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The results and implications of a formal and functional grammar test in grade eight

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Boston University
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

THE RESULTS AND IMPLICATIONS OF A FORMAL AND
FUNCTIONAL GRAMMAR TEST IN GRADE EIGHT

Submitted by

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(B. S., Bridgewater Teachers College, 1927)

In partial fulfillment of requirements for the
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CHAPTER I
THE PROBLEM

The basis of a successful democracy is a literate people. To answer this need our public school system naturally evolved. Pupils must be trained to speak and write as effectively as possible. The extent of a pupil's need may vary in proportion to his inherent mentality, his social background, his educational aspirations, or his eventual field of endeavor. Regardless of his ultimate goal or his natural limitations, however, every pupil should be sufficiently well grounded in the basic skills of English to enable him to successfully assume his place in society.

Grammar is one phase of English that affords a basis upon which can be established acceptable habits of speech and writing. It serves as a referee when questions or doubts arise. A principle understood may be applied more sensibly than one not understood. Grammatical knowledge alone does not necessarily guarantee literary fluency or produce an able speaker. Other factors obviously must be considered. When a pupil has the necessary knowledge and is able to apply it to his need he is making educational progress.
Statement of the Problem

The purpose of this study is to determine the relationship which exists between formal grammatical knowledge and the ability to make decisions which result in correct English in the functional situation.

The Problem Delimited

In this study no attempt was made to measure any of the oral phases of English. Only that knowledge and those abilities capable of being tested by an objective paper and pencil measuring instrument were considered. The problem was confined to the eighth grade.

Definition of Terms

Throughout this study the term formal grammar will refer to those definite underlying concepts and structural elements of the language which are deemed essential, have actual value in the light of present day opinion, and are still being taught. This excludes all technical material now considered obsolete. Formal grammar is here considered not as an end in itself but rather as the basis upon which accurate judgment can be reached and decisions securely made.

According to Rivlin,¹ "Functional grammar is

that application of the knowledge of a grammatical item which will prevent the commission of an error in English or which will assist in the correction of an error already made."

This in itself implies that some kind of understanding of the principle involved must underlie the application or function, unless one guesses, or writes or speaks by rote.

**Justification of the Problem**

Many reasons for the elimination of the teaching of formal grammar have been advanced. Most technical phases of the subject have disappeared from the modern curriculum. Grammar should be functional, taught as the pupil sees the immediate need and use, not as a detached series of definitions, diagrams, and declensions. As Merrilees\(^1\) once stated,

The teacher of English will be forced to omit much formal grammar as now being taught. She will be required to change grammar teaching from a memory process and she will be obligated to show pupils how the grammar learned will function in their own expression.

Theory is always far ahead of practice. Courses of study still prescribe much factual material to be taught; when it shall be taught, and what or how much shall be presented are still controversial.

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Some of the opinions expressed in recent literature relative to the situation are here presented:

Although much formal grammar has been removed from the English curriculum and many feel that it should be entirely eliminated, some writers still rally to its support. Bertling\(^1\) reveals an interesting point of view when she says,

> The study of formal grammar has always been the delight of a few and the burden and bane of the many among both teachers and pupils. -- The many cry out for its complete elimination, but the few protest that it is a study which has values too important to be thrown away and pleasures too keen for denial to those who appreciate them.

Should the voice of the many prevail, and the study of formal grammar be lost to us entirely? Or cannot the subject be reorganized to meet the demands of progressive education with emphasis upon intellectual character building? I think it can.

There is little support for the ancient theory of mental discipline. Today we tend to teach only those fundamentals which are useful and will improve ability. Technical phases of grammar that could not meet this standard have been discarded. Grammatical concepts that result in better speech and writing habits are valuable. Poley\(^2\) agrees with this point of view when he states that,


Grammar is worth while for most children if we begin it late enough, - not before the eighth grade, certainly, - and if we keep it ancillary to a sense of structure in composition, not as an end in itself, not something to be learned to help in Latin.

Pupils need constant instruction if habits are to be well established. Instruction must lead to application and practice if it is to be meaningful. As McClure\(^1\) emphatically writes, this is particularly true in the teaching of grammar,

It is not fair that we expect students to write without instruction as to how to do it well. However confusing punctuation and grammatical usage may be to students and teachers not familiar with language-teaching techniques, omission of these elements is not justified.

Common courtesy and democratic ideals demand that pupils learn the elementary rules of punctuation, grammatical usage, capitalization, and sentence structure.

Changes in our language are constantly taking place. English teachers must be ready to answer the question, "What is correct?" On this point Hook\(^2\) has written,

I recommend, then, teaching the principles of sentence construction and usage that are followed by able speakers and writers of today. Whenever these principles involve variations from the language of yesterday, teachers may talk with their classes about changes that have taken place and the probable reasons for their doing so. Students' interest in language is likely to be increased when classes are shown that language grows and changes, that it is little more static than fashions in clothing.

The many sided English program which forces the teacher to stretch his allotted time in so many directions makes it impossible to dwell in one area until he feels the subject is mastered. This is particularly true in the field of grammar. Warriner stresses this,

The fact is, of course, that, like it or not, the English teacher must devote time to mechanics. The reason he must devote so much time to mechanics is that mechanics are never mastered, because teachers have always to be getting on to the next item in the course of study, let the commas fall where they may.

"Mechanics" can be overworked as Trunk points out,

The teaching of the English language is being neglected. Unwittingly, thousands of teachers of English are sabotaging the cause of clear, accurate expression, both oral and written, by their unfortunate approach to the principles that underlie our native tongue. Too many teachers, it seems to me, are wasting precious time trying to label words and phrases rather than teaching actual expression.

It has been said many times that the learning of grammatical principles will not necessarily guarantee better performance in actual writing and speaking. Anderson offers an interesting thought regarding this,

There are those in our fellowship who see little, if any, value in grammar instruction. They contend that research studies show that instruction in grammar does not eliminate errors in writing and speaking. But I suspect that one can with equal confidence assert that there is not one iota of evidence to show that grammar properly taught will not improve written and oral discourse. -- We have never tried that! Our research studies are based largely on poor teaching of bad grammar.

......English instruction, if properly conceived, can be and ought to be a potent factor in developing critical thinking among the children and youth of our schools.

The widening scope of the English program was defined by the able Dora Smith in 1936,

Through a cooperative, integrated program between teachers and students, English can become a series of vital dynamic experiences which will serve to cultivate in the pupil an appreciation of the best things in art, literature and related subjects; to increase his power to express himself both in speech and in writing; and to impress upon his mind a knowledge of certain essentials regarding the mother tongue. The teacher should judge the success of her teaching in terms of the pupil's ability to use language and not upon his facility in ticketing tenses or naming the parts of speech.

Confusion still exists, opinions clash as Pollock writes,

We are living today in an educational world which is unusually complex and confused. It was not so confused a generation ago; I do not think

1. Dora V. Smith, The Development of a Modern Program in English, Ninth Yearbook, Department of Supervisors and Directors of Instruction, National Education Association, 1936, p. 167.

it will be so confused a generation hence.

......There have been two results of this confusion. One has been an overly strong negative attitude on the part of too many teachers and leaders in teacher education - a far stronger feeling for what should not be taught than for what should be. The direction of our thought has too often been turned more actively against something - against teaching grammar, against teaching good usage, against what not - than toward our positive goals.

A second result has come when teachers trying to avoid a negative attitude, have rushed too eagerly and uncritically into any new positive position they have found.

As a large and growing percentage of our students are potential college material, it is interesting to note at least one reaction from the college point of view. Magalaner\textsuperscript{1} speaks as an instructor of freshman English,

A lull has settled over the controversial issues in the teaching of social studies and history; once more the teaching of grammar is in the spotlight.

The College Conference on English in the Central Atlantic States and the New York Council of College Teachers of English "express their deep concern with the proper teaching of English in the high schools" and call for some method by which students can be given more thorough training in English than they are now receiving in grammar, spelling, vocabulary, and composition.

From the welter of conflicting ideas, opinions, and beliefs regarding the teaching of grammar, at least two conclusions seem justified.

1. Grammar still has a place in our schools and probably always will. It has been modified to the extent that only that which is usable and necessary has been retained. It must continue to change as the language and general usage change. It must fit the needs as they exist. It should no longer be taught as an end in itself but as an aid to better writing and speaking habits.

2. Methods of presenting necessary factual grammatical material have, and are still undergoing many changes. No universal answer to the problem has yet been found. Colleges and employers still are not satisfied that our school graduates are well enough prepared in the fundamentals of English. Further constructive investigation and experimentation which will lead to improved English teaching and result in better trained students are still needed.

Grammar affords a basis upon which to build acceptable writing and speaking habits. Somewhere along the educational path certain basic principles must somehow become fixed in the mind of the child if he is to be armed with the working tools to meet the challenge of the ever increasingly complex tasks he will face.
Do pupils speak or write more effectively and correctly if they know these basic concepts or can they do as well if these are lacking or not understood?

It is the purpose of this study to investigate the extent to which relationship exists between these abilities at the eighth grade level.
CHAPTER II

REVIEW OF RESEARCH

Studies of Speech Errors

Educators have long been concerned with grammatical errors in the speech and writing of students. As early as 1908, Guy M. Wilson, 1 who was then superintendent of schools in Connersville, Indiana, reported the collection and analysis of grammatical errors in the speech of children in his school system as recorded by his teachers. The findings of this study showed 81 per cent of all errors concerned the use of verbs; misuse of pronouns comprised 13 per cent of the total, and adverbs contributed 6 per cent.

Blair, 2 describes a similar study conducted in the Fort Hill High School, Cumberland, Maryland, in 1939, grades 7 - 12. For one week all oral speech errors committed by pupils were noted by the teachers. After tabulation of the data, it was found that 77 per cent of all the errors involved verb forms, - wrong verb, confusion of the past and past participle, failure of verb to agree with its subject in person and number, and

1. A complete report of this study is recorded in the School Board Report for 1908, Connersville, Indiana.

wrong tense form. Of the remaining types of errors, 9 per cent were due to use of double negatives, 5 per cent to improper pronoun usage, 4 per cent to the use of the expression "Where's it at?" and 5 per cent were of miscellaneous variety (most for almost, off of, etc.).

Lyman has analyzed the types of errors in oral English found by investigators who conducted studies among elementary school children in Kansas City; Bonham, Texas; Columbia, Missouri; Detroit; Hibbing, Minnesota; and Pittsburg. He shows that 49 to 62 per cent of the errors involve verb forms, 9 to 21 per cent involve syntactical redundancy, 10 to 14 per cent involve pronouns, 8 to 14 per cent consist of double negatives, 1 to 6 per cent are due to confusion of adjectives and adverbs, 0 to 1 per cent of the errors came from misplacing modifiers.

These three widely separated studies coming in separate decades and based on widely spaced populations in various parts of the country definitely support Charters' early contention. He maintained that a large


proportion of the errors of school children were national rather than sectional in character because of the similarity of high frequencies in errors in cities widely distributed geographically.

Studies of Errors in Writing

Many of the errors which occur in a pupil's oral use of English can also be found in his written work. The overlapping is by no means complete, however, as there is opportunity for commitment of errors in punctuation, capitalization, and paragraphing which do not show in speech. The types of errors which pupils make in English compositions were revealed by Erhart\(^1\) in a study in Quincy, Illinois. A total of 1112 themes written by 147 ninth grade pupils, during an eight week period, were checked and errors classified. The errors were classified and reported under four headings: punctuation errors, capitalization errors, errors of sentence structure, and grammatical errors. The study revealed a wide variety of errors, with certain definite trends. By far the most frequent punctuation error was the failure to use commas properly. Among the capitalization errors the most frequent type was the use of capital letters for common nouns. Run-on sentences were

\(^1\) Mae Erhart, Unpublished study conducted in Quincy, Illinois, 1940. Reported by G. M. Blair, op. cit., pp. 343-345.
the most numerous type of sentence-structure errors. Of the grammatical errors, the misuse of verbs was the most frequent, with errors involving pronouns a close second.

A previous similar study of grammatical errors was made by Rodgers in Los Angeles. Approximately 29,000 junior high school pupils were asked to write a friendly letter of three paragraphs telling about (1) some interesting event that recently happened at school, (2) something that would especially interest the friend to whom the letter was written, (3) the writer's plans for the summer. Twelve hundred of these papers were analyzed and a tabulation was made of the different types of errors. It was found that 82.9 per cent of all errors could be classified under the following twenty-four headings:

1. Capitals with proper nouns and adjectives
2. Will for shall and vice versa
3. Misuse of verbal contractions
4. Use of needless adverb
5. Omission of preposition
6. Misuse of possessive case
7. Misuse of to get

Drogue made a recent study of 66 college preparatory sophomores at Swampscott High School to determine the type and number of grammatical errors made in prose composition. Some of his findings agree in general with the above studies:

1. Use of verbs led all other items as sources of error.

2. Homonyms were responsible for 22 per cent of the total errors made in the use of verbs, adjectives and adverbs.

3. There is no statistically significant difference because of sex in accomplishment, or in grammatical errors, made in prose composition.

4. Elimination and reduction of grammatical errors contributed to a more effective prose style; and a concerted attack upon homonyms would lend itself admirably to the same worthy purpose.

**Studies of Usage**

From his early studies in Wisconsin to determine grammatical correctness, Leonard conceived the idea of "levels of usage" which he presented with Moffet in 1927. The purpose of this study was "an attempt to find out what various judges have observed about the actual use or non-use by cultivated persons of a large number of expressions usually condemned in English textbooks and classes." His monograph *Current English Usage* which appeared in 1932 was an enlargement of his earlier project and employed the same method and had the same purpose. The consensus of opinion on 230

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expressions was obtained from a group of 229 judges, composed of linguist specialists, editors, authors, businessmen, and teachers of English and of speech. The expressions were grouped under three categories: (a) established (b) illiterate (c) disputable.

The later study by Marckwardt and Walcott was intended to supplement the above survey of opinion by basing their findings on fact, as indicated by the best dictionaries and textbooks. They justify their study by stating (1) that Leonard had no intention of excluding from consideration such a survey of fact; and (2) that new sources of factual information have become available since the Leonard report was compiled; also (3) that in more than half the cases considered, the survey of opinion failed to give a decisive answer to the status of the expressions.

The result of this study was a compilation of recorded facts of usage concerning the same 230 expressions and a comparison of these facts with the collected opinions represented by the Leonard report.

The practical value of this study to English teachers might be stated thus:

In the case of punctuation, usages upon which the judges strongly agreed can be profitably taught. Extensive drill on either form of divided usage is time wasted.

A place must be provided in the curriculum for thorough study of those grammatical principles which seem to govern all language because they also govern the logic of thought, and hence of its communication. But the study must be a study of logic and not of formal rules, and must keep pace with actual usage.

The most extensive investigation in the field of grammar and usage is that of Fries for the National Council of Teachers of English. He used 2,000 complete letters and 1,000 excerpts from letters addressed to the Office of Education in Washington by writers whose families had been native Americans for three generations. He tried to distinguish the forms used in standard American English, popular or common, and in vulgar English in this country today.

He urges a real study of grammar as it governs current usage in our own country and not a grammar of rules borrowed from other languages.

He finds three important devices in modern American English: (a) the forms of words to indicate such

elements as number, agreement, and cases of pronouns; (b) function words such as prepositions, auxiliary verbs, and adverbial modifiers; and (c) word order, which supplants the case use of nouns for subject and object, and is now beginning to break down case forms of the pronoun.

His findings reveal much overlapping in forms between standard and vulgar English. The chief distinction of standard English is that it makes wider use of the language.

**Studies of Relationship Between Grammar and Writing Ability**

Edmiston and Gingerich\(^1\) correlated scores on the Hudelson Composition Ability Scale with those on different parts of a comprehensive test in English usage. In general, the correlations decreased from the fourth grade through the twelfth, presumably as the range of scores became smaller. Especially low at the 11th and 12th grade levels were correlations between knowledge of the parts of speech and the parts of the sentence and scores in composition. This could be because very little teaching of those parts of grammar is done at the upper levels, as such fundamentals are supposed to be learned in junior high school. The

relationship between usage and expression remained at .54 or above for all grades except three, where they were between .40 and .44.

The New York State Regents' Inquiry reported by Dora Smith presented test results, analysis of programs through classroom visitation and study of syllabuses and records of reading interests of selected elementary and high school pupils throughout New York State. At both the elementary and high school levels, the program in general showed an unfortunate break between teaching of grammar, capitalization, and punctuation, and the actual expression of ideas. The correlation at the high school level between ability to pass a usage test and ability to express ideas was .21.

These two studies support the contention that ability in usage and in expression are not the same thing, and the one cannot be achieved through practice on the other alone.

Studies of Trends in Textbook Presentation and Methods of Teaching Grammar

The changing attitude toward the teaching of grammar has been reflected in our modern textbooks. Wilcox determined trends in emphasis upon grammar in 51 language textbooks for the 6th grade by counting the number of lessons devoted to formal grammar and the frequency of use of grammatical terms. The dates covered were from 1901-1940. The percentage of lessons dropped to less than 50 per cent between 1901 and 1920. It remained constant, though with greater range in practice, until 1930, and dropped again about 25 per cent between 1930 and 1940. There is some evidence of an increase in the years immediately preceding 1940.

In an effort to locate evidence bearing on methods of teaching English, Greene surveyed published and unpublished studies covering a long period of years. He reported that diagraming had been dropped from English textbooks before 1940. Improvement of such skill did not appear to contribute to a knowledge of English correctness and that sentence structure is as effectively taught


by a direct composition method as by teaching diagraming. He concluded that direct methods of teaching are superior to formal methods, and that the evidence leads to the conclusion that repeated and spaced habit-forming experiences are more productive of mastery than formal rules and exercises.

Hatfield\(^1\) reported on the progress made in the teaching of English during the 35 years preceding 1946. Better present day textbooks are organized by units dealing with uses of English in life situations and the number of grammar topics included in texts has been reduced. Changes have taken place in teachers' attitudes toward usage.

**Studies of Present Needs**

The last two studies here presented indicate that much is left to be accomplished in spite of the progress that has been made since the turn of the century.

Ellis\(^2\) secured the cooperation of 14 state departments of education, 165 school systems, and 79 colleges in conducting a survey of how well students speak, write, and read. She concludes a major defect in the English

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field is the absence of a systematic progression of subject matter and sequence of development in skills and knowledge.

Critical problems in college English reported were lack of ability to read, lack of ability to write well, lack of vocabulary, little knowledge of grammar, incoherent thinking, poor attitude toward correct English, lack of critical judgment, and lack of knowledge of syntax.

Thayer has made recommendations for the improvement of English on the basis of a four year study of 300,000 Army and Navy recruits who displayed marked deficiencies in the use of English.

Summary

From the studies which have been presented the following ideas seem evident:

1. Errors in English are national in scope rather than sectional.

2. There are levels of usage in English which must be recognized.

3. Verbs are responsible for the largest percentage of errors in grammar.

4. Grammar must be logical, useful, and up-to-date.

5. The amount of grammar presented in textbooks has been reduced.

6. Methods of teaching grammar and teachers' attitudes have undergone many changes.

7. The results of English teaching are not completely satisfactory.
CHAPTER III

PROCEDURE OF THE STUDY

Need of Testing Instrument

In order to determine the relationship which exists between actual knowledge of grammatical concepts and the ability of the pupil to react in the functional situation, it was decided to develop a testing instrument that would supply the necessary data. None of the available standardized tests in this area seemed quite suitable or adequate to the situation.

Steps in the Development of the Test

To insure the curricular validity of the items in the test, the course of study in English for the Milton Public Schools (see Appendix p. 55) was used as a basis. Modern English textbooks, including those used in the Milton Schools, served as source material.

The test was first constructed and tried experimentally with ninth grade pupils in the system. This was done in order that no eighth grade members would have the advantage of redoing the test. After experimentation, the test was refined and any weak or non-testing items were either revised or discarded.

Other English teachers in both junior and senior high schools, including the head of the English depart-
ment, examined or took the test experimentally. Suggestions made were incorporated in the revision process. When the instrument was ready for actual use, it was entitled the Eighth Grade Grammar Achievement Test (see Appendix p. 55).

**Content of the Test**

To fit the purpose for which it was intended, the test was built in two parts. Part I, containing seventy items, was designed to test the pupils' knowledge of basic grammatical facts concerning grammar, mechanics, punctuation, and usage. The following material is taught during the eighth grade year and it is upon these facts that the test is based.

**Grammar**

1. Material covered

   a. Review or repetition of work taught in Seventh Grade
      1. Kinds of sentences
      2. Verbs and verb phrases, state of being, action and auxiliary verbs
      3. Nouns and pronouns
      4. Subjects and predicates
      5. Adjectives and adverbs
      6. Analysis of simple sentences without objects or complements

   b. New material
      1. Prepositions and prepositional phrases
      2. Conjunctions, compound subjects, compound predicates
      3. Interjections
      4. Linking verbs
      5. Predicate nominatives
      6. Direct objects
      7. Indirect objects
8. Principal parts of common irregular verbs
9. Conjugation of six tenses
10. Comparison of adjectives

Mechanics

I. Material covered

a. Use of capital letters
   1. Proper nouns and proper adjectives
   2. Beginnings of sentences, quotations,
      poetry
   3. Titles

b. Punctuation
   1. Periods - sentence ends and abbrevia-
      tions
   2. Question marks and exclamation points
   3. Quotation marks
   4. Apostrophes in contractions and poss-
      essive singular
   5. Commas - series, addresses and dates,
      yes and no, quotations, appositives,
      nouns of address

Usage

I. Material covered

a. Single rather than double negative
b. Tense and tense sequence
c. Subject and predicate agreement
d. Correct use of verbs often confused, as
   bring and take, lie and lay
e. Pronoun subjects, especially compound
f. Pronoun objects, especially compound
g. Common adverbs
h. Other errors detected in speaking and writ-
   ing

Part II was entirely functional and tested the pu-
pils' ability to make decisions which result in correct
English. With the exception of the first ten items which
tested for recognition of complete and incomplete sentences, an effort was made to test the same underlying concepts that were included in Part I. Part II also contained seventy items.

The Population Sample Used for the Experiment

The 200 pupils who comprised the total population of the eighth grade in Milton were tested. There are two junior high schools in the town, each of which divides the eighth grade into four divisions. These divisions are based generally upon academic ability and future educational aspirations. In this experiment there was no differentiation made between children of high or low mentality. As Milton is entirely a residential community, practically all the pupils represent middle or upper class homes.

TABLE I

PROPORTION OF BOYS AND GIRLS IN SAMPLE

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</tbody>
</table>

Method of Administering the Test

The Grammar Achievement Test was administered by
the writer to all the eighth grade pupils in his building. The regular eighth grade English teacher in the other junior high school gave the tests to all her pupils. There was no reference to time limit although it was found that one forty minute period for each part of the test was sufficient.

**Outside Criterion**

As a further check on validity of the test, a standardized test was selected and administered to the same pupils. After careful study of all comparable instruments available, it was decided to use the Pressey English Test, Form A\(^1\) for this purpose. The reason for choosing this particular test was that it was nearer in content to the knowledge and skills taught. Many of the other tests considered contained too wide a range of material (spelling, vocabulary, word derivations, etc.) to fit the specific need.

There were four sections of this test, namely: capitalization, usage, punctuation, and sentence structure.

The test was carefully administered according to the directions contained in the manual. As definite

---

time limits were part of this test, they were accurately observed. One forty minute period was adequate for the entire test. For purposes of comparison, a mean score from the four parts of this test was computed and used as each pupil's score.

All tests were corrected and scored by the writer.

Results of the Tests

The results of the Grammar Achievement Test, Part I (Formal) and Part II (Functional) as well as the combined or total scores are here presented.

TABLE II

DISTRIBUTION OF SCORES FOR GRAMMAR ACHIEVEMENT TEST
PART I- FORMAL
N=200 PUPILS- GRADE EIGHT

<table>
<thead>
<tr>
<th>Scores</th>
<th>Frequency</th>
<th>Percent Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>66-70</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>61-65</td>
<td>13</td>
<td>6.5</td>
</tr>
<tr>
<td>56-60</td>
<td>25</td>
<td>12.5</td>
</tr>
<tr>
<td>51-55</td>
<td>32</td>
<td>16.0</td>
</tr>
<tr>
<td>46-50</td>
<td>34</td>
<td>17.0</td>
</tr>
<tr>
<td>41-45</td>
<td>27</td>
<td>13.5</td>
</tr>
<tr>
<td>36-40</td>
<td>34</td>
<td>17.0</td>
</tr>
<tr>
<td>31-35</td>
<td>20</td>
<td>10.0</td>
</tr>
<tr>
<td>26-30</td>
<td>9</td>
<td>4.5</td>
</tr>
<tr>
<td>21-25</td>
<td>2</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Table II Summarized

<table>
<thead>
<tr>
<th>Range</th>
<th>Mean</th>
<th>S. D.</th>
<th>S. E. Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>70-22</td>
<td>46.40</td>
<td>10.10</td>
<td>.71</td>
</tr>
</tbody>
</table>

There were 70 items in Part I of the test. One pupil made a perfect score. Forty-two pupils or 21 per cent of the distribution scored 56 or above. At the other extreme, 31 pupils or 15.5 per cent had less than half the items correct. The range was 48.

These results would seem to indicate that the test was not too difficult and yet it was challenging enough to result in a fairly normal distribution of scores on the group tested.

TABLE III
DISTRIBUTION OF SCORES FOR GRAMMAR ACHIEVEMENT TEST
PART II - FUNCTIONAL
N=200 PUPILS - GRADE EIGHT

<table>
<thead>
<tr>
<th>Scores</th>
<th>Frequency</th>
<th>Percent Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>66-70</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>61-65</td>
<td>9</td>
<td>4.5</td>
</tr>
<tr>
<td>56-60</td>
<td>38</td>
<td>19.0</td>
</tr>
<tr>
<td>51-55</td>
<td>40</td>
<td>20.0</td>
</tr>
<tr>
<td>46-50</td>
<td>49</td>
<td>24.5</td>
</tr>
<tr>
<td>41-45</td>
<td>31</td>
<td>15.5</td>
</tr>
<tr>
<td>36-40</td>
<td>23</td>
<td>11.5</td>
</tr>
<tr>
<td>31-35</td>
<td>6</td>
<td>3.0</td>
</tr>
<tr>
<td>26-30</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>21-25</td>
<td>1</td>
<td>.5</td>
</tr>
</tbody>
</table>
Table III Summarized

Range  66-24
Mean  49.05
S. D.  8.05
S. E. M.  .57

There were 70 items in Part II of the test. No pupil made a perfect score, and only one scored above 65. Forty-eight pupils or 24 per cent scored 56 or above. Nine pupils or 4.5 per cent scored 35 or less. The mean was 2.65 higher than on Part I. The standard deviation was less than on Part I showing that the scores tended to group nearer the center of the distribution. The range was 42.

TABLE IV

DISTRIBUTION OF SCORES FOR GRAMMAR ACHIEVEMENT TEST PARTS I & II-TOTAL-N=200 PUPILS GRADE EIGHT

<table>
<thead>
<tr>
<th>Scores</th>
<th>Frequency</th>
<th>Percent</th>
<th>Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>129-135</td>
<td>4</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>122-128</td>
<td>7</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>115-121</td>
<td>20</td>
<td>10.0</td>
<td></td>
</tr>
<tr>
<td>108-114</td>
<td>23</td>
<td>11.5</td>
<td></td>
</tr>
<tr>
<td>101-107</td>
<td>23</td>
<td>11.5</td>
<td></td>
</tr>
<tr>
<td>94-100</td>
<td>25</td>
<td>12.5</td>
<td></td>
</tr>
<tr>
<td>87-93</td>
<td>36</td>
<td>18.0</td>
<td></td>
</tr>
<tr>
<td>80-86</td>
<td>32</td>
<td>16.0</td>
<td></td>
</tr>
<tr>
<td>73-79</td>
<td>15</td>
<td>7.5</td>
<td></td>
</tr>
<tr>
<td>66-72</td>
<td>10</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>59-65</td>
<td>4</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>52-58</td>
<td>1</td>
<td>.5</td>
<td></td>
</tr>
</tbody>
</table>
Table IV Summarized

Range 133-52
Mean 95.81
S. D. 16.38
S. E. Mean 1.16

The test as a whole aggregated 140 items. No one scored above 135 while the lowest score was 52. Thirty-one pupils, or 15.5 per cent scored above 115 while 30 pupils, or 15 per cent were below 80. This would seem to indicate that the test was able to clearly distinguish varying degrees of achievement.

The Pressey English Test that was administered to the pupils was composed of four parts. The mean score for each student was computed. A perfect score was 95. The results of this test are shown in Table V.

TABLE V

DISTRIBUTION OF SCORES FOR PRESSEY ENGLISH TEST, FORM A
N=200 PUPILS - GRADE EIGHT

<table>
<thead>
<tr>
<th>Scores</th>
<th>Frequency</th>
<th>Percent Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-95</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>86-90</td>
<td>1</td>
<td>.5</td>
</tr>
<tr>
<td>81-85</td>
<td>9</td>
<td>4.5</td>
</tr>
<tr>
<td>76-80</td>
<td>26</td>
<td>13.0</td>
</tr>
<tr>
<td>71-75</td>
<td>42</td>
<td>21.0</td>
</tr>
<tr>
<td>66-70</td>
<td>37</td>
<td>18.5</td>
</tr>
<tr>
<td>61-65</td>
<td>29</td>
<td>14.5</td>
</tr>
<tr>
<td>56-60</td>
<td>31</td>
<td>15.5</td>
</tr>
<tr>
<td>51-55</td>
<td>11</td>
<td>5.5</td>
</tr>
<tr>
<td>46-50</td>
<td>7</td>
<td>3.5</td>
</tr>
<tr>
<td>41-45</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>36-40</td>
<td>2</td>
<td>1.0</td>
</tr>
</tbody>
</table>
Table V Summarized

<table>
<thead>
<tr>
<th>Range</th>
<th>Mean</th>
<th>S. D.</th>
<th>S. E. Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>91-36</td>
<td>66.65</td>
<td>9.90</td>
<td>.70</td>
</tr>
</tbody>
</table>

From the table for determining scale ages in the manual of directions for the Pressey English Test, a score of 67 indicates a scale age of 13 years, 8 months. A score of 70, which indicates a scale age of 14 years, is the per cent score set up for the end of eighth grade.

On the basis of these scale ages, it would appear that the group as a whole was close to average in performance, and 79 pupils or 39.5 per cent were above the eighth grade standard at the time they were tested.

Intelligence Quotients and Average English Grades

Other pertinent data obtained on the tested population and used statistically in this study, were the intelligence quotients and average English grades. The Otis Classification Test is given to every child at the end of the sixth grade.

TABLE VI

DISTRIBUTION OF INTELLIGENCE QUOTIENTS OF THE EIGHTH GRADE POPULATION N=200 PUPILS-OTIS CLASSIFICATION TEST

<table>
<thead>
<tr>
<th>Scores</th>
<th>Frequency</th>
<th>Percent Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>135-141</td>
<td>8</td>
<td>4.0</td>
</tr>
<tr>
<td>128-134</td>
<td>6</td>
<td>3.0</td>
</tr>
<tr>
<td>121-127</td>
<td>23</td>
<td>11.5</td>
</tr>
<tr>
<td>114-120</td>
<td>45</td>
<td>22.5</td>
</tr>
</tbody>
</table>
TABLE VI (concluded)

<table>
<thead>
<tr>
<th>Scores</th>
<th>Frequency</th>
<th>Percent Frequencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>107-113</td>
<td>52</td>
<td>26.0</td>
</tr>
<tr>
<td>100-106</td>
<td>26</td>
<td>13.0</td>
</tr>
<tr>
<td>93-99</td>
<td>20</td>
<td>10.0</td>
</tr>
<tr>
<td>86-92</td>
<td>11</td>
<td>5.5</td>
</tr>
<tr>
<td>79-85</td>
<td>5</td>
<td>2.5</td>
</tr>
<tr>
<td>72-78</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>65-71</td>
<td>2</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Range 141-68
Mean 110.00
S. D. 13.30
S. E. Mean .94

The average I.Q. of 110 shows the group as a whole to be biased toward the higher levels, and therefore capable of a higher standard of achievement than some groups might be. The individual differences of pupils in the same grade are reflected in the wide range of 73.

A letter grade marking system is used in Milton for grades 7 - 12. The grades used are A, B, C, C-, D, and E. Marks are issued five times a year and an average grade is recorded in each subject in June.
TABLE VII

DISTRIBUTION OF AVERAGE ENGLISH GRADES OF THE EIGHTH GRADE POPULATION
N=200 PUPILS

<table>
<thead>
<tr>
<th>Grades</th>
<th>Numerical Values</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>B</td>
<td>4</td>
<td>79</td>
</tr>
<tr>
<td>C</td>
<td>3</td>
<td>74</td>
</tr>
<tr>
<td>C-</td>
<td>2</td>
<td>36</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

Mean 3.23
S. D. .86
S. E. .06

For statistical purposes the letter grades were assigned numerical values from 1 to 5. Assuming 3 to be the mid point of the C interval, the mean of 3.23 places the average grade for the group a high C.

Plan of Analysis of Data

From the results of the tests and the additional data which have been presented, correlations were computed to establish the following relationships:

1. The split-half relationship between the odd and even numbered items of the Grammar Achievement Test to determine the reliability of the test both in parts
and total.

2. The relationship between the Grammar Achievement Test and the Pressey English Test, Form A, to establish the validity of the test.

3. The relationship between Parts I and II of the Grammar Achievement Test.

4. The relationship between the Grammar Achievement Test and the Intelligence Quotients.

5. The relationship between the Grammar Achievement Test and the average English grades.
CHAPTER IV
ANALYSIS OF DATA

In order to determine the reliability of the Grammar Achievement Test it was decided to use the split-half method. The reason for choosing this technique is explained by Garrett¹ as follows:

The split-half method is generally regarded as the best method for determining test reliability. Perhaps its main advantage is that all of the data for determining test reliability are obtained upon one occasion; hence variations introduced by differences between two testing situations are eliminated.

After the half-test reliability was computed, the self-correlation for the whole test was estimated by use of the Spearman-Brown formula.

TABLE VIII
CORRELATIONS BETWEEN THE EVEN AND ODD NUMBERED ITEMS IN THE GRAMMAR ACHIEVEMENT TEST TO ESTABLISH THE RELIABILITY

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>r(Half Test)</th>
<th>r(Whole Test after Spearman-Brown Correction Formula)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I</td>
<td>200</td>
<td>.75</td>
<td>.86</td>
</tr>
<tr>
<td>Part II</td>
<td>200</td>
<td>.73</td>
<td>.84</td>
</tr>
<tr>
<td>Total Test</td>
<td>200</td>
<td>.84</td>
<td>.91</td>
</tr>
</tbody>
</table>

The following guide for interpreting coefficients of correlation (r) from Garrett¹ is used as a basis for conclusions in this study.

TABLE IX

GUIDE FOR INTERPRETING COEFFICIENTS OF CORRELATION

<table>
<thead>
<tr>
<th>r</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>.00 to ≤ .20</td>
<td>Indifferent or negligible relationship</td>
</tr>
<tr>
<td>&gt; .20 to ≤ .40</td>
<td>Low correlation; present but slight</td>
</tr>
<tr>
<td>&gt; .40 to ≤ .70</td>
<td>Substantial or marked relationship</td>
</tr>
<tr>
<td>&gt; .70 to ≤ 1.00</td>
<td>High to very high relationship</td>
</tr>
</tbody>
</table>

In Table VIII are shown the correlations for both the half test and whole test. For Part I the reliability of .86 was slightly higher than the .84 for Part II. This difference is hardly enough to be significant and both parts appear to show a high degree of reliability.

The reliability of .91 for the entire test indicates that the test, both in part and as a whole, is a highly reliable measuring instrument.

¹. Ibid., p. 332.
Although the curricular validity of the Grammar Achievement Test seemed certain because it was based directly on grammatical material taught, the Pressey English Test, Form A, was used as an outside criterion to further establish validity. The result of this correlation is shown in Table X.

**TABLE X**

**CORRELATION BETWEEN GRAMMAR ACHIEVEMENT TEST AND PRESSEY ENGLISH TEST, FORM A (VALIDITY CRITERION)**

<table>
<thead>
<tr>
<th>N</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>.75</td>
</tr>
</tbody>
</table>

The correlation between the Grammar Achievement Test and the Pressey English Test, Form A is .75 which denotes that a high degree of relationship exists between the two instruments. This may be interpreted to mean that the writer's test tends to be a valid and acceptable test of basic skills in English, and for practical teaching purposes to be useful in determining the achievement of pupils in the basic grammar skills at the eighth grade level.

The purpose of this study is to determine the relationship which exists between formal grammatical...
knowledge and the ability to make decisions which result in correct English. Part I of the test was designed to test formal knowledge. Part II was intended to test the functional application of that knowledge. The outcome of the correlation between the two parts of the test is shown here.

**TABLE XI**

**CORRELATION BETWEEN PARTS I AND II OF THE GRAMMAR ACHIEVEMENT TEST**

<table>
<thead>
<tr>
<th>N</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>.60</td>
</tr>
</tbody>
</table>

The correlation of .60 between Parts I and II indicates that some relationship did exist between the abilities tested. The fact that a higher relationship did not exist supports the belief that grammatical knowledge alone does not cause a pupil to write or speak correctly. Speech and writing are influenced by so many other factors, particularly home environment and out of school associations, that even though a pupil has been taught the correct form he may not use it if the correct habit is not completely fixed, or if old habits persist too strongly.
Yet it is possible to conclude that a better understanding, and a completer mastery of the fundamentals which underlie our language, would tend to promote a better conception of what is correct or incorrect.

As a further check on the validity of the test, both parts and the total test were correlated with the Intelligence Quotients. Table XII reveals the results of the relationship.

**TABLE XII**

**CORRELATIONS BETWEEN THE GRAMMAR ACHIEVEMENT TEST AND INTELLIGENCE QUOTIENTS**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I (Formal) - Intelligence</td>
<td>200</td>
<td>.61</td>
</tr>
<tr>
<td>Part II (Functional) - Intelligence</td>
<td>200</td>
<td>.58</td>
</tr>
<tr>
<td>Total Test - Intelligence</td>
<td>200</td>
<td>.65</td>
</tr>
</tbody>
</table>

The correlation between the total Grammar Achievement Test and Intelligence is .65. This was a higher relationship than was found between either of the separate parts. Ability in formal knowledge (Part I) showed a slightly higher correlation (.61) with Intelligence than existed between the ability of functional application and Intelligence.
The correlation of .65 may be interpreted to mean that a relationship did exist that was significant for statistical purposes but the test, both in part, and total, measured other abilities than intelligence alone.

To investigate the extent to which average grades in English were related to the abilities tested, correlations were computed for both parts of the test and the total test scores.

**TABLE XIII**

**CORRELATIONS BETWEEN THE GRAMMAR ACHIEVEMENT TEST AND AVERAGE ENGLISH GRADES**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I (Formal) - Average English Grades</td>
<td>200</td>
<td>.62</td>
</tr>
<tr>
<td>Part II (Functional) - Average English Grades</td>
<td>200</td>
<td>.59</td>
</tr>
<tr>
<td>Total Test - Average English Grades</td>
<td>200</td>
<td>.68</td>
</tr>
</tbody>
</table>

English grades of necessity are a composite mark which must be based on many widely divergent abilities. Included in the English course of study are, in addition to grammar, sentence structure, punctuation, and capitalization, other skills and abilities including spelling, reading, vocabulary, penmanship, composition, letter writing, memorization and other types of oral work. These
and other more intangible attitudes such as effort, cooperation, initiative, and neatness of work, may well have some influence on the English grades.

If this were not true, and English grades were based more directly on knowledge and abilities closely related to those tested in this study, a higher correlation might have resulted.

The above correlations, however, are high enough to be significant and the coefficient of .68 for the total test would seem to show that a better command of basic grammar and its application to the many phases of English would be conducive to more successful work.
Summary

The purpose of this study was to determine to what extent a pupil's knowledge of the formal aspects of grammar affects his ability to make decisions which result in correct English in the functional situation. In order to do this a Grammar Achievement Test was constructed that was based on the material prescribed by the Course of Study in English in the town where the study was conducted.

The test was composed of two parts, each containing 70 items. Part I was entirely formal grammatical concepts. Part II tested the functional application of these concepts.

The test was administered to the 200 pupils who comprise the entire eighth grade population.

The reliability of both Part I and Part II, as well as the entire test, was established as satisfactory.

An outside criterion, the Pressey English Test, Form A, was used to determine the validity of the Grammar Achievement Test.
The test was also correlated with the Intelligence Quotients and the average English grades of the pupils.

Conclusions

From the analysis of the data the following conclusions resulted:

1. The Grammar Achievement Test is a highly reliable measuring instrument as indicated by the coefficient of correlation of .91 for the entire test.

2. As was to be expected, the reliability of Parts I and II was less than for the test as a whole. However, the resulting coefficients of .86 and .84 were significantly high and similar enough to show the parts to be about equally reliable. Part I was slightly more reliable than Part II.

3. The Grammar Achievement Test correlated .75 with the Pressey English Test, Form A, which indicated that the test tends to be a valid instrument for determining grammar achievement at the eighth grade level.

4. The correlation between Part I (Formal) and Part II (Functional) of the Grammar Achievement was .60. The fact that a higher relationship did not exist suggests that correct grammatical knowledge does not always guide the pupil in speaking and writing correctly. Yet it is possible to conclude that a better understanding and a completer mastery of the fundamentals which
underlie our language would tend to promote a better conception of what is correct or incorrect.

5. The correlation between the Grammar Achievement Test and Intelligence Quotients was .65. Although this suggests a significant relationship it is apparent that the test measured other abilities than intelligence.

6. The correlation between the Grammar Achievement Test and the average English grades was .68. Other abilities which influence the English grades reduced the probability of a higher correlation.

**Educational Implications**

The findings of this study seem to tend toward agreement with others that question the value of formal grammatical knowledge. Perhaps the reason that such knowledge is not more influential in the speaking and writing habits of students is that it is never really understood completely, and its function is not tied in securely enough to influence or supplant incorrect habits already established. Direct use and continuous drill in the application of the principle learned must accompany the idea taught or it will have little lasting effect on the pupils' speech and writing habits.

If fewer concepts could be singled out and universally agreed upon as the minimum essentials necessary to be learned and used by students, and a concerted
effort made that carried on over a period of years, perhaps a more definite and satisfactory standard of performance could be reached. For those pupils who were able and willing to go beyond this level of attainment, further specialization in the more advanced phases of the subject could be provided.

So many outside factors influence a person's speaking and writing habits that unless a strong desire or real need is felt, together with a natural degree of intelligence capable of grasping, retaining, and utilizing the grammar taught, he may grope superficially through the maze of grammatical ideas and emerge still making the same mistakes.

With the added emphasis on the other parts of the English program which will reduce class time to be spent on the fundamentals, it seems inevitable there will be less and less time devoted to grammar. This may be sufficient for some, for the child whose parents and associates are well-spoken, or who frequently reads good books, will, in most instances, speak and write well. But what of the child whose outside environment constantly exposes him to all that is undesirable in speech and reading and who reflects those bad influences in his incorrect English habits?

Perhaps remedial work in small groups, where
individual problems are analyzed and weaknesses helped, may be the solution.

Perhaps two English periods a day are necessary - one for drill in the fundamentals and their immediate application, and one for literature and allied work. This would afford the opportunity for a more complete coverage.

The best criterion by which the success or failure of the English programs in our schools can be judged is by the extent of the abilities developed by our pupils. As long as there is a need for improvement there remains a challenge to progressive educators.
CHAPTER VI

SUGGESTIONS FOR FURTHER RESEARCH

1. The Grammar Achievement Test might be admin­istered to a larger and more varied population. Towns and cities with larger percentages of children of foreign born parents and schools with many students who lack cultural backgrounds or who do not hear correct English spoken in the home should be included.

2. The test might be further refined and improved to increase its reliability and validity. Other forms could be constructed and norms established.

3. A follow up study could be made to ascertain the long range predictive value of the test. The future success in English of the tested pupils might be noted through high school and beyond.

4. The test might be tried at other grade levels in the junior high school to determine grade differences.

5. A study could be made to determine if any significant sex differences exist in this field at different grade levels.

6. The test could be correlated with other phases of English, i.e. composition work, reading ability, etc.

7. The test could be correlated with other standardized English tests to further establish its validity.
BIBLIOGRAPHY
BIBLIOGRAPHY


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APPENDIX
I. Objectives.
A. Development in the pupils of skill in the four language arts: reading, writing, speaking, listening and watching.
B. Development in the pupils, through the use of these four arts, of the following traits and abilities:
   1. Heightened moral perceptions and correct sense of values.
   2. Greater appreciation of and allegiance to democracy in society and government.
   3. Better understanding of life, both that around them and that in other parts of the world and in other periods of time.
   4. Proper adjustment to and participation in group living.
   5. Intelligent use of mass modes of communication: newspapers, magazines, radio, television, and moving pictures.
   6. Wider knowledge of books and greater enjoyment of reading.
   7. Firm basis for work in a higher-level grade, school, or college, or, especially in business course, help toward chosen vocation.

II. Plan.
A. Course of study so planned that the teaching of basic skills is cumulative, with each year the old being repeated, reviewed rapidly if possible or taught again if necessary.
B. Regularly scheduled department diagnostic and check-up tests in reading, spelling, mechanics, and usage.
C. Remedial classes for all who are below their class level in any of above skills.
D. Records kept of pupil scores in department tests on cards or folders that are passed along with the pupils to their succeeding teachers.
E. Reading skills definitely taught in all levels of every class.
F. Reading material divided between the old and the new, the required and the optional, including each year a few pieces of literature considered a part of every pupil's literary heritage to be studied either in the original or in simplified form, and other material for extensive and rapid reading.
G. Records kept either on cards or folders of books read and memory selections learned so that succeeding teachers can avoid duplication and help to keep alive the memory of those things read and memorized.
H. The inclusion in the program for each year a study of one or more of the "mass modes of communication": newspapers, magazines, radio, television, and moving pictures.
I. Defined instruction in both the junior and the senior high school in the use of reference books and the preparation of source material.
J. Five representative, first-draft, written-in class compositions with errors marked by teacher, placed on file and passed along with record cards to succeeding teachers.

III. Regulations.
A. Use of ink required for all composition work and major tests and for as much of the daily drill exercise as seems feasible.
B. Endorsement of papers in upper right hand corner of face with name, class, and date (letters, excepted).
C. Folding of papers optional with teachers, but where practiced, crosswise rather than lengthwise.
Junior High Schools, Milton, Massachusetts

Seventh Grade

I. Reading.
   A. Use of reference books
      1. Dictionary
         a. Text used - Winston's Simplified Dictionary
         b. Material covered
            1) Alphabet and alphabetical lists
            2) Practice in finding words quickly
            3) Pronunciation of words by key
            4) Various sections of dictionary and information to be found
            5) Meanings of unfamiliar words found in reading
      2. Encyclopedia
         a. Books used - Compton's Illustrated Encyclopedia and any others available
         b. Material covered
            1) Type of material offered
            2) Method of finding desired material
            3) Practice in using encyclopedias
   B. Skill in reading
      1. Text used - Better Reading-- Gainsburg
      2. Material covered
         a. Finding central idea
         b. Selecting and remembering significant details
         c. Increasing speed
         d. Enlarging vocabulary
   C. Type of literature especially studied-- legends and myths
      1. Sources - Greek, Roman, Teutonic, and Celtic myths and legends
      2. Texts used
         a. Classical Myths That Live Today-- Sabin
         b. Hero Tales Told in School-- Baldwin
         c. King Arthur tales
   D. Other literature studied because of literary heritage -- Evangelino - Longfellow
   E. Extensive reading-- choice of books optional with teacher
      1. Amount of reading required
         a. Eight books in addition to Evangelino-- more if possible
         b. 100 or more pages of prose tales and poems in addition to those in Better Reading
      2. Books available
         a. Selected books from public library
         b. Supplementary books on classroom shelves
            1) Adrift on an Ice Pan - Grenfell
            2) Prose and Poetry Journeys
            3) Adventures for Readers I
            4) Prose and Poetry
            5) This Singing World - Untermeyer
            6) Captains Courageous - Kipling
   F. Memory work - five or more selections memorized, choice and length depending on taste and ability of students.
COURSE OF STUDY IN ENGLISH

G. Department tests
   1. Diagnostic test in September
   2. Check-up test in June

H. Records kept
   1. Books read
   2. Memory selections learned
   3. Results on reading tests

II. Writing
   A. Spelling
      1. Material covered
         a. 100 Spelling Demons
         b. Milton Junior High Schools Seventh Grade Spelling List
         c. Phonetic words containing long and short vowels
         d. Words misspelled on written papers
      2. Department tests
         a. Diagnostic test in September
         b. Check-up test in April
   B. Grammar
      1. Texts used
         a. Speaking and Writing, Book V - Sheridan, Kloizer, Mathews
         b. Junior English in Action, Book I - Tressler
         c. Junior Drill Pad - Tressler
         d. Easy Exercises in English
      2. Material covered
         a. Four kinds of sentences
         b. Verbs: state of being, action, and auxiliary verbs, and verb phrases
         c. Nouns and pronouns
         d. Subjects and predicates
            1) Method - finding verb first, then asking, "Who or what verb?" to find subject
            2) Diagram form

               S. (Who will be chosen?) (Action verb phrase)
                   boy (noun) will be chosen

               P.

         c. Adjectives and adverbs - Diagram form

               S. (Who will be chosen?) (Action verb phrase)
               boy (noun) will be chosen

               P.

               A (What boy?)
               D fairly
               J. speediest
               A (How?)
               D
               V (Who?)
               E now
               R (Whore?)
               S hero

   C. Mechanics
      1. Texts used - same as for grammar
      2. Material covered
         a. Appearance of paper - endorsement, margins, penmanship
         b. Capitalization - proper names, sentence beginnings, quotations, titles, poetry
c. Punctuation
  1) Periods-- sentence ends, abbreviations
  2) Question marks-- sentence ends and quotations
  3) Exclamation points-- sentence ends, interjections, quotations
  4) Quotation marks-- titles, whole and broken quotations
  5) Apostrophes-- contractions, possessive singular
  6) Commas-- series, addresses and dates, yes and no, quotations, appositives, uses in friendly letters

3. Department tests
   a. Diagnostic test in September
   b. Check-up test in May

D. Usage
   1. Texts used-- same as for grammar
   2. Material covered
      a. Single rather than double negatives
      b. Past tense of common irregular verbs
      c. Subject-predicate agreement
      d. Pronoun subjects
      e. Common adverbs, such as well, easily, surely, very
      f. Other errors detected in speaking and writing

3. Department tests
   a. Diagnostic test in September
   b. Check-up test in May

E. Composition
   1. Typos-- simple narratives and friendly letters
   2. Amount-- several short themes or letters each term to be corrected by the teacher and rewritten if necessary
   3. Composition for file-- five representative, first-draft compositions to be written in class, corrected by teacher, kept on file, and passed along with pupil to succeeding teacher.
      a. Friendly letter or note
      b. Simple narrative of true experience
      c. Theme based on reading
      d. Two others optional with teacher

III. Speaking
   A. Correct social usage
      1. Manners at home, school, and parties
      2. Practice in making introductions and in conversation
   B. Informal class discussion
   C. Prepared talks before class
      1. Typos-- true experiences, stories from reading, radio, or moving pictures, news items, dramatizations, etc.
      2. Amount-- at least one a term for each pupil

IV. Listening and watching
   A. Radio and television
      1. Lists of favorite programs made and discussed as to value
      2. Schedules of helpful programs made and listening encouraged
      3. Helpful broadcast listened to in class when possible
      4. Transcriptions of valuable broadcasts heard by arrangement with Audio-Visual Department
   B. Moving pictures
      1. Class discussion on qualities of a good moving picture
      2. Publicity given to superior moving pictures suitable to age group
      3. Helpful available films shown to classes
         a. Films helping to develop basic skills
         b. Films leading to better understanding of literature.
Eighth Grade

I. Reading
A. Skill in reading
   1. Text used-- Better Reading - Gainsburg
   2. Objectives
      a. Finding central idea
      b. Selecting and remembering significant details
      c. Increasing speed
      d. Expanding vocabulary

B. Use of reference books
   1. Dictionary-- regular and continual use
      a. Practice in finding words quickly
      b. Practice in pronouncing words
      c. Study of meanings of unfamiliar words found in reading
   2. Encyclopaedia-- occasional assignments

C. Type of literature especially studied-- hero tales-- Suggested
   sources-- Old Testament, Robin Hood tales, stories of American
   pioneer life, life stories of world heroes in fields of explo-
   ration, invention, science and anything benefiting humanity.

D. Literature studied because of value as literary heritage--
   Treasure Island by Stevenson, original or simplified versions,
   whichever is most suitable for divisions

E. Extensive reading-- choice of books optional
   1. Selected books from Public Library
   2. Simplified versions of classics, especially of hero-tale
      variety, as Last of Mohicans - Cooper
   3. Books in America hero series-- The Rush for Gold, Daniel Boone,
      Kit Carson, John Paul Jones, and Buffalo Bill
   4. Supplementary books from class room shelves
      a. At School in the Promised Land - Antin
      b. The Man Without a Country - Hale
      c. Adventures for Readers II - Ross, Bowman, Newman
      d. Tales of a Wayside Inn - Longfellow
      e. Young America
      f. Growth in Reading - Pooley and Scott
      g. Van Dyke Reader
      h. Stars to Steer By
      i. Yesterday and Today - Untermeyer

F. Amount of reading required
   1. Eight complete books during year, including Treasure Island and
      supplementary books read in class, as well as outside reading
      more if possible.
   2. 100 or more pages of tales, stories, and other forms of prose
      narrative.
   3. Some poetry-- either a dozen or so short poems or one or more
      long poems.

G. Memory work-- five or more selections, length and choice depending
   on taste and ability of students.

H. Records kept and passed on
   1. Books read
   2. Selections memorized
   3. Results of reading tests

I. Reading tests
   1. Diagnostic test in September
   2. Check-up test in June
II. Writing
   A. Spelling
      1. Material covered
         a. Review or repetition of Seventh Grade words
            1) 100 spelling words
            2) Words on M. J. & S. Seventh Grade list
            3) Phonetic words containing long and short vowels
         b. Words on Eighth Grade list
         c. Spelling rules governing word groups on spelling list, especially
            1) Dropping silent E before vowels
            2) Keeping silent E before consonants
            3) Doubling final consonants
         d. Words given in English book in spelling sections
         e. Words misspelled in written work
   2. Department tests
      a. Diagnostic test in September
      b. Check-up test in April
   B. Grammar
      1. Texts used
         a. Junior English in Action, Book II - Tressler and Sholmadine
         b. Composition and Grammar - Hitchcock
         c. Common Sense English - Blumenthal
      2. Material covered
         a. Review or repetition of work taught in Seventh Grade
            1) Kinds of sentences
            2) Verbs and verb phrases, state of being, action, and
               auxiliary verbs
            3) Nouns and pronouns
            4) Subjects and predicates
            5) Adjectives and adverbs
            6) Analysis of simple sentences without objects or complements
               a) Oral analysis-- question method
               b) Written analysis using following diagram form

               \[
               \begin{array}{c|c}
               S & P \\
               \text{(Who will be chosen?) (Action verb phrase)}
               \end{array}
               \]

               \[
               \begin{array}{cccc}
               \text{boy (noun)} & \text{will be chosen} \\
               a & \text{What boy?} & n & \text{(Now?)} \\
               d & \text{The} & d & \text{fairly} \\
               j & \text{spoodiest} & v & \text{(When?)} \\
               c & \text{now} & o & \text{(Where?)} \\
               i & \text{b} & b & \text{here} \\
               v & & & \\
               s & & & \\
               \end{array}
               \]
         b. New material
            1) Propositions and prepositional phrases
               a) List of common propositions learned
               b) Diagram form for phrases

               (see next page)
### Subject (S)   Action verb phrase (P)   Predicate nominatives (P.N.)

<table>
<thead>
<tr>
<th>S</th>
<th>P</th>
<th>P.N.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Who will be chosen?)</td>
<td>(Action verb phrase)</td>
<td>will be chosen</td>
</tr>
<tr>
<td>a  (What boy?)</td>
<td>a (How?)</td>
<td></td>
</tr>
<tr>
<td>d  The</td>
<td>d fairly</td>
<td></td>
</tr>
<tr>
<td>j  speediest</td>
<td>v (When?)</td>
<td></td>
</tr>
<tr>
<td>o  in / school</td>
<td>c now</td>
<td></td>
</tr>
<tr>
<td>t  hore</td>
<td>h hore</td>
<td></td>
</tr>
<tr>
<td>i  s</td>
<td>s (Where?)</td>
<td></td>
</tr>
<tr>
<td>v  o</td>
<td>at racetrack</td>
<td>the</td>
</tr>
</tbody>
</table>

2) Conjunctions, compound subjects, compound predicates
3) Interjections
4) Linking verbs
5) Predicate nominatives
6) Direct objects
7) Indirect objects
8) Oral and written analysis of simple sentences—
   Diagram form with complements

<table>
<thead>
<tr>
<th>S</th>
<th>P</th>
<th>P.N.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Who is?)</td>
<td>(Linking verb)</td>
<td>is brother</td>
</tr>
<tr>
<td>John (noun)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a (What brother?)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d my</td>
<td></td>
</tr>
<tr>
<td></td>
<td>j oldest</td>
<td></td>
</tr>
</tbody>
</table>

9) Principal parts of common irregular verbs
10) Conjugation of six tenses
   a) Review of singular and plural number
   b) Person in pronouns taught
11) Comparison of adjectives

#### C. Mechanics

1. Texts used, same as for grammar
2. Material covered
   a. Appearance of paper-endorsement, margins, penmanship
   b. Use of capital letters
      1) Proper nouns and adjectives, as taught in text
      2) Beginnings of sentences, quotations, poetry
      3) Titles
Punctuation
1) Periods—sentence ends and abbreviations
2) Question marks and exclamation points
3) Quotation marks
4) Apostrophes in contractions and possessive singular
5) Commas—series, addresses and dates, yes and no, quotations, appositives, nouns of address

3. Department tests
   a. Diagnostic test in September
   b. Check-up test in May

D. Usage
1. Texts used, same as for grammar, also drill pads, work books, etc.
2. Material covered
   a. Single rather than double negative
   b. Tense and tense sequence
   c. Subject and predicate agreement
   d. Correct use of verbs often confused, as bring and take, lie & lay
   e. Pronoun subjects, especially compound
   f. Pronoun objects, especially compound
   (Teach that rule for two is same as rule for one)
      Ex. - She gave it to him. She gave it to me.
      Therefore - She gave it to him and me.
   g. Common adverbs—well, easily, surely, very, etc.
   h. Other errors detected in speaking and writing

3. Department tests
   a. Diagnostic test in September
   b. Check-up test in May

E. Composition
1. Types—friendly letters, simple explanations, simple narratives
2. Amount—several short themes or letters to be written each term, corrected by the teacher, and rewritten if necessary
3. Compositions for file—five representative, first-draft compositions to be written in class, along with pupils to succeeding teacher.
   a. One friendly letter or note
   b. One simple narrative
   c. One simple explanation
   d. Two others optional with teacher

III. Speaking
A. Texts—Junior English in Action II — Tessler and Sholmaidino
   Composition and Grammar — Hitchcock

B. Typos
1. Participation in informal class discussions
2. Participation in class club activities, group projects, etc.
3. Prepared talks before class
   a. Number—at least one a term for each pupil
   b. Typos
      1) Explanations of processes or directions for doing some particular thing
      2) Hero tales and achievements of great persons
      3) Narratives of true experiences
      4) Stories or news items retold
IV. Listening and watching
A. Radio and television
   1. Favorite programs listed and discussed
      a. Good points stressed
      b. Bad points made clear and gently ridiculed
   2. Helpful programs publicized and listening encouraged
   3. Transcriptions of valuable programs used in class
B. Moving pictures
   1. Superior pictures suitable for age group publicized and discussed
   2. Helpful and available films shown to classes
      a. Films helping to develop basic skills
      b. Film versions of classics - as Treasure Island
I. Reading
A. Skill in reading
   1. Texts used
      a. Printed Trails - Hovious
      b. Getting the Meaning
   2. Material covered
      a. Finding central idea
      b. Selecting and remembering significant details
      c. Increasing speed
      d. Skimming
      e. Enlarging vocabulary
B. Use of reference books
   1. Dictionary-- continued use
      a. Practice in pronouncing words from diacritical marks
      b. Looking up unfamiliar words found in reading for meaning
      c. Use as reference source for biographical and geographical information
   2. Encyclopedias-- use in source themes, book reports, and oral topics
   3. Biographical dictionary, Living Authors
      Authors of Yesterday and Today -- use in source themes, book reports and oral topics
C. Type of literature especially studied-- ballads
   1. Old ballads-- origin, use, characteristics, examples
   2. Modern ballads-- definition, examples
D. Other literature studied for value as literary heritage--
   Ivanhoe - Scott, abridged for best divisions, simplified and adapted for other divisions. Development of English language explained
E. Amount of reading required
   1. Types
      a. Modern novel
      b. Biography
      c. Drama
      d. Narrative poetry
      e. Newspapers
   2. Amount
      a. Eight complete books, including Ivanhoe, more if possible
      b. 100 or more pages of short prose selections and poetry besides those used in teaching reading skills
F. Books available for reading program, choice optional with teacher
   1. The Yearling - Rawlings
   2. Americans in Action - Herzberg and Moses
   3. Americans All - Thomson
   4. Abraham Lincoln - Drinkwater
   5. Boy Life on the Prairie - Garland
   6. Adventure Bound - Purshing and Leary
   7. Dutch Boy Fifty Years After
   8. All Out for Freedom
   9. Best Liked Literature
   10. Lady of the Lake - Scott
   11. The Black Buccaneer - Meader
(continued on next page)
12. T-Model Tommy - Meader  
13. Selected simplified classics  
14. Selected books from public library  

G. Study of newspapers  
1. Parts of newspaper  
2. Qualities of good paper  
3. Value of intelligent reading of papers  

H. Memory work-- five or more selections, including both prose and poetry, length and choice depending on taste and ability of students  

I. Records kept and passed on to succeeding teachers  
1. Books read  
2. Selections memorized  
3. Results of reading tests  

J. Department reading tests  
1. Diagnostic test in September  
2. Check-up test in June  

II. Writing  

A. Spelling  
1. Material covered  
   a. Review or repetition of Seventh and Eighth Grade Words  
      1) 100 Spelling Demons  
      2) Words on Seventh Grade list  
      3) Words on Eighth Grade list  
      4) Phonetic words containing long and short vowels  
   b. Words on Ninth Grade list  
   c. Spelling rules governing word groups on spelling lists  
   d. Words misspelled in written work  

2. Department tests  
   a. Diagnostic test in September  
   b. Check-up test in April  

B. Grammar  
1. Texts used  
   a. Junior English in Action III - Tressler  
   b. Junior English, Throe - Stoddard, Bailey and McPherson  
   c. Common Sense English II - Blumenthal  

2. Material covered  
   a. Review or repetition of work taught in Seventh and Eighth Grades  
      1) Kinds of sentences  
      2) Verbs and verb phrases, state of being and action verbs  
      3) Analysis of simple sentences by question method, beginning with predicate  
      Diagram form used-- given on next page
### Parts of Speech

<table>
<thead>
<tr>
<th>Subject (Who)</th>
<th>Action (Action verb phrase)</th>
<th>Direct Object (planting what?)</th>
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</thead>
<tbody>
<tr>
<td>Who</td>
<td>Action verb phrase</td>
<td>Direct Object</td>
</tr>
<tr>
<td>had</td>
<td>planted</td>
<td>bulbs</td>
</tr>
<tr>
<td>been</td>
<td></td>
<td></td>
</tr>
<tr>
<td>planting?</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject (Who)</th>
<th>Linking verb</th>
<th>Direct Object (Was what?)</th>
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<tbody>
<tr>
<td>Who</td>
<td>Linking verb</td>
<td>Direct Object</td>
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<tr>
<td>was</td>
<td>was</td>
<td>novelist</td>
</tr>
<tr>
<td>author</td>
<td>novelist</td>
<td></td>
</tr>
</tbody>
</table>

b. New material to be covered in Ninth Grade by college preparatory divisions and others capable of doing work:

1. Compound sentences with four coordinate conjunctions
2. Participles and participial phrases
3. Infinitives -- form but no stress on use
4. Gerunds -- form and use (lightly touched)
5. Complex sentences
   a) Comparison between dependent clause and phrase
   b) Adjectival clauses and relative pronouns
   c) Adverbial clauses and introductory words
6. Practice in changing compound sentences into simple and complex sentences for improvement in form
7. Passive voice with practice in changing into active voice for improvement in form

### Mechanics

1. Texts used, same as for grammar
2. Material covered
   a. Appearance of paper -- endorsement, margins, paragraph
   b. Capitalization -- uses taught in text used
   c. Punctuation
      1) Periods, question marks, exclamation marks -- all uses
      2) Quotation marks -- titles, whole and broken quotations
      3) Apostrophes -- contractions, possessive singular and possessive plurals
      4) Commas -- series, addresses and dates, introductory adverbs and mild interjections, quotations, appositives, nouns of address, introductory participial phrases, compound sentences, introductory adverbial clauses, salutations and closing phrases in letters.
3. **Department tests**
   a. Diagnostic test in September
   b. Check-up test in May

**D. Usage**
1. Texts used same as for grammar.
2. Material covered
   a. Single rather than double negative
   b. Correct use of tense and tense sequence
   c. Agreement of subject and predicate
   d. Correct use of verbs often confused as **bring** and **take** and **lie** and **lay**
   e. Use of words in conditions and wishes contrary to fact
   f. Pronoun subjects and objects, especially compound
   g. Correct use of comparative and superlative degrees
   h. Common adverbs as well, easily, etc.
   i. Correct use of different from
   j. Correct use of **propositions**, between, among, in, into, etc.
   k. Other errors detected in speaking and writing

3. **Department tests**
   a. Diagnostic test in September
   b. Check-up test in May

**E. Composition**
1. **Typos**—friendly letters, business letters, simple narratives, paragraphs, precis, simple source themes, news stories
2. **Amount**—several themes or letters every term, to be corrected by teacher and rewritten if necessary
3. Compositions for file—five representative first-draft compositions written in class, corrected by teacher, and filed to be passed along with pupil's records to succeeding teacher.
   a. Precis or summary
   b. Business letter
   c. Narrative, true or imaginary
   d. Two others optional with teacher

**III. Speaking**
**A. Types**
1. Participation in informal class discussion
2. Participation in class dramatizations
3. Participation in meetings conducted by rules of parliamentary procedure
4. Oral talks prepared and given before class
   a. Number—at least five during year
   b. Typos—book reports, summaries, true experiences, source themes, reports on projects, etc.

**IV. Listening and watching**
**A. Radio and television**
1. Helpful programs publicized and listening encouraged
2. Transcriptions of valuable programs used in class

**B. Moving pictures**
1. Superior films locally shown publicized
2. Occasional films helpful in English shown by arrangement with Audio-Visual Department
EIGHTH GRADE GRAMMAR ACHIEVEMENT TEST

by

Robert J. N. Osborn

Do not open this booklet until you are told to do so. Fill in these blanks.

Name _________________________________
Division _______________________________
School _________________________________
Date _________________________________
Age: _______ Years _______ Months

SCORE

PART I ____________
PART II ____________
TOTAL ____________
EIGHTH GRADE GRAMMAR ACHIEVEMNT TEST

PART I

Directions: Read the following statements carefully. If you think a statement is true, place a plus sign in the parentheses (+); if you think it is false, place a zero in the parentheses (0).

1. Simple sentences contain one subject and one predicate either or both of which may be compound. ......................................................... ( )
2. An imperative sentence is followed by either a period or an exclamation point. ................................................................. ( )
3. An interrogative sentence is used to ask a question. ......................... ( )
4. When a sentence contains but one word that word is the subject. .......... ( )
5. The first noun in a sentence must be the subject. ............................... ( )
6. A simple sentence contains one complete thought. ............................... ( )
7. A sentence is compound if it has two or more nouns in the subject. ........ ( )
8. When a sentence does not name a subject, the subject is you understood. ................................................................. ( )
9. A compound sentence contains two or more complete thoughts. ............ ( )
10. The simple predicate of a sentence is in the nominative case. ................. ( )
11. A noun used as the subject is in the nominative case. ......................... ( )
12. A linking verb does not take an object. ........................................... ( )
13. A verb which has a direct object is intransitive. ................................. ( )
14. Nouns of direct address are set off by commas. .................................. ( )
15. A singular subject should be used with a singular verb. ...................... ( )
16. If a noun refers to a group of persons or things it is abstract. ............... ( )
17. An appositive is a noun written beside another noun to explain it. ......... ( )
18. Transitive verbs in the active voice and prepositions take objects. ........ ( )
19. When a noun is used as a modifier it is called a pronominal adjective. ... ( )
20. Pronouns agree with their antecedents in number and gender. .............. ( )
21. Pronouns in the objective case are never used as modifiers. ................. ( )
22. The word like is used as a verb or preposition, never as a conjunction. .... ( )
23. All nouns do not form their plurals in the same way. ........................... ( )
24. To form the possessive singular of a noun we add s'. ............................ ( )
25. The verb can is used to ask permission. ........................................... ( )
26. Shall and will are signs of the future tense. ...................................... ( )
27. The part of speech a word is depends upon its use in the sentence. ......... ( )
28. The preposition between is used with any number of persons or things. ... ( )
29. Double negatives are to be avoided. .................................................... ( )
30. The possessive plural of boy is boy's. .............................................. ( )
31. Proper adjectives should be capitalized. ........................................... ( )
32. Somebody, someone, anybody are singular. ....................................... ( )
33. The nouns teacher, pupil, and principal are all common genders. .......... ( )
34. A and an are definite articles. ......................................................... ( )
35. A proper noun refers to a class of persons, places or things. ................. ( )
36. The words some, several, few are personal pronouns. ............................ ( )
37. The verb let takes an object. ............................................................ ( )
38. The principal parts of the verb go are go, went, gone. ........................... ( )
39. Predicate adjectives modify some noun or pronoun in the predicate. ... ( )
40. It's is used to show ownership. ....................................................... ( )
Directions: Place the letter designating the correct answer in the parentheses at the right of the statement.

41. A word used to connect words or groups of words is (a) a verb (b) a pronoun (c) a conjunction (d) an adverb.................................( )
42. The word to which a pronoun refers is called its (a) object (b) antecedent (c) modifier (d) complement.................................( )
43. An arrangement of the parts of a verb with pronouns showing the ways tenses are written is known as (a) a declension (b) a diagram (c) a conjugation (d) the principal parts.................................( )
44. When the word there is used at the beginning of a sentence as a dummy subject it is called (a) a connective (b) a responsive (c) a conjunctive (d) an expletive.................................( )
45. A pronoun which shows by its form whether it represents the person speaking, spoken to, or of, is (a) personal (b) relative (c) indefinite (d) demonstrative.................................( )
46. A verb which has a direct object in a sentence is said to be (a) complete (b) incomplete (c) transitive (d) intransitive.................................( )
47. A word which shows relationship and always takes an object is (a) an interjection (b) a verb (c) a preposition (d) a relative pronoun.................................( )
48. A noun used beside another noun to explain it is called (a) a noun (b) of address (c) a complement (d) a modifier.................................( )
49. The possessive plural form of the noun woman is (a) woman's (b) women's (c) women's' (d) women's'.................................( )
50. When the subject of a verb receives the action of the verb, the verb is said to be (a) regular (b) in the active voice (c) irregular (d) in the passive voice.................................( )

Directions: Some of the words in the sentences below are numbered. Write the number of the word in the proper blank space.

A. His father gave me two dollars for the tickets to the game.

51. _____ indirect object of verb 55. _____ verb
52. _____ object of a preposition 56. _____ direct object of verb
53. _____ pronominal adjective 57. _____ subject
54. _____ numeral adjective 58. _____ definite article

B. I am sure it was she who went into the store and bought a paper.

59. _____ verb 63. _____ subject
60. _____ relative pronoun 64. _____ preposition
61. _____ object of preposition 65. _____ conjunction
62. _____ predicate nominative 66. _____ direct object of verb

C. The sky was blue but I saw clouds in the distance.

67. _____ transitive verb 69. _____ intransitive linking verb
68. _____ conjunction 70. _____ predicate adjective

STOP! DO NOT TURN THIS PAGE.
EIGHTH GRADE GRAMMAR ACHIEVEMENT TEST

PART II

Directions: Some of the following are complete sentences. Mark these with a plus sign (+). Some are incomplete. Mark these with a zero (0).

1. You will not succeed if you don't try. ................... ( )
2. As the tall stranger entered the huge hall and faced the lord of the manor. ................... ( )
3. Mary was trying to bake a cake. ................... ( )
4. If everyone helps, the job will be easy. .............................. ( )
5. Because he was not at practice. .............................. ( )
6. Gathering all the wood he could carry. ................... ( )
7. Hurry! .............................. ( )
8. Nearer and nearer came the strange craft. ................... ( )
9. Although he had never taken a lesson. ................... ( )
10. A peculiar sound which startled the children. ................... ( )

Write the number of the correct word in the parentheses.

11. John and 2 himself will go with you. .............................. ( )

12. He has 2 drunk several glassfuls. .............................. ( )

13. The snow 2 lay in drifts for a week. .............................. ( )

14. I wonder 2 whom he saw. .............................. ( )

15. He borrowed the pen 2 off me .............................. ( )

16. Everyone should do 2 their best .............................. ( )

17. He had 2 lain the package on the table. .............................. ( )

18. He gave the books to my sister and 2 myself .............................. ( )

19. That is 2 them now. .............................. ( )
20. He walks ___ as if he is tired. ____________________________ ( )

21. That is a matter for you and ___ himself to decide. __________________ ( )

22. How many of the boys ___ has applied for the job? ________________ ( )

23. ___ We Americans are proud of our country. ______________________ ( )

24. John and his brother built ___ their own radio set. ________________ ( )

25. There ___ is only three candidates for the position. ________________ ( )

26. Neither of the boys ___ have a license. __________________________ ( )

27. The hot food tasted ___ wonderfully to the hungry people. __________ ( )

28. Why is your medal different ___ from mine? ________________ ( )

29. The president with several members of his cabinet ___ was studying
   the problem. ________________________________ ( )

30. She looks ___ beautiful in her new gown. ________________________ ( )

Write the proper form of the correct verb in the blank spaces.

Example. She is (sit, set) the table for supper. ________________ setting

31. He is (lie, lay) on the floor. ________________________________

32. Yesterday the carpenter (lie, lay) the linoleum on the floor. __________

33. How long has the book (lie, lay) there? _________________________

34. He has (sit, set) there for an hour. ______________________________

35. Smoke will (rise, raise) into the air. ______________________________

36. The Hispaniola (lie, lay) at anchor when Jim cut it adrift. __________

37. (Can, may) I come with you? ________________________________
38. Please (learn, teach) me how to play the game.

39. (Bring, take) this book to the library.

40. (May, can) you lift this package for me?

Many of these sentences are incorrect. Cross out the incorrect words and write the correct form above it. Make the least possible change. If the sentence is correct, write C at the end of the sentence.

41. They met Mary and I last week.

42. The box of cookies are on the shelf.

43. Joe hadn't ought to stand up in a canoe.

44. Mary was real glad to receive the invitation.

45. He is the president whom we elected.

46. What was the reason for him failing?

47. Everyone brought their own sandwiches.

48. Lead is the heaviest of the two metals.

49. Try to tie the bow like I do.

50. Under the tree is many apples.

51. Her sister is as tall as her.

52. You cannot go without you ask permission.

53. He has drunk three sodas already.

54. Children don't like those kind of stories.

55. Robert hasn't no ink in his pen.