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A study of language errors in oral and written English made by pupils of sixth, seventh, and eighth grades

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Thesis

A STUDY OF LANGUAGE ERRORS IN ORAL AND WRITTEN ENGLISH MADE
BY PUPILS OF SIXTH, SEVENTH, AND EIGHTH GRADES

Submitted by

Flora Emeline Billings

(B.S., Columbia University, 1916)

In partial fulfilment of requirements for the degree of

Master of Arts

1923
The Author Gratefully Dedicates This Book to

R.M.G.
and
G.M.W.
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A Study of Language Errors in Oral and Written English Made by Pupils of Sixth, Seventh and Eighth Grades.

Since the English language is the common vehicle of all subjects as well as the medium by which nearly all our ideas are expressed, the crying need of the day is for definite, tangible results in English teaching. From time to time, English teachers have set forth certain formal details and generalizations that they wish mastered, but as a rule their work has been spreading and superficial. Lack of time, too much generalizing and too little specific drill in specific individual cases, lack of cooperation in the teaching of other subjects and failure to overcome the "patois" and "slanguage" of the home, the street and the playground have been some of the forces responsible for the slip-shod English so common today.

Then again, there was a time when we all thought that a knowledge of the "whys" and "wherefores" of grammatical constructions would ensure correctness and accuracy of expression. We have lived to see that not only does the pupil use incorrect forms but the adult also fails to "carry over" his grammar into accuracy of speech and written expression unless
precision and purity of speech are ingrained into the law of his being.

Ability to recognize errors in others also fails to eventuate in correctness of one's own expression unless the habit of correct expression is strongly established in the critic. Mere knowledge of the right form does not ensure or guarantee correct practice any more in English than it does in ethics. Even Shakespeare recognized this fact when he said, "I could easier teach twenty what were good to be done than to be one of the twenty to follow mine own teaching."

Correct habituation, brought about by the desire to improve, the training of the ear and the eye to correct sounds and signs, the persistent association with people who use good English, the constant focalization of the attention on the good and the pure and best, and holding to that best, until it is a part of the sub-conscious self, is the only sure cure and panacea of all English ills.

Just now America and American people are so befuddled with the meaning of the word democracy that even their speech reflects the trend of the times. A person precise and careful of his diction is looked upon with scorn as a "high-brow" or a pedant and not as "just folks". It seems to be the fashion to use the vernacular of the crowd, rather than be undemocratic. As the little boy said when corrected, "Why
bother with windows, - isn't winders good enough?" So even the college graduate says, "I'll tell the world." "Believe me." "Sure", or laughingly quotes, "Them days are gone forever." To be sure, the only person entitled to take liberties with the English language is the educated person, but does he realize his influence on the masses and the power of imitation? Instead of lowering his banner he should hold it higher and more steadily. Constant vigilance, correct standards and models at all times and in all places should be the slogan.

Language then, is a habit. It may be a habit of using slang in incorrect forms, or it may be the habit of making certain correct responses. It grows out of one's home environment and associations and is largely a result of ear training and imitation. School English involves not only the establishment of correct language habits but the breaking down of wrong ones. It is the most comprehensive of all subjects because it is the tool of expression of all those subjects. It is made up of thousands of different specific responses and its practice extends over so wide an area that the English teacher feels that she cannot possibly control its habituation since exceptions to her rulings are being constantly made on the street, at home and on the playground. She can only hope to create a lively "language conscience", a sensitiveness and a desire for correct expression, and having analyzed her field, located her needs, trust to drill, drill, drill in specific cases.
Oral language is built up on an entirely different set of habits than is written. Different "bonds" are used. Oral language calls for a clear, mental impression and the expressing of that concept by means of the speech organs. Sloppy speaking is usually indicative of slovenly thinking.

Written language on the other hand is school-taught, a product of civilization, that adds to the clear concept, the expression of that concept by means of some medium and written symbol. It calls for focalization of the eyes, coördination of hand and mind, the mastery of the technique of handwriting, as well as the mastery of the technique of the written symbol with all its mechanics and formal technicalities. It calls for a clear, definite concept—a breadth of vocabulary, an understanding of meanings and an ability to organize thoughts.

To teach all the rules and technicalities of the mechanics of writing beside the grammatical constructions and philological usages would be wasteful and discouraging. Educators believe that the only effective way to train a child to use good, forceful language is to select the specific responses and phases they desire to teach, through studies and surveys of actual social usage and then through conformity to the laws of habit formation build up and "set" those correct forms in the child's mind.
Different efforts have been made to analyze the language field. By means of studies of different school groups, these common specific habits have been located, and specific measures and tests have been built up. Some of these tests have been standardized. They bring to the attention of the teacher the strength and weakness of each individual measured by them. If the pupil is weak in punctuation, that fact is revealed. The teacher then knows she must instruct the child in punctuation. If a child makes certain types of language errors, he needs direct instruction and drill on those types. When a teacher learns the specific language of her pupils, she is in a better position to apply her remedies for curing those weaknesses. She can also anticipate errors and mistakes and ward off those errors before they show themselves and become fixed. Then again, she can avoid wasting her energy and strength on over-drilling phases that are already correctly habituated as shown by the tests. A teacher's strength and power should be spent in inaugurating new lines of work and remedying old mistakes.

But while a considerable amount of research has been carried on to define the language abilities and locate the specific language weaknesses, the field has only been touched as yet. Much remains still to be done.

One of the pioneer attempts in analyzing
language field was made by Dr. Guy Wilson in his "Connersville, Indiana Study", 1908, where he tabulated 226 oral language errors, 81% of which were mistakes in verbs, 13% in pronouns and 6% in adverbs.

In 1912, Thomas Briggs of Teachers College, gave us his articles "Formal English Grammar as a Discipline", thereby proving how little, if any, the study of grammar transfers to correct expression.

One of the earliest attempts in the measuring of the ability of 4494 high school pupils to copy simple prose was made by Arthur Kallom of the Department of Educational Measurements in Boston in 1914. "The department was concerned in finding out to what extent elementary school graduates were able to meet a theoretical standard in the accurate copying defined by the committee on standards of English." (1)

The results showed that a boy graduating from the elementary school should be able to copy fifteen and one-half lines of ordinary prose in fifteen minutes making not more than five errors of any kind. A girl should be able to copy sixteen lines in the same time making not more than four errors. (2) The errors noted consisted of:

LIEUTENANT OULESS.

"In this story a young British lieutenant, in a moment of extreme irritation, strikes a private soldier. The act is one that calls for dismissal from the Queen's service. What is the officer to do? He cannot send money to the soldier - who happens to be the re­doubtable Ortheris himself - nor can he apologize to him in private. Neither can he let matters drift. Ortheris, too, has his own code of pride and honor; he too is 'a servant of the Queen'; but how is the insult to be atoned for? The way out of this apparently hopeless muddle", etc.

Added words .................. 606
Wrong words used .......... 840
Misplaced words .......... 105
Punctuation ............... 5876
Undotted i's ............... 8794
Uncrossed t's ............... 606
Total ......................... 27377

Average error per pupil ............... 5.54
In the test the girls copied 3 per cent more lines than the boys and made 66 per cent fewer errors in doing so. Every word was misspelled by someone. Only 8 per cent of the boys and 12 per cent of the girls made no errors of any kind. Children who wrote fewer lines also made relatively as many errors.

The median age for each sex was 14½ years. There is little relation between the age of the pupils and their ability to copy accurately.

This same test was given in Kansas City, Missouri, to the pupils of the seventh grade and first year high. The average errors per pupil were 8.04 in the seventh grade and 6.83 in the first year high. (1)

In 1917 a test in letter writing was given to 3603 pupils of the sixth, seventh and eighth grade pupils in ten elementary districts of the Boston Public Schools.

THIS IS THE LETTER TO BE ANSWERED
Written by Lothrop Motley, 68 King Street, Boston, May 13, 1824

"I want to see you very much. I suppose you remember it is my turn to come home on Saturday next?

This is Thursday, the day on which we speak. I was third best. The pieces which I spoke were Mr. Sprague's Prize Prologue and a most delectable comedy entitled and called

'The Cruel Tragedy of the Death of Pyramus and Thisbe'.

My nose has bled very often lately but I believe it will not bleed much more. I have had a pain in my side once or twice. I hope you, Mother, and all the family are well. Mr. Green is very well. Mrs. Green has a headache.'

The results show that the majority of the boys and girls know how to write the correct form for the heading, salutation, and closing of the letter, the errors being technical. The errors in the body of the letter were distributed as follows:

Punctuation -
  terminal marks
  comma
  quotation marks
  apostrophe in possession and contraction
  period after abbreviation

Capitals -
  misuse and omission

Spelling
  Incomplete sentence - sense incomplete
  "run on"

Language or grammatical errors
These last interested the writer as they bear more on her study. There was a total of 2147 errors in grade six, an average of 1.8 errors per pupil. The errors were distributed as follows: (p. 30 Document #6, 1918, Boston School Document)

Misuse of "shall" and "will" .................... 731
We will be glad to see you.
Will I go tomorrow?

Disagreement in number of subject and pred..... 307
Mother and the family is well.
We are well and was going to visit you.
One of my friends were there.
What was the prizes?
This group includes 117 cases of "you was" and seventeen cases of "it don't".

Wrong expressions.................................263
We went up the hall (down the beach, etc.)
The garden is in back of the school.
He stayed home (for at home)
Be sure and come.
Some place (for somewhere)
Kind of (for rather)

Wrong word ........................................... 221
Bring (for take), feel good (for feel well),
come (for go), must of (for must have), guess
(for think), like (for as), most (for almost),
hope (for wish).
Wrong tense or verb form ....................... 160
You come yesterday.
I wish I was there (for had been)
I hope she gets better and be well.
Baby is got two teeth.
Adjective in place of adverb ..................... 110
You spoke good.
Wrong preposition .................................. 31
I have a pain on my side.
Disagreement of pronoun with antecedent .......... 29
Bring the pieces to let me see it.
Everybody sends their love.
Subject or object repeated ....................... 18
The pieces I spoke everybody enjoyed them.
Double negative ...................................... 18
The major value of a special study of errors such as these, lies in its pointing out the types of errors which are common and which, therefore, every teacher should guard against.

The difficulty of "shall" and "will" must be great when 34% of all the errors in this group are caused by the wrong use of these words. Fourteen per cent of the errors was caused by disagreement in number of the subject with the predicate. "You was" is a common error. The wrong form of the present perfect is also frequent. Every kind of error is represented and the different types are so scattered that one is
impressed by the fact that the diagnostic work can only be effective when it is used by the individual teacher to find out the types of errors common to her own class as well as errors peculiar to individual children. (1)

A dictation test given by the Department of Educational Measurement, in Boston, May 1916 in grades six, seven and eight was as follows:

"No school this afternoon", shouted a group of American boys and girls as forty of them came out of the schoolhouse Wednesday noon. Since the preceding Saturday they had been planning what they would do with their fourth half holiday. Picnics, children's games, and fun making of all sorts had been discussed. They settled the matter by spending the afternoon in the woods near Mr. Brown's house, — some playing tag, others fishing in the brook not far off and still others taking part in a ball game in an open field near the woods. Finally they all gathered under a large oak for a basket lunch and then they went home.

(1) Boston Bulletin #6, 1918. "Investigation in Letter Writing" p. 32
The number of pupils tested was as follows:

Grade VIII 636
Grade VII 812
Grade VI 1,000

Leaving out the matter of spelling which was most significant, let us note the composition errors prevalent.

**CAPITALIZATION**

<table>
<thead>
<tr>
<th></th>
<th>VIII</th>
<th>VII</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>proper adjective (American)</td>
<td>92</td>
<td>91</td>
<td>82</td>
</tr>
<tr>
<td>proper name (Brown)</td>
<td>99</td>
<td>99.6</td>
<td>96</td>
</tr>
<tr>
<td>beginning of sentence (Picnics)</td>
<td>64</td>
<td>57</td>
<td>49</td>
</tr>
<tr>
<td>word following direct quotation (shouted)</td>
<td>95</td>
<td>91</td>
<td>84</td>
</tr>
<tr>
<td>day of week (Wednesday)</td>
<td>98</td>
<td>96</td>
<td>94</td>
</tr>
</tbody>
</table>

**PUNCTUATION**

<table>
<thead>
<tr>
<th></th>
<th>VIII</th>
<th>VII</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct quotation (in first sentence)</td>
<td>61</td>
<td>55</td>
<td>31</td>
</tr>
<tr>
<td>period after sentence (after holiday)</td>
<td>64</td>
<td>55</td>
<td>49</td>
</tr>
<tr>
<td>comma in series (third sentence)</td>
<td>55</td>
<td>56</td>
<td>47</td>
</tr>
<tr>
<td>apostrophe to show possession (Brown's)</td>
<td>86</td>
<td>83</td>
<td>67</td>
</tr>
</tbody>
</table>

Notice that only 64% of the children in grade VIII put a period after the second sentence and that only 64% began the third sentence with a capital. Should we not expect more of our graduated pupils to be able to apply this fundamental rule of sentence structure?

Of the four types of punctuation marked, the use of the apostrophe seems best known (86% accuracy in grade VIII) while the use of the comma in a series and the use of quotation marks to indicate a direct quotation are known by not much more than half of the eighth grade pupils, while the seventh and sixth grade scores are correspondingly lower in each case.
The standards for graduation from the elementary school state that "the pupil should be able to write from dictation a passage of simple prose". The statement does not mention how many errors should be allowed. In view of the above results is it not wise at this time to direct attention to those simple uses of punctuation and capitals and the common words which are causing so many errors inasmuch as any passage of simple prose must necessarily include types of this sort?

In the Cincinnati Study by Isabel Sears and Amelia Diebel(1) the teachers of the sixth, seventh and eighth grades were asked to record all errors made in oral language and to note the frequency of those errors from November 15th to 19th, 1915. There were 1387 children used and the most flagrant errors noted although no doubt some of the finer errors were not reported owing to the lack of sensitiveness of the teachers who scored the errors.

These errors were classified as follows:

I Verbs -
wrong verb - learn (for teach)
impossible tense form - ain't
perfect participle for past tense - seen (for saw)
present for past - come (for came)
use of verb for noun
wrong sequence - would run (for ran)
iccorrect use of mode - if it was not for if it were not
failure of verb to agree with subject

(1) "El. School Jour." Sept. 1916 p. 44
II Pronouns

III Adjectives

IV Adverbs

V Prepositions

VI Confusion of prepositions and conjunctions

VII Negatives

VIII Ambiguity

IX Syntactical redundancy, "why" in the middle of sentence.

X Mispronunciation.

All errors made ten times or more were arranged in the order of their frequency, e.g.

Haven't no 233

Seen - had saw 180

Ain't 124

Done 113

Got - ain't got 112

I and my brother 96

Frank and me 80

Is (for are) 76

My mother, she 58

et cetera

It was discovered that many errors are not explainable by grammatical rules, e.g., "ain't". "I and my brother" is not
ungrammatical but is wrong because social custom requires that one places oneself last. No grammar pretends to prescribe for bad pronunciations. Many of these incorrect forms are due mainly to lack of correct ear training and wrong habituation as in the use of "funny" for "queer". Grammatical errors that are dependent on a knowledge of grammar for correction, form only a small percentage of errors made by children.

The authors of this study recommend that the character of language teaching should be changed to meet the real needs of the pupil as an individual.

The Boise Study made by Superintendent Meek and his teachers was a survey of oral language errors in 1915. The errors were selected from the room recitations and the playground and were classified under six heads -

- Verbs,
- double negatives,
- mispronunciations,
- pronouns,
- adverbs,
- colloquialisms

Only gross and glaring errors were reported, no niceties of speech were expected. Of the total errors 40.1% were verb errors, 3.4% double negatives, 20.4% mispronunciations, 17.2% misuse of pronouns, 5.8% adverb errors, 12.9% colloquialisms.

Over 60% of the errors was due to misuse of verbs and mispronunciations.

"The English Journal" for June 1916 gives a classification of written errors of children in the third grade by
Annette Betz and Esther Marshall. These teachers read compositions until no new error appeared and classified the errors found as follows:

- 55% punctuation
- 17% language
- 28% grammatical

These last two overlap, some points belonging to either or both. The study is of little value, first because too little ground was covered and second because of the arbitrary classification set up.

Superintendent Thompson of Waukegan, Illinois, reports his study of the "Essentials of Elementary English" in the tenth Year Book of Superintendents' and Principals' Association, 1915. The order of frequency of oral errors was as follows:

1. Redundancy
2. Double negatives
3. Verb forms
   - tense
   - number
   - wrong forms
   - enunciation of forms
4. Pronouns
5. Prepositions
6. Articles
7. Adjectives and Adverbs
In the written work he found the verb ranking highest in frequency of errors in the fifth, seventh and eighth grades but second in the sixth grade.

Edgar Randolph, now of the State Teachers College, Greeley, Colorado, analyzed 1040 pages of stenographic reports of oral school language of children in the Speyer School, New York, from the first through the eighth grades.

The first "Kansas City Study" was made by W.W. Charters and Edith Miller in 1915 from a collection of oral errors noted by the teachers. The second study was made by Charters in 1916. Acting on the results of these studies, Charters established a grammar curriculum with the hope that the study of grammar would eradicate these errors —

1. Nouns
2. Pronouns
3. Adjectives
4. Verbs
5. Adverbs
6. Prepositions
7. Conjunctions
8. Misplaced modifiers
   Double negatives
9. Syntactical redundance
10. Spelling
11. Sentence structure
12. Parsing and analyzing

Charters felt that there were five points of view from which the problem of determining the minimum essentials of language and grammar should be attacked.

1. As a discipline of mental activities
2. Knowledge of the structure of thought as exhibited in the sentence
3. An understanding of literature
4. Improvement of speech through the artistic use of grammar.
5. An improvement of speech through the elimination of errors (1)

With these statements as his background his work in minimum essentials of language and grammar has been built up. However, many educators feel that he has attacked the work at the wrong angle because of his undue emphasis on the disciplinary value of grammar instead of working out a specific remedy for a specific error.

Dr. Guy Wilson in his article in the "Elementary School Journal" (2) locates the ten most glaring errors of

children common to the five studies made in Cincinnati, Boise, Connersville, Kansas City and Iowa as follows according to their frequency:

1. Ain't - hain't
2. Saw (for seen)
3. Plural subject with singular verb
4. Double negatives
5. Have got
6. Come (for came)
7. Got
8. Them (for those)
9. Teach (for learn)
10. Can (for may)

Other errors ranked according to their frequency are:

11. Done (for do, did)
12. And (for to, infinitive)
13. Shall and will confused
14. Go, went, and gone confused
15. Subject of verb not in nominative case - "her did it."
16. Confusion of to, too, two
17. Confusion of their, there
18. Singular subject and plural verb
19. The, they, there confused
conclusions:

1. "The list of language errors is exceedingly small.

2. When the lower grade is made up carefully, few errors are added by the upper grade pupils.

3. Lower grade errors persist in upper grades.

4. The verb errors constitute fully one half of all the errors made and among these, a very few verbs make up most of the errors.

5. Errors are specific, not general, which means that they are not made by rule and cannot be effectively corrected by rule.

6. Oral and written errors are largely the same except that in written work, one class of errors enters in, the confusion of words of similar sounds.
7. There is a strong probability that if the effort is placed on the correction of mistakes actually made by children, improvement can be made most rapidly.

8. The total number of errors of common occurrence is relatively small. (1)

9. The teacher can correct errors through motivation in games, and through appealing to the pride of the child in correct speaking. Direct instruction in the specific errors of each individual is necessary to ensure progress."

Growing out of these efforts to analyze the language field, Briggs, Starch, Charters, Kirby and Wilson have formulated some standard tests of achievement.

"These tests", says Asbaugh, "that bring sharply to the attention of teachers and pupils, the strength and weakness of each individual in the phase of language measured are more valuable than those which fail to reveal these situations. While a considerable work has been done, it is evident that our

instruments of measurements are not yet adequate and perfect; that the field has not been completely covered, and that there is still a tremendous amount to be done." (1)

These tests, then, are by no means ideal, but they do form objective standards in essentials necessary for all pupils to master, - they measure the pupil's ability to use these essentials correctly, - they show his ability in relation to that of other pupils of the same grade, - they reveal wherein he needs individual help or drill, and they show evidences of his improvement over his previous records.

The "English Form Test" by Thomas Briggs (2) was built up from upwards of a thousand pupils in each semester of grades seven and eight of the elementary schools, from many more pupils of grade nine of the high schools of different cities. It consists of proof-reading a number of sentences that necessitate for correctness each of the seven details of form, selected as essentials. -

1. Initial capital
2. Terminal period
3. Terminal interrogation point
4. Capital for proper noun or proper adjective.


(2) Briggs's "English Form Test" - "Teachers College Record", Columbia University, Jan., 1921. pp. 1-11
5. Use of a "run on" sentence
6. Apostrophe of possession
7. Comma before "but", coordinating the members of a compound sentence

Briggs has prepared two tests, Alpha and Beta and claims them strictly parallel at every point. In each test the seven elements are incorporated into a cycle of four sentences. This cycle is repeated four times so that each pupil has five chances to make a correct score on each detail thus minimizing any accidental failure or success. (1)

Alpha Test

1. birds sing
2. Where is the fire
3. In April the apple trees were in bloom many motorists stopped to admire them

Briggs warns the English teacher against placing "too much emphasis on the essential elements of form at the expense of the qualities of originality, sincerity and clearness. It is sufficient to hold pupils responsible from the primary grades onward for the consistent application of the essential mechanics of written expression. These mechanics are simply tools which should become habituated through constant drill until

(1) Briggs, Thomas. "Teachers College Record", pp. 2,3, Jan. 1921
their responses are automatic, thus leaving the writer free and unhampered in thought. What should be done because of the inability of even high school pupils to use correctly these seven essentials of form is the province and duty of the English teacher to decide."

Daniel Starch(1) in addition to his pioneer efforts in almost every educational field, has formulated a grammar as well as a punctuation scale.

His "Punctuation Scale" consists of sentences to be punctuated.

His "Grammatical Scales A, B, and C" measure usage and are planned so that each sentence gives in parenthesis two ways in which it might be stated. The pupil tested is to cross out the incorrect or bad form.

"Grammatical Scale A"

Step 5

1. It was so misty we (could hardly; couldn't hardly)
2. The gazette reported (he, him) to be dead.
3. He was a patriot but all the rest (was, were traitors)

Step 6

2. Gravity is (when a stone falls, a force that causes a stone to fall to the ground.)
3. I can do it as well as (they, them)
4. It is (me, I)

Step 7

3. He is happier than (me, I)

Step 9

2. Send (whoever, whomever) will do the work.
3. You (will, shall) not stir; I forbid it.

"Grammatical Scale B"

Step 9

4. Everyone opened (his, their) windows.

"Grammatical Scale C"

Step 7

3. He wrapped it (tight, tightly)
4. (Shall, will) you do the deed?

This scale is definite and objective but it allows chance and guessing to enter in too much. A pupil might easily
guess a right answer. Then again, simply recognizing a right answer does not mean that the student necessarily uses the right form in his own practice or that he has a correct grammatical basis for his selection. This test shows that the ability to recognize correct forms seems to be more closely related to language habits than to the knowledge of technical grammar. Starch calls it a grammatical scale but it is not. There is a duplication of errors in his different scales. Scale A, Step 9, #3 is "will" and "shall" — while Scale C, Step 7, #4 is "will" and "shall".

Asbaugh says "the intergrade differences of Starch's scale are so small when using his method of scoring as to become insignificant, hence the score means very little."

Charter's "Diagnostic Language Tests" (1) consist of one each for pronouns, verbs, with "Miscellaneous A" and "Miscellaneous B". They attack the same problem that Starch attempted but add some better features in that they plan for checking the error by writing on the line below, the correct form. If the form is right, the child simply makes a cross on the line to show he has considered the sentence, e.g.,

---

Pronouns Form I Gr. III to XII

1. John went to town
   x  ---------

2. May Inez and me go?
   I

3. It teaches a person something you may use.
   he

4. Them are my chums.
   They

5. If a person lives in the city they will hear noises.
   he

Verbs. Form I
Grades III to XII

1. I saw him.
   x

2. They set there yesterday
   sat

3. The boys have ran away.
   run

4. My sister come home yesterday, etc.
   came
Miscellaneous A

Form I
Grades III to XII
1. I am older than he
   x
2. He is badder than I
   worse
3. I could of gone
   have etc.

Miscellaneous B.
Form I
Grades III to XII
1. The boy got well
   x
2. I don't like that there color
   that
3. I left it go
   let etc.

There are forty sentences in each test. In the second edition, in addition to the correction, there is a space for inserting the grammatical rule governing the correction that the child makes. Tentative standards for the midyear are
printed for each grade so that a teacher can measure up her class achievement as well as the individual score. These standards, - the 25 percentile, median, and 75 percentile are based on from several hundred to over a thousand pupils' scores.

The use of the tests in the grades shows that a number of the type errors persist with a large proportion of the children ready to leave the grades, that correct habits are not automatic and the individual test papers will point out definitely to the teacher the weaknesses of her pupils and their needs. When a teacher learns these specific weaknesses of her children she is then in a position to apply more intelligently her stock of methods and devices if she is progressive and open-minded.

Kirby has attacked the same problem like Starch and Charters, presenting a correct and an incorrect form for the child to choose. No evaluation has been made for either difficulty or social usage in his scoring. As in the scales of Starch, no provision is made to overcome the opportunity of guessing the right form.

Dr. Guy Wilson has again attacked this same old problem from a different angle in that his test is in the form of an ordinary composition such as the pupil himself might write(1)

A child in school must learn to correct his own errors if he would improve. In thus offering his tests in the composition form, Dr. Wilson feels that he is conforming to a real school situation whereby a child can recognize the errors and correct them as if it were an ordinary school task. "The tests", Dr. Wilson says, "provide a good teaching situation since improvement as a result of giving the tests is exceedingly rapid." Thirty or forty of the most common errors taken from the five studies (Connersville, Kansas City, Boise, Cincinnati, and Iowa) are incorporated in these compositions, "Playing Marbles", "Strawberry Time" and "A Thanksgiving Dinner". Dr. Wilson says that "Strawberry Time" and "A Thanksgiving Dinner" are "too easy and do not show good distributions and proper slope". He has selected "Playing Marbles" as Test I. It is introduced in the form of a game, the directions being, "This is a little game in which the pupil plays the teacher and corrects a composition written by a pupil." The child is to draw a line through words or expressions used incorrectly, writing the correct form above. No time or speed limit is set, all children being allowed to finish at a reasonable time unless too slow. The composition is as follows:

Playing Marbles.

Marbles is a good game. I seen some boys playing the game yesterday. I went home to look for my supply of marbles. I couldn't find none so I saw my father. I said to
him, "Father, I ain't got no marbles. Will you give me a dime?"
Father seen I was in earnest, and he give me a dime. He done it willingly. Me and father is very good friends.

I started down the street. I had not went very far when I met John Taylor. John, he is a good friend of mine. He seen me leave my home and had come to meet me. I owed him a dime but he did not ask me to pay up. I guess he wanted me to have some marbles so I could play with him. He had some marbles hisself. I ask him to go to the store with me. "No", he replied, "I have got an errand to run. Can I play with you when I have did the errand?" We agreed and spent the entire afternoon together. We had lots of fun.

There are 24 errors to be corrected.

1. seen 7. give 13. John, he 19. hisself
2. none 8. done 14. seen 20. ask(asked)
3. ain't 9. me(I) 15. came 21. have got
4. got 10. me and father 16. pay up 22. can (may)
5. no 11. Is (are) 17. guess 23. did (done)
6. seen 12. went (gone) 18. as(superfluous) 24. lots of

There seems to be a doubling up of errors, as "got" as well as "have got" is used. "Seen" is used three times in the composition thereby obtaining extra weight in the score.

Dr. Wilson feels that this test is a "good measure of a child's ability to detect and correct errors in written language. It is so simple it can be used as low as the third
grade and so difficult that few college students make a perfect score."

The test given at Duluth, 1918, shows median scores of

<table>
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<th>VII</th>
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</table>

24 is the perfect score.

The error value for each error was figured for each grade -

83% of III B failed to correct the first
8% of VI A failed to correct the first

Error 1, 3, 5, 11, 12, 19 show gradual reduction in the higher grades
Error 17 is not recognized in Grade VI and below
Error 22 and 24 are seldom recognized.

The problem that I, the author of this paper, am especially interested in is a practical one along this line of language errors. It consists of the investigation of -

(a) What are the actual errors most common in oral and written English made by sixth, seventh and eighth grade children?
(b) How many different children use the same error and how do the errors attach themselves to the individual?

I have made a survey of three type schools, examining all the written composition work for a period of four weeks, October 25, 1922 – November 16, 1922. The records of all oral errors made during the same period were listed by the grade teachers on cards which were passed in at the end of the four weeks. The teachers of School C – selected both the oral and written errors of their respective classes:

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<tr>
<th></th>
<th>6th Grade</th>
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<th>Total Pupils</th>
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<td>School B</td>
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<td>School C</td>
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<td>71</td>
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<tr>
<td></td>
<td>Average American village school.</td>
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<tr>
<td>Total Pupils</td>
<td>173</td>
<td>159</td>
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As I worked on the written compositions, noting the errors of each child on separate sheets, I was appalled by the general faults of lack of "sentence sense", wrong punctuation and paragraphing. The rush of misspelled words, "run-on sentences" and lack of the formal technicalities of written English struck me several "philological slaps". I attempted to
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<th>Table I</th>
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**Present for Past-Tense**
- 827, 315, 153, 130, 0, 0, 80, 4, 160, 4, 84, 169

**Past-Tense**
- 23, 2, 10, 8, 40, 6, 20, 0, 45, 0, 30, 10, 108, 8, 60, 118

**Agreement of Subject and Verb**
- 820, 5, 18, 5, 18, 1, 0, 4, 26, 4, 34, 13, 14, 10, 39, 48

**Past Participle**
- 182, 9, 14, 11, 39, 6, 18, 1, 6, 1, 6, 30, 67, 15, 48, 97

**Prepositions**
- 0, 33, 0, 10, 0, 34, 0, 20, 0, 15, 0, 12, 0, 82, 0, 42, 82

**Usage of the Present Tense**
- 827, 315, 153, 130, 0, 0, 80, 4, 160, 4, 84, 169

**Agreement of Subject and Verb**
- 23, 2, 10, 8, 40, 6, 20, 0, 45, 0, 30, 10, 108, 8, 60, 118

**Prepositions**
- 820, 5, 18, 5, 18, 1, 0, 4, 26, 4, 34, 13, 14, 10, 39, 48

**Usage of the Present Tense**
- 182, 9, 14, 11, 39, 6, 18, 1, 6, 1, 6, 30, 67, 15, 48, 97

**Agreement of Subject and Verb**
- 0, 33, 0, 10, 0, 34, 0, 20, 0, 15, 0, 12, 0, 82, 0, 42, 82

**Prepositions**
- 827, 315, 153, 130, 0, 0, 80, 4, 160, 4, 84, 169

**Usage of the Present Tense**
- 23, 2, 10, 8, 40, 6, 20, 0, 45, 0, 30, 10, 108, 8, 60, 118

**Agreement of Subject and Verb**
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**Prepositions**
- 182, 9, 14, 11, 39, 6, 18, 1, 6, 1, 6, 30, 67, 15, 48, 97

**Usage of the Present Tense**
- 0, 33, 0, 10, 0, 34, 0, 20, 0, 15, 0, 12, 0, 82, 0, 42, 82

**Agreement of Subject and Verb**
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**Prepositions**
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**Usage of the Present Tense**
- 820, 5, 18, 5, 18, 1, 0, 4, 26, 4, 34, 13, 14, 10, 39, 48

**Agreement of Subject and Verb**
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**Prepositions**
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<td>36 Greek, lying down, they will lay,</td>
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<td>Mad on her.</td>
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<td>I'll rather have.</td>
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<td>She will learn him.</td>
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<td>I guess (think).</td>
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<td>We won the battle.</td>
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<td>The three of us.</td>
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<td>The licking she got.</td>
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<td>Scare my face.</td>
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<td>Poured her over with water.</td>
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<td>1,2</td>
<td>3,6</td>
<td>2,2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>27</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>59</td>
<td>17</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Agreement of subject and verb.
2. Are the pictures.
3. I was going.
4. Picture. We'll come home.
5. She says.
6. These lessons.
7. We had chose known.
8. Vernon walks.
9. Put it hear.
10. Through the ball.
11. There is.
12. The wrong.
13. The water.
14. Merry.
15. The water.
16. The will learn.
17. I am.
18. They make.
19. It ain't.
20. Ain't going.
22. I go home.
23. Three.
24. To Maryland.
25. It is.
26. The grade.
organize these errors and found it to be almost an Herculean task, each paper being enough in itself for a separate study. Finally, through elimination, I have selected only the most flagrant errors. No attempt has been made to go into the niceties of English expression.

I noticed that often the children who were the most generous in writing a long paper had the most language errors because they were less hampered and expressed themselves freely. The children whose English was barren and meager wrote often very brief papers, being hampered so much by the written technicalities and forms that their real language habits had little or no chance for expression, hence they made only a few errors because of their limitations. They really said nothing. Teachers must beware of too much inhibition, lest they starve and destroy the spirit of expression and creative ability on the part of the child. "The letter killeth, but the spirit maketh alive." The lock-step conformity to set rules and prescribed forms smothers any natural or original initiative on the part of the child. He must be free in order that we as teachers can help him.

Some teachers in their attempts to gain literary products from their pupils overshot the mark as to selection of subjects, forgetting that the child should express himself, not the teacher, or Kipling, or Stevenson. Such sentences taken at random show the child's struggle to imitate his teacher's
English without a sufficient understanding of the meanings of the words he used. - "A swarthy brow of many years' hard labor"; "She resigned her looking for Gabriel"; "Her puggy nose, ruby cheeks and wave-washed face"; "Beside her was a light in which she was silhouette against it"; "Arrested for his playing by the entrance of his parents"; "The joyness of the people came to mourning"; "It was suffocation in the house."

Then again different subjects selected brought forth different kinds of errors. One whole set of papers on the subject, "How to get to Carney Hospital", gave me a very large number of wrongly used "gets" and "gots".

I was pleased to see that our old enemy "ain't" appears to be disappearing in the written work. Teachers certainly have emphasized this. In School A, "ain't" was not found even once in any written paper, although it was reported as an oral error used in the sixth grade by eight pupils, and in the seventh grades by six pupils. Only 14 children out of 221 were reported as using it (26 times). In School B it was used but once in the written work, that being in the sixth grade, while the teachers reported that it was used 78 times in the oral work by 33 pupils out of 240 pupils (20 pupils in sixth, 10 in seventh and 3 in eighth).

The errors in oral English are not as full as one would desire, due perhaps, to the rush of work and the inability of the teacher to note the error made, or a lack
of sensitiveness on the part of the teacher to notice the errors, or a general schoolroom inhibition on the part of the children not to use their particular pet expressions as they are in the habit of using them at home and on the street.

Some teachers were especially sensitive to mispronunciation and reported "gut", "witcher", "gotcher", "som'p'n", "kin", "ketch", "wuz", "becuz", "wit", "trun", "gittin", "ya", "sawr", "wenter", "yer". Other teachers reported very few oral errors, if any. One eighth grade had no oral errors during the whole four weeks' period.

The banner error leading in totals used is the wrong use of present tense for past tense - "He come", "He says", "He run", "He see".

School A 203 times
School B 344 times
School C 36 times

The close second is the failure to use a verb agreeing with its subject, - "You was", "There is pictures", etc.

School A 169 times
School B 246 times
School C 53 times

The wrong use of "get" and "got", "bring" for "take" are close followers.
Table I (a)

School A.

Total number of times the most common errors were used by the whole group of 221 pupils.

General Errors.

<table>
<thead>
<tr>
<th>Error Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Tense for Past (He came, He run)</td>
<td>203</td>
</tr>
<tr>
<td>Agreement of Subject and Verb (You was)</td>
<td>169</td>
</tr>
<tr>
<td>Past Tense and Past Participle Confused (Was broke, Has went, Was froze)</td>
<td>118</td>
</tr>
<tr>
<td>Wrong use of Prepositions (Up my house, Was to the concert, Down my house)</td>
<td>87</td>
</tr>
<tr>
<td>Homonyms Confused (to, threw, here)</td>
<td>82</td>
</tr>
<tr>
<td>Agreement of Pronoun and Antecedent (Everyone ....... they run)</td>
<td>60</td>
</tr>
<tr>
<td>Wrong case of Pronouns (It is me)</td>
<td>48</td>
</tr>
<tr>
<td>Adjective for Adverb (Went slow)</td>
<td>42</td>
</tr>
<tr>
<td>Exaggerations (Awful, Terrible, Something fierce)</td>
<td>41</td>
</tr>
<tr>
<td>Repetition of And, So, Then</td>
<td>37</td>
</tr>
<tr>
<td>Double Negatives (Didn't have no; Never do it no more)</td>
<td>30</td>
</tr>
<tr>
<td>Slang (Sure! Get away with it.)</td>
<td>20</td>
</tr>
</tbody>
</table>

Specific Errors

<table>
<thead>
<tr>
<th>Error Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Got, get</td>
<td>97</td>
</tr>
<tr>
<td>There and their</td>
<td>46</td>
</tr>
<tr>
<td>Bring (for take)</td>
<td>48</td>
</tr>
<tr>
<td>In (for into)</td>
<td>34</td>
</tr>
<tr>
<td>Seen (for saw)</td>
<td>30</td>
</tr>
<tr>
<td>Ain't</td>
<td>28</td>
</tr>
<tr>
<td>My mother, she</td>
<td>27</td>
</tr>
<tr>
<td>You can see (for one)</td>
<td>20</td>
</tr>
<tr>
<td>The, there (for they</td>
<td>19</td>
</tr>
<tr>
<td>Can (for may)</td>
<td>19</td>
</tr>
<tr>
<td>Them things (those)</td>
<td>19</td>
</tr>
<tr>
<td>If I was (were)</td>
<td>18</td>
</tr>
<tr>
<td>Quite (for very)</td>
<td>18</td>
</tr>
<tr>
<td>Don't (for doesn't)</td>
<td>17</td>
</tr>
</tbody>
</table>
Table II (b)

School B

Total number of times the most common errors were used by the whole group of 240 pupils

General Errors.

<table>
<thead>
<tr>
<th>Error Description</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Tense for Past (She come, He run)</td>
<td>344</td>
</tr>
<tr>
<td>Agreement of Subject and Verb (You was, There is pictures)</td>
<td>246</td>
</tr>
<tr>
<td>Repetition of And, So, Then</td>
<td>120</td>
</tr>
<tr>
<td>Past Tense and Past Participle Confused (Was froze, Was broke)</td>
<td>99</td>
</tr>
<tr>
<td>Homonyms (To, Through, Here)</td>
<td>81</td>
</tr>
<tr>
<td>Wrong Prepositions (Up my house, Down my cousin's, Was to the movies)</td>
<td>79</td>
</tr>
<tr>
<td>Agreement of Pronoun and Antecedent (Anyone ...... they)</td>
<td>79</td>
</tr>
<tr>
<td>Double Negatives (Didn't have no, Wasn't nothing)</td>
<td>75</td>
</tr>
<tr>
<td>Exaggerations (Terrible, Awful, Fierce)</td>
<td>61</td>
</tr>
<tr>
<td>Adjective for Adverb (Went slow)</td>
<td>41</td>
</tr>
</tbody>
</table>

Specific Errors.

<table>
<thead>
<tr>
<th>Error Description</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bring (for take)</td>
<td>114</td>
</tr>
<tr>
<td>Got, get</td>
<td>96</td>
</tr>
<tr>
<td>In (for into)</td>
<td>93</td>
</tr>
<tr>
<td>There, their</td>
<td>80</td>
</tr>
<tr>
<td>Ain't</td>
<td>79</td>
</tr>
<tr>
<td>Will I? (for shall I?)</td>
<td>59</td>
</tr>
<tr>
<td>Done (for did)</td>
<td>55</td>
</tr>
<tr>
<td>Of (for off)</td>
<td>49</td>
</tr>
<tr>
<td>Can (for may)</td>
<td>45</td>
</tr>
<tr>
<td>My mother, she</td>
<td>34</td>
</tr>
<tr>
<td>Seen (for saw)</td>
<td>33</td>
</tr>
<tr>
<td>Told me could I</td>
<td>33</td>
</tr>
</tbody>
</table>
Table III (c)

School C

Total number of times the most common errors were used by the whole group of 70 pupils.

General Errors.

- Repetition of *And, Then, So* 180
- Agreement of Subject and Verb (*You was. They is*) 53
- Present Tense for Past (*He come. He run.*) 36
- Past Participle and Past Tense (*Was froze. Had broke*) 15
- Homonyms (*To, Through, Here, Buy*) 15
- Exaggerations (*Awful, Terrible*) 12
- Wrong Case of Pronouns (*It is me*) 9
- Wrong Prepositions (*Of for Off*) 7
- Adjective for Adverb (*Walked slow*) 6
- Agreement of Pronoun and Antecedent (*Everyone... they*) 6

Specific Errors.

- Should and Would Confused 19
- Seen 18
- There and Their Confused 15
- In (*Into*) 12
- My mother, she 12
- Learn (*Teach*) 12
- Indefinite They 12
- Done (*Did*) 12
- Ain't 9
- Can (*May*) 9
- The, There (*for they*) 9
- A lot of 8
- Which (*Who*) 7
Not only are the common errors as noted by Charters, Wilson and others, still leaders in the schools but we note also many queer constructions in those schools where the children, though born in America, still hear the broken English of their parents. There were the Irish idioms, "After me scouring the table", "Mind the baby", "Trun it away", "Leave it go", "I was hurted", and the queer back-handed mixtures of Lithuanian, Yiddish and Italian, - "Did your mother make already the dress?" "I told my mother could I go", "I axed her would I do it", "Make the stove, - Make the supper", - "There be's more flowers", - "Youse do it", - "Youse take it", "Put on me a dress", - "I made information to the police", - "Am going sewing", - "We must learn how much we can."

The surprising fact to me shown by the tables is that children who make few or no oral errors, as reported, should make so many written ones, for one naturally would expect the same kind of errors. This may be due to lack of sensitiveness on the part of the teacher, - a rush of work and lack of time, or inhibition on the part of the pupil to speak freely. This analysis of the errors is of course faulty and not comprehensive but it certainly is illuminating and indicative of certain conditions and may be of much value to the teacher in diagnosing and pointing out the most flagrant language needs of her grade and school.

The course of study for the Boston schools lays special emphasis in the fifth and sixth grades on certain errors
to be taught and habituated. That these errors are still with us, even in the eighth grade, is proved by these accompanying tables. "He who runs may read."

How can teachers add to what has already been done? How can they exercise more "eternal vigilance" than they have already been exercising? How can the appalling slovenliness in oral speech and written expression be overcome? What, if any, is the panacea for language errors?

First, let me plead for more freedom of language expression, more oral work, less written testing. The crux of the matter lies here. If the child is encouraged to talk freely as he does in the schoolyard or at home, the teacher can better note his unconscious habits and, knowing his errors, remedy and cure them by substituting better forms at all times. A correct census or survey of the errors of a class could then be made by the teacher and pupils together, the flagrant errors drilled on and everlastingly drilled on, and through direct, applied teaching, each weed in the language garden eradicated as it appears. But if the schoolroom atmosphere is such that a child never has any initiative, is afraid of expressing himself and uses a stilted language in class, entirely foreign to his habitual speech that he uses outside, very little can be done for him.

From different investigations and surveys taken of the language errors of children and by means of standard tests
given to them, certain definite minimum goals of accomplishment should be established. These goals of a grade should be known to the pupils as well as to the teacher and must be easy enough for the slowest normal diligent child to acquire and attain. They should consist of concrete facts to be known, habits to be acquired, and skill to be developed.

A child should have his own study card or study sheet:

<table>
<thead>
<tr>
<th>Ambrose, Annie</th>
<th>1922-1923</th>
<th>Grade VIII</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Oral English</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Come (came)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Done (did)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Says (said)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over my house (to my house)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Written English</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is awful dead (very slow)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Everybody take their books (his, her)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

on which to note and correct his own errors. By means of this study card and a desire to overcome the errors, noted by himself, his language conscience is growing. He then knows his own faults and has some basis for uprooting them.

This work of establishing correct forms should be highly motivated and related to the child's own interests and desires. Not only is it important to have direct teaching and regular daily drill given in strong doses, but this drill should be motivated in the form of games and plays and interesting devices, e.g.,
BRING HIM UP
TO USE GOOD ENGLISH

"THE TORCH"  BOSTON NORMAL SCH.
NOV. 1921.
"GOOD ENGLISH, GOOD ENGLISH, GOOD ENGLISH, Quoth I,
"OH WINTER, OH SPRING, OH SUMMER, SO HIGH!
"To brush bad English off the sky
And I will be back again by and by.'

ATTENTION TEACHERS

"Poor old bad English
Sat on a wall,
Poor old bad English
Had a bad fall,
But he'd get no assistance
From F. & again
Cause we've sent him up
Since November 23."

BRING HIM BACK TO HEALTH
WITH
GOOD ENGLISH!

NOV. 5, 12, 1922.

"THE TORCH" — BOSTON NORMAL SCHOOL.

Jan. 1923.
Build the Solid Foundation of Your Education with Good English.
A Run for Good English!
1. A placard may be printed by the children, labelled, "Common Errors Which For The Good Name Of The School, We Will Try Not To Make." Underneath, all errors in correct form should be noted as they occur. (Never allow the wrong form to remain before a child).

2. A border or frieze of printed cardboard, giving the correct forms needing emphasis in the classroom should be placed over the blackboard ledge and referred to frequently.

3. Posters, highly colored, or in black and white, made by the children, representing "kewpies" tempted by bad English bees whispering in their ears, or "kewpie soldiers" fighting bad English imps help interest the pupils. (1) "Brownies" and "Campbell Soup Babies" can be used for decorative "motifs".

4. A "Watch Your Speech Club" organized by the children, with the motto, "One error to be corrected every week!"

5. Guessing games, using placards, etc., - competitive games, one row with another, etc.,

"If I were!" The teacher writes a list of animals or birds on the board, - elephant, - giraffe, - fish, etc. The child points to the animal and says, "If I were an elephant, I should have a long trunk", etc.

---

"Doesn't", - "Tell us something your mother doesn't allow you to do." "Tell us something your father doesn't eat, - a game your sister doesn't play", etc.

"I haven't any!" or "I have no!" - The bell is given to one child, while another child hides outside in the dressing room. When he is called in, the child with the bell rings it. The question is asked, "John, have you the bell", to which is replied, "No, I haven't any bell", "Yes, I have the bell", etc.

"It is I". - A child is blindfolded, - or facing a corner. Another child runs up on tiptoe and touches him. "Is it you, John Jones?" "No, it is not I", etc. This same game could be played in answering to "Meow". "Were you the kitty, Mary?" "No, it was not I", etc.

"Shall I?" - "You will be." - "May I look?" The children love to play the "Fortune Teller". Prepare a magic box in which are pictures or slips representing an automobile, an airplane, a ship, a gun, a hammer, a violin, a book, etc. One child is the fortune teller. The child seeking to read into the future says, "What shall I be when I grow up?" The fortune teller says, "You may look in the magic box and see." The other replies, "I see an automobile." The fortune teller prophecies, "Then you will be a chauffeur", etc. (See Sheridan's "Speaking and Writing English" for other game suggestions. Also Deming's "Language Games" p. 50. Beckley-Cardy Co., 1914)
6. Completing a dialogue, conversation, etc., with special drill on special forms.

7. In the upper grades a school paper may be edited. The Washington Junior High, Rochester, N.Y., had a novel idea of a school paper, "Watch Your Speech", launching a vigorous advertising campaign through posters, a different one appearing every week.

```
<table>
<thead>
<tr>
<th>The Great Mystery</th>
<th>Will You</th>
<th>Watch Your Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>W. Y. S.</td>
<td>Sleep</td>
<td>Until you know?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>W. Y. S.</td>
</tr>
</tbody>
</table>
```

At the close of the week, a "Correct Speech" program was presented. (See p. 44, "Supervised Study in English" Laura McGregor)

8. The special telegram suggested on the front page of this paper could be sent by one grade to another -

```
Western Union Telegram
To B. Etter Speech

Analysis of "ain't no" completed.
Find it is impure. Should be "Are no" or "Is no."

N.O. Slang
Word Chemist
```
9. Special speech campaign for "Good English Week" could be inaugurated, with all the features. Among the slogans for "Better English Week" could be used with advantage the following from "The Normal School Torch" (p.14., November 1921)

(a) "Good English Trust Company

You ................ Depositor,

Make Good Your Account."

(b) "What Is Home Without A Grammar?"

(c) "Remove Stains Of Bad Grammar With A Solution Of Good English."

(d) "Let The Struggle For Better English Be A Fight To The Finish."

(e) "Bring Him Up To Use Good English."

(f) "Bring Him Back To Health With Good English!"

A play could be written and acted by the children, representing a court-room scene, with judge and jury, lawyers and witnesses, trying a prisoner whose crime is using bad English. The teacher could model a play after "I'll Try", a playlet on good English in January 1921 "St. Nicholas", or "The Queen's Own, A Play for Good English" by Alice E. Aldrich published in the "English Leaflet", November 1922. A playlet entitled "A Court Scene" by Gertrude Henchey ("The Torch", Boston Normal School, April 1923) could also be used with interest.
10. Study of the "English Creed" (p. 17 - "English Leaflet", 1922) by Harriette T. Treadwell.

"I believe that the English Language is worthy my admiration, respect and love. I believe that it is possible for me to speak that language correctly, fluently and elegantly. I believe that this takes time, patience and care. I believe that the use of slang kills one's power to speak fluently. I believe that the proper accompaniment to pure, clearly enunciated language is a musical voice. I believe that this voice can be cultivated for it is everyone's right inheritance. I believe that it is possible to live up to this creed. I believe that it is worth while. I believe I'll try it."

11. For little children the learning of little rhymes, -

"Who is standing at the door? -It is she Who is going to the store? - It is he. It is he, it is she, it is I; To say these, I'll always try."

(McGregor - "Supervised Study in English."

Older children can write rhymes about certain errors
for the children of the younger class to learn. In the "Boston Normal School Torch" is this rhymelet:

"Mary had a little Got,
Got always went astray,
Everywhere that Mary went
Got always got its way;
Got followed her to school one day,
And to Got's great surprise,
No more was Got allowed to go,
Not even in disguise."

Table IV represents an extended study of two additional weeks' work of the oral and written errors of 38 sixth grade children, 36 seventh grade and 45 eighth grade children in School B with the tabulating of the number of children using a particular error. The banner error in this study is the lack of agreement of subject and verb, e.g., "You was." "All is feeling well", etc. This error was used by 61.01% of all the 118 children tabulated.

20 pupils in 6th,
34 " 7th,
18 " 8th

The second error in rank is the wrong use of the present for the past, "He run " used by

14 pupils in 6th,
23 " 7th,
14 " 8th,
<table>
<thead>
<tr>
<th>Table IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral and Written Errors Noted in 6 Weeks Time</td>
</tr>
<tr>
<td>Number of Different Subjects Who Made the Error</td>
</tr>
<tr>
<td>6 th Grade</td>
</tr>
<tr>
<td>38</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10, 9, 18, 72</td>
<td>14, 23, 45</td>
<td>1, 14, 22, 72</td>
<td>3, 30, 47</td>
<td>5, 16, 40</td>
<td>4, 16, 29, 40</td>
<td>11, 14, 33</td>
<td>20, 18, 48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Shall for Will</th>
<th>10. Will use it? Will I put it then?</th>
</tr>
</thead>
<tbody>
<tr>
<td>2, 10, 24, 36</td>
<td>2, 10, 24, 36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Come For Came</th>
<th>12. Time-Out for Time-OUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>9, 11, 14, 34</td>
<td>12, 8, 13, 33</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>13, 7, 13, 33</td>
<td>1, 3, 26, 30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Past for Participles</th>
<th>16. All false errors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4, 8, 14, 30</td>
<td>1, 3, 15, 20</td>
</tr>
</tbody>
</table>
1. They were eaten. They were. Thought of it. They ate it. They ate. They ate.
2. They ate. They ate. They ate.
3. They ate. They ate. They ate.
4. They ate. They ate. They ate.
5. They ate. They ate. They ate.
6. They ate. They ate. They ate.
7. They ate. They ate. They ate.
8. They ate. They ate. They ate.
9. They ate. They ate. They ate.
10. They ate. They ate. They ate.
11. They ate. They ate. They ate.
12. They ate. They ate. They ate.
13. They ate. They ate. They ate.
14. They ate. They ate. They ate.
15. They ate. They ate. They ate.
16. They ate. They ate. They ate.
17. They ate. They ate. They ate.
18. They ate. They ate. They ate.
19. They ate. They ate. They ate.
20. They ate. They ate. They ate.
21. They ate. They ate. They ate.
22. They ate. They ate. They ate.
23. They ate. They ate. They ate.
24. They ate. They ate. They ate.
25. They ate. They ate. They ate.
26. They ate. They ate. They ate.
27. They ate. They ate. They ate.
28. They ate. They ate. They ate.
29. They ate. They ate. They ate.
30. They ate. They ate. They ate.
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91. They ate. They ate. They ate.
92. They ate. They ate. They ate.
93. They ate. They ate. They ate.
94. They ate. They ate. They ate.
95. They ate. They ate. They ate.
96. They ate. They ate. They ate.
97. They ate. They ate. They ate.
98. They ate. They ate. They ate.
99. They ate. They ate. They ate.
100. They ate. They ate. They ate.
Lay for lee
Laid her still, was laying down.

Sleep in bed, will say that.

Name 4 Pref. Subject
2, 5, 4, 10, 5, 2, 7, 2, 1, 2, 5, 0, 6, 7, 3, 2, 1, 3, 6, 2, 7, 10, 19, 9, 2

My mother she, she, we used to say.
She, the story it.

Which for what
1, 8, 2, 10, 0, 0, 0, 1, 1, 0, 2, 11, 0, 0

The girl, which.
My mother and sister which.

Alice, school.

The and of.

4, 3, 3, 10, 0, 0, 0, 3, 3, 4, 3, 0, 7, 0, 0, 6, 6, 5, 3, 0, 8, 5, 3, 6, 14, 8, 4

Don't. We don't.

Victoria don't. I don't care.

Donna. They don't know.

Hug for hanged.

John Brown was hung.

They hung him. He was hanged.

They said he should be hung.

Repitition of "then"

1, -6, 7, 9, -5, 5, 1, -1, 2, 9, -3, 9, 4, -1, 5, 4, -4, 5, 3, 9

They for these.

They saved a king. They're one.

They was a party.

Watch go. We've to have.

Watched John. We've to buy.

Sang. Let you.

Next at bluff. Buy a lead.

Miss me. Had the trouble now.

Come for us.

They didn't come to school (go).

She came to the moviel (went).

Sequence of tense.

First present time past.

Indefinite Pron. You for one.

You for one.

You couldn't see anything.

Them.

There are brown. Them things.

Sit on them benches.

Wear for you.

Wear in battle. Wore it was.

Make the supper.

Make a disappointment. Make a table.

Your and Your for you.

Your and Your for you.

The three of you. You do.

All around you.

Winter write.

Winter go. Winter to look.

Yes for yes.

Mind the house. Mind baby.
Pretty good! Pretty nice.

Enjoy yourself at the party.

Who for whom.

Why did she come into the girl who I will call Mary.

Repetition of "well."

The for A.

Is it like I do.

An even came (woman).

Think for thing.

Everything is ready.

It isn’t anything.

Subjunctive.

If I was going (went).

Of for have.

Could it seem to be the might of writing.

Bread for (rather)." Mind of class. Mind of study.

I hope I have. "Hope you like it."

The for They.

Time the thread, the turn around.

The same along.

I am thankful.

Aside of for beside.

He walked aside of me.

Brings us some good.

Wrapped it until good.

Try the tea over.

Had a core treat.

Learn for Teacher.

To learn Ella to make the cake.

She will learn him.

My ring is worn out.

Can’t find mine history.

Unset the table.

Washed should come.

A great deal of things.

More prettier.

Quite a lot.

Sure I will.

After me scoring the table.
<table>
<thead>
<tr>
<th>Grade VI</th>
<th>38 pupils</th>
<th>Grade VII</th>
<th>36 pupils</th>
<th>Grade VIII</th>
<th>45 pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Names of Children who made errors</td>
<td></td>
<td>Names of Children who made errors</td>
<td></td>
<td>Names of Children who made errors</td>
<td></td>
</tr>
<tr>
<td>4. Donovan, C.</td>
<td>4, 10, 12</td>
<td>4. Branden, B.</td>
<td>5, 8, 12</td>
<td>5. Tudge, H.</td>
<td></td>
</tr>
<tr>
<td>5. McGee, M.</td>
<td>4, 8, 12</td>
<td>6. McCall, T.</td>
<td>5, 8, 12</td>
<td>4. Littie, M.</td>
<td></td>
</tr>
<tr>
<td>6. O'Leary, K.</td>
<td>5, 8, 12</td>
<td>7. Meade, T.</td>
<td>5, 8, 12</td>
<td>5. Littie, M.</td>
<td></td>
</tr>
<tr>
<td>7. Pootman, M.</td>
<td>5, 8, 12</td>
<td>8. Murphy, J.</td>
<td>4, 7, 11</td>
<td>1. Boudinot, T.</td>
<td></td>
</tr>
<tr>
<td>8. Helges, M.</td>
<td>5, 8, 12</td>
<td>9. Murphy, J.</td>
<td>4, 7, 11</td>
<td>2. Murphy, B.</td>
<td></td>
</tr>
<tr>
<td>17. M. Carter, C.</td>
<td>2, 8, 13</td>
<td>18. P. Connolly, T.</td>
<td>2, 8, 13</td>
<td>11. Murphy, B.</td>
<td></td>
</tr>
<tr>
<td>23. MacNeil, T.</td>
<td>2, 8, 13</td>
<td>24. M. Courtnie, T.</td>
<td>2, 8, 13</td>
<td>17. Murphy, B.</td>
<td></td>
</tr>
<tr>
<td>24. M. Courtnie, T.</td>
<td>2, 8, 13</td>
<td>25. Mulley, R.</td>
<td>2, 8, 13</td>
<td>18. Murphy, B.</td>
<td></td>
</tr>
<tr>
<td>25. Mulley, R.</td>
<td>2, 8, 13</td>
<td>26. B. Connolly, T.</td>
<td>2, 8, 13</td>
<td>19. Murphy, B.</td>
<td></td>
</tr>
<tr>
<td>26. B. Connolly, T.</td>
<td>2, 8, 13</td>
<td>27. Baranofsky, H.</td>
<td>2, 8, 13</td>
<td>20. Murphy, B.</td>
<td></td>
</tr>
<tr>
<td>30. P. MacNeil, T.</td>
<td>2, 8, 13</td>
<td>31. V. Courtnie, T.</td>
<td>2, 8, 13</td>
<td>24. Murphy, B.</td>
<td></td>
</tr>
<tr>
<td>31. V. Courtnie, T.</td>
<td>2, 8, 13</td>
<td>32. V. Courtnie, T.</td>
<td>2, 8, 13</td>
<td>25. Murphy, B.</td>
<td></td>
</tr>
<tr>
<td>32. V. Courtnie, T.</td>
<td>2, 8, 13</td>
<td>33. V. Courtnie, T.</td>
<td>2, 8, 13</td>
<td>26. Murphy, B.</td>
<td></td>
</tr>
<tr>
<td>33. V. Courtnie, T.</td>
<td>2, 8, 13</td>
<td>34. V. Courtnie, T.</td>
<td>2, 8, 13</td>
<td>27. Murphy, B.</td>
<td></td>
</tr>
<tr>
<td>34. V. Courtnie, T.</td>
<td>2, 8, 13</td>
<td>35. V. Courtnie, T.</td>
<td>2, 8, 13</td>
<td>28. Murphy, B.</td>
<td></td>
</tr>
<tr>
<td>35. V. Courtnie, T.</td>
<td>2, 8, 13</td>
<td>36. V. Courtnie, T.</td>
<td>2, 8, 13</td>
<td>29. Murphy, B.</td>
<td></td>
</tr>
<tr>
<td>36. V. Courtnie, T.</td>
<td>2, 8, 13</td>
<td>37. V. Courtnie, T.</td>
<td>2, 8, 13</td>
<td>30. Murphy, B.</td>
<td></td>
</tr>
</tbody>
</table>

**Table V**
or 43.2% of all the 118 children failed to express time sense correctly. "Got", "Have got" runs a close third, 41.5% of the 118 children using the error, 13 pupils in sixth, 14 pupils in seventh, 22 pupils in eighth grade.

It is true in this study as in the other that the oral errors here noted were only representative, many no doubt being used which could not be recorded. But the teachers of this school could well take the upper half of this sheet as a special list on which to drill and work. The chances are that if 14% of the 118 children said, "I am fine", there must be others that need this same correction. Or if 10% of the 118 children said, "Leave me go", the chances are more pupils who were undetected used it also.

In Table V the number of different errors are attached to the different children. In the sixth grade the total number of different errors made by any one child was 14,-

in the seventh grade 17,-

in the eighth grade 19,-

The smallest number of different errors made by any one child was:

sixth grade 1,-

seventh grade 4,-

eighth grade 4.
The teacher by using Table V could select the upper half of her grade and feel reasonably sure that this half needed strenuous stressing of the language errors located on Table IV. These children might form a special division or "hospital class" by themselves for special treatment and help in English until they are convalescent.

Also from this table, the teacher could classify her pupils into three groups, inferior, average or superior in English,—the pupils however not being aware of their classification. Some sort of an analysis would give the teacher an adequate basis on which to work. Errors in oral and written English should be noted on special individual filing cards.
VI The Most Common Errors in School B arranged according to Number of Different Pupils making that error. (118 pupils of 6th, 7th, 8th grades.

<table>
<thead>
<tr>
<th>Errors</th>
<th>No. of Diff. Pupils</th>
<th>% of Diff. Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Agreement of Subject and Verb (We was)</td>
<td>72</td>
<td>61</td>
</tr>
<tr>
<td>2. Prepositions wrongly used (Over my house)</td>
<td>54</td>
<td>46</td>
</tr>
<tr>
<td>3. Present tense for Past (He run home)</td>
<td>51</td>
<td>43</td>
</tr>
<tr>
<td>4. Agreement of pronoun and antecedent</td>
<td>38</td>
<td>32</td>
</tr>
<tr>
<td>5. Other homonyms, Deer, threw, buy (excluding to, their)</td>
<td>33</td>
<td>28</td>
</tr>
<tr>
<td>6. Double negatives (Nothing no more)</td>
<td>33</td>
<td>28</td>
</tr>
<tr>
<td>7. Exaggerations (Mad, Terrible, Thought I'd die)</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>8. Past Tense for Participle (All wore out)</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>9. Adverbs (Was near sick, Dressed neat)</td>
<td>26</td>
<td>22</td>
</tr>
<tr>
<td>10. Past Tense Wrongly Formed (Costed, Drowned)</td>
<td>22</td>
<td>18</td>
</tr>
<tr>
<td>11. Case forms of pronouns (to Annie and I)</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>12. Wrong Words - Except (accept) Clothes (Clothes)</td>
<td>15</td>
<td>13</td>
</tr>
<tr>
<td>Specific Errors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Got</td>
<td>49</td>
<td>42</td>
</tr>
<tr>
<td>2. Can (for may)</td>
<td>47</td>
<td>40</td>
</tr>
<tr>
<td>3. In (for into)</td>
<td>43</td>
<td>36</td>
</tr>
<tr>
<td>4. Their, there</td>
<td>38</td>
<td>32</td>
</tr>
<tr>
<td>5. Will (for shall)</td>
<td>36</td>
<td>31</td>
</tr>
<tr>
<td>6. Bring (for take)</td>
<td>34</td>
<td>29</td>
</tr>
<tr>
<td>7. Come (for came)</td>
<td>34</td>
<td>29</td>
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<tr>
<td>8. Says (for said)</td>
<td>30</td>
<td>25</td>
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<tr>
<td>9. Ain't</td>
<td>30</td>
<td>25</td>
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<tr>
<td>10. Repetition of and</td>
<td>28</td>
<td>24</td>
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<tr>
<td>11. Asked her would she</td>
<td>25</td>
<td>21</td>
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<tr>
<td>12. Of (for off)</td>
<td>23</td>
<td>19</td>
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<tr>
<td>13. Seen (saw)</td>
<td>19</td>
<td>16</td>
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<tr>
<td>14. Done (did)</td>
<td>19</td>
<td>16</td>
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<tr>
<td>15. Try and come (to)</td>
<td>18</td>
<td>15</td>
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<tr>
<td>16. To, too, two</td>
<td>17</td>
<td>14</td>
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<tr>
<td>17. Lots of</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>18. Feeling fine! Am fine!</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>19. Would be doing</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>20. Took it off my chum (from)</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>21. Leave it go, Leave me go</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Oral English</td>
<td>No. of different errors</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>Onto (for on)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Ascared of it (afraid)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2) Took the book off her (from)</td>
<td></td>
<td></td>
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<tr>
<td>They wan the war (won)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Have got it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Can (for may.) You can come.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They was always boasting (were)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Me and her done it. (She and I) (did)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How is all the folks? (are)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Written English</th>
<th>No. of different errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>I saw my five dollars was gone (were)</td>
<td>11</td>
</tr>
<tr>
<td>I was hurted (hurt)</td>
<td></td>
</tr>
<tr>
<td>Carried me of in the cellar (off) (into)</td>
<td></td>
</tr>
<tr>
<td>She show me (showed)</td>
<td></td>
</tr>
<tr>
<td>I quickly open it (opened)</td>
<td></td>
</tr>
<tr>
<td>I was never seened again (seen)</td>
<td></td>
</tr>
<tr>
<td>All the time my mother hides anything on me (whenever) (from)</td>
<td></td>
</tr>
<tr>
<td>The bell was rang (rung)</td>
<td></td>
</tr>
<tr>
<td>Near four o'clock (nearly)</td>
<td></td>
</tr>
<tr>
<td>(2) I did not no (know)</td>
<td></td>
</tr>
</tbody>
</table>

(1) Used by teacher and pupil as basis for instruction.
VIII Grade Grouping — 1923

Classification according to Language Errors
Not to be Shown to Pupils

<table>
<thead>
<tr>
<th></th>
<th>No. of Diff. Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inferior</td>
<td></td>
</tr>
<tr>
<td>Skrudis, H.</td>
<td>19</td>
</tr>
<tr>
<td>Smith, D.</td>
<td>18</td>
</tr>
<tr>
<td>Hurley, E.</td>
<td>18</td>
</tr>
<tr>
<td>Lee, Bridget</td>
<td>17</td>
</tr>
<tr>
<td>Lee, M.</td>
<td>17</td>
</tr>
<tr>
<td>Groydon, M.</td>
<td>16</td>
</tr>
<tr>
<td>Murphy, C.</td>
<td>16</td>
</tr>
<tr>
<td>Rachlowsky, H.</td>
<td>16</td>
</tr>
<tr>
<td>Rudokas, M.</td>
<td>16</td>
</tr>
<tr>
<td>Manning, M.</td>
<td>15</td>
</tr>
<tr>
<td>Ransom, D.</td>
<td>15</td>
</tr>
<tr>
<td>Rogers, A.</td>
<td>15</td>
</tr>
<tr>
<td>Average</td>
<td></td>
</tr>
<tr>
<td>Gannon, B.</td>
<td>14</td>
</tr>
<tr>
<td>Gorastos, H.</td>
<td>14</td>
</tr>
<tr>
<td>Lane, M.</td>
<td>14</td>
</tr>
<tr>
<td>Morris, A.</td>
<td>13</td>
</tr>
<tr>
<td>Conroy, H.</td>
<td>13</td>
</tr>
<tr>
<td>Grici, R.</td>
<td>13</td>
</tr>
<tr>
<td>Kaczinski, S.</td>
<td>13</td>
</tr>
<tr>
<td>Leone, A.</td>
<td>13</td>
</tr>
<tr>
<td>Ambrose, A.</td>
<td>12</td>
</tr>
<tr>
<td>Dunski, A.</td>
<td>12</td>
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<tr>
<td>Foley, M.</td>
<td>12</td>
</tr>
<tr>
<td>Grici, M.</td>
<td>12</td>
</tr>
<tr>
<td>Hurley, M.</td>
<td>12</td>
</tr>
<tr>
<td>Lee, H.</td>
<td>12</td>
</tr>
<tr>
<td>Powers, M.</td>
<td>12</td>
</tr>
<tr>
<td>Obuchowicz, J.</td>
<td>12</td>
</tr>
<tr>
<td>Rantuccio, C.</td>
<td>12</td>
</tr>
<tr>
<td>Casey, A.</td>
<td>11</td>
</tr>
<tr>
<td>Casey, M.</td>
<td>11</td>
</tr>
<tr>
<td>Donovan, M.</td>
<td>11</td>
</tr>
<tr>
<td>Flaherty, M.</td>
<td>11</td>
</tr>
<tr>
<td>Galvin, M.</td>
<td>11</td>
</tr>
<tr>
<td>Grisheye, A.</td>
<td>11</td>
</tr>
<tr>
<td>Hasenbime, G.</td>
<td>11</td>
</tr>
<tr>
<td>Lee, Agnes</td>
<td>11</td>
</tr>
<tr>
<td>Linskey, E.</td>
<td>11</td>
</tr>
<tr>
<td>Doyle, N.</td>
<td>10</td>
</tr>
<tr>
<td>Rutauskas, J.</td>
<td>10</td>
</tr>
</tbody>
</table>
VIII Grade Grouping - - 1923 (continued)

Classification according to Language Errors

Not to be Shown to Pupils

<table>
<thead>
<tr>
<th>Superior</th>
<th>No. of Diff. Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donovan, A.</td>
<td>8</td>
</tr>
<tr>
<td>Karoline, B.</td>
<td>8</td>
</tr>
<tr>
<td>McDonough, A.</td>
<td>7</td>
</tr>
<tr>
<td>Carr, Mary</td>
<td>4</td>
</tr>
<tr>
<td>Flaherty, A.</td>
<td>4</td>
</tr>
</tbody>
</table>
After these errors have been drilled on and the children awakened to a language consciousness, it would be well to give each grade Dr. Wilson's "Language Test" of "Playing Marbles" and ascertain by actual figures just how they rank as regards his twenty-four errors.

To summarize, -

1. The list of errors is much the same in all three schools, A, B, and C, with the additional queer constructions peculiar to the foreign children.

2. The errors persist in the eighth grade, the figures in many cases being larger because of a greater consciousness of the teacher in charge.

3. More initiative and freedom should be allowed in oral expression so that errors can be located.

4. More teaching, more oral expression and less testing in writing should be the motto of the day.

5. The work should be motivated according to the child's interests and desires and a language conscience developed.

6. Less technical grammar should be used and more ear training substituted through much free oral
expression.

7. **Direct teaching and drill should be given in specific errors, less generalizing.** The teacher should locate the child's error and drill on that.

8. **Standard scales and tests should be used and goals of grade achievement established whereby the slowest normal diligent pupil could know what is expected of him and know how to attain that standard.**