

1935

An analysis of errors in English grammar made by beginning freshmen in Indiana State Teachers College

O. L. Johnson
Indiana State University

Follow this and additional works at: <https://scholars.indianastate.edu/etds>

Recommended Citation

Johnson, O. L., "An analysis of errors in English grammar made by beginning freshmen in Indiana State Teachers College" (1935). *All-Inclusive List of Electronic Theses and Dissertations*. 2440.
<https://scholars.indianastate.edu/etds/2440>

This Thesis is brought to you for free and open access by Sycamore Scholars. It has been accepted for inclusion in All-Inclusive List of Electronic Theses and Dissertations by an authorized administrator of Sycamore Scholars. For more information, please contact dana.swinford@indstate.edu.

AN ANALYSIS OF ERRORS IN ENGLISH GRAMMAR MADE
BY BEGINNING FRESHMEN IN INDIANA
STATE TEACHERS COLLEGE

by
O. L. Johnson

Contributions of the Graduate School
Indiana State Teachers College
Number 205

Submitted in Partial Fulfillment
of the Requirements for the
Master of Arts Degree
in Education

1935

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION TO THE STUDY	1
A. THE PROBLEM	1
Statement of the Problem	1
Importance of the Problem	1
B. ORGANIZATION OF THE PROBLEM	2
Materials of the Study	2
C. METHODS OF PROCEDURE	2
Sources of Data	2
Restrictions	3
Methods of Tabulation Used	3
Arrangement of Materials in Tables	3
D. RELIABILITY OF DATA	4
The Barrett-Ryan English Test	4
II. DISCUSSION OF TABULAR CONTENT	5
A. CLASSIFICATION OF QUESTIONS	5
Introduction	5
Procedure	
B. TOTAL OCCURRENCE AND PER CENT OF ERRORS FOR EACH PROBLEM IN PUNCTUATION	9
Introduction	9
Procedure	9
C. CAPITALIZATION	12
D. VERB USAGE	13
E. GRAMMAR	14
Introduction	14
Procedure	14

CHAPTER	PAGE
III. FINDINGS	16
Technique	16
Results	16
Results of Special Treatment	21
Summary	21
Exceptional Cases	22
IV. SUMMARY AND CONCLUSIONS	26
Summary	26
Conclusions	26
V. APPENDIX	33
A. BARRETT-RYAN ENGLISH TEST FORMS	34

LIST OF TABLES

TABLE	PAGE
I. CLASSIFICATION OF QUESTIONS	6
II. TOTAL OCCURRENCE AND PER CENT OF ERRORS FOR EACH PROBLEM IN PUNCTUATION.	10
III. TOTAL OCCURRENCE AND PER CENT OF ERRORS FOR EACH PROBLEM IN CAPITALIZATION	12
IV. TOTAL OCCURRENCE AND PER CENT OF ERRORS FOR EACH PROBLEM IN VERB USAGE	13
V. TOTAL OCCURRENCE AND PER CENT OF ERRORS FOR EACH PROBLEM IN GRAMMAR.	15
VI. PROBLEM RANK ACCORDING TO PER CENT OF ERRORS	17
VII. TOTAL MISTAKES AND PER CENT OF ERRORS FOR TOTALS	24
VIII. EXCEPTIONAL CASES IN GRAMMAR.	25
IX. NUMBER OF MISSES FOR EACH CASE.	28

CHAPTER I

INTRODUCTION TO THE STUDY

It is generally conceded that high-school graduates enter college without an adequate working knowledge of English grammar, and college instructors are unwillingly made to bear the burden of this deficiency. No one, except the college instructors, seems to be greatly worried about this matter or to be making any serious attempt to rectify it. An endless stream of students, more or less polluted with faulty grammar complexes, is pouring into our colleges, threatening to inundate their established curricula with a flood of grammar incompetency.

A. THE PROBLEM

Statement of the Problem. This study was undertaken with a twofold purpose: first, to discover, if possible, those phases of English grammar in which high school graduates are most deficient; and, second, to submit the findings in the hope that they may be beneficial to high-school English teachers in pointing out to them those phases upon which most drill work is needed.

Importance of the Study. We use the English language every day of our lives, because it is our chief medium of communication. A knowledge of English is important in itself not only as a means of social and cultural enjoyment, but also as a basis for all learning; therefore, there should

always be such an expenditure of time and effort that successful attainment is reached.

B. ORGANIZATION OF THE PROBLEM

Materials of the Study. Seven hundred seventy-nine of the Barrett-Ryan English Tests*(Forms I, II, III) that had been given to freshmen entering Indiana State Teachers College furnished the material for this study. A check was made only of those sections covering punctuation, capitalization, verb usage, and grammar.

These test forms are divided into four major parts. Part I-A covers punctuation, while I-B deals with capitalization. In the second division, A tests the student's recognition of correct sentence structure and diction, and B is composed of complete and incomplete sentences. Fifteen sentences containing troublesome tense forms of various verbs are listed under Part III, Verb Usage. The last section is made up of twenty-five examples, each followed by a reason. In some cases the reason is correct, while in others it is incorrect; the student is supposed to make the distinction and to mark each accordingly.

Each section opens with printed directions followed by correctly marked examples, with the single exception of Part II-B which has directions only.

C. METHODS OF PROCEDURE

Sources of Data. Access was kindly granted to the test

*See Appendix for copies of these tests.

files in the office of Dr. V. C. Miller, Professor of English, Indiana State Teachers College, and all data were gathered from a careful and painstaking check of all errors registered in these tests.

Restrictions. Two parts of these tests, Part II-A, Sentence Structure and Diction, and Part II-B, The Complete Sentence, were omitted, because they could not be handled in the way of the others. All problems were grouped under rather general headings, since a more individual treatment was found to be impractical. Moreover, only those points of grammar dealt with in these test forms have been considered in this study.

Methods of Tabulation Used. A preliminary tabulation was made by checking mechanically every error in each test form under its general heading and number. Next, a classification was made of all problems presented in all three forms under each of the four general heads---Punctuation, Capitalization, Verb Usage, and Grammar. Each problem was then placed under its proper classification, and the number of errors in each case was tabulated. From this record a total of errors for each problem was obtained, and, by dividing this total by the entire number of times the students were subjected to it, the per cent of error was found. Finally, by means of ranked frequency table in which all problems were arranged according to their percentage rank, the most difficult problems could easily be ascertained.

Arrangement of Materials in Tables. All material was

finally grouped into nine tables. The first table is a complete classification of all problems in all three forms arranged under appropriate heads and sub-heads. Table II records the total number of times each problem occurs in each form, the number of times it was missed, the total number of times the problem was encountered, and the per cent of error in all phases of punctuation included in the test. The same procedure is followed for capitalization in Table III, while in Tables IV and V verb usage and grammar, respectively, are given the same treatment. All problems are ranked in Table VI according to the per cent of times each was missed, starting with the highest. This table also shows the number of times each problem occurred. Table IX records the number of errors for each problem, listing these errors according to their grammatical classification and also according to their number and their test form.

D. RELIABILITY OF DATA

The Barrett-Ryan English Test. This test was devised by E. R. Barrett, Professor of English, and Teresa M. Ryan, Associate Professor of English, both of Kansas State Teachers College, with the assistance of E. R. Wood, Associate Professor of Education, Ohio State University. It is a very comprehensive objective-type test, covering some of the most difficult angles of English grammar. The checking was done with the aid of a key, thereby eliminating the personal element; therefore the data are as reliable as the conditions above can make them.

CHAPTER II

DISCUSSION OF TABULAR CONTENT

The following discussion is not intended to be elementary, but tables misunderstood are worse than no tables at all. Moreover, since the final analyses of this study are based almost entirely upon the tabular material contained therein, a very thorough discussion of the tables is not only desirable but essential.

A. CLASSIFICATION OF QUESTIONS

Introduction. It was necessary to make a general classification of all problems presented, according to the particular phase of grammar considered in each, in order to have a working basis for recording each error under its proper head.

Procedure. The four general divisions set up by the authors--Punctuation, Capitalization, Verb Usage, and Grammar--were used as a starting point. Then under each of these, every division and every subdivision treated in the test was recorded. Under the general head of Punctuation, for example, it was found that five distinct uses of the apostrophe were exemplified, while sixteen variations of the use of the comma were found. In all, nine points were used, covering approximately thirty-nine rules for punctuation.

Twelve rules and parts of rules were applied under the general heading of Capitalization. Some of these are usually combined under one general rule, while others are distinct misuses.

TABLE I. CLASSIFICATION OF QUESTIONS

I. Punctuation

A. Apostrophe

1. Possessive pronoun (apostrophe not needed)
 2. Plurals of letters, figures, and signs
 3. To form plural possessive of nouns
 4. To form possessive of nouns ending in "s"
 5. With contractions
-

B. Comma

1. After name of state in an address
 2. With parenthetical expressions
 3. With restrictive and non-restrictive clauses
 4. With dates after year (misuse)
 5. The comma blunder
 6. Between adjective and noun it modifies (misuse)
 7. With name in direct address (vocative)
 8. With initial adverbial clause
 9. Between month and day of month (misuse)
 10. Where semicolon is needed for clearness
 11. For clearness in dependent and independent clause
 12. Before the conjunction in a series
 13. Before indirect quotations (misuse)
 14. To separate direct quotation from rest of sent.
 15. With an absolute participial phrase
 16. To separate the "question tag"
-

C. Dash

1. To denote a definite break in thought
-

D. Colon

1. With a formally introduced series
 2. With time expressed in figures; e.g., 7:30
-

E. Hyphen

1. With hyphenated compounds
 2. With compound numerals (correct use and misuse)
-

F. Period

1. After a sentence ending with a direct quotation which is an exclamation (misuse)
-

G. Quotation marks

1. To inclose a direct quotation
 2. To inclose an indirect quotation (misuse)
 3. Repeated where not essential
 4. Use in broken direct quotations
 5. Use of single quotation marks
-

H. Question mark

1. With an indirect question (misuse)
 2. With quoted question (location of)
-

TABLE I (continued)

IV. Grammar (continued)	
<hr/>	
B. Number	
1. Agreement of subject and verb in number and person	
<hr/>	
C. Mode	
1. Subjunctive	
(a) In contrary-to-fact and "if" clauses	
(b) Expressing a wish	
(c) Weakened imperative	
<hr/>	
D. Distinction between use of adjectives and adverbs	
<hr/>	
E. Recognition of the predicate adjective	
<hr/>	

Verb usage was limited entirely to tense and tense forms. Under this topic, the authors contrived to include most of the difficult participial and past tense forms of the verb.

Case, number, and mode were the chief problems listed under Grammar. The most difficult uses of the objective, nominative, and possessive cases were presented. This section covered nine distinct case uses, some of which were correctly stated; others were stated incorrectly. The student was supposed to check them accordingly. All imaginable combinations of subjects were used to test the student's ability in selecting verbs to agree. The division dealing with mode was restricted to the subjunctive alone. The other two divisions considered the distinction between the use of the adjective and of the adverb, and the recognition of the predicate adjective. Although, generally speaking, every item in this test is actually some form of grammar; only those listed as "Grammar" are considered under this head.

Each of these phases was given a number under its correct head, and hereafter when reference is made to any

specific rule this number only is given.

B. TOTAL OCCURRENCE AND PER CENT OF ERRORS
FOR EACH PROBLEM IN PUNCTUATION

Introduction. It was thought advisable at this point to make a separate table for each of the four major divisions; therefore the first table covers punctuation only. Since the ultimate goal was a level of comparison for all problems, this table was constructed in order to compute the per cent of errors. Throughout all three forms of the test, many of the individual problems recurred; the range being from one to twenty-four. Because of this fact it was necessary to learn the total number of times each problem was encountered and how many times each problem was missed, in order to arrive at the per cent of errors in each case. Since the problems did not all appear an equal number of times, the per cent of errors afforded the only accurate and logical basis of comparison.

Procedure. The system of cataloging used in Table I was adhered to throughout the following three tables. Problem "1" under "Apostrophe" is the same problem listed as such under Table I. In this table the problem frequency for each test form was recorded, and the sum of the errors for all three forms was placed in the adjoining column. By multiplying the total number of each test form given by the number of times the problem occurred in that particular form and then adding the results, the number of times the problem was encountered was obtained. From these two sums the per cent of errors was calculated.

TABLE II. TOTAL OCCURRENCE AND PER CENT OF ERRORS
FOR EACH PROBLEM IN PUNCTUATION

Classification and number of problem	Total times problem occurs in each form			Total times problem missed	Possible total of errors	Per cent of errors
	I	II	III			
A. Apostrophe						
1	2	1	1	359	1036	34.6
2			1	46	273	16.8
3	1	3	2	710	1550	42.9
4		1		70	249	28.1
5	1			35	257	13.6
B. Comma						
1	1	1	1	332	779	42.6
2	1		1	106	530	20.0
3	1	2	2	419	1301	32.2
4	1		1	252	530	47.6
5	2	2	2	643	1558	41.3
6	1		1	155	530	29.2
7	1		1	88	530	16.6
8	1	1	2	278	1052	26.4
9	1		1	94	530	17.7
10	1			182	257	70.8
11		1		109	249	43.7
12		1		49	249	19.7
13		1		56	249	22.5
14			1	30	273	10.9
15			1	57	273	20.9
16	1			96	257	37.4
C. Dash						
1			1	115	273	42.1

TABLE II (continued)

Classification and number of problem	Total times problem occurs in each form			Total times problem missed	Possible total of errors	Per cent of errors
	I	II	III			
D. Colon						
1			1	57	273	20.9
2	1			4	257	1.5
E. Hyphen						
1	1	1		186	506	36.7
2	2	1	2	358	1309	27.3
F. Period						
1			1	56	273	20.5
G. Quotation marks						
1	2		1	72	787	9.1
2	1	1		91	506	17.9
3	1	1	1	226	779	29.0
4		1		29	249	11.6
5		1	1	135	522	25.9
H. Question mark						
1	1	1	1	120	779	15.4
2		2		77	498	15.4
I. Semicolon						
1	2	1	1	381	1036	36.7
2	1			156	257	60.7
3	1	1		202	506	39.9
4	1	4	2	468	1799	26.0
5		1		85	249	34.1

C. CAPITALIZATION

The section devoted to capitalization was composed of ten sentences, each exemplifying the correct or the incorrect application of some rule of punctuation. Most of the sentences were limited to one rule, but a few, however, involved more than one. In all three Forms, the thirty examples were found to include twelve various phases of punctuation. These twelve rules, or parts of rules, were put in Table III, and each error was tabulated accordingly.

TABLE III. TOTAL OCCURRENCE AND PER CENT OF ERRORS
FOR EACH PROBLEM IN CAPITALIZATION

Classification and number of problem	Total times problem occurs in each case			Total times problem missed	Possible total of errors	Per cent of errors
	I	II	III			
1	2	5	2	635	2305	27.5
2	1	1	1	208	779	26.7
3	1	1	3	188	1325	14.2
4	1	1		167	506	33.0
5	1			74	257	28.8
6	1	1	3	218	1325	16.6
7	1			120	257	46.7
8	1	1		173	506	34.2
9	1		1	224	530	42.5
10		1		27	249	10.9
11			1	24	273	8.8
12			1	142	273	52.0

D. VERB USAGE

Many of the most difficult participial forms of the verb were presented under Verb Usage. Such verbs as drag, fly, lend, write, see, climb, drive, eat, ride, etc., were included. When they were used correctly they were listed under the "Preterit", but when incorrectly used, they were labeled, "The false form of the participle." Out of the forty-five problems encountered in all three Forms, twenty-six were participial forms of the verb; seventeen were forms of the past tense; while only two perfect tense forms were given.

TABLE IV. TOTAL OCCURRENCE AND PER CENT OF ERRORS
FOR EACH PROBLEM IN VERB USAGE

Classification and number of problem	Total times problem occurs in each form			Total times problem missed	Possible total of errors	Per cent of errors
	I	II	III			
A. Tense						
1. Preterit	2	2	4	456	2104	21.7
2. Past	5	8	4	972	4369	22.2
3. Perfect			2	28	546	5.1
4. False form of participle	8	5	5	869	4666	14.3

E. GRAMMAR

Introduction. This division required special treatment, because here each problem was made up of two parts; (a) the example, and (b) the reason. Because of this, some additional explanation is necessary.

Procedure. The general procedure was the same as that of the three preceding tables, with the exception that both example (a) and reason (b) had to be listed for each problem. Varying combinations of correct and incorrect examples and reasons were given, but no note was made of this in the tabulation. It was assumed that, if the student could not make the distinction, an error was committed.

TABLE V. TOTAL OCCURRENCE AND PER CENT OF ERRORS
FOR EACH PROBLEM IN GRAMMAR

Classification and number of problem	Total times problem occurs in each form			Total times problem missed	Possible total of errors	Per cent of errors
	I	II	III			
A. Case						
1. Objective						
(a)	3	1	3	(a) 779 (b) 705	1839 1839	42.3 38.3
(b)	2	2	1	(a) 443 (b) 454	1285 1285	34.5 35.3
(c)	1	1	1	(a) 381 (b) 381	779 779	48.9 48.9
(d)	1	1	1	(a) 229 (b) 440	779 779	29.4 56.5
2. Nominative						
(a) Subj. (I)	2	3	2	(a) 925 (b) 903	1807 1807	51.2 49.9
(II)	2	1	2	(a) 205 (b) 368	1309 1309	15.7 28.1
(b) Appos- itive			1	(a) 161 (b) 98	273 273	58.9 35.9
(c) Predi- cate	1	1	2	(a) 400 (b) 631	1052 1052	38.0 59.9
3. Possessive						
(a) Gerund	1	1	1	(a) 209 (b) 292	779 779	26.8 37.5
B. Number						
1.	8	9	7	(a) 2070 (b) 2334	6208 6208	33.3 37.6
C. Mode						
1. Subjunctive						
(a)	1	1		(a) 209 (b) 230	506 506	41.3 45.5
(b)			1	(a) 136 (b) 108	273 273	49.8 39.6
(c)		1		(a) 6 (b) 104	249 249	2.4 41.7
D. Use of adj. and adverb	3	2	1	(a) 693 (b) 491	1542 1542	44.9 31.8
E. Predicate adjective		1	2	(a) 52 (b) 259	795 795	6.5 32.6

obtained from the following table: (a) Total number of errors; (b) Total number of correct answers.

CHAPTER III

FINDINGS

Technique. The per cent of errors for each problem having been obtained, there remained the task of grouping all the problems according to their respective ranks. Therefore there was a new and complete rearrangement made, (see Table VI) in which the rank, the nature of the problem, the frequency of occurrence, and the per cent of errors were recorded for each of the eighty-five problems.

Results. A total of 779 test papers was checked, and a grand total of 26,205 errors was recorded and analyzed. Of this total number, 14,696 were made under the general heading "Grammar." This included case, mode, number, the use of the predicate adjective, and the distinction between the use of the adjective and the adverb.

Punctuation ranked second with 6,984 errors, and Capitalization followed with a total of 2,200, while Verb Usage came last with 2,325 errors. The per cent of errors is shown for each case in Table VI, where they are arranged according to their rank.

In Grammar a special technique was followed in the treatment of 585 test papers. By means of this new technique it was determined how many times the example was wrong and the reason right, the reason wrong and the example right, and the number of times both were missed. This information was obtained and recorded in Table VII, page twenty-four.

TABLE VI. PROBLEM RANK ACCORDING TO PER CENT OF ERRORS

Rank order	Nature of problem	Times problem occurs	Per cent of errors
1	Comma where semicolon is needed	1	70.8
2	Semicolon in compound sentences where other punctuation is used	2	60.7
3	Nominative case after copula (reason)..	4	59.9
4	Nominative by apposition (example).....	1	58.9
5	Objective case after copulative infin- itive to agree with subject (reason)...	3	56.5
6	Capitalization of second part of a divided quotation (misuse).....	1	52.0
7	Nominative case, subject of subordin- ate clause (example).....	7	51.2
8	Nominative case, subject of subordin- ate clause (reason).....	7	49.9
9	Subjunctive, expressing wish(example)..	1	49.8
10	Objective case--object of verb(example)	3	48.9
11	Objective case--object of verb(reason).	3	48.9
12	Comma with dates--after year (misuse)..	2	47.6
13	Capitalization of proper adjectives derived from proper nouns	1	46.7
14	Subjunctive in contrary-to-fact and "if" clauses (reason).....	2	45.5
15	Distinction between use of adjective and adverb.....	6	44.9
16	Comma for clearness in independent and dependent clauses	1	43.7
17	Apostrophe to form plural possessive of nouns	6	42.9
18	Comma after name of state in address...	3	42.6
19	Capitalization of names of subjects not derived from names of countries....	2	42.5

TABLE VI (continued)

Rank order	Nature of problem	Times problem occurs	Per cent of errors
20	Objective case--object of preposition (example)	7	42.3
21	Dash to denote definite break in thought..	1	42.1
22	Subjunctive mode--weakened imperative.....	1	41.7
23	Subjunctive in contrary-to-fact and if-clauses (example)	2	41.3
24	The comma blunder	6	41.3
25	Semicolon where colon is needed (misuse)..	2	39.9
26	Subjunctive, expressing wish (reason).....	1	39.6
27	Objective case--object of prep.(reason)...	7	38.3
28	Nominative case after copula (example)....	4	38.0
29	Agreement of subject and verb in person and number (reason).....	24	37.6
30	Possessive as subject of gerund (reason)..	3	37.5
31	To separate the "question tag".....	1	37.4
32	Hyphen in compounds, including fractions..	2	36.7
33	Semicolon to separate parts of compound sentence when conjunction is omitted.....	4	36.7
34	Nominative by apposition (reason).....	1	35.9
35	Objective case--subject of inf. (reason)..	5	35.3
36	Apostrophe misused, possessive pronouns ..	4	34.6
37	Objective case--subject of inf.(example)..	5	34.5
38	Capitals with beginning of a direct quotation	2	34.2
39	Semicolon to separate more or less unrelated ideas	1	34.1
40	Agreement of subject and verb in person and number (example)	24	33.3
41	Capitalization of names of directions used to designate a section of country....	2	33.0

TABLE VI (continued)

Rank order	Nature of problem	Times problem occurs	Per cent of errors
42	Predicate adjective after linking verb ..	3	32.6
43	Comma in restrictive and non-restrictive clauses	5	32.2
44	Distinction between the use of the adjective and the adverb	6	31.8
45	Objective case after copulative infinitive to agree with subject (example)	3	29.4
46	Comma between adjective and noun (misuse)	2	29.2
47	Unnecessary repetition of question mark .	3	29.0
48	Capitalization of names of directions ...	1	28.8
49	Nominative case as subject of elliptical clause	5	28.1
50	Apostrophe to form possessive of nouns ending in "s"	1	28.1
51	Capitalization of common adjectives and nouns (misuse)	9	27.5
52	Hyphen in compound numerals	5	27.3
53	Possessive case as subject of gerund(ex.)	3	26.8
54	Capitalization of subjects of study derived from names of countries	3	26.7
55	Comma to set off initial adverb clause ..	4	26.4
56	Semicolon where comma is sufficient	7	26.0
57	Correct use of single quotation marks ...	2	25.9
58	Comma before indirect quotation (misuse)	1	22.5
59	Correct form of verb in past tense	17	22.2
60	Correct form of the verb in the preterit.	8	21.7
61	Colon with formally introduced series ...	1	20.9
62	Comma with absolute participial phrase ..	1	20.9
63	Period after sentence ending in a direct quotation which is an exclamation	1	20.3

TABLE VI (continued)

Rank order	Nature of problem	Times problem occurs	Per cent of errors
64	Comma with parenthetical expressions	2	20.0
65	Comma before the conjunction in series...	1	19.7
66	Quotation marks with indirect quotation..	2	17.9
67	Comma in dates, between month and day of month (misuse)	2	17.7
68	Apostrophe in formation of plurals of letters, figures, signs, etc.	1	16.8
69	Comma with name in direct address	2	16.6
70	Capitalization of general term used as part of a specific name	5	16.6
71	Nominative case as subject of an ellip- tical clause (example)	5	15.7
72	Question mark, indirect question(misuse).	3	15.4
73	Location of question mark in quoted questions	2	15.4
74	False form of the participle (tense).....	18	15.3
75	Capitalization of proper nouns	5	14.2
76	Apostrophe to form contractions	1	13.6
77	Quotation marks in broken quotations	1	11.6
78	Comma to separate direct quotation from the rest of the sentence	1	10.9
79	Misuse of capital --verb following a direct quotation	1	10.9
80	Quotation marks with direct quotation ...	3	9.1
81	Capitalization of words in a title	1	8.8
82	Predicate adjective after copulative verb (example)	3	6.5
83	Correct form of verb in perfect tense ...	2	5.1
84	Subjunctive mode,weakened imperative(ex.)	1	2.4
85	Colon with time expressed in figures	1	1.5

Results of Special Treatment. Out of 585 tests with a possible total of 14,625 errors, the correct example was selected 2,441 times while the incorrect reason was given; the correct reason was chosen 1,848 times while the example was missed. The marking was consistent for the 3,254 times that both were missed. The reason was marked incorrectly 5,765 times for a score of 39.4 per cent; the example was missed 5,102 times or 34.9 per cent of the total number of chances. Here, as in practically every case, the reason was missed approximately 5 per cent more times than the example. The greatest difference occurred in Form I, where the variance was 10.4 per cent. In the totals for all 779 tests, the reason held a 5.4 per cent margin over the example.

Table VII shows the number of times the incorrect example was given with the correct reason; the number of times the incorrect reason was given with the correct example; and the number of times both were missed. This information is given separately for each form, and also the totals for all three are given.

Summary. The greatest number of errors for any one problem in a single test form was 190 for problem 1 under Verb Usage, Form I. This problem gave "overflown" as the correct participial form of the verb "overflow." Out of 257 students checking this sentence, 190 thought it was correct.

The least difficulty was caused by problem 17 under Punctuation in Form I. It gave the correct use of the colon in stating time in figures. Only four students out of 257 marked this one incorrect.

When all eighty-five problems were ranked according to per cent of errors, the two with the highest per cents were both punctuation problems, concerned with the use of the semicolon. Out of the next nine, all but two were case problems.

Exceptional Cases. In the original tabulation of errors in the section labeled "Grammar," it was found that there were a few cases in which the variation between the number of errors for the example and those for the reason was extreme. Because of this fact they are worthy of special attention.

The outstanding case in Form III was number 22. It was a matter of case form of the relative pronoun "who" in a dependent clause, when another dependent clause separated it from its own clause. The reason given was incorrect. Out of 205 attempts, the example was missed forty-seven times; the reason was missed only eleven times, while the misses for both numbered 103.

There were five extreme cases in Form I. In one of them, the example was missed only two times and the reason seventy-four times.

Another was, "(a) They suspected it to be(me). (b) Objective case, object of 'to be'." The reason was missed 134 times, while the example totaled only thirteen errors. The record for both was nine.

The students were very consistent in number 18. They missed the example twenty-four times; the reason showed a total of twenty-three errors, while 104 errors were marked against both.

Habit seemed to lead them astray in number 24, for, in the expression "some better" where the adverb "somewhat" should have been used, they missed the example eighty-nine times, while the correct reason was missed only twenty-nine times. The total for both was twenty-seven.

In a problem calling for the plural form of the verb, to agree with the plural relative pronoun "who" whose antecedent was "those," the effect of habitual response was evident; the example was missed only fourteen times, but a total of 104 errors was registered for the correct reason. Here the students knew the proper form but did not recognize the correct reason when given.

The greatest variation between example and reason in Form II came in problem 21. The total number of errors for the example was ninety-nine greater than the total for the reason. The problem involved the distinction between the adjective and the adverbial comparatives of the word "quick." The correct reason was given.

In number 22, where a predicate adjective following the linking verb "seemed" was labeled in the reason as an adverb, modifying "seemed," the example was missed only four times, while the reason was marked "correct" ninety-nine times. Both were missed four times.

Both example and reason were missed 103 times in problem 17; while the example alone was missed only ten times, and the reason alone was missed thirty-two times. The problem was, "(a) That is one of the rules which (are) frequently violated. (b) Plural number, to agree with 'which'."

TABLE VII. TOTAL MISTAKES AND PER CENT OF ERRORS FOR TOTALS

Classification	Total errors	Possible total	Per cent.
1. Grammar			
(a) Reason	7,798	19,475	40.0
(b) Example	6,898	19,475	35.4
2. Punctuation	6,984	23,370	29.9
3. Capitalization	2,200	8,585	25.6
4. Verb Usage	2,325	11,685	11.3
Grand total	26,205	82,590	31.7
5. Test Forms I, II, and III			
(a) Form I, (196 tests)			
(I) Example only	638	4,900	13.0
(II) Reason only	1,045	4,900	23.4
(III) Both	975	4,900	19.9
(b) Form II, (184 tests)			
(I) Example only	645	4,600	14.0
(II) Reason only	723	4,600	15.7
(III) Both	1,144	4,600	24.9
(c) Form III, (205 tests)			
(I) Example only	565	5,125	11.2
(II) Reason only	743	5,125	14.5
(III) Both	1,065	5,125	27.8
6. Totals for all three Forms (585 tests)			
(I) Example only	1,848	14,625	12.6
(II) Reason only	2,511	14,625	17.2
(III) Both	3,254	14,625	22.2

TABLE VIII. EXCEPTIONAL CASES IN GRAMMAR

Form no.	Problem number	Nature of problem	Number of errors		
			Example	Reason	Both
I	13	Agreement of verb in number with the subject	14	104	34
I	18	Case of compound relative	24	23	104
I	20	Objective case, following a copulative infinitive	13	134	9
I	24	Distinction between the adjective and the adverb	89	29	27
I	25	Sing. verb with subj. plural in form but sing. in meaning	2	74	20
II	6	Agreement of verb in number with relative pronoun "who"	71	4	81
II	17	Agreement of verb in number with the relative "which"	10	32	103
II	21	Distinction between the adjective and the adverb	106	7	23
II	22	Recognition of the predicate adjective	4	99	4
II	24	Subjunctive of wishing	2	68	4
III	22	Case of relative "who" in subordinate clause	47	13	103

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary. Seven hundred seventy-nine Barrett-Ryan English Tests were checked for errors. A total of eighty-five problems was presented, and a grand total of 26,205 errors was made. This figure represents 31.7 per cent of the grand total of problems encountered. The median was 42.4 per cent.

Use of the semicolon and recognition of the proper case form rank at the top in per cent of errors, while the next in order were the apostrophe and agreement of the subject and the verb in person and number.

Out of justice to the students, it should be remembered that practically every problem presented was the most difficult of the type. The authors of this test knew and included all the stumbling blocks; therefore those problems with the highest per cent of errors represent the superlative in grammar difficulty.

Conclusions. The results of this study show wherein the average high-school graduate, as typified by those students entering Indiana State Teachers College, is most deficient in those points of English grammar included in the Barrett-Ryan English Test. From the findings it may be concluded that the average beginning college freshman is only about two-thirds as proficient in grammar as he should be.

The greatest deficiency for any one point of grammar appeared in case, while the knowledge of the correct use of the semicolon was most lacking in punctuation.

Between reason and example, in Grammar, the predominant failing was in reason. The students seemed to be guided chiefly

by usage and not by grammatical rule. Inconsistency in the recognition of correct form and rule would suggest that quite a great deal of guessing was done, as is shown by the record of the exceptional cases. When 196 students miss the correct example only thirteen times and fail to recognize the incorrect reason one hundred thirty-four times in one case; and then, on the same page, they miss a correct reason seventy-four times but fail only twice to recognize the correct example; there is justification for the conclusion that their responses were either habitual or pure guesses.

This study is not supposed to be a "cure all" for all short-comings in English grammar, but if these findings were used as a guide for extra drill work, much of the prevailing deficiency might be overcome.

TABLE IX. NUMBER OF ERRORS FOR EACH CASE

I. Punctuation						
Classification of problem	Form I	Errors	Form II	Errors	Form III	Errors
A. Apostrophe						
1. With possessive pronouns	2 12	80 102	23	65	1	112
2. To form plurals of let- ters, signs, etc.					10	46
3. To form plural possess- ives of nouns	18	95	21 24 25	188 114 61	14 15	121 131
4. To form possessive of nouns ending in "s"			15	70		
5. With contractions	13	35				
B. Comma						
1. After name of the state in an address	1	123	9	119	4	90
2. To set off parentheti- cal expressions	3	15			8	91
3. With restrictive and non-restrictive clauses	4	106	3 29	128 82	2 16	90 13
4. With dates after the year (misuse)	6	115			24	137
5. The comma blunder	14 19	51 139	6 8	56 145	25 30	157 95
6. Between attributive adjectives and nouns they modify (misuse)	15	85			23	70
7. With name used in di- rect address (voc.)	20	47			11	41
8. To set off initial adverbial clauses	21	77	1	64	3 7	42 95
9. In dates between month and day of month	23	51			13	43
10. Where semicolon is needed for clearness	25	182				
11. For clearness in inde- pendent and dependent clauses			2	109		

TABLE IX (continued)

I. Punctuation						
Classification of problem	Form I	Errors	Form II	Errors	Form III	Errors
12. Before conjunction in a series			7	49		
13. Before an indirect quotation			10	56		
14. To separate a direct quotation from the rest of the sentence					22	30
15. With an absolute participial phrase					29	57
16. To separate the "question tag"	16	96				
C. Dash						
1. To denote a definite break in thought					12	115
D. Colon						
1. With a formally introduced series					28	57
2. With time expressed in figures	17	4				
E. Hyphen						
1. With hyphenated compounds	27	138	26	48		
2. With compound numerals	9 10	69 42	27	89	18 19	86 72
F. Period						
1. After sentence ending with a direct quotation which is an exclamation					6	56
G. Quotation marks						
1. To inclose a direct quotation	5 26	32 13			27	27
(misuse)						
2. To inclose an indirect quotation	8	20	18	71		
3. Repeated where not essential	28	85	19	86	17	55
4. Use in broken direct quotations			20	29		

TABLE IX (continued)

I. Punctuation						
Classification of problem	Form I	Errors	Form II	Errors	Form III	Errors
1. Use of single quotation marks			22	71	20	64
H. Question mark						
1. After an indirect question (misuse)	11	47	30	40	5	33
2. Location of mark with a quoted question			4 28	22 55		
I. Semicolon						
1. To separate parts of compound sentences when conj. is omitted	30 22	89 63	12	170	9	59
2. With conjunction in compound sentences when other punct. is used	24	156				
3. Where colon is required (misuse)	29	116	16	86		
4. Where comma is sufficient (misuse)	7	71	13 17 11 5	23 65 117 22	26 21	100 70
5. To separate more or less unrelated ideas			14	85		
II. Capitalization						
1. Misuse--not needed, common adjectives and nouns	1 5	83 44	1 4 5 6 7	72 26 125 59 49	6 9	79 98
2. Courses of study derived from names of countries	2	23	2	69	10	116
3. Proper nouns	3	15	3	91	1 4 5	12 51 19
4. Names of directions when used to designate a section of country	4	76	3	91		
5. North, south, east, and west when used as directions	7	74				
6. General term as part of a specific name	6	37	10	21	1 2 7	12 32 116

TABLE IX. (continued)

II. Capitalization						
Classification of problem	Form I	Errors	Form II	Errors	Form III	Errors
7. Proper adjective derived from proper noun	8	120				
8. The beginning of a direct quotation	9	90	8	83		
9. Names of subjects of study not derived from names of countries (misuse)	10	108			10	116
10. Verb following a direct quotation			9	27		
11. First, last, and all important words in titles (misuse)					3	24
12. Second part of divided direct quotation					8	142
III. Verb Usage						
A. Tense	12	103	14	27	11	38
1. Preterit	15	11	15	83	12	136
2. Past	3 6 10 11 13	91 50 75 68 106	1 2 4 5 6 7 10 12	37 94 64 151 13 61 10 21	3 4 8 9	12 22 54 43
3. Perfect					6 15	17 11
4. False form of the participle	1 2 4 5 7 8 9 14	190 15 116 75 28 29 11 42	3 8 9 11 13	47 36 8 84 19	2 5 7 10 13	8 14 58 70 23

TABLE IX. (continued)

IV. Grammar									
Classification of problem	Form I	Errors		Form II	Errors		Form III	Errors	
		(a)	(b)		(a)	(b)		(a)	(b)
A. Case									
1. Objective	3	112	123				23	102	82
(a) Object of a preposition	7 10	98 128	98 90	11	87	86	19 10	147 105	152 74
(b) Subject of an infinitive	23 13	64 108	22 138	18 23	81 76	94 103	13	114	107
(c) Direct object of a verb	18	171	174	9	89	90	3	121	117
(d) After copulative infinitive to agree with subject	20	32	180	10	103	137	20	94	123
2. Nominative									
(a) As subject	19	153	136	7	147	192	22	196	162
(I) of a subordinate clause	22	111	76	8 12	110 54	120 54	7	154	163
(II) Of an elliptical clause	5 6	19 51	63 91	15	55	74	6 4	41 39	41 99
(b) Appositive							5	161	98
(c) Predicate	1	61	146	13	118	141	1 18	109 112	163 181
3. Possessive									
(a) As subject of a gerund	2	102	130	19	61	90	2	46	72
B. Number	4 8 9	11 107 152	44 113 170	16 17 14	101 153 22	94 187 28			
1. Agreement of verb with subject in person and number	11 14 25 15 21	68 60 23 29 68	71 181 120 34 64	1 2 3 4 5 6	94 144 63 115 177 208	98 98 57 122 89 125	11 15 21 25 8	47 79 75 18 41	72 88 81 35 67
C. Mode									
1. Subjunctive									
(a) contrary-to-fact and if clauses	12	97	124	20	112	106			
(b) Expressing a wish							17	136	108
(c) Weakened imperative				24	6	104			
D. Distinction in the use of the adjective and the adverb	16 17 24	92 90 161	110 110 65	25 21	116 180	100 38	16	54	68
E. The predicate adjective				22	11	148	12 24	24 17	71 40

APPENDIX

Barrett-Ryan English Test—Form I

Devised by
E. R. Barrett, Professor of English; Kansas State
Teachers College, Emporia

Teresa M. Ryan, Associate Professor of English, Kansas
State Teachers College, Emporia

E. R. Wood, Associate Professor of Education,
New York University

Name

Age..... Sex..... Grade.....

Name of School.....

City..... State.....

Date of Examination.....

Part	Score	Total
I	A	}
	B	
II	A	}
	B	
III	*****	
IV	a	}
	b	
	Total Score	

PART I-A

Punctuation

DIRECTIONS: In each of the following sentences one or more of the punctuation marks are enclosed in brackets. If the punctuation enclosed in brackets is correct, make a plus sign in the parenthesis before the sentence, as in "A" below. If any punctuation mark in brackets is not the correct mark for the place, make a minus sign in the parenthesis, as in "B" below.

Examples:

A. (+) Mr[.] Brown came home today.

B. (—) I am[,] not going today.

The period after "Mr" in "A" is correct; therefore a plus sign is made in the parenthesis. The comma after "am" in sentence "B" is not correct; therefore a minus sign is made in the parenthesis.

- () Lawrence, Kansas[,] is the seat of the State University.
- () The tree has lost all of it[']s leaves.
- () Calvin Coolidge[,] whose home was in Vermont[,] was at that time in Washington.
- () Every boy[,] who comes to me[,] will receive a present.

- () Where shall we all be a year from now? ["]Mary suddenly asked us.["]
- () July 4, 1776[,] is probably the most important date in American history.
- () After we had finished our work, John said[;] "Let us now get something to eat."
- () When Miss Gordon came in, she said that ["]she would read to us.["]
- () Mary was twenty[-]one years old yesterday.
- () More than one[-]thousand cars pass over the bridge daily.
- () When Father met us, he asked where we were going[?]
- () Edith thought the book was her[']s.
- () The director announced, "It[']s now time to begin."
- () We reached home about seven o'clock[,] we were all tired.
- () I put my hand into the box and took hold of a smooth, cold, moist[,] object.
- () The lesson was rather long[,] was it not?
- () Our train will arrive in Topeka at 7[:]35.
- () Boy[']s hats are now on sale.
- () I cannot attend the meeting tomorrow[,] however my brother will come in my place.
- () Alice[,] come here, please.
- () If you receive an invitation[,] you must answer it soon.

22. () It was rather cool this morning[;] we, therefore, started a fire in the furnace.
23. () Thanksgiving Day came that year on Nov.[,] 29.
24. () As the auditorium is crowded, we can not get in[;] but we shall hear the concert from the outer hall.
25. () Many excuses were given for his absence: first, his watch was slow[,], second, his car would not start[,], and third, he was delayed by the traffic.
26. () [""]The train is coming![""] some one on the platform shouted.
27. () The speaker is a well[-]dressed man.
28. () The captain announced, "We practice no more tonight.[""] [""]We rest until tomorrow."
29. () He introduced the following men[;] James Smith, John Lawrence, and Paul Jones.
30. () The girl entered the room hastily[;] she was late.

PART I-B Capitalization

DIRECTIONS: Make a plus sign in the parenthesis before each sentence in which the capital letters are correctly used, as in "A" below. Make a minus sign in the parenthesis before each sentence that has in it a capital letter where a small letter should be used, as in "B" below, or a small letter where a capital should be used, as in "C" below.

Examples:

- A. (+) I saw Ben enter the store.
- B. (-) I Saw Ben enter the store.
- C. (-) i saw Ben enter the store.
1. () One must complete a High School course before going to college.
2. () My English class is the most interesting class that I have.
3. () The Indians were the first one-hundred-percent Americans.
4. () All desirable farm lands in the West have now been taken up.
5. () Last Fall it was prophesied that this Winter would be a severe one.
6. () The Kansas River is now better known as the Kaw.
7. () The general direction in which the rivers flows is East.
8. () The principal of our high school is a good Christian gentleman.
9. () He meekly whispered, "it is better that I should go to my son's home in Toledo."
10. () I am now studying Mathematics, Chemistry, and History.

PART II-A Sentence Structure and Diction

DIRECTIONS: In each of the following sentences a word or a group of words is enclosed in brackets. If this word or word group is correctly used in the sentence, make a plus sign in the parenthesis before the sentence, as in "A" below. If the word or word group is incorrect or is wrongly placed, make a minus sign in the parenthesis, as in "B" below.

Examples:

- A. (+) You surely [heard] what the speaker said.
- B. (-) I [ain't] going to school today.

1. () I [expect] Charles has had some trouble with his car today.
2. () I am sure we [can] be excused from the class after we finish our problems.
3. () Dorothy thinks that Florida is a more [healthful] place to live than California is.
4. () I [calculate] to put more time on my French hereafter.
5. () We decided to [frankly] tell the whole story.
6. () The hen has been [sitting] long enough for the eggs to hatch.
7. () Carl can [not] hardly reach here by noon.
8. () He [not only] sent me a newspaper clipping, but also a book on the subject.
9. () A small error in the beginning greatly [affects] the results.
10. () The [effects] of the storm are still visible.
11. () The new policy has created a better feeling [between] the students of all classes.
12. () Do not yell [like] you were having a tooth pulled.
13. () The men never [suspicioned] that they were being watched.
14. () The book [lay] open on the desk, but no one looked at it.
15. () The price of property has [risen] so high that we can not buy at this time.
16. () He may [of] decided to stay at home.
17. () The clerk [burst] the bag by putting too much into it.

18. () He [stole] nothing from me.
19. () Before the game, he seemed [real] confident of winning.
20. () For growing wheat, Kansas is [better than any state] in the Union.
21. () [Having hunted] everywhere for the pencil, it was finally found on the table.
22. () The label on this book is different [from] the one on that.
23. () I enjoy that kind of [a] game.
24. () The [principall] reason I had for going home was that I wanted to see the new car.
25. () The [principal] of the high school is always fair.
26. () When we reached the bridge, Alice declared that was [all the farther] she would go.
27. () Everybody enjoys reading [these] kind of books.
28. () [Having eaten] our dinner, we went for a walk.
29. () [Being] a capable and deserving candidate, he should be elected mayor.
30. () [Hearing] that one of the girls had scarlet fever, the whole house was quarantined by the health officer.

PART II-B

The Complete Sentence

DIRECTIONS: In the following letter are fifteen numbered groups of words. Some of these groups make complete sentences; others do not. If the first group is a complete sentence, make a plus sign in the parenthesis to the left, numbered "1." If it is not a complete sentence, make a minus sign in the parenthesis. In like manner, in each numbered parenthesis make a plus sign if the group of words having the same number is a complete sentence, and a minus sign if the group is not.

Dear Father,

1. () [1]Your letter having arrived in the
2. () early morning mail. [2]Found check
3. () for fifty dollars enclosed. [3]All of which I shall need for this last week
4. () of school. [4]Appreciate your kindness very much. [5]Exceedingly generous of you to send me this extra
6. () money. [6]I'm busy now preparing
7. () for the final examinations. [7]How I
8. () wish they were over! [8]Truly am disappointed that you cannot be here
9. () next Thursday. [9]That day being
10. () Commencement Day. [10]Then many of the old alumni will be back.

11. () [11]Am still in hopes that Mother will
12. () decide to come. [12]Especially to see me graduate and to meet a few of
13. () my friends. [13]You, however, would enjoy seeing again many of your old
14. () classmates. [14]Do wire that you're
15. () coming. [15]Hoping to receive word tomorrow that you will come,

Your loving son,

Joe.

PART III

Verb Usage

DIRECTIONS: In each of the following sentences a word is enclosed in brackets. If this word is the correct word for the place, make a plus sign in the parenthesis before the sentence, as in "A" below. If the word is not the correct one, make a minus sign in the parenthesis before the sentence, as in "B" below.

Examples:

A. (+) I [wrote] a letter to Mother.

B. (-) John [eated] three apples.

1. () The river has [overflown] its banks.
2. () The relay team from our school has [broke] two records this year.
3. () The dress [shrank] when it was washed.
4. () Louise has often [swum] across the river.
5. () Has the bell [rang] yet?
6. () The sun [shone] all day yesterday.
7. () This week many geese have [flown] over, going north.
8. () Many agents have [come] to our house this spring.
9. () You have [ate] more of the candy than I.
10. () The dog [dived] into the pond.
11. () Frank's arm [swole] where the bee stung him.
12. () The pencils had [lain] in rows on the table.
13. () The water in the pail was [drunk] by the boys.
14. () The squirrel had [sprang] from one tree to another.
15. () I have [forgotten] all the rules that I learned.

PART IV GRAMMAR

DIRECTIONS: Each of the following sentences marked "a" has a word in brackets. If the word is the correct grammatical form to be used in that place, make a plus sign in the parenthesis before the sentence. If the form is incorrect, make a minus sign in the parenthesis.

Under "b" is a reason for the form of the word to be used in the brackets in "a". If the reason is the correct one to be applied in this case, make a plus sign in the parenthesis before the reason. If the reason is not the correct one, make a minus sign in the parenthesis.

Examples:

1. a. (+) I saw [him].
b. (+) Objective case, object of "saw."
2. a. (-) [Me] heard her.
b. (+) Nominative case, subject of "heard."
3. a. (+) We [are] one in purpose.
b. (-) Singular number, to agree with "we."
4. a. (-) Let [he] go with me.
b. (-) Nominative case, subject of "let."

In these sentences, notice that a plus sign is placed in the parenthesis before a correct sentence and in the parenthesis before a correct reason. In the other parentheses, minus signs are placed. Notice that the sentence may be right and the reason wrong, or the sentence wrong and the reason right, or both right, or both wrong.

1. a. () Jane feared it would be either John or [she] who would have to go.
b. () Objective case, object of "would be."
2. a. () The thought of [his] having superior ability never occurred to Frank.
b. () Objective case, object of "of."
3. a. () All of [us] students attended the game.
b. () Nominative case, subject of "attended."
4. a. () A call for more players [was sent] out.
b. () Plural number, to agree with "players."
5. a. () She is prettier than [I].
b. () Nominative case, subject of verb understood.
6. a. () Irene and Helen are planning to come, and [me] too.
b. () Nominative case, subject of verb understood.
7. a. () [Who] were you talking to?
b. () Nominative case, subject of "were."

8. a. () Up to the office [goes] the teacher and the three boys.
b. () Plural number, to agree with "teacher and boys."
9. a. () Neither the children nor their father [comes] home to lunch.
b. () Singular number, to agree with "father."
10. a. () For Homer and [I] such work as that seems easy.
b. () Nominative case, subject of verb understood.
11. a. () Every senior, junior, and sophomore [was] present at the game.
b. () Plural number, to agree with "senior, junior, and sophomore."
12. a. () If Eva [were] here, you would be glad to come.
b. () Passive voice.
13. a. () Let Tom and [me] go for the water.
b. () Nominative case, subject of "go."
14. a. () I am not one of those who [expect] to be rich.
b. () Plural number, to agree with "who."
15. a. () There [was] only four substitutes left on the bench.
b. () Singular number, to agree with "there."
16. a. () Bert sent word that he would [sure] be here on time.
b. () Predicate adjective.
17. a. () If I get my lessons [good] every day, I shall have no fear of an examination.
b. () Adverb, modifies "get."
18. a. () [Whoever] the president appoints on the committee will have the support of the others.
b. () Nominative case, subject of "will have."
19. a. () Give this book to [whoever] you think will enjoy reading it.
b. () Nominative case, subject of "will enjoy."
20. a. () They suspected it to be [me].
b. () Objective case, object of "to be."
21. a. () I said each of us [was] at home.
b. () Plural number, to agree with "us."
22. a. () [Whom] do you suppose came home with me?
b. () Nominative case, subject of "came."
23. a. () I heard Ruth and [him] say that they were going.
b. () Objective case, object of "and."
24. a. () Grandfather is feeling [some] better today.
b. () Adverb, modifies "better."
25. a. () Thirty miles [is] a long distance to walk in one day.
b. () Singular number, to agree with "thirty miles."

Barrett-Ryan English Test—Form II

Devised by

E. R. Barrett, Professor of English, Kansas State Teachers College, Emporia

Teresa M. Ryan, Associate Professor of English, Kansas State Teachers College, Emporia

E. R. Wood, Associate Professor of Education, New York University

Name _____

Age _____ Sex _____ Grade _____

Name of School _____

City _____ State _____

Date of Examination _____

Part	Score	Total
I	A	}
	B	
II	A	}
	B	
III	* * * * *	
IV	a	}
	b	
	Total Score	

PART I-A

Punctuation

DIRECTIONS: In each of the following sentences one or more of the punctuation marks are enclosed in brackets. If the punctuation enclosed in brackets is correct, make a plus sign in the parenthesis before the sentence, as in "A" below. If any punctuation mark in brackets is not the correct mark for the place, make a minus sign in the parenthesis, as in "B" below.

Examples:

A. (+) Mr[.] Brown came home today.

B. (-) I am[,] not going today.

The period after "Mr" in "A" is correct; therefore a plus sign is made in the parenthesis. The comma after "am" in sentence "B" is not correct; therefore a minus sign is made in the parenthesis.

1. () When the boat sailed into the harbor[,] the flag was at half mast.
2. () The chairman asked the girl to come forward[,] for the prize was hers.
3. () All books[,] which contain detective stories[,] are interesting to boys.
4. () "Who sent for you[?]" inquired the captain.
5. () I walked into the room[;] and spoke to her.
6. () I asked John for the book[,] I wanted to read his copy.

7. () Scattered over my desk were books, magazines[,] and papers.
8. () "You have my book," said Mary[,] "I left it on the table."
9. () I left Springfield, Illinois[,] at midnight.
10. () Alice said[,] that she could not come.
11. () We never really knew James[;] although he lived with us all winter.
12. () "Keep on playing," said the coach[;] "the game is not yet won."
13. () These men are on our team: John Smith[;] a sophomore; Henry Jones[;] a freshman; and Tom Brown[;] a senior.
14. () The roads were not good[;] nevertheless we made the trip in two hours.
15. () James[']s hat is in the closet.
16. () Dear Sir[;]
Call for me at the Broadview Hotel.
17. () Have you heard the quotation[;] "Millions for defense, but not one cent for tribute"?
18. () Grace asked ["]what I had done["]
19. () I replied, "I have been to the movies[.]" ["]Whom do you suppose I saw there?"
20. () "When the signal sounds[.]" said the captain, ["]move forward."
21. () The boys bought twenty cents['] worth of candy.
22. () Mary whispered to us, "Did your mother say, [']Go to sleep[']?"

23. () The boy said the ball was our[']s.
24. () We saw womens['] hats in the window.
25. () The ladies['] gowns were beautiful.
26. () The teacher sent two[-]thirds of the children home.
27. () He stood twenty[-]third in line.
28. () "Where is the lesson, John," Mary asked[?]
29. () I went to visit Mother[,] who is now living in Wichita.
30. () I asked him where he was going[?]

PART I-B Capitalization

DIRECTIONS: Make a plus sign in the parenthesis before each sentence in which the capital letters are correctly used, as in "A" below. Make a minus sign in the parenthesis before each sentence that has in it a capital letter where a small letter should be used, as in "B" below, or a small letter where a capital should be used, as in "C" below.

Examples:

- A. (+) I saw Ben enter the store.
- B. (-) I Saw Ben enter the store.
- C. (-) i saw Ben enter the store.

1. () Topeka is the Capital of Kansas.
2. () I like French better than I do algebra.
3. () Many of the leaders of the Democratic Party favored holding the last national convention in the South.
4. () Many of the graduates of our high school attended college.
5. () Mr. Curtis is a Senator from Kansas.
6. () Texas is the largest State west of the Mississippi.
7. () No one seems quite so lonely as a freshman.
8. () He asked me, "where are you going?"
9. () "I'm going to my class," Said I.
10. () My family has moved to 721 Ninth Street.

PART II-A Sentence Structure and Diction

DIRECTIONS: In each of the following sentences a word or a group of words is enclosed in brackets. If this word or word group is correctly used in the sentence, make a plus sign in the parenthesis before the sentence, as in "A" below. If the word or word group is incorrect or is wrongly placed, make a minus sign in the parenthesis, as in "B" below.

Examples:

- A. (+) You surely [heard] what the speaker said.
- B. (-) I [ain't] going to school today.

1. () What kind of [a] car did you buy?
2. () The teacher read the note which you brought her [carefully].
3. () Every man on the team was playing well, for [it] was expected of him.
4. () Inside [of] the box I found a note.
5. () All the family was home, [which] made our evening happy.
6. () The book which I sent you [and which] you now have in your hand belongs to the library.
7. () We can [hardly] see any difference between the two.
8. () In our yard is a tree, beloved by the children, [and under which] they love to play.
9. () We spent [only] a few hours in Topeka.
10. () The flat tire [nearly] delayed us a half day.
11. () The new rule concerns not only the workmen [but also] the foreman.
12. () [Reaching] into the drawer, I found the letter.
13. () [While reading] the evening paper last night, a knock at my door startled me.
14. () [Replying] to your last order, the goods have been sent.
15. () [By sending] you this gift, we hope to surprise you.
16. () The theme has [laid] on the desk all day.
17. () The paper was left [lying] on the table.
18. () A forty-acre field [lies] to the north.
19. () Kindness does have an [affect] upon children.
20. () The compromise did [effect] a peaceful settlement.
21. () A discord [is when] two sounds strike the ear at the same time, with an unpleasant effect.
22. () Why not [leave] the boy go home?
23. () Boys rarely [ever] like that type of story.
24. () We did not [accept] her invitation to visit her.
25. () Mary lives only a short [way] from town.
26. () St. Louis is larger [than any other city] in Missouri.
27. () One of the boys [don't] see very well.
28. () Jane really likes [those] kinds of salads.
29. () The boy looks [like] his younger brother.
30. () The book could be found [nowhere] in the room.

PART II-B

The Complete Sentence

DIRECTIONS: In the following letter are fifteen numbered groups of words. Some of these groups make complete sentences; others do not. If the first group is a complete sentence, make a plus sign in the parenthesis to the left, numbered "1." If it is not a complete sentence, make a minus sign in the parenthesis. In like manner, in each numbered parenthesis make a plus sign if the group of words having the same number is a complete sentence, and a minus sign if the group is not.

Dear Mary,

1. () [1]Just received your most interesting
2. () letter. [2]Am glad that you are in
3. () Florida for the winter. [3]The climate there being much warmer than
4. () it is here. [4]Below zero here for the
5. () last few days. [5]Then, too, we have
6. () had much snow. [6]It is much warmer and more pleasant today,
7. () however. [7]How we wish that this
8. () long winter were over! [8]Which shows that we do not like the North.
9. () [9]When do you think you will re-
10. () turn? [10]Not before the middle or
11. () last of March, no doubt. [11]This time of the year, of course, you have
12. () no reason to hurry home. [12]Furthermore you are having a good time
13. () in Florida. [13]Stopping at Kansas
14. () City on your way home? [14]If you do stop there, please let me know.
15. () [15]Hoping your good times continue, I am

Yours sincerely,
Gene.

PART III

Verb Usage

DIRECTIONS: In each of the following sentences a word is enclosed in brackets. If this word is the correct word for the place, make a plus sign in the parenthesis before the sentence, as in "A" below. If the word is not the correct one, make a minus sign in the parenthesis before the sentence, as in "B" below.

Examples:

- A. (+) I [wrote] a letter to Mother.
B. (-) John [eated] three apples.

1. () The pendulum [swung] back and forth.
2. () Across the playground the boys [drug] the heavy board.
3. () The birds have evidently [flew] north by this time.
4. () In many states murderers are [hanged].

5. () John's father [lent] him the money.
6. () As James [run] across the street, his mother called him.
7. () The woman [vrang] the clothes.
8. () The girl had frequently [wrote] home to her mother.
9. () From the jewelry store many watches were [stole] last night.
10. () Years ago our grandmothers [spun] yarn.
11. () The boy had never before [ran] in the mile-race.
12. () Mr. Smith said he certainly [seen] our names in the paper.
13. () The girls had often [went] home together.
14. () Before the dogs could overtake the squirrel, it had [climbed] a tree and disappeared.
15. () Most of the people had [drunk] the water.

PART IV

GRAMMAR

DIRECTIONS: Each of the following sentences marked "a" has a word in brackets. If the word is the correct grammatical form to be used in that place, make a plus sign in the parenthesis before the sentence. If the form is incorrect, make a minus sign in the parenthesis.

Under "b" is a reason for the form of the word to be used in the brackets in "a". If the reason is the correct one to be applied in this case, make a plus sign in the parenthesis before the reason. If the reason is not the correct one, make a minus sign in the parenthesis.

Examples:

1. a. (+) I saw [him].
b. (+) Objective case, object of "saw."
2. a. (-) [Me] heard her.
b. (+) Nominative case, subject of "heard."
3. a. (+) We [are] one in purpose.
b. (-) Singular number, to agree with "we."
4. a. (-) Let [he] go with me.
b. (-) Nominative case, subject of "let."

In these sentences, notice that a plus sign is placed in the parenthesis before a correct sentence and in the parenthesis before a correct reason. In the other parentheses, minus signs are placed. Notice that the sentence may be right and the reason wrong, or the sentence wrong and the reason right, or both right, or both wrong.

1. a. () Both the door and the window of that room [was] left open last night.
b. () Singular number, to agree with the subject.

2. a. () From each room on the north side [come] frequent calls for more heat.
b. () Plural number, to agree with "calls."
3. a. () The committee which has been appointed [are] already studying the report.
b. () Plural number, to agree with "committee."
4. a. () The old hen with all her chicks [are] in danger of being drowned.
b. () Singular number, to agree with "hen."
5. a. () On the table [lie] an open book, a pencil, and a pen.
b. () Singular number, to agree with "book."
6. a. () The class elected me, who [am] the youngest, as president.
b. () First person, singular number, to agree with "who."
7. a. () The speech will be given by [whoever] the teacher says is the best speaker.
b. () Objective case, object of preposition "by."
8. a. () [Whoever] the principal found had high grades was permitted to enter the contest.
b. () Objective case, object of "found."
9. a. () [Who] did you hear the class elected president?
b. () Objective case, object of "elected."
10. a. () We asked him [whom] he thought the man to be.
b. () Nominative case, predicate nominative, with "to be."
11. a. () There was no chance for you and [I] in that game.
b. () Nominative case, subject of verb understood.
12. a. () We thought you and [she] would be there.
b. () Nominative case, subject of "would be."
13. a. () It can not be [them] whom you saw.
b. () Objective case, object of "cannot be."
14. a. () Paul, as well as his brother, [was] happy about the game.
b. () Singular number, to agree with "Paul."
15. a. () Alfred is taller than Tom, but not so strong as [him].
b. () Objective case, object of "as."
16. a. () Not one of those girls [was] in the room.
b. () Plural number, to agree with "girls."
17. a. () That is one of the rules which [are] frequently violated.
b. () Plural number, to agree with "which."
18. a. () The manager saw the janitor and [me] come through the back door.
b. () Nominative case, subject of "come."
19. a. () Yesterday we heard of [your] leaving town.
b. () Possessive case, modifying "leaving."
20. a. () If Frank [were] more forceful, he would win the debate.
b. () Subjunctive mode.
21. a. () Their boys moved [quicker] than ours did.
b. () Adverb, modifying "moved."
22. a. () The weather seemed rather [favorable] for a picnic.
b. () Adverb, modifying "seemed."
23. a. () Is there no one [whom] you can ask to come?
b. () Nominative case, to agree with "one."
24. a. () Mr. Jones requested that we [be] quiet during the lecture.
b. () Subjunctive mode.
25. a. () The printed page looks [differently] when the ink dries.
b. () Predicate adjective.

Barrett-Ryan English Test—Form III

Devised by
E. R. Barrett, Professor of English, Kansas State
Teachers College, Emporia

Teresa M. Ryan, Associate Professor of English, Kansas
State Teachers College, Emporia

E. R. Wood, Associate Professor of Education,
New York University

Name

Age..... Sex..... Grade.....

Name of School.....

City..... State.....

Date of Examination.....

Part	Score	Total
I	A	}
	B	
II	A	}
	B	
III	*****	
IV	a	}
	b	
	Total Score	

PART I-A Punctuation

DIRECTIONS: In each of the following sentences one or more of the punctuation marks are enclosed in brackets. If the punctuation enclosed in brackets is correct, make a plus sign in the parenthesis before the sentence, as in "A" below. If any punctuation mark in brackets is not the correct mark for the place, make a minus sign in the parenthesis, as in "B" below.

Examples:

- A. (+) Mr[.] Brown came home today.
B. (—) I am[,] not going today.

The period after "Mr" in "A" is correct; therefore a plus sign is made in the parenthesis. The comma after "am" in sentence "B" is not correct; therefore a minus sign is made in the parenthesis.

1. (). This is not John's letter; it is your[']s.
2. () All of my books except the one[,] which you have been reading[,] are in that box.
3. () Though I have seen that picture twice[,] I hope to see it again.
4. () Rocky Ford, Colorado[,] is famous for its melons.
5. () Henry inquired of the agent what time the train was due[?]
6. () When Lawrence saw the new car, he exclaimed, "How beautiful it is!"[.]
7. () My brother has gone back to Chicago[,] where he is now in business.
8. () Lyle came home last night; and all of us[,] therefore[,] are very happy.
9. () Ernest has frequently helped me when I was in need[;] I shall now do all I can for him.
10. () Do not make your n[']s look like u[']s.
11. () Tomorrow morning[,] Carl[,] I wish you would come to my office.
12. () "As for who won the prize[—]well, Alice did," announced the teacher.
13. () Mildred came to Emporia on September[,] 8, 1926.
14. () The new styles in mens['] shoes are now on display.
15. () At our school the janitor takes care of the girl[']s playground.
16. () Thomas Hardy[,] who is now regarded as a great novelist[,] will be known some day as a great poet.
17. () "I am glad to be here tonight," said the speaker. "I hope you will not be sorry that I came.['"] [""]Probably you will not agree with all that I say."
18. () I heard that two[-]hundred cars were parked on the vacant lot.
19. () Seventy[-]eight students signed the petition.
20. () Mother said to me, "When you write to James, tell him, ['"]A bird in the hand is worth two in the bush.['"]"
21. () If Dorcas comes in when I am not here[;] please give her this book.

22. () "When the boys came home," said Mr. Brown[,] "I was surprised to see how well they looked."
23. () We had a long, hot, dusty[,] ride that day.
24. () Jan. 13, 1923[,] is a day that I shall long remember.
25. () The boy had ability to learn, great ambitions, and sufficient funds[,] therefore his teachers urged him to go to college.
26. () The Hartford team won the first game[] even though the best player was not in the game.
27. () You may go ["Alice called out to us."]
28. () I had three good reasons for staying at home[:] I had a good book to read; the weather was unpleasant; and I needed rest.
29. () The sun having set[,] we hurried home.
30. () Oscar is an excellent student in history[,] he remembers names and dates easily.

PART I-B Capitalization

DIRECTIONS: Make a plus sign in the parenthesis before each sentence in which the capital letters are correctly used, as in "A" below. Make a minus sign in the parenthesis before each sentence that has in it a capital letter where a small letter should be used, as in "B" below, or a small letter where a capital should be used, as in "C" below.

Examples:

- A. (+) I saw Ben enter the store.
- B. (-) I Saw Ben enter the store.
- C. (-) i saw Ben enter the store.

1. () The students of Forest College are expected to read a passage from the Bible every day.
2. () I liked Professor Brown better than any other professor in the college.
3. () Poe wrote the story, "The Fall of the House of Usher."
4. () Many indians and negroes took part in the pageant.
5. () All of Mrs. Brown's sons came home for Thanksgiving Day.
6. () Last Spring we had heavy rains.
7. () Dorothy attended The Chase County High School for four years.
8. () "If I had been there," he said, "This would not have happened."
9. () John Jones was elected President of his class.
10. () My sister has enjoyed studying history and English.

PART II-A

Sentence Structure and Diction

DIRECTIONS: In each of the following sentences a word or a group of words is enclosed in brackets. If this word or word group is correctly used in the sentence, make a plus sign in the parenthesis before the sentence, as in "A" below. If the word or word group is incorrect or is wrongly placed, make a minus sign in the parenthesis, as in "B" below.

Examples:

- A. (+) You surely [heard] what the speaker said.
- B. (-) I [ain't] going to school today.

1. () We saw [most] all the games that our school played.
2. () Both of Ben's sisters are [light-complexioned].
3. () Lillian [had ought] to have answered when her name was called.
4. () The murderer was [hanged] Saturday.
5. () Mr. Green was a man whom we trusted fully, [and who] proved himself to be worthy to be trusted.
6. () No coach can [learn] him to play the game.
7. () May and Nora went home last night all by [theirselves].
8. () A [saleswoman] came to me and asked if I wished something.
9. () The fog was so thick that we [could hardly] see across the street.
10. () I do not have [more than] two lessons to get for tomorrow.
11. () The message came too late, as [it] had been delayed by the storm.
12. () The man standing nearest the counter is the [party] we want.
13. () I went back to my seat and [set] down to wait for the bell.
14. () [After writing] the theme, it was laid on the desk.
15. () [Being delayed] by a late dinner, it was too late for us to go to the first show.
16. () My brother [being] with me, I felt safer.
17. () The child [irritated] me with many questions.
18. () The lamp [sits] on the table near the door.
19. () He was absent more than half of the time, [which] prevented him from getting a grade in the course.

20. () The [effect] of his words was good.
21. () John looked up every fact to which there was an [allusion] in the essay.
22. () His writing was poorer than [an average third-grade pupil].
23. () I cannot find your book [anywheres].
24. () We had [all ready] finished the work when he came.
25. () The mail carrier fell off [of] his horse.
26. () You boys [ought not] to have done that.
27. () It seems [like] I ought to know you.
28. () The [taller] of the twins was here today.
29. () [May] I borrow your pen for a few minutes, please?
30. () Mr. Jackson sold all of his wheat before the price had [raised].

PART II-B

The Complete Sentence

DIRECTIONS: In the following letter are fifteen numbered groups of words. Some of these groups make complete sentences; others do not. If the first group is a complete sentence, make a plus sign in the parenthesis to the left, numbered "1." If it is not a complete sentence, make a minus sign in the parenthesis. In like manner, in each numbered parenthesis make a plus sign if the group of words having the same number is a complete sentence, and a minus sign if the group is not.

Dear Mother,

1. () [1]Arrived in Denver at eleven
2. () o'clock this morning. [2]Sarah and I having come up from Colorado
3. () Springs to see this city. [3]We're certainly having a good time. [4]Monday morning we were on Pike's Peak.
5. () [5]There to see the sun rise.
6. () [6]Which was surely a most glorious
7. () sight. [7]How we did enjoy it!
8. () [8]Many things of interest to be seen
9. () here. [9]Tomorrow one of the parks.
10. () [10]Where, they tell us, are many wild
11. () animals in cages. [11]Think that we
12. () may get lost here? [12]Don't worry.
13. () [13]Aren't we old enough to take care
14. () of ourselves? [14]I'll write again
15. () soon. [15]Thanking you for what you did to make this trip possible for us,

Your loving daughter,

Mary.

PART III

Verb Usage

DIRECTIONS: In each of the following sentences a word is enclosed in brackets. If this word is the correct word for the place, make a plus sign in the parenthesis before the sentence, as in "A" below. If the word is not the correct one, make a minus sign in the parenthesis before the sentence, as in "B" below.

Examples:

- A. (+) I [wrote] a letter to Mother.
- B. (-) John [eated] three apples.

1. () The whistle had [blown] twice before we heard it.
2. () Leo had [broke] one of his radio bulbs the night before.
3. () Howard [come] home late that night.
4. () One of the boys [threwed] stones at the squirrel.
5. () The child had [ate] the candy.
6. () Ida may have [forgotten] to come.
7. () The clothes on the line had [began] to freeze.
8. () The water pressure was so strong that one of the pipes [burst].
9. () When we came home, a tree [lay] across the road.
10. () Jane had never before [rode] a horse.
11. () The class knew the bell had [rung].
12. () The debater thought that he had [proved] each point in his argument.
13. () My sister has not [drove] the new car yet.
14. () After we had [sung] another song, we were dismissed.
15. () Several students in my art class have [drawn] pictures for the art contest.

PART IV

GRAMMAR

DIRECTIONS: Each of the following sentences marked "a" has a word in brackets. If the word is the correct grammatical form to be used in that place, make a plus sign in the parenthesis before the sentence. If the form is incorrect, make a minus sign in the parenthesis.

Under "b" is a reason for the form of the word to be used in the brackets in "a". If the reason is the correct one to be applied in this case, make a plus sign in the parenthesis before the reason. If the reason is not the correct one, make a minus sign in the parenthesis.

Examples:

1. a. (+) I saw [him].
b. (+) Objective case, object of "saw."
2. a. (-) [Me] heard her.
b. (+) Nominative case, subject of "heard."
3. a. (+) We [are] one in purpose.
b. (-) Singular number, to agree with "we."
4. a. (-) Let [he] go with me.
b. (-) Nominative case, subject of "let."

In these sentences, notice that a plus sign is placed in the parenthesis before a correct sentence and in the parenthesis before a correct reason. In the other parentheses, minus signs are placed. Notice that the sentence may be right and the reason wrong, or the sentence wrong and the reason right, or both right, or both wrong.

1. a. () I hope that the next girl we meet will be [she].
b. () Objective case, object of "will be."
2. a. () The roar of the train did not prevent [my] hearing what was said.
b. () Possessive case, to modify "hearing."
3. a. () I fear that Paul overheard [us] girls talking about him.
b. () Nominative case, to agree with "girls."
4. a. () Tom's sister can read much more rapidly than [him].
b. () Nominative case, subject of verb understood.
5. a. () Both my sister and [myself] were eager to drive the car.
b. () Possessive case, to agree with "my sister."
6. a. () He was happy and [I] too.
b. () Nominative case, subject of verb understood.
7. a. () [Who] did you say was in the car with you?
b. () Objective case, object of "say."
8. a. () For the position, boy after boy [has] been named by the principal.
b. () Plural number, to agree with "boy after boy."
9. a. () The mayor, together with the aldermen, [approves] of the new city park.
b. () Plural number, to agree with "mayor and aldermen."
10. a. () Between you and [I], Tom does not believe a word of that story.
b. () Nominative case, subject of verb understood.
11. a. () Each man, woman, and child in the company [expects] a present.
b. () Plural number, to agree with "man, woman, and child."
12. a. () When he spoke, his voice sounded [harsh] to me.
b. () Predicate adjective.
13. a. () The principal told James and [I] to report in the office.
b. () Nominative case, subject of "to report."
14. a. () This is one of the houses which [is] for sale.
b. () Plural number, to agree with "which."
15. a. () When the car came, there [were] not any one of us ready to go.
b. () Plural number, to agree with "any."
16. a. () Our glee club sings [good].
b. () Adverb, modifies "sing."
17. a. () The coach wishes that Smith [were] here for the broad jump.
b. () Subjunctive mode.
18. a. () I want [whoever] it is that is making that noise to be quiet for a few minutes.
b. () Objective case, object of "want."
19. a. () [Whoever] you speak to will feel honored.
b. () Nominative case, subject of "will feel."
20. a. () We had never seen Uncle Frank, but we soon knew our visitor to be [him].
b. () Objective case, to agree with "visitor."
21. a. () Every one of the boys at the party [was] glad Mr. Owen was there.
b. () Plural number, to agree with "boys."
22. a. () Write down the names of those [who] you think should be invited.
b. () Objective case, to agree with "those."
23. a. () To Esther and [I] came the good news that we were elected delegates.
b. () Objective case, object of "to."
24. a. () That cake looks [good].
b. () Predicate adjective.
25. a. () Four dollars [is] a small price to pay for that book.
b. () Plural number, to agree with "dollars."