hardly justifiable. Senior high school students of good calibre should be led to the distinctions, since they are the ones most likely to be affected by their ability, or lack of it, to use literary English. The verbs tested in this type have been taught and re-taught in the elementary grades.

1d Mother isn't feeling good so she has laid down for a few minutes.

Rank - 13 - 18.5 - 20

Percent - 84.62 - 85.18 - 88.22

Marckwardt and Walcott give two sentences in which lie and lay are confused, "I must go and lay down" and "I had

hardly laid down when the phone rang". Both are classed as dialect while Leonard calls both sentences illiterate. Pooley says the confusion of the parts of these verbs is both widespread and regrettable. Although confusion of lie and lay is generally regarded as fairly common, the large number of students marking laid wrong shows that it is recognized as an error. There is no significant difference between the percentages for the three grades tested.

12a Borrow me a eraser for a minute, will you?

Rank - 47 - 25 - 36 Percent - 52.01 - 77.49 - 78.45

None of the textbooks studied included the distinction between borrow and lend but the appreciable increase between grade VIII and X suggests that the item is being learned during that time. The low percentage in grade XII is puzzling.

28d If you turn it regular, bread dough will raise evenly.

Rank - 59 - 52 - 52 Percent - 44.69 - 61.25 - 72.05

Marckwardt and Walcott class "Both leaves of the draw-bridge raise at once" as American literary English but Leonard calls the same sentence illiterate and ranks it 208 / 230.

42a You can set in my place as you use to.

Rank - 94 - 97 - 96 Percent - 4.40 - 3.70 - 8.42

"Can I be excused from this class" is recorded by Marckwardt and Walcott as literary English and by Leonard as

established with a rank of 96 / 230. Pooley says that can is " ... customary usage and attracts no attention."²⁷ The English Journal contains an article stating,

The question as to the 'correctness' in using can as a permissive, therefore, rests on whether the expression occurs frequently enough on the standard level of spoken English to be accepted. The examples I have collected show that this usage is established standard colloquial English ...²⁸

Smith writes, "Careful speakers and writers keep these uses apart."²⁹ The students tested did not regard this use of can, for permission, as an error.

42b You can set in my place as you use to.

Rank - 9 - 9 - 8

Percent - 90.48 - 95.16 - 96.63

Marckwardt and Walcott classify this use of set for sit as dialect but Leonard ranks it 228 / 230 -- illiterate.

Pooley states, as for the confusion of lie and lay and rise and raise, that it is widespread and regrettable. Confusion on this item does not seem common in Saskatchewan where instruction in both elementary and high schools is stressed.

55b Who will I give the book to when I finish it?

Rank - 88 - 92.5 - 91

Percent - 10.25 - 10.54 - 17.17

²⁷Robert C. Pooley, op. cit., p. 138.

²⁸Gladys D. Haase, "Can and May", English Journal, XXXVIII, September, 1949, p. 401.

²⁹Reed Smith, op. cit., p. 313.

"I will probably come a little late" is literary English according to Marckwardt and Walcott but disputable with a rank of 135 / 230 according to Leonard. Pooley writes, "In asking a question, shall is more generally used in the first person, although will is possible; in the second and third persons will is predominant."³⁰ Stratton comments, "Many Americans seem shy of saying plainly I shall. To be correct, you must use it."³¹ "The proper use of shall and will marks the difference between the most careful and the less careful users of English" is the comment made by Smith in the textbook, Learning to Write.³² Tressler and Lewis regard will in the first person in sentences expressing simple futurity as "not in the best usage" but "acceptable colloquial English". It states, however, as a rule, "In first person questions use shall."³³

Current usage, then, seems to prefer shall in questions in the first person. That deviations from this rule are ignored or, at least, unobserved, is shown by the small number of students marking will in this item as incorrect.

³⁰Robert C. Pooley, op. cit., p. 53.

³¹Clarence Stratton, op. cit., p. 108.

³²Reed Smith, op. cit., p. 317.

³³J. C. Tressler and Claude E. Lewis, op. cit., p. 527.

Type 5 Confusion of past tense and past participle

Students seem to have little difficulty recognizing the confusion of the past tense and the past participle as an error. The words included were those in which authorities found confusion to be prevalent. In the three items in which the past tense is used instead of the past participle, grade XII students showed a significant increase over grades VIII and X. In the three in which the past participle is used for the past tense, the proportions correct for grades X and XII were found to be not appreciably different.

20a Had you went anyplace but there, this couldn't of happened.

Rank - 23 - 35 - 28 Percent - 73.63 - 72.94 - 82.15

31a I seen your brother-in-laws when they came in the room

Rank - 22 - 13 - 14 Percent - 73.99 - 89.74 - 91.92

Pooley calls these items illiterate and Stratton says, "Phrases like I seen and I had went show the speaker to be on the lowest level of knowledge. They are unpardonable, yet they are heard."³⁴

26e In spite of the frost, not all the tomatoes were froze

Rank - 36 - 34 - 22.5 Percent 63.74 - 73.79 - 87.54

30a I drunk the water like you told me.

Rank - 10 - 10 - 15 Percent - 90.11 - 92.02 - 90.57

This item is classed as archaic by Marckwardt and Walcott,

³⁴Clarence Stratton, op. cit., p. 92.

as illiterate with a rank of 195 / 230 by Leonard, and as homely by Pooley. No significant differences in the numbers of students in grades VIII, X, and XII marking this item correctly were found.

32e If it were possible we would of did it.

Rank - 51.5 - 39 - 29.5 Percent - 49.45 - 70.37 - 81.82

56a Jean come to borrow those books you brung home.

Rank - 15 - 16 - 21 Percent - 81.32 - 88.03 - 87.88

Marckwardt and Walcott list this item as dialect while Leonard classes it as illiterate ranking it 209 / 230.

Type 6 Miscellaneous verb errors

9d He picked up the newspaper and says I hadn't ought to read it.

Rank - 14 - 30 - 36 Percent - 83.15 - 75.78 - 78.45

50a They had ought to consider others beside theirselves.

Rank - 43 - 46.5 - 39 Percent - 58.97 - 64.10 - 77.78

Hadn't ought is classed by Marckwardt and Walcott as colloquial English, by Leonard as illiterate with a rank of 222 / 230, and by Pooley as homely. Stratton comments, "The two-word predicate had ought is a gross error on a low level."³⁵ Tressler and Lewis list these forms as vulgarisms.

Hadn't ought shows a significant decrease between grades VIII

³⁵Clarence Stratton, op. cit., p. 81.

and X.

20e Had you went anyplace but there this couldn't of happened.

Rank - 67 - 64 - 63 Percent - 33.70 - 49.00 - 57.91

32d If it were possible we would of did it.

Rank - 34.5 - 33 - 27 Percent - 64.10 - 74.07 - 83.17

Pooley calls this illiterate and Lloyd writes, "This is ordinarily a sign of rather gross ignorance ..."³⁶ Smith lists couldn't of as an illiteracy. The common mispronunciation of have in everyday speech probably caused this error to be unobserved. In sentence 32, the association with another error, did, may have caused the increased recognition of would of over couldn't of suggesting that the error is recognized as such but often overlooked.

24b Have you got the answers to them problems?

Rank - 73.5 - 77 - 81 Percent - 26.37 - 27.07 - 35.69

This construction is classed as literary English by Marckwardt and Walcott and as established with a rank of 87 / 230 by Leonard. Pooley says, "... have got has all the support in literature and current usage that can be desired."³⁷ On the other hand, Fowler writes, "Have got for possess or have is good colloquial but not good literary English."³⁸

³⁶Charles Allen Lloyd, We Who Speak English, Thomas Y. Crowell Company, New York, 1938, p. 186.

³⁷Robert C. Pooley, op. cit., p. 148.

³⁸H. W. Fowler, op. cit., p. 217.

Similarly, Tressler and Lewis regard the form as colloquial and Lloyd remarks,

Many Americans, of course, will say colloquially, 'What have you got?' or 'I haven't got any', but there is a general feeling in this country (the United States) that 'What have you?' and 'I haven't any' are decidedly preferable and should be used on all occasions where dignity of speech is called for.³⁹

In England, United States and Canada, therefore, have got is acceptable in informal speech and, in the United States at least, on the borderline of acceptability in formal speech. Because of this, the item cannot justifiably be called an error. Students should be informed of its standing in current usage.

33a Shirley ain't had her turn yet, neither.

Rank - 2 - 4 - 11

Percent - 96.70 - 97.43 - 94.61

Marckwardt and Walcott classify ain't as colloquial English but both Leonard and Pooley label it illiterate, Leonard with a rank of 207 / 230. Fowler writes, "A(i)n't is merely colloquial, & as used for isn't is an uneducated blunder & serves no useful purpose."⁴⁰ "Ain't is used all over the English-speaking world, and frequently ... by people of education and culture," remarks Lloyd. He goes on,

It is presumed to be a contraction of 'are not', but it is also often used to stand for 'am not', 'is not', 'has not' and 'have not', though these last two uses

³⁹Charles Allen Lloyd, op. cit., p. 64

⁴⁰H. W. Fowler, op. cit., p. 45.

are chiefly confined to the illiterate.⁴¹

Stratton does not allow ain't to be used even as colloquial speech. His opinion is,

It used to be declared humorously that 'Ain't ain't in the dictionary.' That cannot be said now; ain't is in the dictionary, but it is labeled a vulgarism. You should avoid it. Use isn't, am not, aren't instead, even if at first they seem slightly peculiar.⁴²

Ain't is listed as a vulgarism in Mastering Effective English, and as an illiteracy in Learning to Write. There is no significant difference between the percentages indicating that no learning on this item takes place after grade VIII.

Type 7 Wrong case of pronoun

2e Betty says she might go with we girls.

Rank - 11 - 15 - 12 Percent - 88.64 - 88.89 - 94.28

There is no significant difference between the results obtained in grade VIII and in grade X on this item although the growth in correctness after grade X is appreciable.

15b You're criticism of him going makes him feel badly.

Rank - 71 - 67 - 61 Percent - 30.77 - 41.60 - 63.30

"What are the chances of them being found out?" is rated colloquial English by Marckwardt and Walcott and disputable, ranking 125 / 230, by Leonard. Pooley says,

⁴¹Charles Allen Lloyd, op. cit. p. 61-62.

⁴²Clarence Stratton, op. cit., p. 108.

"Ordinarily the possessive case is employed in this construction and may be considered standard."⁴³ Stratton gives as a rule, "Before words ending in -ing you should always use the pronoun forms my, our, your, his, her, its, their, ..."⁴⁴

Although authorities on current usage seem to agree that the possessive case with gerunds is preferable, only two-thirds of the grade XII students marked the item correctly. Learning does not seem to progress until the higher grades although the rule is included both in Learning to Write and in Mastering Effective English.

22b He told Jim and I that, in principle, we were right.
Rank - 73.5 - 79 - 73 Percent - 26.37 - 21.08 - 42.42

47d Bill said he gave tickets to you and I yesterday.
Rank - 42 - 46.5 - 44.5 Percent - 59.71 - 64.10 - 76.09

The use of the objective pronoun me as object of a verb and as object of a preposition is taught in all three grades studied. Instruction on the use of this form as object of a verb has little effect, however, since less than half of the grade XII students marked the I in sentence 22 as an error. Growth after grade X is pronounced. The use of me

⁴³Robert C. Pooley, op. cit., p. 116.

⁴⁴Clarence Stratton, op. cit., p. 64.

as object of a preposition is known by a larger percentage of students in all three grades studied.

55a Who will I give the book to when I finish it?

Rank - 72 - 70 - 67 Percent - 29.30 - 40.46 - 51.18

"Who are you looking for?" is considered colloquial English by Marckwardt and Walcott, as established by Leonard (ranking 74 / 230) and as standard informal by Pooley. Pooley writes, "In the initial position in questions, who is far more prevalent than whom even though it may be grammatically the object of a following verb or preposition."⁴⁵ Stratton presents the traditional viewpoint,

In newspapers the most frequent mistake made with subjects occurs in the misuse of whom for who or the reverse. Who is the subject form of the pronoun, and it should be used as subject in both questions and subordinate clauses. ⁴⁶

In sentence 17, "Is it I whom they are discussing?", the percentages of students who marked whom wrong indicate that uncertainty exists in the use of the relative and interrogative pronouns. 18.35 percent of grade VIII, 25.64 percent of grade X and 24.92 percent of grade XII marked whom as incorrect.

60a It was him who told us to do it differently than your way.

⁴⁵Robert C. Pooley, op. cit., pp. 72-73.

⁴⁶Clarence Stratton, op. cit., p. 57.

Rank - 31 - 36 - 32 Percent - 67.03 - 72.36 - 80.81

An item similar to this was labeled colloquial by Marckwardt and Walcott and disputable with a rank of 138 / 230 by Leonard. Pooley states, "These forms (her, him, them in nominative constructions) are common, but not in written English or cultivated speech."⁴⁷ Whitaker-Wilson's comment is,

Those who say 'That's him' probably do so less from ignorance than from a desire not to appear pedantic. Yet it would be a pity to give way to that kind of opinion. It was him that said it might well be allowed to become idiomatic, for it is common enough. Yet there is nothing pedantic, surely, in It was he who said it, which is correct. ⁴⁸

Fowler says that the rule that the complement must be in the same case as the subject of the copula " ... is often broken in talk ..., but should be preserved in print." ⁴⁹

Students cannot distinguish between the objective and nominative forms after a copula verb. Three sentences in the Test of Grammatical Usage contained a pronoun in the nominative case correctly used as the complement of a copula verb. In each case, the pronoun was marked as wrong by a large number of students.

17b Is it I whom they are discussing?

The I was circled by 21.98, 28.49, and 35.69 percent of grades VIII, X, and XII.

⁴⁷Robert C. Pooley, op. cit., p. 72.

⁴⁸C. Whitaker - Wilson, op. cit., pp. 127-128.

⁴⁹H. W. Fowler, op. cit., p. 45.

25c If I were he, I would be more careful.

In this sentence, the he was circled by 52.75, 56.70, and 54.55 percent. In other words, more than half the students in each of the three grades thought this sentence contained an error in the case of pronouns.

48b Was it he who was burned when the tank exploded?

23.08, 25.93, and 27.27 percent of grades VIII, X, and XII marked the he as incorrect.

In spite of definite rules given in the textbooks, and the rejection of this usage as "good English" by modern writers, increasing percentages for both right and wrong expressions are indicative of confusion at all grade levels.

Type 8 Disagreement of pronoun with antecedent

3d This here boy is the one which busted the window.

Rank - 38.5 - 37 - 49.5 Percent - 61.17 - 71.79 - 73.40

Which used to refer to persons is classed as dialect by Marckwardt and Walcott while Leonard lists it under illiteracies and ranks it 209 / 230.

Growth in learning from grade VIII to X is significant but after grade X, no pronounced change takes place. Less than three-quarters of the students in any one grade marked this item as an error.

19d One should always do what he promises to do.

Rank - 96 - 95 - 95 Percent - 2.93 - 5.98 - 9.09

One ... he is literary English according to Marckwardt

and Walcott but disputable according to Leonard who ranks it 111 / 230. Vallins writes from England,

It is important to remember that the pronoun forms associated with the indefinite pronoun one are one and one's, not he, him, his. The fact is, one is better avoided altogether, and we used as a convenient substitute. ⁵⁰

Lloyd says, "The superiority of the American version 'one ... he rather than one ... one' in simplicity, naturalness, and euphony is self-evident."⁵¹ Stratton agrees with Lloyd when he writes.

After the pronoun one has been used, its idea should be expressed by the pronoun he. 'When one has a charge account, he is likely to run up large bills.' (British usage - you may see it in books - is likely to repeat one; the repetition seems awkward to us.)⁵²

Fowler comments that American, older English and a small minority of modern British writers use the one ... he combination but that the one ... one form should be made universal.⁵³

Of the textbooks studied, only Mastering Effective English contained a reference to this usage. It states, "His may be used to refer to one. Some authorities, however, consider one's better usage."⁵⁴ Learning to

⁵⁰G. H. Vallins, op. cit., p. 61.

⁵¹Charles Allen Lloyd, op. cit., p. 66.

⁵²Clarence Stratton, op. cit., p. 145.

⁵³H. W. Fowler, op. cit., p. 404.

⁵⁴J. C. Tressler and Claude E. Lewis, op. cit., p. 517.

Write includes in its exercises two sentences containing one ... he for correction. There seems no valid reason for labeling this expression incorrect.

23d Neither his uncle nor his aunt have bought their tickets yet.

Rank - 91 - 91 - 90 Percent - 8.42 - 10.83 - 18.18

Fowler says,

The number of the adjective pronoun is properly singular, & disregard of this fact is a recognized grammatical mistake, though, with the pronoun at least, very common ... 55

37d Everybody in the class said they would help.

Rank - 81 - 81.5 - 77 Percent - 17.22 - 21.94 - 38.05

"Everybody was here but they all went home early" is rated literary English by Marckwardt and Walcott and established by Leonard who ranks it 98 / 230. Pooley writes,

The pronouns everyone, everybody, anyone, anybody, and so forth, ... as antecedents of pronouns ... have been and still are used as plural words when the sense demands a plural, despite the efforts of rulemakers to control them. 56

The English viewpoint, given by Vallins, is,

Unless we are prepared to condone this disagreement as being so common that it has become a part of modern usage, we shall condemn them as examples of careless writing. 57

⁵⁵H. W. Fowler, op. cit., p. 376.

⁵⁶Robert C. Pooley, op. cit., pp. 88-89.

⁵⁷G. H. Vallins, op. cit., p. 59.

American usage accepts the plural pronoun with a singular antecedent to a greater extent than the British. In spite of the rules for the singular pronoun given in all the textbooks examined, the expression is not widely regarded as incorrect by the students tested.

Type 9 Miscellaneous pronoun errors

13c John weren't anywheres near the place.

Rank - 32 - 21 - 25 Percent - 65.57 - 80.34 - 84.85

20b Had you went anyplace but there, this couldn't of happened.

Rank - 84 - 87 - 85 Percent - 13.55 - 15.95 - 24.58

Both anywheres and anyplace are mentioned in Mastering Effective English and in Learning to Write as vulgar usages to be avoided. Anyplace, at least, is not regarded by the students as an error.

14e He plans on doing the work hissself.

Rank - 8 - 1.5 - 6.5 Percent - 92.31 - 98.29 - 97.64

50e They had ought to consider others beside theirselves.

Rank - 17.5 - 22 - 16.5 Percent - 77.29 - 80.06 - 90.24

In contrast to sentence 14, this item shows an appreciable increase in percent correct between grades X and XII.

44c We couldn't hardly see Mary and yoursself because of the rain.

Rank - 19.5 - 28 - 38 Percent - 76.56 - 76.07 - 78.11

58a John and myself, we can't scarcely do it today.

Rank - 48 - 61 - 65 Percent - 51.28 - 51.85 - 52.85

"They invited my friends and myself" is rated literary English by Marckwardt and Walcott and Pooley quotes, "He ... invited John Wilson and myself to visit him for a day or two" from Lockhart's Life of Sir Walter Scott and says, "This use is fully established in literature and current English."⁵⁸

"Yourself and your guests are invited" is classed as dialect by Marckwardt and Walcott and rated 146 / 230, disputable, by Leonard. Pooley gives as an example, "John and myself brought the Yule log home" and comments, "Frequently heard but not fully enough established to gain recognition."⁵⁹

Smith calls the use of a compound personal pronoun as a substitute for a personal pronoun a colloquialism, while Tressler and Lewis warn careful writers and speakers to avoid it. Although the compound personal pronoun used in the nominative case is not entirely acceptable, used in the objective case it has wide support. In neither expression marked by the students is there any significant difference

⁵⁸Robert C. Pooley, op. cit., p. 158.

⁵⁹Ibid., p. 157.

between the grades with approximately three-quarters of the students correcting yourself and one-half marking the expression myself as wrong.

Type 10 Confusion of preposition and conjunction

30c I drunk the water like you told me.

Rank - 90 - 78 - 82 Percent - 10.99 - 26.78 - 34.01

36b If you don't do like the recipe says, your cake will probably fall.

Rank - 55 - 42.5 - 36 Percent - 46.52 - 66.95 - 78.45

Marckwardt and Walcott give two examples using like as a conjunction, "We don't often see sunsets like they have in the tropics" and "Do it like he tells you". Both of these are classed as literary English. Leonard includes both in his disputable classification with ranks, respectively, of 180 / 230 and 186 / 230. Pooley calls this usage standard informal, "The use of like as a conjunction is a usage on the borderline of acceptability in American English."⁶⁰ Fowler says, "Every illiterate person uses this construction daily . . .";⁶¹ Lloyd comments, ". . . 'like' as a conjunction is considered by many to be reasonably good colloquial English";⁶² and Stratton states,

⁶⁰Robert C. Pooley, op. cit., p. 153

⁶¹H. W. Fowler, op. cit., p. 325.

⁶²Charles Allen Lloyd, op. cit., p. 105.

The word like is not a connective word. Strictly speaking, it should only be used as a preposition: 'You look like your mother.' It is grammatically and stylistically wrong to say 'You look like you feel sick.' Yet in certain sections of the country 'United States' like is consistently used as a connective . . . It will probably gain currency, aided by this recurrence in print. It is still classed as a colloquialism.⁶³

Over twice as many students marked item 36 wrong as marked item 30 yet the sentences are similar. It must be assumed that in the shorter, more common sentence, the like represents everyday speech and is overlooked. In the longer sentence requiring closer study, the like is noticed. If this assumption be true, students use like as a conjunction when speaking informally but change to as when writing or speaking formally. In both sentences there is a significant increase in correctness in grade X over grade VIII and in grade XII over grade X.

40d This list of materials is different than the one Mr. Smith prepared.

Rank - 68 - 71 - 71 Percent - 32.97 - 40.17 - 47.47

60d It was him who told us to do it differently than your way.

Rank - 60 - 63 - 62 Percent - 44.69 - 50.71 - 60.27

This expression is literary English according to Marckwardt and Walcott. It is ranked as disputable --

⁶³Clarence Stratton, op. cit., p. 239.

168 / 230 -- by Leonard, while Fowler says it is now mostly avoided.⁶⁴ Lloyd agrees with Fowler, writing, "The most careful speakers and writers are inclined to avoid the use of 'than' after the words 'different' and 'differently'."⁶⁵ Vallins comments,

The commonest sign of simple comparison is the word than. It is a conjunction that can follow only a comparative adjective or adverb and the one word else. That rule is well worth remembering; for by it such constructions as 'different than', 'prefer than', are condemned.⁶⁶

Pooley, however, is inclined to accept it. "While there is little doubt that different from is the currently preferred form, different than is a possible substitute to be found in reputable writers and polite conversation."⁶⁷ In the English Journal, Haase writes,

The conflict has arisen, not from usage, which has found both constructions useful tools to express a given meaning, but because prescriptive grammarians have attempted to eradicate the one in favor of the other. That they have had only partial success is indicated by the fact that both expressions exist in contemporary written usage.⁶⁸

Although different than does not seem to be gaining in

⁶⁴H. W. Fowler, op. cit., p. 630.

⁶⁵Charles Allen Lloyd, op. cit., p. 107.

⁶⁶G. H. Vallins, op. cit., p. 72.

⁶⁷Robert C. Pooley, op. cit., p. 168.

⁶⁸Gladys D. Haase, "Than", English Journal, XXXVIII, March 1949, p. 162.

favor, it has sufficient currency to entitle it to be regarded, at least, as standard informal. To ignore this acceptance in school is to ignore the mutability of the English language. The low percentages, themselves, indicate a growing acceptance on the part of the students. The more literary usage should not be stressed until the senior high school level, at which point pupils are becoming sufficiently sophisticated to make fine distinctions.

Type 11 Incorrect preposition or conjunction

5b The reason I hesitated was because there were three pair of shoes I liked.

Rank - 86 - 90 - 95 Percent - 11.34 - 14.81 - 16.16

This construction is classed as literary English by Marckwardt and Walcott, and as established -- 80 / 230 -- by Leonard. Pooley remarks that it is an expression very frequently heard⁶⁹ but Fowler says, "After such openings as The reason is, The reason why ... is, the clause containing the reason must not begin with because, but with that."⁷⁰ Only Learning to Write of the textbooks examined includes this expression as a construction to be avoided. It seems to be rather a lack of refinement than an actual error.

⁶⁹Robert C. Pooley, op. cit., p. 134.

⁷⁰H. W. Fowler, op. cit., p. 46.

10b Borrow some paper off of your partner if you haven't none.

Rank - 24 - 40.5 - 40 Percent - 73.26 - 70.08 - 77.44

This is a vulgarism mentioned in only one of the textbooks examined (Mastering Effective English) but one on the elimination of which a great deal of emphasis is placed in elementary school. Little growth takes place on this item after grade VIII but only three-quarters of the high school students marked it as an error.

31e I seen your brother-in-laws when they came in the room.

Rank - 69 - 68.5 - 70 Percent - 32.60 - 41.03 - 48.82

Less than half of the grade XII students considered in wrong although the distinction between in and into is given in all four textbooks examined.

39d The two bushel of potatoes were divided between the three.

Rank - 25 - 26 - 34 Percent - 72.89 - 76.64 - 79.80

"A treaty was concluded between the four powers" is rated as literary English by Marckwardt and Walcott, as established with a rank of 75 / 230 by Leonard, and as standard informal usage by Pooley. Stratton says,

Among should be used for more than two, Between applies to two only. Newspapers and periodicals

carelessly disregard this distinction. The British custom is to use between to include more than two.⁷¹

Canadian custom follows American in regarding between as incorrect when it refers to more than two. All four textbooks examined include a rule to this effect; in addition, the distinction is stressed in the lower school grades. No appreciable difference from one grade to the next was found to occur.

50d They had ought to consider others beside themselves.
Rank - 81 - 76 - 75 Percent - 17.22 - 30.20 - 39.06

Most authorities agree with Fowler when he says, "Besides alone has the secondary prepositional senses in addition to, except, ..."⁷² Grammar is Important, Learning to Write, and Mastering Effective English distinguish between the two words. Although the percentage correct increases significantly from one grade level to the next, the actual percentages are low.

54b The class agreed with there proposal to have less cards printed.

Rank - 92 - 96 - 97 Percent - 5.86 - 4.84 - 5.72

Grammar is Important and English Practice include the

⁷¹Clarence Stratton, op. cit., p. 216.

⁷²H. W. Fowler, op. cit., p. 49.

various propositions to be used with the verb agree in their lists of exercises. The percentages that marked the item correctly are not significantly different at the three grade levels.

Type 12 Confusion of adverb and adjective.

1b Mother isn't feeling good so she has laid down for a few minutes.

Rank - 28 - 44.5 - 53 Percent - 67.77 - 65.53 - 70.03

No appreciable growth takes place in this item after grade VIII but the low percentages indicate that more emphasis in the elementary grades is necessary. In sentence 16, "I sure couldn't hear well ... ", the well was marked wrong by 21.25, 14.64, and 9.07 percent of the students in grades VIII, X, and XII, respectively.

15e You're criticism of him going makes him feel badly.

Rank - 57.5 - 74 - 78 Percent - 45.05 - 35.61 - 37.71

Marckwardt and Walcott call this dialect but Leonard classes it established and ranks it 79/230. Lloyd remarks,

Certain mistakes obtain such currency among cultured people that they often pass unrecognized and carry with them no stigma of social inferiority, as others do. Among them is 'I feel

badly' for 'I feel bad' .73

While there is no significant difference between the numbers marked correctly in grades VIII and XII, grade X shows a decided decrease, probably resulting from confusion. Copulatives, such as feel used in this sentence, offer perpetual difficulty.

7b Joe did real well in his exams.

Rank - 40 - 38 - 26 Percent - 60.81 - 70-94 - 84.18

"It's real cold today" is classed as American literary English by Marckwardt and Walcott and as disputable -- 178/230 -- by Leonard. Pooley says,

Real as the modifier of another adverb in "real quick", "real soon", "real fast" and the like seems to be on the outer edge of acceptability. As the modifier of an adjective, as in "real good", "real bad", "real strong", it is slightly less secure. 74

16a I sure couldn't hear well from the back of the hall.

Rank - 56 - 57 - 59.5 Percent - 45.42 - 56.41 - 64.95

"It sure was good to see Uncle Charles" is rated as American colloquial English by Marckwardt and Walcott and as disputable by Leonard who ranks it 176/230. Pooley

73 Charles Allen Lloyd, op. cit., p. 193

74 Robert C. Pooley, op. cit., p. 162.

writes,

But today, while it is exceedingly common in popular speech, it is almost entirely excluded from polite conversation and careful writing. In fact, the avoidance of sure is one of the indications of cultivation in speech; its use is felt to be socially undesirable. 75

18e When we had finished, Mrs. James give us each a piece of fresh baked pie.

28b If you turn it regular, bread dough will raise evenly.

Rank - 61 - 48.5 - 44.5 Percent - 43.96 - 63.82 - 76.09

The three adjectives, sure, fresh, and regular, form adverbs regularly by the addition of -ly. In each item, the proportions marking them correctly increase progressively.

Type 13 Incorrect Adverb or Adjective

3a This here boy is the one which busted the window.

Rank - 21 - 14 - 18.5 Percent - 74.73 - 89.17 - 89.90

"That there rooster is a fighter" is classed as dialect by Marckwardt and Walcott and as illiterate by Leonard, who ranks it 211/230, and by Pooley. Learning to Write and Mastering Effective English both advise against the use of this here and that there. No significant growth takes place after grade X.

⁷⁵Robert C. Pooley, op. cit., p. 162

4a These kind of apples are always sweet.

Rank - 37 - 42.5 - 42.5 Percent - 62.27 - 66.95 - 76.43

Marckwardt and Walcott rate this item as colloquial, Leonard calls it disputable (167/230), and Pooley labels it standard informal. Fowler comments,

The irregular uses - Those k. of people, k. of started, a k. of a shock - are easy to avoid when they are worth avoiding, i.e. in print; & nearly as easy to forgive when they deserve forgiveness, i.e. in hasty talk. Those k. of is a sort of inchoate compound. ■ those-like (cf. such, = so-like); k. of startled = startled, like, or startled-like. A k. of a shock is both the least criticized & the least excusable of the three. 76

These kind is listed as an illiteracy in Smith.

Tressler and Lewis give a definite rule to follow, "This and that are singular and modify singular nouns; these and those are plural."⁷⁷

These kind does not seem to be established as good usage although it is generally accepted on an informal level.

12c Borrow me a eraser for a minute, will you?

Rank - 38.5 - 32 - 31 Percent - 61.17 - 75.21 - 81.48

Illiterate according to Leonard who ranks it 218/230.

24d Have you got the answers to them problems?

Rank - 5.5 - 6.5 - 3 Percent - 93.04 - 97.15 - 98.99

⁷⁶H. W. Fowler, op. cit., p. 312

⁷⁷J. C. Tressler and Claude E. Lewis, op. cit., p. 535

Pooley and Smith both label this construction as an illiteracy.

46d In your opinion, which career offers most advantages, law or medicine?

Rank - 64 - 54 - 59.5 Percent - 38.10 - 59.26 - 64.95

Marckwardt and Walcott give as an example, "Of two disputants, the warmest is generally in the wrong" and class it literary English. Leonard rates the same example 141/230 -- disputable. Pooley says that the use of the superlative in comparing two is standard informal usage. He writes,

The superlative is sometimes used, not only in colloquial speech where it is quite common, but in the published work of careful writers
At any rate, we may conclude that the superlative of two is neither inaccurate nor incorrect. 78

Lloyd asks, "What logical reason is there for limiting the use of the superlative to more than two?" 79

Although the textbooks state that the comparative form is to be used with two and the superlative with more than two, the rule is not in agreement with current usage. Thirty-five percent of students in grade XII do not recognize most in this sentence as an error.

54e The class agreed with their proposal to have less cards printed.

⁷⁸Robert C. Pooley, op. cit., p. 121

⁷⁹Charles Allen Lloyd, op. cit., p. 145

Rank - 90 - 85 - 79 Percent - 8.79 - 18.23 - 37.04

The rule that less refers to amount and fewer to number is given in Mastering Effective English. Twice as many Grade X students as Grade VIII marked this item correctly and, again, twice as many grade XII students as grade X marked it correctly.

Type 14 Redundancy

10c Borrow some paper off of your partner if you haven't none.

Rank - 57.5 - 59 - 66.5 Percent - 45.05 - 54.99 - 51.86

Classed as dialect by Marckwardt and Walcott, as disputable with a ranking of 182/230 by Leonard and as a vulgarism by Tressler and Lewis.

14b He plans on doing the work hisself.

Rank - 97 - 94 - 94 Percent - 2.20 - 7.41 - 11.11

Only Smith lists the on in plans on as redundant.

29c What kind of a book have each of you?

Rank - 83 - 86 - 88 Percent - 16.48 - 16.52 - 21.99

Tressler and Lewis list this redundant use of a as colloquial while Smith labels "I do not like that kind (sort) of a car " as wrong.

41e Now just where are we at?

Rank - 75 - 65 - 64 Percent - 24.18 - 47.01 - 53.54

This is American literary English according to Marckwardt and Walcott but illiterate according to Leonard who ranks it 192/230. Pooley classes it as homely and Stratton says,

An even more glaring error is the use of a preposition when it is not needed. This usually occurs on a low level of English - but not always. Some phrases have been heard so often that they almost carry with them the conviction of correctness ... 80

51b Your mother wants for you to come right away.

Rank - 5.5 - 8 - 6.5 Percent - 93.04 - 96.01 - 97.64

Leonard ranks this item illiterate -- 216/230 -- and Pooley calls it homely. The majority of the students answering the test recognized the for as redundant and marked it as wrong.

58b John and myself, we can't scarcely do it today.

Rank - 26 - 31 - 46.5 Percent - 70.70 - 75.50 - 75.42

Items such as this are labeled homely by Pooley, and Stratton says, "The immediate repetition of the noun subject by an equivalent pronoun is an error on a low level of speech." 81

In none of the six specific items included in this type is there a significant difference between the scores obtained by grade X and grade XII pupils, although the percentages vary, in grade XII, from 11.11 to 97.64.

⁸⁰Clarence Stratton, op. cit., p. 222

⁸¹Ibid., p. 55

Stress on redundant expressions should therefore be placed at or before the grade X level. There seems to be little general acceptance of redundant constructions indicating that more instruction is needed.

Type 15 Double Negative

8d Helen and Joan says they can't do no better.

Rank - 3 - 6.5 - 1 Percent - 94.87 - 97.15 - 99.33

10e Borrow some paper off of your partner if you haven't none.

Rank - 4 - 4 - 4 Percent - 94.14 - 97.44 - 98.65

33e Shirley ain't had her turn yet, neither.

Rank - 29.5 - 20 - 18.5 Percent - 67.40 - 82.05 - 89.90

Neither with the negative force pleonastic, as in I don't know that neither (instead of either), was formerly idiomatic though colloquial, but it is now archaic & affected. 82

44a We couldn't hardly see Mary and yourself because of the rain.

Rank - 29.5 - 23 - 24 Percent - 67.40 - 79.20 - 87.21

This expression is classed as archaic by Harckwardt and Walcott, as illiterate -- 189/230 -- by Leonard and as homely by Pooley.

52b She isn't but five foot tall.

Rank - 17.5 - 17 - 13 Percent - 77.29 - 86.61 - 93.27

82H. W. Fowler, op. cit., p. 377

Leonard classified both haven't but and can't but as disputable, ranking them 143/230 and 153/230. Although Marckwardt and Walcott do not record the first item, they class the second as literary English. Pooley calls can't but standard informal. The percentages marked correctly suggest that our schools are more severe on this item than the authorities quoted.

58c John and myself, we can't scarcely do it today.
Rank - 34.5 - 28 - 22.5 Percent - 64.10 - 76.07 - 87.54

Pooley calls this construction homely.

About double negatives in general, Pooley remarks,

The double negative may be fairly excluded from writing and speech of the present day on the grounds that it is out of style, currently unacceptable, but surely not on any grounds of logic or paradox. 83

Stratton's comment is, "An ignorant double negative is an error of the lowest level." 84

Except for can't do no which shows no improvement after grade VIII, and haven't none which shows none after grade X, growth in the elimination of the double negative proceeds through all the grades studied. Drill and instruction in the avoidance of this error may be profitably carried on through high school.

⁸³Robert C. Pooley, op. cit., p. 99

⁸⁴Clarence Stratton, op. cit., p. 202

Type 16 Wrong Number in Nouns

5d The reason I hesitated was because there were three pair of shoes I liked.

Rank - 53 - 73 - 76 Percent - 47.61 - 38.18 - 38.72

39a The two bushel of potatoes were divided between the three.

Rank - 49 - 55 - 54 Percent - 50.18 - 57.55 - 69.70

52d She isn't but five foot tall.

Rank - 46 - 58 - 58 Percent - 55.58 - 55.27 - 65.66

Vallins comments, "...the plural form is often dropped, especially in country speech: 'ten mile', 'three ton', 'two foot', 'ten pound'." ⁸⁵ Of the textbooks examined, this kind of usage is mentioned only in Mastering Effective English which states, "Use these correct forms." and then proceeds to list four examples of the plural use of mile, bushel, foot, and pair. ⁸⁶

If this use of the singular form is to be regarded as an error, considerably more instruction than is already given is necessary.

27d I wish I was going a little ways further with you and her.

Rank - 63 - 51 - 48 Percent - 41.76 - 62.68 - 74.07

The plural form in an expression such as this is

⁸⁵G. H. Vallins, op. cit., p. 12

⁸⁶J. C. Tressler, and Claude E. Lewis, op. cit., p. 537

American literary English according to Marckwardt and Walcott but disputable according to Leonard who ranks it 184/230. Smith calls this confusion of the singular and plural colloquial. The students show progressive, significant differences in percentages correct.

31b I seen your brother-in-laws when they came in the room.

Rank - 44.5 - 60 - 49.5 Percent - 56.04 - 54.42 - 73.40

Instruction in this item should be intensified after grade X. Although no significant growth appears to take place between grades VIII and X, over fifty percent of the grade VIII students marked the item correctly.

43b I have the party in my office; he confessed freely.

Rank - 93 - 89 - 93 Percent - 5.49 - 15.38 - 15.49

Fowler classes party as a popularized technicality -- "Free indulgence in this sort of term results in a tawdry style. It does not follow that none of them should ever be used."⁸⁷ Stratton explains,

Recall the word party - often misused but with a definite purpose. A man does not want to inform his listener that he has been talking to a woman; therefore he says "I met a party yesterday who told me you had been to Dubuque." Technically and legally, party has special uses. In telephone work, it covers any person who uses a telephone. In certain legal phrases it means a person: 'party to the agreement' and so on. It may be confusing in ordinary usage. ⁸⁸

⁸⁷H. W. Fowler, op. cit., p. 445

⁸⁸Clarence Stratton, op. cit., p. 132

Both Learning to Write and Mastering Effective English object to the use of party for person. Learning to Write finds this use "Particularly objectionable".⁸⁹ Its use in this sentence, however, appears to be a colloquialism rather than a grammatical error. It is recognized as an error by few high school students.

Type 17 Confusion of Form Due to Similar Sound

11a Their was two pencils and two books on his desk.

Rank - 70 - 68.5 - 69 Percent - 31.14 - 41.02 - 49.49

54c The class agreed with there proposal to have less cards printed.

Rank - 44.5 - 40.5 - 33 Percent - 56.04 - 70.08 - 80.47

There is a significant, progressive increase in the number of students marking these items as errors. The larger number marking there than their as wrong may be caused by the use of their as an expletive beginning sentence 11.

15a You're criticism of him going makes him feel badly.

Rank - 78 - 81.5 - 86 Percent - 18.68 - 21.94 - 24.24

16e I sure couldn't hear well from the back off the hall.

Rank - 41 - 48.5 - 55 Percent - 60.07 - 63.82 - 69.02

⁸⁹Reed Smith, op. cit., p. 314

38e I won't go without you do, to.

Rank 51.5 - 50 - 42.5 Percent - 49.45 - 74.75 - 76.43

19e One should always do what he promises too do.

Rank - 54 - 44.5 - 41 Percent - 47.99 - 65.35 - 77.07

The confusion of the forms to and too is similar in the three grades with the greatest improvement taking place between grades VIII and X.

Analysis of Test Items in Part II

Type 18 Omission

4. Is the salary of a doctor larger than a dentist?

Rank - 20 - 20 - 16 Percent - 46.69 - 65.62 - 85.52

26. The balloon did not rise as it should have.

Rank - 30 - 36 - 36 Percent - 21.25 - 17.91 - 12.54

31. New York has more people than any city in the world.

Rank - 26 - 28 - 25 Percent - 30.88 - 34.03 - 47.14

40. I never have and never will learn to operate this machine.

Rank - 28 - 26 - 29 Percent - 28.57 - 39.14 - 41.08

44. His mark was as high or higher than hers.

Rank - 33 - 27 - 27 Percent - 37.00 - 38.23 - 42.57

Ranking disputable by Leonard and scoring 119/230 was, "He could write as well or better than I".

46. Tom Stuart graduated Valley City High School last

June.

Rank - 11 - 6 - 6.5 Percent - 67.40 - 87.80 - 92.93

Omissions, as a type, ranked fifth in all three grades of the six kinds of sentence structure errors. The expressions, although reported to be errors by authors of both grammar textbooks and current usage handbooks, are perhaps not serious in that the meaning of the sentences is clear in spite of the omitted word.

Type 19 Wrong or Obscure Reference

1. John recognized Dr. Laine as he entered the store.

Rank - 36 - 35 - 31 Percent - 8.79 - 20.17 - 34.46

29. His father told Mr. Andrews that he should ask him to help him with his seeding.

Rank - 14 - 15 - 13 Percent - 63.47 - 78.40 - 87.16

45. She disapproved of her saying that she could not play as well as she could.

Rank - 10 - 14 - 11 Percent - 68.01 - 78.53 - 88.18

The foregoing three items are ambiguous statements of varying difficulty. In each one, the growth in percent correct from grade to grade is significant although the percentages themselves vary with the difficulty of the expression.

10. The plane circled the airport three times but

they didn't land.

Rank - 3 - 4 - 4.5 Percent - 79.34 - 88.76 - 95.29

66. In school they give us practice in introducing our friends to our parents.

Rank - 33 - 33 - 33 Percent - 17.65 - 22.83 - 31.06

"You just had a telephone call." "Did they leave any message?" This expression was rated literary English by Marckwardt and Walcott and established by Leonard with a rank of 31/230.

20. Our candy sale last week took in forty dollars and it was sold as quickly as it could be wrapped.

Rank - 12 - 8 - 10 Percent - 66.91 - 86.96 - 90.54

The wrong and obscure reference type of errors ranked third in sentence structure and tenth in the total group in grade VIII and third and eighth in grades X and XII. Emphasis on this type of error is essential in all grades since faulty reference destroys the meaning of the sentence.

Type 20 Dangling Modifier

11. While hurrying to meet the train, his suitcase suddenly opened spilling contents everywhere.

Rank - 19 - 23 - 20 Percent - 47.25 - 55.77 - 74.07

16. One day, while doing my homework, a fly landed on my pencil.

Rank - 29 - 30 - 26 Percent - 21.98 - 33.53 - 44.11

33. When hunting deer, the cabin was discovered almost hidden in the pines.

Rank - 17 - 16 - 14 Percent - 53.00 - 74.33 - 86.74

51. When crossing the stream, the bridge trembled under horse and rider.

Rank - 21 - 16 - 18 Percent - 44.85 - 69.14 - 80.81

22. Turning down a sidestreet, there was a child playing in the road.

Rank - 5 - 7 - 9 Percent - 72.00 - 87.00 - 91.58

54. Going to school, the fire was discovered by the children.

Rank - 9 - 10 - 8 Percent - 68.86 - 86.65 - 92.59

Pooley comments,

After all, although the textbooks fail to observe the fact, the dangling constructions are a form of ellipsis. Like all ellipses they are good when the meaning is clear, but bad when the meaning is obscured. 90

Stratton presents the conservative viewpoint,

A phrase beginning a sentence should have a consistent and logical relation to the subject of the sentence. If phrase and subject are not related correctly in thought and form, the phrase is described as dangling. What is worse, the sentence often sounds silly or ridiculous. ... Such errors are common. 91

Dangling modifiers which, as a type, show a definite improvement in rank from grade to grade rank second in all grades when sentence structure alone is considered.

⁹⁰ Robert C. Pooley, op. cit., p. 112

⁹¹ Clarence Stratton, op. cit., p. 63

Type 21 Misplaced modifier

3. She wants not only to borrow my notes but also keep them over the weekend.

Rank - 15 - 17 - 15 Percent - 56.25 - 73.81 - 86.53

Pooley states,

There seems no adequate reason for requiring correlative conjunctions to be used only with parallel constructions; current practice is endorsed by a long literary history in allowing the free use of the correlatives when the construction employed does not obscure the intended means. 92

Vallins' comment is,

But even the careful writer has to go warily with certain conjunctions, especially the correlatives ... The important thing is to place them in the right position, so that they introduce, to use again the language of mathematics, 'like terms'. 93

These two opposing viewpoints present the American and British consensus of opinion about correlatives. In spite of rulings presented in both Mastering Effective English and Learning to Write, student usage seems to favor the American.

24. If only I had a pencil.

Rank - 24 - 29 - 34 Percent - 32.64 - 33.75 - 27.31

70. Betty only wanted to stress one fact.

Rank - 25 - 25 - 24 Percent - 31.37 - 40.26 - 48.31

"We only had one left" is literary English according to Marckwardt and Walcott and established according to

⁹²Robert C. Pooley, op. cit., p. 96

⁹³G. H. Vallins, op. cit., p. 48

Leonard who ranks it 66/230 and comments, "Apparently instruction should attack ambiguous cases only." ⁹⁴ Pooley says,

The only valid objection to the position of only in any sentence is that in that sentence its position leads to ambiguity or misunderstanding. Inasmuch as in the great majority of sentences no misunderstanding occurs, the specific rules of the text are based upon a false assumption, and must be greatly revised to represent adequately current usage. 95

Gladys Haase, writing in the English Journal, states

...the colloquial 'misplacing' of only is justified by historical usage, by analogy, and by the very nature of the spoken language, which does not allow an individual the time to make nice distinctions in word order.

She goes on to say, "Certainly, at the moment, written usage is far more precise and careful than colloquial usage." ⁹⁶ Vallins, too, agrees with these writers when he states,

Indeed, in this matter of the position of only, logic and 'grammar' usually give up the unequal fight against usage; and what is logically correct often becomes stilted and unnatural English. 97

In spite of this agreement among current usage writers, Smith, in Learning to Write, makes the statement,

⁹⁴ Sterling A. Leonard, Current English Usage, included in Albert H. Warckwardt and Fred G. Walcott, Facts About Current English Usage, p. 104

⁹⁵ Robert C. Pooley, op. cit., p. 95

⁹⁶ Gladys D. Haases, "The Placing of Only in the Sentence", English Journal, XL, April, 1951, pp. 229-230.

⁹⁷ G. H. Vallins, op. cit., p. 37

There is one position and one position only in which only, not, nearly, and almost can be depended on to do their full duty -- that is, immediately in front of the word or group of words they are expected to modify. 98

The majority of the students tested do not recognize the misplacing of only as an error.

30. Repeat what you have just read without looking at your book.

Rank - 35 - 36 - 35 Percent - 13.19 - 9.82 - 18.18

58. My young brother is growing so quickly he almost reaches my shoulders.

Rank - 22 - 21 - 21 Percent - 44.65 - 56.84 - 71.08

63. Is he going to ever finish that story?

Rank - 8 - 12 - 17 Percent - 69.22 - 85.03 - 85.47

"We can expect the commission to at least protect our interest" is rated literary English by Marckwardt and Walcott and established -- 55/230 -- by Leonard who writes, "The evidence in favor of the judiciously split infinitive is sufficiently clear to make it obvious that teachers who condemn it arbitrarily are wasting their time and that of their pupils." 99 Lloyd gives the following rule as safe to follow: Follow the same policy about splitting the infinitive that you follow about splitting

⁹⁸Reed Smith, op. cit., pp. 216 - 217

⁹⁹Sterling A. Leonard, op. cit., p. 92

wood; that is don't split it unless you have to, and don't split it with a 'not'.¹⁰⁰ Vallins comments,

...the anti-split infinitive campaign has been so successful that most writers nowadays (in spite of Fowler) will cheerfully commit the sin of ambiguity rather than risk the self-appointed grammarian's frown ... Only very rarely, if ever, should an infinitive be split by more than a single adverb; and not even by a single adverb unless to avoid the split would lead to unnaturalness or ambiguity.¹⁰¹

Stratton agrees with this rule when he writes,

Many persons consider it wrong to split an infinitive ... If you are careful not to insert too many words between the infinitive parts perhaps you will escape criticism. If you feel they are dangerous, avoid all split infinitives.¹⁰²

Fowler's point of view is clear, "We maintain, however, that a real s.i., though not desirable in itself, is preferable to either of two things, to real ambiguity, & to patent artificiality."¹⁰³

Type 22 Incomplete sentence

Here is a dollar. To spend this afternoon at the circus.

Rank - 2 - 2 - 1 Percent 81.11 - 92.80 - 98.65

12. Hoping you will be able to come. I am sending you a ticket.

Rank - 13 - 11 - 6.5 Percent 66.79 - 85.55 - 92.93

¹⁰⁰Charles Allen Lloyd, op. cit., p. 73

¹⁰¹G. H. Vallins, op. cit., pp 55-56

¹⁰²Clarence Stratton, op. cit., p. 111

¹⁰³H. W. Fowler, op. cit., p. 560

15. Dot read the recipe carefully. Because she had never made one.

Rank - 1 - 1 - 2 Percent - 91.18 - 97.11 - 97.97

32. We walked all afternoon. Across the meadow and through the woods.

Rank - 6 - 10 - 12 Percent - 71.06 - 85.63 - 87.88

43. The members elected Don chairman. And made him responsible for keeping order.

Rank - 7 - 6 - 4.5 Percent - 70.70 - 87.84 - 95.29

64. I particularly like science. English and social studies, too.

Rank - 4 - 8 - 3 Percent - 78.31 - 86.90 - 96.63

Incomplete sentences ranked first in all three grades of the six sentence structure types; second in grade VIII and first in grades X and XII of the twenty-three types tested in the complete test. The high percentages indicate that these constructions are recognized as wrong even in grade VIII although a significant increase is shown from VIII to X.

Type 23 Incomplete subordination

27. The story was not true, however, it was interesting.

Rank - 31 - 31 - 30 Percent - 19.93 - 23.30 - 36.03

38. He said he knew you, in fact, he even remembered your address.

Rank - 34 - 33 - 32 Percent - 15.02 - 22.26 - 31.65

48. Hunting is great sport, you should try it.

Rank - 27- 23 - 23 Percent - 29.04 - 44.34 - 56.57

53. Friends are priceless, keep those you have.

Rank - 32 - 30 - 28 Percent - 17.95 - 29.41 - 41.55

59. "Are you tired?" Jean asked, "shall I drive?"

Rank - 18 - 20 - 22 Percent - 53.48 - 62.15 - 70.27

71. The iron was hot, she was afraid she would burn her dress.

Rank - 16 - 18 - 19 Percent - 56.09 - 68.77 - 76.22

"This book is valueless, that one has more to recommend it. (comma splice)" is rated as literary English by Marckwardt and Walcott and as established by Leonard who ranks it 35/230. Incomplete subordination ranked as the least well known of the sentence structure types.

The run-on sentence or comma-splice type of sentence is a violation of the unity of the construction and shows the inability of the students to recognize a correct sentence. Although recognition of this type of error involves grammar, the correction of the mistake required proper punctuation. This recognition and correction is essential; the results indicate that it must be emphasized.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

1. A compilation of nine error studies resulted in a list of twenty-three error types which was used as the basis for constructing a Test of Grammatical Usage. The test consisted of one hundred one items designed to test the seventeen word-knowledge types of errors and seventy-two items designed to test the six sentence structure types. Copies of the test, the directions for administering, and the scoring keys were distributed to the teachers of a representative sampling of classrooms in grades VIII, X, and XII in Saskatchewan.

2. When the test papers were returned and the results analyzed, the average percent correct for grade VIII was found to be 49.70, for grade X 58.19, and for grade XII 65.34.

3. Every type showed an increase in percent correct between grades VIII and X, and grades X and XII. All differences between the grades were found to be significant at the five percent level except for the redundant type of error which was significant at that level between grades VIII and X but not between grades X and XII.

4. The greatest growth was found to take place in the elimination of the dangling modifier type of error; the least, in the miscellaneous pronoun type. The double negative type of error, among those dealing with word knowledge, was found to be that known by the greatest percentage of students (85.83 percent). Of those dealing with sentence structure, the incomplete sentence type of error was recognized by the greatest number (87.33 percent). The two corresponding types least well-known were found to be lack of agreement between pronoun and antecedent (28.37 percent) and incomplete subordination (41.69 percent).

5. The rank order of percent correct was found to be remarkably constant throughout the three grades studied. The increased percentages resulted from increases in all types rather than from the elimination of any one kind of error. The ranks and percentages varied widely within the types themselves.

6. A number of the items included in the test as errors are regarded by authorities on current usage as acceptable or as disputable.

7. The Saskatchewan Programme of Studies for the High School¹ while emphasizing the value of a knowledge

¹Programme of Studies for the High School, Bulletin A, Department of Education, Regina, 1950, 116pp.

of grammatical principles, provides little direction to teachers. Specific items are listed to be mastered in grade IX as minimum essentials, and in grade XI as a review to help the student ". . . to know with more assurance the right use of words and the correct construction of sentences."² Many of the items included, such as the use of who and whom, and the use of singular verbs with such pronouns as neither, are disputable usages.

8. The textbooks examined direct student attention to problems of current usage but tend to be conservative in their point of view and limited in their scope. The exercises and examples provided present items as right or wrong, usually according to formal English standards, making no allowance for the situation in which the "wrong" form might be acceptable by modern standards.

9. In no one of the textbooks was the amount of material devoted to the items in proportion to their ranking in the investigation. The text found to devote the greatest number of lines of material, and to give the greatest number of examples of the types of errors tested was Learning to Write, while the greatest number of exercises was provided by Mastering Effective English.

10. In all textbooks, verb and pronoun errors were

²Ibid., p. 83.

dealt with more considerably than any other class. This agrees with the results of all studies examined.

11. Ninety-seven specific errors from the Test of Grammatical Usage were analyzed. Those missed most often by students in the three grades were these:

14b He plans on doing the work hisself.

Rank - 97 - 94 - 94 Percent - 2.20 - 7.41 - 11.11

19d One should always do what he promises too do.

Rank - 96 - 95 - 95 Percent - 2.93 - 5.98 - 9.09

42a You can set in my place as you use to.

Rank - 95 - 97 - 96 Percent - 4.40 - 3.70 - 8.42

43b I have the party in my office; he confessed freely.

Rank - 94 - 89 - 93 Percent - 5.49 - 15.38 - 15.49

54b The class agreed with there proposal to have less cards printed.

Rank - 93 - 96 - 97 Percent - 5.86 - 4.84 - 5.72

23d Neither his uncle nor his aunt have bought their tickets yet.

Rank - 92 - 91 - 90 Percent - 8.42 - 10.83 - 18.18

54e The class agreed with there proposal to have less cards printed.

Rank - 91 - 85 - 79 Percent - 8.79 - 18.23 - 37.04

4c These kind of apples are always sweet.

Rank - 90 - 92.5 - 89 Percent - 9.16 - 10.54 - 19.53

55b Who will I give the book to when I finish it?

Rank - 89 - 92.5 - 91 Percent - 10.25 - 10.54 - 17.17

30c I drunk the water like you told me.

Rank - 88 - 78 - 82 Percent - 10.99 - 26.78 - 34.01

5b The reason I hesitated was because there were three pair of shoes I liked.

Rank - 87 - 90 - 92 Percent - 11.34 - 14.81 - 16.16

23c Neither his uncle nor his aunt have bought their tickets yet.

Rank - 86 - 88 - 87 Percent - 12.09 - 15.67 - 23.91

According to the classification used in this study, these twelve specific items found by the students to be most difficult represent eight types of errors.

Conclusions

1. Every item used in the test was regarded as an error by at least one of the textbooks examined. The items, however, were recognized as errors, on the average, by only two-thirds of the students completing grade XII. If the items used may be considered as representative of the essentials of grammar to be mastered in school, the results indicate that students are leaving school without this mastery.

2. Growth continues throughout high school in the elimination of every error type tested (except, perhaps,

redundancy) whether or not specific provision is made for instruction.

3. The small relationship found to exist between difficulty and type suggests that items should be taught because of their degree of difficulty rather than because of the type to which they belong.

4. Every teacher should have access to a handbook of current usage such as Fowler's Dictionary of Modern English Usage.³

5. When controversial items are being taught to students, or if a question involving such items arises, the teacher should point out the dispute and encourage the student to use that form which is comfortable to him and to his listener and appropriate to the occasion.

6. Rather than studying the "right use of words", the student in the senior grades should be taught to recognize language as a continually changing medium of communication and be encouraged to use words and expressions accordingly.

7. In the lower grades, disputable items should probably not be introduced unless the opportunity presents itself. Items to be classified dogmatically as right or wrong should be limited to those about which no controversy

3

H. W. Fowler, A Dictionary of Modern English Usage, Oxford University Press, 1950, 742pp.

exists. Provision must be made for changing standards and changing concepts of what is correct and what is incorrect in the study of language.

8. Continued emphasis on real-life situations, as stressed in the Programme of Studies for the High School is necessary if English is to be studied as the living language it is.

9. The age or grade level at which instruction would be most effective in the elimination of grammatical mistakes differs for each item. During elementary school, an attempt should be made to eliminate such forms as:

1b Mother isn't feeling good so she has laid down for a few minutes.

3a, d. This here boy is the one which busted the window.

10b Borrow some paper off of your partner if you haven't none.

13b John weren't anywheres near the place!

15e You're criticism of him going makes him feel badly.

35d Have they proven that he dove from this board?

All forms of redundancy, also, could be profitably corrected in the junior grades.

10. Stress on the elimination of the following errors should be made in all grades, from VIII to XII.

5b The reason I hesitated was because there were three pair of shoes I liked.

20b, e Had you went anyolace but there, this couldn't of happened.

21a If I would have had time, I would have taught him how to do it.

23d Neither his uncle nor his aunt have bought their tickets yet.

32d If it were possible we would of did it.

37d Everybody in the class said they would help.

46d In your opinion, which career offers most advantages, law or medicine?

Double negatives, wrong number in nouns, wrong or obscure reference, and incomplete subordination could also be corrected throughout these grades. Before any such stress is placed on its elimination, however, it must be determined, for each item, whether an error exists or not.

11. Items about which there is considerable dispute should be left to the senior grades and the student then informed of the controversy and encouraged to form his own opinion. In this group would be such items as:

4a These kind of apples are always sweet.

15b You're criticism of him going makes him feel badly.

19d One should always do what he promises too do.

22b He told Jim and I that, in principle, we were right.

24b Have you got the answers to them problems?

27b I wish I was going a little ways further with you and her.

31b I seen your brother-in-laws when they came in the room.

42a You can set in my place as you use to.

43b I have the party in my office; he confessed freely.

44c We couldn't hardly see Mary and yourself because of the rain.

54b, e The class agreed with there proposal to have less cards printed.

55a, b Who will I give the book to when I finish it?

58a John and myself, we can't scarcely do it today.

60a It was him who told us to do it differently than your way.

Also to be left until the senior grades are the split infinitive and the position of modifiers such as only.

Suggestions for Further Research

1. This study was exploratory in that each type of error was tested by relatively few specific items. More detailed research, particularly of verb and pronoun errors, is necessary to determine the minimum essentials to be

included in a course of studies, and the most suitable grade placement of specific items.

2. The high rank of incomplete sentences and the low rank of incomplete subordination suggest research on the persistency and prevalence of punctuation errors, since the students seem to be able to recognize a complete thought as such, but not to be able to separate complete thoughts within a sentence.

3. A study of frequency of use similar to that carried out by Stormzand and O'Shea⁴ in the United States is needed in Canada to determine those constructions most commonly used.

4. A nation-wide study of modern usage to find what is acceptable Canadian speech is essential.

⁴M. J. Stormzand and M. V. O'Shea, How Much English Grammar?, Warwick and York, Inc., Baltimore, 1924, 284pp.

BIBLIOGRAPHY

Specific References

Error Studies

- Ashbaugh, E. J., "Non-School English of High-School Students", Journal of Educational Research, XV, May, 1927, pp. 307-313.
- Butler, David, "Frequencies of Errors in Freshman Themes", English Journal, College Edition, XXV, 1936, pp. 57-60.
- Charters, W. W., "Minimal Essentials in Elementary Language and Grammar", Second Report of the Committee on Minimum Essentials in Elementary School Subjects, Sixteenth Yearbook, National Society for the Study of Education, Part 1, Public School Publishing Company, Bloomington, Illinois, 1917, pp. 85-110.
- Dudley, Fred A., "Does Freshman English Take?", English Journal, College Edition, XVIII, December, 1929, pp. 823-833.
- Engleman, Edward U. and Shannon, J. R., "An Analysis of Teachers' English Errors", English Journal, College Edition, XXII, January, 1933, pp. 45-52.
- Guiler, Walter Scribner, "Grammatical-Usage Disabilities of College Freshmen", Journal of the American Association of Collegiate Registrars, XXII, October, 1946, pp. 49-57.
- Harap, Henry, "The Most Common Grammatical Errors", English Journal, College Edition, XIX, June, 1930, pp. 440-446.
- Johnson, R. I., "Persistency of Errors in English Composition", School Review, XXV, October, 1917, pp. 555-580
- Lange, Phil C., "A Sampling of Composition Errors of College Freshmen in a Course Other than English", Journal of Educational Research, XLII, November, 1948, pp. 191-200.
- McKee, P. G., Language in the Elementary School, Houghton Mifflin Co., Cambridge, Mass., 1934, 482pp.

BIBLIOGRAPHY (continued)

- Myers, D. L., "Language Lessons", Journal of Education, LXXXIV, November 9, 1916, p. 467.
- O'Rourke, E. J., Rebuilding the English-Usage Curriculum to Insure Greater Mastery of Essentials: A Report of a Nation-Wide Study of English, The Psychological Institute, Washington, D. C., 1934, 98pp.
- Parker, R. E., "The English of High-School Students", English Journal, XV, February, 1926, pp. 107-110.
- Pooley, Robert C., "Contributions of Research to the Teaching of English", English Journal, XXXVII, April, 1948, pp. 107-175.
- Potter, Walter H. and Touton, Frank C., Achievement in the Elimination of Error in the Mechanics of Written Expression Throughout the Junior-Senior High School, University of Southern California Studies, Second Series, Number 3, Los Angeles, California, 1927, 24pp.
- Pressey, L. C., "Freshman Needs in Written English", English Journal, XIX, November, 1930, pp. 705-710.
- Rodgers, Grace S., "A Critical Study of the Grammatical Errors of Junior High School Pupils", Journal of Applied Psychology, XVI, 1932, pp. 421-426.
- Seaton, J. T., Errors of College Students in the Mechanics of English Composition, Research Adventures in University Teaching, Public School Publishing Company, Bloomington, Illinois, 1927, 152pp.
- Sunne, Dagny, "The Effect of Locality on Language Errors", Journal of Educational Research, VIII, October, 1923, pp. 239-251.
- Synonds, P. J. and Hinton, E. H., "Studies in the Learning of English Expression, number V, Grammar", Teachers College Record, XXXIII, February, 1932, pp. 430-438.
- Tressler, J. C., "High School Grammar: An Investigation", English Journal, VI, December, 1917, pp. 645-657.
- Wheeler, Arville, "A study to determine the errors that appear in written work of rural and urban pupils in certain school systems in Kentucky", Journal of Experimental Education, VIII, June, 1940, pp. 385-398.

BIBLIOGRAPHY (continued)

Witty, Paul A. and Green, Roberta LaBrant, "Composition Errors of College Students", English Journal, College Edition, XIX, May, 1930, pp. 388-393.

Current usage

Bartlett, Adeline Courtney, "Neither with Plural Verb", English Journal, XL, December, 1951, pp. 576-577.

DeBoer, J. J., Kaulfers, M. C. and Miller, D. B., Teaching Secondary English, McGraw-Hill Book Company, Inc., Toronto, 1951, 427pp.

Depew, Ollie, "Now Let Us Examine Usage", Progressive Education, XXIX, February, 1952, pp. 149-150.

Ford, N. A., "Responsibility for Language Usage", Journal of Higher Education, XXIII, March, 1952, pp. 153-155.

Fowler, H. W., A Dictionary of Modern English Usage, Oxford University Press, 1950, 742pp.

Fries, Charles Carpenter, American English Grammar, National Council of Teachers of English, English Monograph Number 10, Appleton-Century-Crofts, Inc., New York, 1940, 313pp.

Gucker, Philip Clark, "A Dissenting Opinion on Language Trends", English Journal, XXXVIII, January, 1949, pp. 22-29.

Haase, Gladys D., "Can and May", English Journal, XXXVIII, September, 1949, pp. 401-402.

Haase, Gladys D., "Than", English Journal, XXXVIII, March, 1949, pp. 161-163.

Haase, Gladys D., "The Placing of Only in the Sentence", English Journal, XL, April, 1951, pp. 229-231.

Hatfield, W. Wilbur, "What Standards of Usage?", English Journal, XXXVIII, February, 1949, pp. 95-96.

Kenyon, John S., "On the Position of Only", English Journal, XL, November, 1951, pp. 528-529.

Leonard, S. A. and Moffett, H. Y., "Current Definitions of Levels in English Usage", English Journal, XVI, May, 1927, pp. 345-359.

Lloyd, Charles Allen, We Who Speak English, Thomas Y. Crowell Company, New York, 1938, 308pp.

BIBLIOGRAPHY (continued)

- Marckwardt, Albert H. and Walcott, Fred G., Facts About Current English Usage, National Council of Teachers of English, English Monograph Number 7, Appleton-Century-Crofts, Inc., New York, 1938, 144pp.
- Perrin, Porter G., Writer's Guide and Index to English, Scott, Foresman and Company, New York, 1942, 800pp.
- Pooley, Robert C., "Language Behavior of Adults", English Journal, XXXVIII, February, 1949, pp. 73-82.
- Pooley, Robert C., Teaching English Usage, Appleton-Century-Crofts, Inc., New York, 1946, 265pp.
- Pooley, Robert C., "Where are we at?", English Journal, XXXIX, November, 1950, pp. 496-504.
- Seegers, J. C., "Grammar and Usage", School Review, LVIII, November, 1950, pp. 468-474.
- Stratton, Clarence, Guide to Correct English, McGraw-Hill Book Company, Inc., New York, 1949, 300pp.
- Thorndike, Edward L., Evans, Annie L., Kennon, Laura H. V., and Newcomb, Edith I., "An Inventory of English Constructions with Measures of Their Importance", Teachers College Record, XXVIII, Number VI, February, 1927, pp. 580-610.
- Vallins, G. H., Good English - How to Write It, Andre Deutsch Limited, London, 1952, 214pp.
- Whitaker-Wilson, C., Modern English Speech, Sidgwick and Jackson Limited, London, 1948, 150pp.

Textbook analysis

- McLeod, Norman, English Practice, The Copp Clark Company, Ltd., Toronto, 1941, 270pp.
- McGuire, A. W., Grammar Is Important, The Book Society of Canada, Ltd., Toronto, 1949, 182pp.
- Programme of Studies for the High School, Bulletin A, Department of Education, Regina, 1950.

BIBLIOGRAPHY (continued)

Smith, Reed, Learning to Write, Canadian Edition, Macmillan Company of Canada, Limited, Toronto, 1947, 511pp.

Tressler, J. C. and Lewis, Claude E., Mastering Effective English, Revised Edition, The Copp Clark Company, Ltd., Toronto, 1950, 597pp.

General References

Allen, H. B., "Standard of Usage in Freshman Textbooks", English Journal, College Edition, XXIV, 1935, pp. 564-571.

Baker, H. S., The High-School English Teacher, Ryerson Press, Toronto, 1949, 107pp.

Brownell, W. A. and Easley, C. E., "Analyses of Errors", Review of Educational Research, III, October, 1933, pp. 302-307.

Camensisch, S. C., "A Program of Mechanics in Written Composition", English Journal, College Edition, XXI, October, 1932, pp. 618-624.

Henry, George H., "Can Your Child Really Read?", Harper's Magazine, January, 1946, pp. 72-76.

Klapper, Paul, Teaching English in Elementary and Junior High Schools, D. Appleton and Company, New York, 1925, 355pp.

LaBrant, Lou, We Teach English, Harcourt, Brace and Company, New York, 1951, 342pp.

Lyman, R. L., Summary of Investigations Relating to Grammar, Language and Composition, Supplementary Educational Monographs, Number 36, 1929, The University of Chicago, Chicago, 302pp.

Lyman, R. L., "Summary of Investigations Relating to Grammar, Language and Composition (January, 1929, to January, 1931) II", Elementary School Journal, XXXII, 1931-1932, pp. 352-363.

McKee, Paul, What Makes a Language Program Successful?, Thomas Nelson and Sons, Limited, Toronto, 1941, 16pp.

BIBLIOGRAPHY (continued)

- Mirrieless, Lucia B., Teaching Composition in High School, Harcourt, Brace and Company, Chicago, 1931, 374pp.
- Moffett, E. Y., "Grammar and Power", English Journal, XVII, 1928, pp. 800-810.
- Neville, Mark, "Let Us Be Sensible", English Journal, XLI, March, 1952, pp. 137-141.
- Partridge, Eric, English, A Course for Human Beings, Winchester Publications Limited, London, 1949, 173pp.
- Partridge, Eric, and Clark, John W., British and American English Since 1900, Andrew Dakers Limited, London, 1951, 341pp.
- Pei, Mario, The Story of English, J. B. Lippincott Company, New York, 1952, 381pp.
- Pooley, Robert C., "Grammar and Usage in Composition Textbooks", English Journal, XXII, January, 1933, pp. 16-20.
- Pooley, Robert C., "Publicizing Our Aims", English Journal, XLI, March, 1952, 381pp.
- Searson, J. W., "Determining a Language Program", English Journal, XIII, February, 1924, pp. 99-114.
- Smith, Dora V., Instruction in English, U.S. Office of Education Bulletin Number 17, National Survey of Secondary Education Monograph Number 20, 1932, 89pp.
- Stormzand, H. J., and O'Shea, H. V., How Much English Grammar?, Warwick and York, Inc., Baltimore, 1924, 284pp.
- Toombs, H. P., "The Control and Support of Public Education in Saskatchewan, an uncompleted study being conducted at the University of Saskatchewan.

APPENDIX A

ERROR STUDIES USED IN THE COMPILATION OF ERRORS

1. Fred A. Dudley, "Does Freshman English 'Take'?", English Journal, College Edition, XVIII, December, 1929, pp. 823-833.

One hundred forty-nine papers written by one hundred forty-four students outside of class for freshman classes other than English were studied by Dudley.

2. Henry Harap, "The Most Common Grammatical Errors", English Journal, College Edition, XIX, June, 1930, pp. 440-446.

Harap tabulated thirty-three investigations of written and oral errors made up to 1930.

3. Paul A. Witty and Roberta LaBrant Green, "Composition Errors of College Students", College Edition, English Journal, XIX, May, 1930, pp. 388-393.

Twenty-five-minute written compositions by freshmen and upper-classmen at the University of Kansas were examined.

4. Grace S. Rodgers, "A Critical Study of the Grammatical Errors of Junior High School Pupils", Journal of Applied Psychology, XVI, 1932, pp. 421-426.

Rodgers carried out a study of friendly letters written in free composition by 29,000 junior high school students.

5. Edward U. Engleman and J. R. Shannon, "An Analysis of Teachers' English Errors", English Journal, College Edition, XXII, January, 1933, pp. 45-52.

APPENDIX A (continued)

ERROR STUDIES USED IN THE COMPILATION OF ERRORS

Engleman and Shannon studied the written and oral English of teachers.

6. P. G. McKee, Language in the Elementary School, Houghton Mifflin Co., Cambridge, Mass., 1934, 482pp.

McKee classified 53,000 oral errors of pupils in grades III to VIII.

7. David Butler, "Frequencies of Errors in Freshman Themes", English Journal, College Edition, XXV, 1936, pp. 57-60.

Three hundred ninety-six themes by thirty-six college freshmen were studied by Butler.

8. Arville Wheeler, "A Study to determine the errors that appear in written work of rural and urban pupils in certain school systems in Kentucky", Journal of Experimental Education, VIII, June, 1940, pp. 385-398.

Wheeler examined the written work of rural and urban pupils in grades III to XII.

9. Robert C. Pooley, Teaching English Usage, Appleton-Century-Crofts, Inc., New York, 1946, 265pp.

A course of studies in grammar was outlined by Pooley as the result of investigations. Details of the investigations used were not given.

APPENDIX B

MOST COMMON GRAMMATICAL ERRORS FOUND BY PREVIOUS STUDIES

Class	Type	Mentioned in study carried out by								
		1	2	3	4	5	6	7	8	9*
Verb										
1.	Disagreement of subject and verb	x	x	x		x	x	x	x	x
2.	Incorrect tense form		x	x	x	x		x		x
3.	Incorrect sequence	x	x	x		x	x	x	x	x
4.	Use of a wrong verb		x		x	x	x	x	x	x
5.	Confusion of past tense and past participle	x	x		x	x	x	x	x	x
6.	Miscellaneous verb errors		x		x	x				x
Pronoun										
7.	Wrong case of pronoun	x	x	x	x	x		x		x
8.	Disagreement of pronoun with antecedent	x	x	x		x	x		x	x
9.	Miscellaneous pronoun errors		x			x				
Preposition and Conjunction										
10.	Confusion of preposition and conjunction	x					x	x		
11.	Incorrect preposition or conjunction	x	x	x	x	x				
Adverb and Adjective										
12.	Confusion of adverb and adjective	x	x	x	x	x	x		x	x
13.	Incorrect adverb or adjective		x			x		x	x	x
Miscellaneous										
14.	Redundancy	x	x		x	x		x	x	x
15.	Double negative		x	x		x	x		x	x
16.	Wrong number in nouns				x	x			x	
17.	Confusion of form due to similar sound	x	x						x	

APPENDIX B (continued)

MOST COMMON GRAMMATICAL ERRORS FOUND BY PREVIOUS STUDIES

Class	Type	Mentioned in study carried out by								
		1	2	3	4	5	6	7	8	9*
Sentence structure										
18.	Omission	x		x	x	x			x	x
19.	Wrong or obscure reference	x	x	x		x			x	
20.	Dangling modifier			x	x	x			x	
21.	Misplaced modifier	x	x	x	x	x			x	
22.	Incomplete sentence			x		x			x	x
23.	Incomplete subordi- nation						x		x	x

*These numbers refer to the error studies used in the compilation as listed in Appendix A.

APPENDIX C

TEST OF GRAMMATICAL USAGE

Name Grade
 School Boy or Girl
 City or Town Date

Directions

This is a short test which you are being asked to take to help find out how good your progress has been in English. The test is not hard but you will have to read and think about each item carefully. Try to do every item. You will have all the time you need to finish. The test is made up of two parts. When you finish Part I, do not stop working but continue immediately with Part II. It is important that you do your very best.

Part I

This part consists of a series of sentences, each divided into five parts lettered A, B, C, D, and E. You are to look at each and decide which of the lettered parts have language errors. Some of the sentences are entirely correct. Others may have from one to five parts wrong. For each part of each sentence which you think is wrong, draw a circle around the letter on the right-hand side of the page.

Example

Leave / me go / with John / and she / to the show. (A) B C (D) E
 A B C D E

A circle has been drawn around the letter A because "leave" is not right, D is circled because "she" is incorrect. There is nothing wrong with parts B, C, and E, so those letters are left unchanged.

APPENDIX C (continued)

TEST OF GRAMMATICAL USAGE

Practice Exercise

1. Isn't / there / no one / here who / watched? A B C D E
 A B C D E
2. There ain't / many of us / which / do / not A B C D E
 understand. A B C D E
3. We saw / the house / in / which / he lived. A B C D E
 A B C D E

In the first sentence you should have circled the letter C; in the second, you should have put a circle around both A and C. The third sentence is correct; you should not have circled any letters.

PART I

1. Mother isn't / feeling good / so she / has A B C D E
 laid down / for a few minutes. A B C D E
 E
2. Betty says / she / might go / with / we girls. A B C D E
 A B C D E
3. This here / boy is / the one / which / busted A B C D E
 the window. A B C D E
4. These kind / of apples / are / always / sweet. A B C D E
 A B C D E
5. The reason I hesitated / was because / there A B C D E
 were / three pair / of shoes I liked. A B C D E
 C D E
6. As time passes, / the campers take / longer A B C D E
 and longer / hikes over / the well-worn trails. A B C D E
 D E

GO ON TO THE NEXT PAGE

APPENDIX C (continued)

TEST OF GRAMMATICAL USAGE

7. Joe did / real / well / in / his exams. A B C D E
 A B C D E
8. Helen and Joan / says / they / can't do no / A B C D E
 better. B C D
 E
9. He picked up / the newspaper / and says / A B C D E
 I hadn't ought / to read it. B C
 D E
10. Borrow some paper / off / of your partner A B C D E
 if you / haven't none. A B C
 D E
11. Their / was / two pencils / and two books / on A B C D E
 his desk. A B C D E
12. Borrow / me / a eraser / for a minute, // will A B C D E
 you? A B C D E
13. John / weren't / anywheres / near / the place ! A B C D E
 A B C D E
14. He plans / on / doing / the work / hisself. A B C D E
 A B C D E
15. You're criticism / of him going / makes him / A B C D E
 feel / badly. A B C
 D E
16. I sure / couldn't hear / well / from the back / A B C D E
 off the hall. A B C D
 E
17. Is it / I / whom / they / are discussing? A B C D E
 A B C D E

GO ON TO THE NEXT PAGE

APPENDIX C (continued)

TEST OF GRAMMATICAL USAGE

18. When we had finished, / Mrs. James give / us / each / a piece / of fresh baked pie. A B C D E
A B C D E
19. One should / do / what / he promises / too do. A B C D E
A B C D E
20. Had you went / anyplace / but there, / this / couldn't / of happened. A B C D E
A B C D E
21. If I would have / had time, / I would have / taught him / how to do it. A B C D E
A B C D E
22. He told / Jim and I / that, / in principle, / we were right. A B C D E
A B C D E
23. Neither his uncle / nor his aunt / have bought / their tickets / yet. A B C D E
A B C D E
24. Have you / got / the answers / to them / problems? A B C D E
A B C D E
25. If I / were / he, I / would be / more careful. A B C D E
A B C D E
26. In spite of / the frost, / not all / the tomatoes / were froze. A B C D E
A B C D E
27. I wish / I was / going / a little ways further / with you and her. A B C D E
A B C D E

GO ON TO THE NEXT PAGE

APPENDIX C (continued)

TEST OF GRAMMATICAL USAGE

28. If you turn / it regular, / bread dough will / A B C D E
 A B C
 raise / evenly.
 D E
29. What kind / of / a book / have / each of you? A B C D E
 A B C D E
30. I drunk / the water / like / you told / me. A B C D E
 A B C D E
31. I seen / your brother-in-laws / when they / A B C D E
 A B C
 came / in the room.
 D E
32. If it / were possible / we could / of / did it. A B C D E
 A B C D E
33. Shirley ain't / had / her turn / yet / neither. A B C D E
 A B C D E
34. One of those men / who / are working / on A B C D E
 A B C
 the car / is Mr. Johnson.
 D E
35. Have they / proven / that he / dove / from A B C D E
 A B C D E
 this board?
36. If you don't do / like / the recipe says, / A B C D E
 A B C
 your cake / will probably fall.
 D E
37. Everybody / in the class / said / they / would A B C D E
 A B C D E
 help.
38. I won't / go / without / you do, / to. A B C D E
 A B C D E
39. The two bushel / of potatoes / were divided / A B C D E
 A B C

GO ON TO THE NEXT PAGE

APPENDIX C (continued)

TEST OF GRAMMATICAL USAGE

- between / the three.
D E
40. This list / of materials / is different / than A B C D E
the one / Mr. Smith prepared.
A B C D E
41. Now just / where / are / we / at? A B C D E
A B C D E
42. You can / set / in my place / as you / use to. A B C D E
A B C D E
43. I have / the party / in my office; / he A B C D E
confessed / freely.
A B C D E
44. We couldn't hardly / see Mary / and yourself / A B C D E
because / of the rain.
A B C D E
45. The teacher, / Miss Ellis, / then told / me / A B C D E
I may go.
A B C D E
46. In your opinion, / which / career offers / most A B C D E
advantages, / law or medicine?
A B C D E
47. Bill said / he gave / tickets to / you and I / A B C D E
yesterday.
A B C D E
48. Was it / he / who / was burned / when the tank A B C D E
exploded?
A B C D E
49. Without / a vote is taken, / the opinion of the A B C D E
members / will not / be known.
A B C D E

GO ON TO THE NEXT PAGE

APPENDIX C (continued)

TEST OF GRAMMATICAL USAGE

50. They had ought / to consider / others / beside / A B C D E
 A B C D
 themselves.
 E
51. Your mother wants / for / you / to come / right A B C D E
 A B C D E
 away.
52. She / isn't but / five / foot / tall. A B C D E
 A B C D E
53. What is / the effect / of mixing / these / two? A B C D E
 A B C D E
54. The class agreed / with / there proposal / to A B C D E
 A B C D
 have / less cards printed.
 E
55. Who / will I / give the book to / when I / A B C D E
 A B C D
 finish it?
 E
56. Jean come / to borrow / those / books you / A B C D E
 A B C D
 brung home.
 E
57. Mathematics are / of / great importance / to / A B C D E
 A B C D
 engineers.
 E
58. John and myself, / we / can't scarcely / do it / A B C D E
 A B C D
 today.
 E
59. When they arrived, / we saw / it / was / not A B C D E
 A B C D E
 enough.
60. It was him / who told us / to do it / differently. A B C D E
 A B C D
 than / your way.
 E

GO ON TO PART II

APPENDIX C (continued)

TEST OF GRAMMATICAL USAGE

PART II

Directions

Some of the following sentences are correct and some are incorrect. If the sentence is correct, draw a circle around the "R" (right); if the sentence is incorrect, draw a circle around the "W" (wrong).

1. John recognized Dr. Laine as he entered the store. R W
2. That package is not for you. R W
3. She wants not only to borrow my notes but also keep them over the weekend. R W
4. Is the salary of a doctor larger than a dentist? R W
5. When you see him coming, wave. R W
6. Mr. Adams is always asking me for my answers. R W
7. Here is a dollar. To spend this afternoon at the circus. R W
8. "Think it over," replied the business man. "Come to see me again." R W
9. Turning the page, I was attracted by the brightly colored pictures. R W
10. The plane circled the airport three times but they didn't land. R W
11. While hurrying to meet the train, his suitcase suddenly opened spilling contents everywhere. R W
12. Hoping you will be able to come. I am sending you a ticket. R W
13. Almost everyone of the guests agreed with him. R W
14. Our team did as well as, if not better than, theirs. R W

GO ON TO THE NEXT PAGE

APPENDIX C (continued)

TEST OF GRAMMATICAL USAGE

15. Dot read the recipe carefully. Because she had never made one. R W
16. One day, while doing my homework, a fly landed on my pencil. R W
17. If the fruit had been a little riper, it could have been eaten raw. R W
18. Only I could enter the cabin since only I had a key. R W
19. To write a book and to fly an airplane are my greatest ambitions. R W
20. Our candy sale last week took in forty dollars and it was sold as quickly as it could be wrapped. R W
21. In every direction lofty mountains towered to the sky. R W
22. Turning down a side street, there was a child playing in the road. R W
23. I made little progress. Finally, I ceased trying. R W
24. If only I had a pencil! R W
25. Trying to prevent the attack, Captain Paulson was wounded. R W
26. The balloon did not rise as it should have. R W
27. The story was not true, however, it was interesting. R W
28. There always have been and always will be differences among peoples. R W
29. His father told Mr. Andrews that he should ask him to help him with his seeding. R W
30. Repeat what you have just read without looking at your book. R W
31. New York has more people than any city in the world. R W

GO ON TO THE NEXT PAGE

APPENDIX C (continued)

TEST OF GRAMMATICAL USAGE

32. We walked all afternoon. Across the meadow and through the woods. R W
33. When hunting deer, the cabin was discovered almost hidden in the pines. R W
34. Frankly expressing their disappointment, the travellers returned wearily to the lodge. R W
35. Because the farmer needed help, the two boys volunteered to stay. R W
36. Through the dense forest a narrow trail wound down to the village. R W
37. After having raced the storm from Toronto to Montreal, the pilot brought the big plane down. R W
38. He said he knew you, in fact, he even remembered your address. R W
39. The plans were in great detail but they were easy to follow. R W
40. I never have and never will learn to operate this machine! R W
41. Lying on the sofa, reading her favorite magazine, Mrs. Brooks felt completely relaxed. R W
42. Collecting donations for our sale was an interesting experience. R W
43. The members elected Don chairman. And made him responsible for keeping order. R W
44. His mark was as high or higher than hers. R W
45. She disapproved of her saying that she could not play as well as she could. R W
46. Tom Stuart graduated Valley City High School last June. R W
47. "Did you think," he asked, "that I could Help you?" R W

GO ON TO THE NEXT PAGE

APPENDIX C (continued)

TEST OF GRAMMATICAL USAGE

48. Hunting is great sport, you should try it. R W
49. Working quietly and efficiently, the two students completed the task. R W
50. It is a lovely place; in fact, it is one of the loveliest parks I have ever seen. R W
51. When crossing the stream, the bridge trembled under horse and rider. R W
52. John is afraid that because he has not yet learned to drive, he never will learn. R W
53. Friends are priceless, keep those you have. R W
54. Going to school, the fire was discovered by the children. R W
55. Thousands of customers have used or are using our products. R W
56. This is an opinion; that is a fact. R W
57. Only Joe and Dick were there when Tom arrived. R W
58. My young brother is growing so quickly he almost reaches my shoulders. R W
59. "Are you tired?" Jean asked, "shall I drive?" R W
60. Only one contestant was allowed to accept the challenge. R W
61. A person bringing good news is always welcome. R W
62. "My Native Land" by Scott is a poem of which I never tire reading. R W
63. Is he going to ever finish that story? R W
64. I particularly like science. English and social studies, too. R W
65. Scarcely any resistance was offered as the allies swept over the hill. R W

GO ON TO THE NEXT PAGE

APPENDIX C (continued)

TEST OF GRAMMATICAL USAGE

66. In school they give us practice in introducing our friends to our parents. R W
67. He is not only working three hours a day but also practicing every afternoon for the football team. R W
68. Time passes rapidly when one is busy. R W
69. Independently of, and unconnected with, our plans, the grade nines ordered their supplies. R W
70. Betty only wanted to stress one fact. R W
71. The iron was hot, she was afraid she would burn her dress. R W
72. The patriots will be remembered for their long, courageous fight against great odds. R W

THIS IS THE END OF THE TEST. CHECK OVER YOUR WORK.

APPENDIX D

TEST OF GRAMMATICAL USAGE
DIRECTIONS FOR ADMINISTERING AND SCORING

This test is an attempt to measure the number and kind of errors in grammar that pupils in Saskatchewan schools make. It is hoped that the results will help to bring our curriculum and textbooks more in line with the pupils' actual needs. Your co-operation is earnestly desired and any suggestions, comments or criticisms will be deeply appreciated.

In order that this test be a valid indication of the knowledge your pupils have of grammar, please do not have your students study specifically for this test, and please do not teach them items of grammar for the purpose of obtaining better marks. The results will in no way affect your status as a teacher and neither you nor your pupils will be mentioned in the final report.

Administering

There is no time limit for the test. It may be administered in approximately thirty-five minutes and all but the very slowest should be allowed to finish. Please follow the directions completely. This is essential.

When you are ready to give the test, say, "This morning (afternoon) I want to find out how good your progress has been in English. ----- (name a pupil), will you please pass these booklets out. Leave them face down on the desks. While ----- is doing this, will you each make sure that your desk is clear and that you have a sharpened pencil. (Allow a few minutes for doing this.)

Now, will you turn your booklet over and fill in the blanks at the top of the front page. Be certain every blank is filled in correctly. (After a few minutes, continue.) Part way down the page notice the heading 'Directions'. Read the directions to yourself as I read them aloud. (Read the paragraphs under 'Directions' and under 'Part I' slowly and carefully to your pupils.)

In the example given, 'Leave me go with John and she to the show', what words are wrong? (Ask a pupil or pupils until the answers 'leave' and 'she' are given.) All right, then A and D should be circled. (Read the note under the example to the pupils.)

APPENDIX D (continued)

TEST OF GRAMMATICAL USAGE
DIRECTIONS FOR ADMINISTERING AND SCORING

Now turn the page over and do the three sentences in the practice exercise. (Allow all time to finish, then read the note under the practice exercise.) Are there any questions? (Be sure before beginning the test that the students know exactly what to do. After the test itself begins, do not answer any questions.) Do Part II as soon as you finish Part I. Remember, work carefully and do your very best. Ready, begin.

Scoring

It would be of invaluable assistance in the preparation of this report if you would score the tests your pupils answer. A scoring key is provided for this if you are interested and have time. If you do not wish or have not time to score them, please send the booklets in unscored and the results will be sent to you as soon as possible. Please do not have the pupils mark their own papers. One mark is given for every letter circled correctly. The total possible score on the test is one hundred seventy-three.

After the test has been given, return the test papers, either scored or unscored, using the address label included. Any extra copies may be kept and used as teaching devices or as aids in the reviewing of grammar in preparation for the final examinations.

APPENDIX E

SCORING KEYS

PART I

- | | |
|--------------------|--------------------|
| 7. A (E) C D E | 18. A (B) C D (E) |
| 8. A (B) C (D) E | 19. A B C (D)(E) |
| 9. A B (C)(D) E | 20. (A)(B) C D (E) |
| 10. A (B)(C) D (E) | 21. (A) B C D E |
| 1. A (B) C (D) E | 22. A (B) C D E |
| 2. A B (C) D (E) | 23. A B (C)(D) E |
| 3. (A) B C (D)(E) | 24. A (B) C (D) E |
| 4. (A) B (C) D E | 25. A B C D E |
| 5. A (B) C (D) E | 26. A B C D (E) |
| 6. A B C D E | 27. A (B) C (D) E |
| 17. A B C D E | |

APPENDIX E (continued)

SCORING KEYS

28. A B C D E
29. A B C D E
30. A B C D E
31. A B C D E
32. A B C D E
33. A B C D E
34. A B C D E
35. A B C D E
36. A B C D E
37. A B C D E
38. A B C D E
39. A B C D E
40. A B C D E
41. A B C D E
42. A B C D E
43. A B C D E
44. A B C D E
45. A B C D E
46. A B C D E
47. A B C D E
48. A B C D E
49. A B C D E
50. A B C D E
51. A B C D E
52. A B C D E
53. A B C D E
54. A B C D E
55. A B C D E
56. A B C D E
57. A B C D E
58. A B C D E
59. A B C D E
60. A B C D E

APPENDIX E (continued)

SCORING KEYS

PART II

- | | | | | |
|-----------|-----------|-----------|-----------|-----------|
| | 15. R (W) | 32. R (W) | 48. R (W) | 66. R (W) |
| | 16. R (W) | 33. R (W) | 49. (R) W | 67. (R) W |
| | 17. (R) W | 34. (R) W | 50. (R) W | 68. (R) W |
| 1. R (W) | 18. (R) W | 35. (R) W | 51. R (W) | 69. (R) W |
| 2. (R) W | 19. (R) W | 36. (R) W | 52. (R) W | 70. R (W) |
| 3. R (W) | 20. R (W) | 37. (R) W | 53. R (W) | 71. R (W) |
| 4. R (W) | 21. (R) W | 38. R (W) | 54. R (W) | 72. (R) W |
| 5. (R) W | 22. R (W) | 39. (R) W | 55. (R) W | |
| 6. (R) W | 23. (R) W | 40. R (W) | 56. (R) W | |
| 7. R (W) | 24. R (W) | 41. (R) W | 57. (R) W | |
| 8. (R) W | 25. (R) W | 42. (R) W | 58. R (W) | |
| 9. (R) W | 26. R (W) | 43. R (W) | 59. R (W) | |
| 10. R (W) | 27. R (W) | 44. R (W) | 60. (R) W | |
| 11. R (W) | 28. (R) W | 45. R (W) | 61. (R) W | |
| 12. R (W) | 29. R (W) | 46. R (W) | 62. (R) W | |
| 13. (R) W | 30. R (W) | 47. (R) W | 63. R (W) | |
| 14. (R) W | 31. R (W) | | 64. R (W) | |
| | | | 65. (R) W | |

APPENDIX F

ANALYSIS OF TEST OF GRAMMATICAL USAGE
 SHOWING TYPES OF ERRORS AND SPECIFIC ITEMS TESTED

Part I Class	Type	Item	
Verb errors			
1. Disagreement of subject and verb	4(c)	kind ... are	
	8(b)	Helen and Joan ... says	
	11(b)	their (there) was	
	13(b)	John weren't	
	23(c)	neither ... have	
	29(d)	have each of you	
	57(a)	matnematics are	
	2. Incorrect tense form	3(e)	busted
		18(b)	Mrs. James give
		35(b)	dove
		35(d)	proven
		42(e)	use (for used)
	56(e)	brung	
	3. Incorrect sequence	2(c)	says ... might
		9(c)	picked ... says
21(a)		would have had ... would have taught	
27(b)		I wish I was	
45(e)		told ... may	
4. Use of a wrong verb	1(d)	laid (for lain)	
	12(a)	borrow (for lend)	
	28(d)	raise (for rise)	
	42(a)	can (for may)	
	42(b)	set (for sit)	
	55(b)	will (for shall)	
5. Confusion of past tense and past participle	20(a)	had you went	
	26(e)	were froze	
	30(a)	I drunk	
	31(a)	I seen	
	32(e)	would of did	
56(a)	Jean come		

APPENDIX F (continued)

ANALYSIS OF TEST OF GRAMMATICAL USAGE
SHOWING TYPES OF ERRORS AND SPECIFIC ITEMS TESTED

Class	Type	Item
6.	Miscellaneous verb errors	9(d) hadn't ought
		20(e) couldn't of
		24(b) have you got
		32(d) would of
		33(a) ain't
		50(a) had ought
Pronoun errors		
7.	Wrong case of pronoun	2(e) with we girls
		15(b) of him going
		22(b) told him and I
		47(d) to you or I
		55(a) to ... who
		60(a) it was him
8.	Disagreement of pronoun with ante- cedent	3(d) the one which
		19(d) one ... he
		23(d) neither ... their
		37(d) everybody ... they
		59(c) balls ... it
9.	Miscellaneous pronoun errors	13(c) anywheres
		14(e) hisself
		20(b) anyplace
		44(c) Mary and yourself
		50(e) theirselves
		58(a) John and myself
Preposition and conjunction errors		
10.	Confusion of prep- osition and con- junction	30(c) like you told me
		36(b) like the recipe says
		38(c) without you do
		49(a) without a vote is taken
		60(d) differently than
11.	Incorrect preposi- tion or conjunction	5(b) the reason ... was because
		10(b) borrow ... off
		31(e) came in the room
		39(d) between the three
		50(d) others beside theirselves
		54(b) agreed with ... proposal

APPENDIX F (continued)

ANALYSIS OF TEST OF GRAMMATICAL USAGE
SHOWING TYPES OF ERRORS AND SPECIFIC ITEMS TESTED

Class	Type	Item		
Adverb and adjective errors				
12.	Confusion of adverb and adjective	1(b) feeling good		
		7(b) real well		
		15(e) feel badly		
		16(a) I sure couldn't		
		18(e) fresh baked		
28(b)		regular (for regularly)		
		13.	Incorrect adverb or adjective	3(a) this here boy
				4(a) these kind
				12(c) a eraser
24(d) them problems				
46(d) most advantages (or two)				
54(e) less cards				
Miscellaneous				
14.	Redundancy	10(c) off of		
		14(b) plans on		
		29(c) kind of a		
		41(e) where are we at		
		51(b) wants for you		
		58(b) John and myself, we		
15.	Double negative	8(d) can't do no		
		10(e) haven't none		
		33(e) ain't ... neither		
		44(a) couldn't hardly		
		52(b) isn't but		
58(c) can't scarcely				
16.	Wrong number in nouns	5(d) three pair		
		27(d) little ways further		
		31(b) brother-in-laws		
		39(a) two bushel		
		43(b) party (used for person)		
52(d) five foot tall				
17.	Confusion of form due to similar sound	11(a) their (there)		
		15(a) you're (your)		
		16(e) off (of)		
		19(e) too (to)		
		38(e) to (too)		
54(c) there (their)				

APPENDIX F (continued)

ANALYSIS OF TEST OF GRAMMATICAL USAGE
SHOWING TYPES OF ERRORS AND SPECIFIC ITEMS TESTED

Part II

Type	Item
------	------

18. Omission

- 4. Is the salary of a doctor larger than a dentist?
- 26. The balloon did not rise as it should have.
- 31. New York has more people than any city in the world.
- 40. I never have and never will learn to operate this machine.
- 44. His mark was as high or higher than hers.
- 46. Tom Stuart graduated Valley City High School last June.

19. Wrong or obscure reference

- 1. John recognized Dr. Laine as he entered the store.
- 10. The plane circled the airport three times but they didn't land.
- 20. Our candy sale last week took in forty dollars and it was sold as quickly as it could be wrapped.
- 29. His father told Mr. Andrews that he should ask him to help him with his seeding.
- 45. She disapproved of her saying that she could not play as well as she could.
- 66. In school they give us practice in introducing our friends to our parents.

20. Dangling modifier

- 11. While hurrying to meet the train, his suitcase suddenly opened spilling contents everywhere.
- 16. One day, while doing my homework, a fly landed on my pencil.
- 22. Turning down a side street, there was a child playing in the road.
- 33. When hunting deer, the cabin was discovered almost hidden in the pines.
- 51. When crossing the stream, the bridge trembled under horse and rider.
- 54. Going to school, the fire was discovered by the children.

APPENDIX F (continued)

ANALYSIS OF TEST OF GRAMMATICAL USAGE
SHOWING TYPES OF ERRORS AND SPECIFIC ITEMS TESTED

Type	Item
21. Misplaced modifier	
	3. She wants not only to borrow my notes but also keep them over the weekend.
	24. If only I had a pencil!
	30. Repeat what you have just read without looking at your book.
	58. My young brother is growing so quickly he almost reaches my shoulders.
	63. Is he going to ever finish that story?
	70. Betty only wanted to stress one fact.
22. Incomplete sentence	
	7. Here is a dollar. To spend this afternoon at the circus.
	12. Hoping you will be able to come. I am sending you a ticket.
	15. Dot read the recipe carefully. Because she had never made one.
	32. We walked all afternoon. Across the meadow and through the woods.
	43. The members elected Don chairman. And made him responsible for keeping order.
	64. I particularly like science. English and social studies, too.
23. Incomplete subordination	
	27. The story was not true, however, it was interesting.
	38. He said he knew you, in fact, he even remembered your address.
	48. Hunting is great sport, you should try it.
	53. Friends are priceless, keep those you have.
	59. "Are you tired?" Jean asked, "shall I drive?"
	71. The iron was hot, she was afraid she would burn her dress.

APPENDIX G

SCHOOLS AND CLASSES SELECTED FOR THE INVESTIGATION

School	Number of pupils responding		
	VIII	X	XII
Battleford Collegiate Institute, Battleford		12	8
Bedford Road Collegiate Institute, Saskatoon		31(2B)	27(4A)
Blaine Lake, continuation room	10		
Borden High School			2
Cadillac, continuation room	8		
Carmichael, continuation room	3		
Central Collegiate Institute, Regina		27(2H)	19(4F)
City Park Collegiate Institute, Saskatoon		21(2B)	
Delisle, continuation room	9		
Dinsmore, continuation room	10		
Donavon, continuation room	4		
Elrose, continuation room	9		
Eston Elementary School	30		
Evesham, continuation room			3
Forgan, continuation room	4	1	
Glen Ewen, continuation room	7	2	2
Hafford, continuation room			9
Hazlet, continuation room		13	
Hudson Bay High School		25	
Kamsack Collegiate Institute		27	27
Kindersley Elementary School	32		
Krydor, continuation room	5		
Laura, continuation room	7		
Leask, continuation room	6		
Leipzig, continuation room	8		
Lloydminster Collegiate Institute			22
MacNutt, continuation room	6		
Maidstone, continuation room	7	12	
Nutana Collegiate Institute, Saskatoon		22	34
Perdue, continuation room		12	

APPENDIX G (continued)

SCHOOLS AND CLASSES SELECTED FOR THE INVESTIGATION

School	Number of pupils responding		
	VIII	X	XII
Porcupine Plain Elementary School	26		
Prince Albert Collegiate Institute		34(XC)	41(XD)
Richlea, continuation room	7		
Rouleau Elementary School	10		
Scott Elementary School, Scott	7		
Scott Collegiate Institute, Regina			36(4A)
Sheno, continuation room	9		
Swift Current Collegiate Institute			33
Technical Collegiate Institute, Saskatoon			29(4B) 13(4C)
Theodore Elementary School	17		
Tompkins Elementary School	7		
Unity High School		9	
Vanscoy, continuation room	6	10	1
Val Marie Elementary School	11		
Weyburn Collegiate Institute			29(A)
Wilkie High School		15	
Wiseton Elementary School	8		
Wishart, continuation room			2
White Bear High School			1
Yorkton Collegiate Institute		37	

APPENDIX H

RESULTS OF THE TEST OF GRAMMATICAL USAGE
 SHOWING THE NUMBER OF PUPILS, BY GRADES, WHO CIRCLED
 EACH LETTERED PART OF EACH TEST ITEM

Part I		Number circled									
Grade	(a)	(b)	(c)	(d)	(e)	(a)	(b)	(c)	(d)	(e)	
	1.					2.					
VIII	5	185	1	231	0	43	5	30	1	242	
X	4	230	9	299	3	33	5	27	2	312	
XII	7	208	8	262	1	19	3	48	1	280	
	3.					4.					
VIII	204	5	1	167	188	170	3	25	5	5	
X	313	2	1	252	273	235	7	37	2	1	
XII	267	0	3	218	243	227	16	58	2	1	
	5.					6.					
VIII	2	31	42	13	13	14	28	31	5	3	
X	9	52	37	134	17	19	30	34	9	3	
XII	4	48	37	115	28	22	17	29	10	11	
	7.					8.					
VIII	8	166	67	1	3	0	209	1	259	0	
X	9	249	47	5	0	1	299	2	341	0	
XII	9	250	25	4	6	0	268	1	296	0	
	9.					10.					
VIII	0	1	217	227	35	1	210	123	4	257	
X	1	0	326	266	47	14	246	193	3	342	
XII	2	0	282	233	80	67	230	154	1	293	
	11.					12.					
VIII	85	236	0	0	0	142	35	167	6	19	
X	144	318	1	1	0	272	17	264	3	34	
XII	147	284	2	2	0	233	5	242	0	24	

APPENDIX H (continued)

RESULTS OF THE TEST OF GRAMMATICAL USAGE
SHOWING THE NUMBER OF PUPILS, BY GRADES, WHO CIRCLED
EACH LETTERED PART OF EACH TEST ITEM

Part I		Number circled									
Grade	(a)	(b)	(c)	(d)	(e)	(a)	(b)	(c)	(d)	(e)	
	13.					14.					
VIII	2	268	179	0	1	1	6	0	0	252	
X	2	345	282	0	2	3	26	8	1	345	
XII	2	291	252	1	3	0	33	20	0	290	
	15.					16.					
VIII	51	84	9	4	123	124	13	58	4	154	
X	77	146	10	1	125	198	16	52	7	224	
XII	72	188	7	1	112	193	13	27	3	205	
	17.					18.					
VIII	7	60	50	0	5	5	176	30	2	47	
X	3	100	90	1	1	5	267	50	2	74	
XII	3	106	74	1	1	5	224	56	1	109	
	19.					20.					
VIII	5	1	7	8	131	201	37	13	85	92	
X	5	1	7	21	230	256	56	14	102	172	
XII	1	3	6	27	229	244	73	1	78	172	
	21.					22.					
VIII	64	19	38	13	0	0	72	9	74	4	
X	138	13	37	6	5	0	84	13	108	4	
XII	136	15	25	3	3	0	126	14	65	2	
	23.					24.					
VIII	10	43	33	23	8	4	72	2	254	0	
X	11	49	55	38	19	1	95	0	341	1	
XII	3	50	71	54	14	1	106	1	294	0	

APPENDIX H (continued)

RESULTS OF THE TEST OF GRAMMATICAL USAGE
SHOWING THE NUMBER OF PUPILS, BY GRADES, WHO CIRCLED
EACH LETTERED PART OF EACH TEST ITEM

Part I Grade	Number circled									
	(a)	(b)	(c)	(d)	(e)	(a)	(b)	(c)	(d)	(e)
	25.					26.				
VIII	0	34	144	3	3	1	3	39	6	174
X	1	51	199	11	2	4	0	32	9	259
XII	0	37	162	12	2	10	1	25	10	260
	27.					28.				
VIII	1	96	4	114	112	3	120	20	122	4
X	0	110	3	220	131	2	224	3	215	6
XII	2	125	2	220	94	3	226	8	214	6
	29.					30.				
VIII	6	0	45	49	59	246	9	30	3	8
X	10	12	58	65	88	323	18	94	6	20
XII	9	9	65	79	57	269	20	101	2	17
	31.					32.				
VIII	202	153	5	2	89	4	71	8	175	135
X	315	191	3	3	144	4	61	7	260	247
XII	273	218	5	3	145	2	41	6	247	243
	33.					34.				
VIII	264	18	0	7	184	40	29	69	8	8
X	342	17	0	16	289	38	38	137	5	6
XII	281	18	1	17	267	37	31	122	5	4
	35.					36.				
VIII	2	57	1	136	2	30	127	21	0	25
X	1	79	3	181	3	27	235	23	0	23
XII	5	81	5	154	5	29	233	13	1	19

APPENDIX H (continued)

RESULTS OF THE TEST OF GRAMMATICAL USAGE
SHOWING THE NUMBER OF PUPILS, BY GRADES, WHO CIRCLED
EACH LETTERED PART OF EACH TEST ITEM

Part I		Number circled									
Grade.	(a)	(b)	(c)	(d)	(e)	(a)	(b)	(c)	(d)	(e)	
	37.					38.					
VIII	67	0	2	47	3	15	3	129	140	135	
X	100	0	8	77	4	9	1	167	183	222	
XII	112	0	4	113	4	24	0	175	121	227	
	39.					40.					
VIII	137	3	14	199	6	6	14	38	90	1	
X	202	11	7	269	12	3	34	26	141	2	
XII	207	7	10	236	13	1	17	16	141	2	
	41.					42.					
VIII	66	7	6	0	66	12	247	3	42	98	
X	83	7	4	1	165	13	334	2	67	162	
XII	81	4	11	1	159	25	287	4	51	202	
	43.					44.					
VIII	94	15	25	14	8	184	4	209	4	3	
X	119	54	20	16	27	278	2	267	8	2	
XII	76	46	30	24	20	259	3	232	6	5	
	45.					46.					
VIII	6	7	78	4	118	8	14	9	104	6	
X	3	2	72	3	201	5	6	4	208	4	
XII	5	5	52	7	199	1	12	6	193	3	
	47.					48.					
VIII	4	21	5	163	5	4	63	27	25	5	
X	4	21	10	225	2	3	91	28	12	0	
XII	5	22	15	226	0	3	81	25	11	1	

APPENDIX H (continued)

RESULTS OF THE TEST OF GRAMMATICAL USAGE
SHOWING THE NUMBER OF PUPILS, BY GRADES, WHO CIRCLED
EACH LETTERED PART OF EACH TEST ITEM

Part I Grade	Number circled					Number circled				
	(a)	(b)	(c)	(d)	(e)	(a)	(b)	(c)	(d)	(e)
	49.					50.				
VIII	125	131	4	11	6	161	12	0	47	211
X	170	179	7	2	0	225	17	0	102	281
XII	171	136	4	8	4	231	19	1	116	268
	51.					52.				
VIII	11	254	9	2	3	2	221	0	152	2
X	7	337	7	0	17	1	304	0	194	0
XII	5	290	5	9	16	0	277	0	195	1
	53.					54.				
VIII	7	34	5	35	1	1	16	153	2	24
X	4	86	11	29	0	3	17	246	7	64
XII	3	83	16	15	0	0	17	239	5	110
	55.					56.				
VIII	80	28	6	14	22	222	7	47	7	253
X	142	37	20	8	37	209	9	30	7	342
XII	152	51	19	10	31	261	17	30	4	295
	57.					58.				
VIII	132	22	7	1	1	140	193	175	4	1
X	213	15	2	4	2	182	265	267	5	0
XII	215	10	5	2	0	157	224	260	3	0
	59.					60.				
VIII	9	30	131	69	5	183	3	3	121	30
X	6	32	242	147	6	254	7	1	178	26
XII	7	20	250	162	5	240	8	3	179	36

APPENDIX H (continued)

RESULTS OF THE TEST OF GRAMMATICAL USAGE
 SHOWING THE NUMBER OF PUPILS, BY GRADES, WHO CIRCLED
 EACH LETTERED PART OF EACH TEST ITEM

Part II Grade	Number circled							
	R	W	R	W	R	W	R	W
	1.		2.		3.		4.	
VIII	249	24	252	40	119	153	145	127
X	277	70	324	22	88	248	120	229
XII	194	102	286	11	40	257	43	254
	5.		6.		7.		8.	
VIII	224	49	214	59	51	219	140	132
X	287	60	275	50	25	322	146	299
XII	249	46	217	77	4	293	155	141
	9.		10.		11.		12.	
VIII	224	48	66	205	144	129	90	181
X	232	110	39	308	153	192	50	296
XII	175	121	14	283	87	210	21	276
	13.		14.		15.		16.	
VIII	205	56	124	128	24	248	213	60
X	197	151	191	155	10	336	226	114
XII	164	132	200	97	6	290	166	131
	17.		18.		19.		20.	
VIII	228	44	104	169	225	47	90	182
X	302	37	149	192	297	45	45	300
XII	255	31	130	167	252	44	28	268
	21.		22.		23.		24.	
VIII	216	56	76	196	135	137	163	79
X	249	89	44	296	225	115	212	108
XII	204	91	25	272	210	86	197	74
	25.		26.		27.		28.	
VIII	224	48	215	58	217	54	110	160
X	230	110	275	60	260	79	169	170
XII	178	119	251	36	190	107	148	149

APPENDIX H (continued)

RESULTS OF THE TEST OF GRAMMATICAL USAGE
SHOWING THE NUMBER OF PUPILS, BY GRADES, WHO CIRCLED
EACH LETTERED PART OF EACH TEST ITEM.

Part II Grade	Number circled							
	R	W	R	W	R	W	R	W
	29.		30.		31.		32.	
VIII	99	172	237	36	188	84	79	194
X	73	265	303	33	221	114	47	280
XII	38	258	243	54	157	140	36	261
	33.		34.		35.		36.	
VIII	126	147	226	47	241	32	211	60
X	86	249	281	51	285	49	262	70
XII	39	255	252	45	253	34	230	67
	37.		38.		39.		40.	
VIII	213	60	232	41	207	66	195	78
X	185	95	255	73	230	98	200	127
XII	231	66	203	94	190	106	175	122
	41.		42.		43.		44.	
VIII	209	61	249	24	80	193	172	101
X	241	85	305	23	40	289	202	135
XII	219	78	277	20	14	283	170	126
	45.		46.		47.		48.	
VIII	87	185	89	184	204	69	193	79
X	70	256	40	288	255	73	182	145
XII	35	261	21	276	249	48	129	168
	49.		50.		51.		52.	
VIII	251	11	217	55	150	122	126	147
X	309	16	236	89	100	224	150	173
XII	281	16	221	76	57	240	148	149
	53.		54.		55.		56.	
VIII	224	49	85	188	234	60	184	75
X	228	95	43	279	274	45	249	68
XII	173	123	22	275	243	54	253	44

APPENDIX H (continued)

RESULTS OF THE TEST OF GRAMMATICAL USAGE
SHOWING THE NUMBER OF PUPILS, BY GRADES, WHO CIRCLED
EACH LETTERED PART OF EACH TEST ITEM.

Part II		Number circled							
Grade	R	W	R	W	R	W	R	W	
	57.		58.		59.		60.		
VIII	233	26	150	121	127	146	246	25	
X	284	33	142	187	120	197	297	17	
XII	262	34	83	204	88	208	278	19	
	61.		62.		63.		64.		
VIII	262	11	130	143	84	189	59	213	
X	296	17	109	204	47	267	41	272	
XII	272	24	87	210	43	253	10	287	
	65.		66.		67.		68.		
VIII	228	45	224	48	206	67	258	14	
X	243	65	240	71	202	105	290	16	
XII	225	72	202	91	167	129	278	18	
	69.		70.		71.		72.		
VIII	107	165	186	85	129	142	232	38	
X	57	295	181	122	94	207	262	36	
XII	59	237	153	143	68	218	245	51	

APPENDIX 1

TABULATION OF PERCENTAGES MARKED CORRECTLY AND
RANKING FOR THE SPECIFIC ITEMS WITHIN EACH TYPE

Part	Type	Item	Rank in grades			Percent correct in grades		
			VIII	X	XII	VIII	X	XII
I	1.	4(c)	90	92.5	89	9.16	10.54	19.53
		8(b)	19.5	18.5	16.5	76.56	85.18	90.24
		11(b)	12	11	9	79.49	90.59	95.62
		13(b)	1	1.5	5	98.17	98.29	97.98
		23(c)	86	88	87	12.09	15.67	23.91
		29(d)	80	84	84	17.95	18.49	26.60
	57(a)	53	53	51	48.35	60.68	72.39	
	2.	3(e)	27	24	29.5	68.86	77.78	81.82
		18(b)	33	28	46.5	64.47	76.07	75.42
		35(b)	78	79	83	20.88	22.51	27.61
		35(a)	50	62	66.5	49.82	51.57	51.86
		42(e)	66	66	56	35.90	46.15	68.01
		56(e)	7	4	2	92.67	97.43	99.33
	3.	2(c)**				10.99	7.69	16.16
		9(c)	16	12	10	79.49	90.03	94.98
		21(a)	77	72	72	23.44	39.32	45.79
		27(b)	67	75	74	35.16	31.34	42.09
		45(e)	63	56	57	43.22	57.26	67.00
	4.	1(d)	13	18.5	20	84.62	85.18	88.22
		12(a)	47	25	36	52.01	77.49	78.45
		28(d)	60	52	52	44.69	61.25	72.05
		42(a)	95	97	96	4.40	3.70	8.42
		42(b)	9	9	8	90.48	95.16	96.63
		55(b)	89	92.5	91	10.25	10.54	17.17
	5.	20(a)	23	35	28	73.63	72.94	82.15
		26(e)	36	34	22.5	63.74	73.79	87.54
		30(a)	10	10	15	90.11	92.02	90.57
31(a)		22	13	14	73.99	89.74	91.92	
32(e)		51.5	39	29.5	49.45	70.37	81.82	
56(a)		15	16	21	81.32	88.03	87.88	

APPENDIX I (continued)

TABULATION OF PERCENTAGES RANKED CORRECTLY AND
RANKING FOR THE SPECIFIC ITEMS WITHIN EACH TYPE

Part	Type	Item	Rank in grades			Percent correct in grades		
			VIII	X	XII	VIII	X	XII
6.		9(d)	14	30	36	83.15	75.78	78.45
		20(e)	68	64	63	33.70	49.00	57.91
		24(b)	74.5	77	81	26.37	27.07	35.69
		32(d)	34.5	33	27	64.10	74.07	83.17
		33(a)	2	4	11	96.70	97.43	94.61
		50(a)	43	46.5	39	58.97	64.10	77.78
7.		2(e)	11	15	12	88.64	88.89	94.28
		15(b)	72	67	61	30.77	41.60	63.30
		22(b)	74.5	82.5	73	26.37	21.08	42.42
		47(d)	42	46.5	44.5	59.71	64.10	76.09
		55(a)	72	70	67	29.30	40.46	51.18
		60(a)	31	36	32	67.03	72.36	80.81
8.		3(d)	38.5	37	49.5	61.17	71.79	73.40
		19(d)	96	95	95	2.93	5.98	9.09
		23(d)	92	91	90	8.42	10.83	18.18
		37(d)	82	80.5	77	17.22	21.94	38.05
		59(c) * *				47.99	68.95	84.18
9.		13(c)	32	21	25	65.57	80.34	84.85
		14(e)	8	1.5	6.5	92.31	98.29	97.64
		20(b)	85	87	85	13.55	15.95	24.58
		44(c)	19.5	28	38	76.56	76.07	78.11
		50(e)	17.5	22	16.5	77.29	80.06	90.24
		58(a)	48	61	65	51.28	51.85	52.85
10.		30(c)	88	78	82	10.99	26.78	34.01
		36(b)	56	42.5	36	46.52	66.95	78.45
		38(c) * *				47.25	47.58	58.92
		40(d)	69	71	71	32.97	40.17	47.47
		49(a) * *				45.79	48.43	56.56
		60(d)	61	63	62	44.69	50.71	60.27

APPENDIX I (continued)

TABULATION OF PERCENTAGES MARKED CORRECTLY AND
RANKING FOR THE SPECIFIC ITEMS WITHIN EACH TYPE

Part	Type	Item	Rank in grades			Percent correct in grades		
			VIII	X	XII	VIII	X	XII
11.		5(b)	87	90	92	11.34	14.81	16.16
		10(b)	24	40.5	40	73.26	70.08	77.44
		31(e)	70	68.5	70	32.60	41.03	48.82
		39(d)	25	26	34	72.89	76.64	79.80
		50(d)	82	76	75	17.22	30.20	39.06
		54(b)	93	96	97	5.86	4.84	5.72
12.		1(b)	28	44.5	53	67.77	65.53	70.03
		7(b)	40	38	26	60.81	70.94	84.18
		15(e)	58.5	74	78	45.05	35.61	37.71
		16(a)	57	57	59.5	45.42	56.41	64.95
		18(e)	82	82.5	80	17.21	21.08	36.70
		28(b)	62	48.5	44.5	43.96	63.82	76.09
13.		3(a)	21	14	18.5	74.73	89.17	89.90
		4(a)	37	42.5	42.5	62.27	66.95	76.43
		12(c)	38.5	32	31	61.17	75.21	81.48
		24(d)	5.5	6.5	3	93.04	97.15	98.99
		46(d)	65	54	59.5	38.10	59.26	64.95
		54(e)	91	85	79	8.79	18.23	37.04
14.		10(c)	58.5	59	66.5	45.05	54.99	51.86
		14(b)	97	94	94	2.20	7.41	11.11
		29(c)	84	86	88	16.48	16.52	21.99
		41(e)	76	65	64	24.18	47.01	53.54
		51(b)	5.5	8	6.5	93.04	96.01	97.64
		58(b)	26	31	46.5	70.70	75.50	75.42
15.		8(d)	3	6.5	1	94.87	97.15	99.33
		10(e)	4	4	4	94.14	97.44	98.65
		33(e)	29.5	20	18.5	67.40	82.05	89.90
		44(a)	29.5	23	24	67.40	79.20	87.21
		52(b)	17.5	17	13	77.29	86.61	93.27
		58(c)	34.5	28	22.5	64.10	76.07	87.54

APPENDIX I (continued)

TABULATION OF PERCENTAGES MARKED CORRECTLY AND
RANKING FOR THE SPECIFIC ITEMS WITHIN EACH TYPE

Part	Type	Item	Rank in grades			Percent correct in grades		
			VIII	X	XII	VIII	X	XII
16.		5(d)	55	73	76	47.61	38.10	38.72
		27(d)	64	51	48	41.76	62.68	74.07
		31(b)	44.5	60	49.5	56.04	54.42	73.40
		39(a)	49	55	54	50.18	57.55	69.70
		43(b)	94	89	93	5.49	15.38	15.49
		52(d)	46	58	58	55.68	55.27	65.66
17.		11(a)	71	68.5	69	31.14	41.02	49.49
		15(a)	79	80.5	86	18.68	21.94	24.24
		16(e)	41	48.5	55	60.07	63.82	69.02
		19(e)	54	44.5	41	47.99	65.53	77.07
		38(e)	51.5	50	42.5	49.45	74.75	76.43
		54(c)	44.5	40.5	33	56.04	70.08	80.47
II*	18.	4	20	20	16	46.69	65.62	85.52
		26	30	36	36	21.25	17.91	12.54
		31	26	28	25	30.88	34.02	47.14
		40	28	26	29	28.57	39.14	41.08
		44	33	27	27	37.00	38.23	42.57
		46	11	6	6.5	67.40	87.80	92.93
19.		1	36	35	31	8.79	20.17	34.46
		10	3	4	4.5	79.34	88.76	95.29
		20	12	8	10	66.91	86.96	90.54
		29	14	15	13	63.47	78.40	87.16
		45	10	14	11	68.01	78.53	88.18
		66	33	33	33	17.65	22.83	31.06
20.		11	19	23	20	47.25	55.77	74.07
		16	29	30	26	21.98	33.53	44.11
		22	5	7	9	72.06	87.06	91.58
		33	17	16	14	53.88	74.33	86.74
		51	21	18	18	44.85	69.14	80.81
		54	9	10	8	68.86	86.65	92.59

APPENDIX I (continued)

TABULATION OF PERCENTAGES MARKED CORRECTLY AND
RANKING FOR THE SPECIFIC ITEMS WITHIN EACH TYPE

Part	Type	Item	Rank in grades			Percent correct in grades		
			VIII	X	XII	VIII	X	XII
21.		3	15	17	15	56.25	73.81	86.53
		24	24	29	34	32.64	33.75	27.31
		30	35	36	35	13.19	9.82	18.18
		58	22	21	21	44.65	56.84	71.08
		63	8	12	17	69.22	85.03	85.47
		70	25	25	24	31.37	40.26	48.31
22.		7	2	2	1	81.11	92.80	98.65
		12	13	11	6.5	66.79	85.55	92.93
		15	1	1	2	91.18	97.11	97.97
		32	6	10	12	71.06	85.63	87.88
		43	7	6	4.5	70.70	87.84	95.29
		64	4	8	3	78.31	86.90	96.63
23.		27	31	31	30	19.93	23.30	36.03
		38	34	33	32	15.02	22.26	31.65
		48	27	23	23	29.04	44.34	56.57
		53	32	30	28	17.95	29.41	41.55
		59	18	20	22	53.48	62.15	70.27
		71	16	18	19	56.09	68.77	76.22

* Parts I and II have been ranked separately.

**These items were omitted from the analysis.

APPENDIX J

RESULTS OF CHI-SQUARE TESTS OF INDEPENDENCE
FOR TYPES ON THE TEST

Critical point 3.841 Level of significance 5%

Part	Type	Chi-square when comparing grades	
		VIII and X	X and XII
I	1.	8.3251	20.5485
	2.	16.0276	12.1177
	3.	13.9894	20.9678
	4.	22.5467	8.3722
	5.	66.3666	34.9248
	6.	6.5545	19.7431
	7.	8.9475	66.4280
	8.	24.5135	25.2875
	9.	7.6293	8.2972
	10.	29.1108	32.5305
	11.	6.4901	9.3060
	12.	11.2643	34.5935
	13.	50.4433	63.8243
	14.	21.5854	2.1060 (a)
	15.	16.1066	39.3888
	16.	50.7738	30.7900
	17.	39.6989	28.8052
II	18.	26.4604	17.0794
	19.	62.4887	28.1847
	20.	96.6392	49.4053
	21.	25.0913	16.4703
	22.	10.8929	38.6632
	23.	36.9772	43.0110

(a) Grammatical correctness and grade level were found to be independent at the five percent level of significance.

APPENDIX K

RESULTS OF CHI-SQUARE TESTS OF INDEPENDENCE
FOR SPECIFIC ITEMS ON THE TEST

Critical point 3.841

Level of significance 5%

Part	Type	Item	Chi-square when comparing grades	
			VIII and X	X and XII
I	1.	4(c)	0.3286 (a)	10.3847
		8(b)	7.5544	3.7106
		11(b)	2.5256 (a)	6.1587
		13(b)	0.0016 (a)	0.0855 (a)
		23(c)	1.6262 (a)	6.9670
		29(d)	0.0335 (a)	6.0780
		57(a)	9.4476	9.8322
	2.	3(e)	6.3234	1.6191 (a)
		18(b)	10.0338	0.0367 (a)
		35(b)	0.2388 (a)	1.4631 (a)
		35(d)	0.1882 (a)	6.2856
		42(e)	6.4951	31.2100
		56(e)	7.8578	2.7824 (a)
	3.	2(c)	2.0108 (a)	11.2751
		9(c)	13.6531	5.4711
		21(a)	17.6750	2.7637 (a)
		27(b)	1.0643 (a)	8.0414
		45(e)	12.1175	6.4580
	4.	1(d)	0.0390 (a)	1.2709 (a)
		12(a)	44.6460	0.0859 (a)
28(d)		16.9640	4.5130	
42(a)		0.1911 (a)	6.4756	
42(b)		5.2431	0.8781 (a)	
55(b)		0.0134 (a)	5.8530	
5.	20 (a)	0.0375 (a)	7.7607	
	26(e)	7.3067	19.0839	
	30(a)	0.6992 (a)	0.4286 (a)	
	31(a)	26.8169	0.5633 (a)	
	32(e)	28.3074	11.4342	
	56(a)	5.4608	0.0095 (a)	

APPENDIX A (continued)

RESULTS OF CHI-SQUARE TESTS OF INDEPENDENCE
FOR SPECIFIC ITEMS ON THE TEST

Critical point 3.841

Level of significance 5%

Part	Type	Item	Chi-square when comparing grades	
			VIII and X	X and XII
6.		9(d)	5.0243	0.6466 (a)
		20(e)	14.7304	5.1289
		24(b)	0.0375 (a)	5.5927
		32(d)	7.2315	9.8315
		33(a)	0.0234 (a)	3.4567 (a)
		50(a)	1.7117 (a)	14.4293
7.		2(e)	0.0092 (a)	5.9137
		15(b)	7.7338	30.3957
		22(b)	0.4884 (a)	25.1153
		47(d)	1.2614 (a)	7.7147
		55(a)	8.3326	7.4624
		60(a)	3.2967 (a)	6.3303
8.		3(d)	7.8556	2.0821 (a)
		19(d)	3.3041 (a)	2.2657 (a)
		23(d)	1.0513 (a)	7.1452
		37(d)	2.1496 (a)	20.1468
		59(c)	28.1593	20.5443
9.		13(c)	16.5870	2.2537 (a)
		14(e)	13.2785	0.3431 (a)
		20(b)	0.6982 (a)	7.5053
		44(c)	0.0203 (a)	0.3804 (a)
		50(e)	0.7052 (a)	12.8771
		58(a)	0.1500 (a)	0.0658 (a)
10.		30(c)	24.0506	3.9932
		36(b)	23.8863	10.6044
		38(c)	0.0065 (a)	8.4482
		40(d)	3.4182 (a)	3.4914 (a)
		49(a)	0.4311 (a)	4.2639
		60(d)	1.7588 (a)	5.8206

APPENDIX K (continued)

RESULTS OF CHI-SQUARE TESTS OF INDEPENDENCE
FOR SPECIFIC ITEMS ON THE TEST

Critical point 3.841

Level of significance 5%

Part	Type	Item	Chi-square when comparing grades	
			VIII and X	X and XII
11.		5(b)	1.5940 (a)	0.2236 (a)
		10(b)	0.7591 (a)	4.4641
		31(e)	4.6582	3.9571
		39(d)	8.5455	0.7455 (a)
		50(d)	13.9862	5.6044
		54(b)	0.3027 (a)	0.2509 (a)
12.		1(b)	0.3622 (a)	1.4916 (a)
		7(b)	7.0806	15.9141
		15(e)	4.5430	0.3052 (a)
		16(a)	8.2892	4.9406
		18(e)	1.4694 (a)	13.4913
		28(b)	24.5461	11.4261
13.		3(a)	16.5172	0.1155 (a)
		4(a)	1.4769 (a)	7.0638
		12(c)	14.1722	3.6934 (a)
		24(d)	5.8557	2.7672 (a)
		46(d)	27.5127	1.1199 (a)
		54(e)	11.3028	10.1447
14.		10(c)	6.1587	0.6348 (a)
		29(c)	0.0002 (a)	3.0068 (a)
		14(b)	8.5662	2.6058 (a)
		41(e)	28.3480	2.2790 (a)
		51(v)	2.7064 (a)	0.7991 (a)
		58(b)	1.8140 (a)	0.0005 (a)
15.		8(d)	2.1570 (a)	6.0850
		10(e)	4.3395	1.2126 (a)
		33(e)	18.6570	7.5535
		44(a)	10.6046	7.2586
		52(b)	9.2530	7.6888
		58(c)	11.0167	13.9461

APPENDIX K (continued)

RESULTS OF CHI-SQUARE TESTS OF INDEPENDENCE
FOR SPECIFIC ITEMS ON THE TEST

Critical point 3.841

Level of significance 5%

Part	Type	Item	Chi-square when comparing grades	
			VIII and X	X and XII
	16.	5(d)	95.4340	6.0201 (a)
		27(d)	27.0165	9.5060
		31(b)	0.1645 (a)	24.9077
		39(a)	3.3586 (a)	10.1970
		43(b)	15.3052	0.0132 (a)
		52(d)	0.0103 (a)	7.2323
	17.	11(a)	6.4657	4.6641
		15(a)	0.9985 (a)	0.4829 (a)
		16(e)	0.9155 (a)	1.9486 (a)
		19(e)	19.3791	10.4371
		38(e)	11.9422	13.1391
		54(c)	13.1326	9.2172
II	18.	4	22.3794	33.6992
		26	1.0696 (a)	3.4112 (a)
		31	0.6766 (a)	11.2538
		40	6.9718	0.3264 (a)
		44	0.0959 (a)	1.2172 (a)
		46	3.6634 (a)	4.6471
	19.	1	14.6953	14.4490
		10	17.7224	8.9956
		20	35.7517	2.0289 (a)
		29	16.5515	9.3842
45		6.8833	10.2919	
66	3.8020 (a)	5.2044		
20.	11	4.5277	15.4532	
	16	9.9392	7.4803	
	22	21.5690	3.3586 (a)	
	33	28.0440	12.7591	
	51	35.8042	11.1718	
	54	26.6141	5.8131	

APPENDIX K (continued)

RESULTS OF CHI-SQUARE TESTS OF INDEPENDENCE
FOR SPECIFIC ITEMS ON THE TEST

Critical point 3.841

Level of significance 5%

Part	Type	Item	Chi-square when comparing grades	
			VIII and X	X and XII
21.		3	20.6405	15.8150
		24	0.0758 (a)	2.8589 (a)
		30	0.1698 (a)	9.2946
		58	8.4402	13.4005
		63	21.0319	0.0236 (a)
		70	4.9129	3.9303
22.		7	19.1943	12.7691
		12	37.8145	8.8616
		15	10.5121	0.0314 (a)
		32	25.3272	0.6844 (a)
		43	27.4820	10.9738
		64	6.6028	18.8387
23.		27	1.0077 (a)	12.3046
		38	5.0780	7.0243
		48	14.0442	9.3014
		53	10.6099	10.0970
		59	4.5253	4.5180
		71	16.0748	4.3083

(a) Grammatical correctness and grade level were found to be independent at the five percent level of significance.

