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Boston University
School of Education

Thesis

A Survey of Oral Reading Errors and Suitability of
of Instructional Materials in Grades II and III

Submitted by

Charlotte E. Gould

(B. Ed. Plymouth Teachers College,
Plymouth, New Hampshire 1940)

In partial fulfillment of the requirements
for the degree of Master of Education

1942

First Reader: Donald D. Durrell, Professor of Education

Second Reader: Helen Blair Sullivan, Assistant Professor of Education

Third Reader: W. Linwood Chase, Professor of Education

Boston University
School of Education
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Acknowledgements

I wish to express my appreciation to all those who have helped me complete this thesis.

To Dr. Donald D. Durrell, Professor of Education, Boston University, for his guidance and suggestions in carrying out the procedures. Also I wish to thank him for permission to duplicate a portion of his test.

To Mr. Guy E. Speare, Mrs. Stella Durkee and Miss Helen K. McCall for permission to conduct this study and granting the time to carry on the testing program at the Plymouth Teachers College Training School, grades two and three.

To Miss Carrie Smith, Miss Verna Greenleaf of the Piermont and North Haverhill Schools respectively, and to Miss Mary Tippy for their cooperation in this work.

I am deeply appreciative.

MEMORANDUM

TO: THE PRESIDENT

FROM: THE SECRETARY OF STATE

SUBJECT: [Illegible]

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MEMORANDUM

TO : [Name]

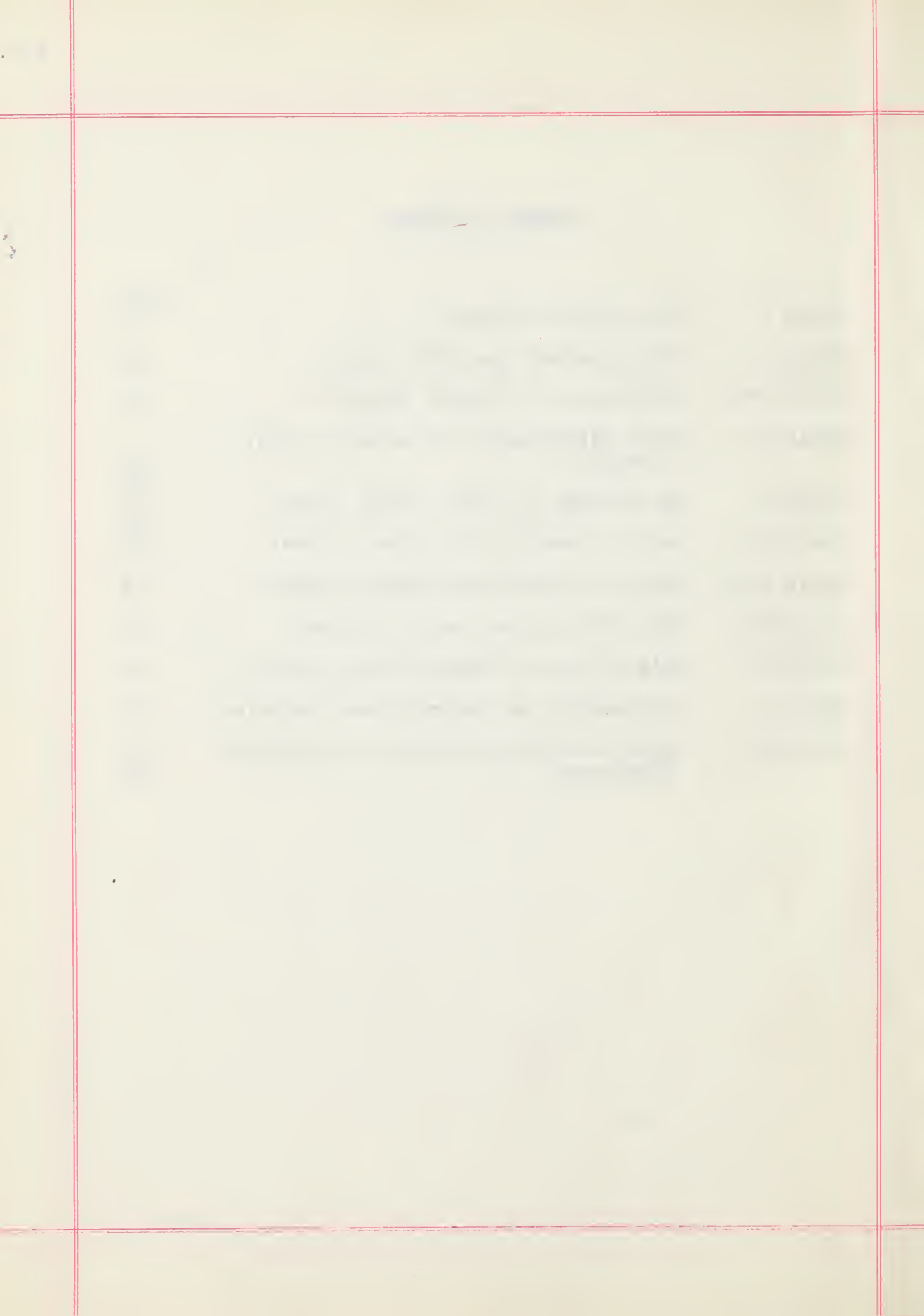
FROM : [Name]

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Chapter I

Statement of the Problem

The purpose of this study was:

- (1) To make a survey of the types of Oral Reading Errors made by children of the second and third grades.
- (2) To determine the suitability of text books at grade levels for individuals.
- (3) To note the suitability and adaptability of assignment to childrens individual needs.

If reading errors can be identified from these grade levels and remedied at their appearance, many of the failures of later reading may be reduced.

Many experts in the reading field agree that most children can learn to read if they are provided with the right kind of instruction at the right time with the right material.

Durrell¹ says "almost all problems in reading can be traced to a poor beginning with difficulties increasing as the child progresses through the grades," while Betts²

1. Durrell, D. Donald, The Improvement of Basic Reading Abilities, World Book Company, 1940, p. 279.
2. Betts, Emmett A., Prevention and Correction of Reading Difficulties, Row Peterson & Co., New York, 1936, p. 52.

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maintains poor teaching is the chief cause of retardation in reading.

Gates³ says in general it is significant that most authorities in reading disabilities believe that failure to detect a pupils mistakes, misunderstandings, blockings, and gaps in his development and the like may lead to more or less serious troubles.

Swanson⁴ found that oral errors which most definitely differentiated poor from, good silent readers were substitution, repetition, and omissions.

Oral reading has many important aspects in the primary grades and also plays an important part in life outside of school.

Stone⁵ says that "in the primary stage of reading development, oral reading has an important value in addition to its value as an intermediary in attaching meaning and printed or written symbols.

3. Gates - 36th Yearbook Part I. Public School Publishing Co., Bloomington, Illinois, 1937, p. 402.

4. Swanson, Donald E., Common Elements of Silent & Oral Reading, Psychological Monograph, Psy. Rev. Co., Trenton, N. J., 1937, p. 46-47.

5. Stone, C. R., Silent and Oral Reading, Houghton Mifflin Co., New York, 1926, P. 33.

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Durrell⁶ states "that oral reading is of special importance at any level for children with reading difficulties. He says this is because faulty habits and confusions become immediately apparent in oral reading in a way to reveal reasons for a child's lack of progress and difficulties in comprehension.

Several diagnostic studies have been made to determine types of errors and their frequency at various grade levels.

Duffy⁷ tested 87 third grade pupils to determine the types and frequency of some of the outstanding errors. Listed in the order of frequency, some of the outstanding difficulties were, ignoring of punctuation, 49%, ignoring of wrong pronunciation, 47%, errors on easier words, 38%. Inaccurate guessing at words was noted, 41%, inadequate sight vocabulary in 34% of the group and 32% lacking in word mastery skill. All of these errors were noted on the higher as well as the lower intelligence level.

At the fourth grade level, Burns⁸ found that 46% of

6. Durrell, op. cit., p. 9-115.
7. Duffy, G. B., A Diagnostic Study of Reading Difficulties in a Third Grade, Unpublished Master's Thesis, B. U., School of Education, 1934.
8. Burns, Barbara, A Diagnostic Study of Reading Difficulties in Fourth Grade, Unpublished Master's Thesis, B. U., School of Education, 1938.

1898
The following is a list of the names of the persons who were present at the meeting of the Board of Directors of the [Company Name] held on the [Date] at [Location].

[The text continues with a list of names and titles, which is extremely faint and difficult to read. It appears to be a formal record of a meeting.]

Very truly yours,
[Signature]

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the 143 pupils tested made errors on easier words, 44% habitually repeated words, 33% had inadequate phrasing, 29% lacked word-mastery skill, and 28% of the group had inadequate sight vocabularies.

Betts⁹ discovered in his diagnostic study on the fifth grade level that every pupil showed some word recognition difficulty.

In Daniels¹⁰ study to discover the reliability of certain informal reading tests she used a check list of errors to discover whether or not a check list of errors accompanying a test could be reliably diagnostic. She found a lack of uniformity in the check list of errors, when checked by different examiners.

Daw¹¹ in checking oral reading errors of 100 pupils in the fourth and fifth grade levels found that fewer fifth grade pupils made errors as compared to third and fourth grade pupils. The outstanding error which he found was inadequate word-mastery skill.

9. Betts, Reading Problems at Intermedial Grade Level.
10. Daniels, Katherine H., An Evaluation of a Certain Informal Reading Test, Unpublished Master's Thesis, B. U. School of Education, 1940.
11. Daw, Seward Emerson, "The Persistence of Errors in Oral Reading in Grades Four and Five" Journal of Educational Research, October, 1938, pp. 32, 81, 90.

The first part of the document discusses the importance of maintaining accurate records of all transactions and the role of the auditor in ensuring the integrity of the financial statements.

The second part of the document discusses the various types of audits and the procedures that are followed during an audit.

The third part of the document discusses the various types of errors that can occur in financial statements and the methods used to detect and correct these errors.

The fourth part of the document discusses the various types of fraud that can occur in financial statements and the methods used to detect and prevent these frauds.

The fifth part of the document discusses the various types of legal actions that can be taken against auditors and the methods used to defend against these actions.

Pearson¹² found that the outstanding error in the group of second grade children which she tested to be word-by-word reading or 46% of the 250 people tested.

The next difficulty of highest frequency was lack of ability in word analysis with 44% failing. She also found that 40% of the pupils made errors on easier words, which usually occurred in the paragraph that was difficult for them.

McGrath¹³ tabulated all the errors of twenty-five recitations in first grade reading and found that so far as the recognition of words is concerned the errors were classified under six headings: non-recognition, total mispronunciation, partial mispronunciation, omissions, substitution, and insertion.

Zirbes¹⁴ says that 80 words per minute is approximated

12. Pearson, A. R., Diagnostic Study of Oral Reading Difficulties in Second Grade, Unpublished Master's Thesis, B. U. School of Education, 1942.
13. McGrath, Jane Louise, "An Experimental Study in First Grade Reading," Unpublished Master's Thesis, Dept. of Education, Univ. of Chicago, 1919, Gray Summary of Investigation Relating to Reading.
14. Zirbes, Laura, "Diagnostic Measurement as a Basis for Procedure," Elementary School Journal, XVIII, March 1918, pp. 512-522.

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
5408 SOUTH DIVISION STREET
CHICAGO, ILLINOIS 60637
TEL: (773) 835-3100
FAX: (773) 835-3101
WWW: WWW.CHEM.UCHICAGO.EDU

PROFESSOR OF CHEMISTRY
1100 SOUTH DIVISION STREET
CHICAGO, ILLINOIS 60637
TEL: (773) 835-3100
FAX: (773) 835-3101
WWW: WWW.CHEM.UCHICAGO.EDU

ASSISTANT PROFESSOR OF CHEMISTRY
1100 SOUTH DIVISION STREET
CHICAGO, ILLINOIS 60637
TEL: (773) 835-3100
FAX: (773) 835-3101
WWW: WWW.CHEM.UCHICAGO.EDU

in oral reading to make silent reading effective.

This survey was attempted to find out the kind of the errors which children of the second and third grade made and to find the suitability of the instructional material used in these grades.

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Chapter II

Plan and procedure

The purpose of this study was to determine the errors made in oral reading and the suitability of material used at grade levels for individuals.

This study was conducted in Grades II and III of three different schools in New Hampshire. There were 100 children involved in the study, representing three different small communities.

The communities shall be known as A, B, and C. Community A was the largest town represented in the study with a ranging economic status from day laborers to professional people. Communities B and C were both small agricultural towns with the economic status of the inhabitants being in the lower income group.

Two tests were given in this survey, one was an informal test from the child's text, the other the first five paragraphs of the first oral reading test from the Durrell Analysis of Reading Difficulty.

The informal test was given to determine the child's rate of speed. In administering this test each child brought his own reading book to the examiner and was individually tested on material which he had not previously read.

CHAPTER

GENERAL PRINCIPLES

The general principles of the system of management are based on the following assumptions: 1. The organization is a dynamic entity, constantly changing and growing. 2. The organization is a social system, where the interactions between individuals and groups are of primary importance. 3. The organization is a purposeful system, where the achievement of a common goal is the primary concern. 4. The organization is a complex system, where the various functions are interrelated and interdependent. 5. The organization is a system of authority, where the delegation of authority and responsibility is essential for effective management. 6. The organization is a system of communication, where the flow of information is vital for the success of the organization. 7. The organization is a system of control, where the monitoring and evaluation of performance is necessary to ensure the achievement of the organization's objectives.

The following are the general principles of management:

1. Planning: The management should plan for the future, set objectives, and determine the best way to achieve them.
2. Organizing: The management should organize the resources of the organization to achieve the objectives.
3. Staffing: The management should staff the organization with the right people, at the right time, in the right places.
4. Directing: The management should direct the activities of the organization towards the achievement of the objectives.
5. Controlling: The management should control the performance of the organization to ensure that it is on track to achieve the objectives.

The management should also adhere to the following principles:

1. Unity of Command: Each subordinate should report to only one superior.
2. Unity of Direction: All activities of a similar nature should be controlled by one authority.
3. Subordination of Individual Interests to the Organization's Interests: The interests of the individual should be subordinate to the interests of the organization.
4. Delegation of Authority: Authority should be delegated to subordinates in order to enable them to perform their duties.
5. Accountability: Authority and responsibility should go hand in hand.
6. Balance of Authority and Responsibility: Authority should be commensurate with responsibility.
7. The Right Person for the Job: The right person should be appointed to the right job.
8. The Right Person at the Right Time: The right person should be appointed at the right time.
9. The Right Person in the Right Place: The right person should be appointed to the right place.

Each child read orally from this selection for 2 minutes. If he hesitated more than 5 seconds on a word he was told the word. The types of errors made were checked on the individual check list of errors. When the child had finished reading from the book, his comprehension of the material read was checked by informal questions.

The next test, was the oral reading test from the Durrell Analysis of Reading Difficulty. This was given to determine the child's reading grade level. Directions were followed as they appear in the Manual of Directions on page 5. The child was given a paragraph to read. If two or more errors were made in this paragraph, the preceding one was read. It was continued downward until he read a paragraph without errors and he continued reading harder paragraphs until seven or more errors were made in 2 minutes reading time. Both time of reading and errors made were recorded.

Table I page 9 shows the Individual Check Sheet used and the first five paragraphs of the oral reading test from the Durrell Analysis of Reading Difficulty. The list of errors were compiled from the Durrell ¹ Analysis of Reading Difficulty and from Daniels ² An Evaluation of Certain Informal Reading Tests.

1. Durrell, Donald D., "Oral Reading Check List of Difficulties 5", Durrell Analysis of Reading Difficulty.
2. Daniels, Katherine H., Evaluation of Certain Informal Reading Tests, Unpublished Master's Thesis, BU. School of Education, 1940.

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Individual Check Sheet

Name _____	Date _____
School _____	Grade _____
Age - M.A. - C.A. _____	Sex _____
Book _____	Grade level _____
Passage read _____	Time _____ Rate _____
No. of Words _____	No. of Errors _____

CHECK LIST OF ERRORS

Phrase Reading	General Reading Habits
Word by Word	Head movements, marked, slight
Inadequate phrasing	Loses place easily
Incorrect phrasing	Uses finger as pointer
Voice	Holds book to close
Strained high pitched	Frowns, shows signs of tenseness
Monotonous tone	Poor Posture
Volume too loud	Effort, attention low
Poor enunciation in all reading	Easily distracted
Poor enunciation of difficult reading	Low sight vocabulary
Habitual repetition of words	Word-analysis poor
Habitual addition of words	Will not try difficult words
Omits words	Has no method of word analysis
Marked insecurity evident	Guesses at unknown words from context
Comprehension	Remarks
Unaided recall scanty	
Poorly organized recall	
Inaccurate memories	
Response labored, - slow	
Avoids use of new words	

ORAL READING

1. Time Number of Reading Errors 4. Time Number of Reading Errors.....

Muff is a little yellow kitten.
She drinks milk.
She sleeps on a chair.
She does not like to get wet.

- ___ 1. What color was the kitten?
- ___ 2. What does she drink?
- ___ 3. Where does she sleep?
- ___ 4. Why doesn't Muff like to go out on rainy days?

2. Time Number of Reading Errors

A little black dog ran away from home. He played with two big dogs. They ran away from him. It began to rain. He went under a tree. He wanted to go home, but he did not know the way. He saw a boy he knew. The boy took him home.

- ___ 1. Who ran away from home?
- ___ 2. How many other dogs did he play with?
- ___ 3. Why did the dog go under the tree?
- ___ 4. What did the dog want then?
- ___ 5. Whom did he see?
- ___ 6. How did he get home?

3. Time Number of Reading Errors

Six boys put up a tent by the side of the river. They took things to eat with them. When the sun went down, they went into the tent to sleep. In the night a cow came and began to eat grass around the tent. The boys were afraid. They thought it was a bear.

- ___ 1. How many boys went camping?
- ___ 2. Where did they put up their tent?
- ___ 3. What did they take with them besides their tent?
- ___ 4. What did the boys do when the sun went down?
- ___ 5. What came around their tent in the night?
- ___ 6. What was the cow doing?
- ___ 7. What did the boys think the cow was?

Henry goes to a large lake in summer. Last summer, a motorboat sank near his house. The boat had ten men on it. The man who was running the boat brought it very close to the shore when the water was low. He hit a big rock under water. It made a hole in the bottom of the boat. The water came in very fast. All of the men swam to shore.

- ___ 1. Where does Henry go in summer?
- ___ 2. What happened near his house?
- ___ 3. What kind of boat was it?
- ___ 4. What did the boat hit?
- ___ 5. How fast did the water come in?
- ___ 6. How many men were on the boat?

5. Time Number of Reading Errors.....

In 1807, Robert Fulton took the first long trip in a steamboat. He went one hundred and fifty miles up the Hudson River. The boat went five miles an hour. This was faster than a steamboat had ever gone before. Crowds gathered on both banks of the river to see this new kind of a boat go by. The fishermen did not like the boat. They were afraid that its noise and splashing would drive away all the fish.

- ___ 1. What did Robert Fulton do in this story?
- ___ 2. What kind of boat was it?
- ___ 3. What river was the trip made on?
- ___ 4. How far did the boat go?
- ___ 5. How fast did it go?
- ___ 6. Who did not like the boat?
- ___ 7. What were the fishermen afraid would happen?

Table 2
Chronological Age Distribution

Age	6-11 7-1	7-2 7-6	7-7 7-11	8-0 8-4	8-5 8-9	8-10 9-2	9-3 9-7	9-8 10-0	Total
Gr. II	3	3	18	11	4	5	1	3	48
%	6.3	6.3	37.5	22.9	8.3	10.4	2.1	6.3	
Age	8-0 8-4	8-5 8-9	8-10 9-2	9-3 9-7	9-8 10-0	10-1 10-4	10-5 10-9	10-10 11-0	
Gr. III	5	14	22	6	5				52
%	9.6	26.9	42.3	11.5	9.6				

Table II indicated the chronological age range from 6 years and 11 months to 10 years and 0 months, a spread of 3 years and 1 month in the second grades.

In grade three the ages range from 8 years and 0 months to 10 years and 0 months or a range of only 2 years.

As one of the primary purposes of this study was to find the suitability of materials used in the classroom, Table III shows the distribution of texts used in grades two and three - ranging in the second grade classes from level I to level 3. While in grade three the texts ranged from a second grade level to a fourth grade level. Since reference will be made to this table again it is included on page 10.

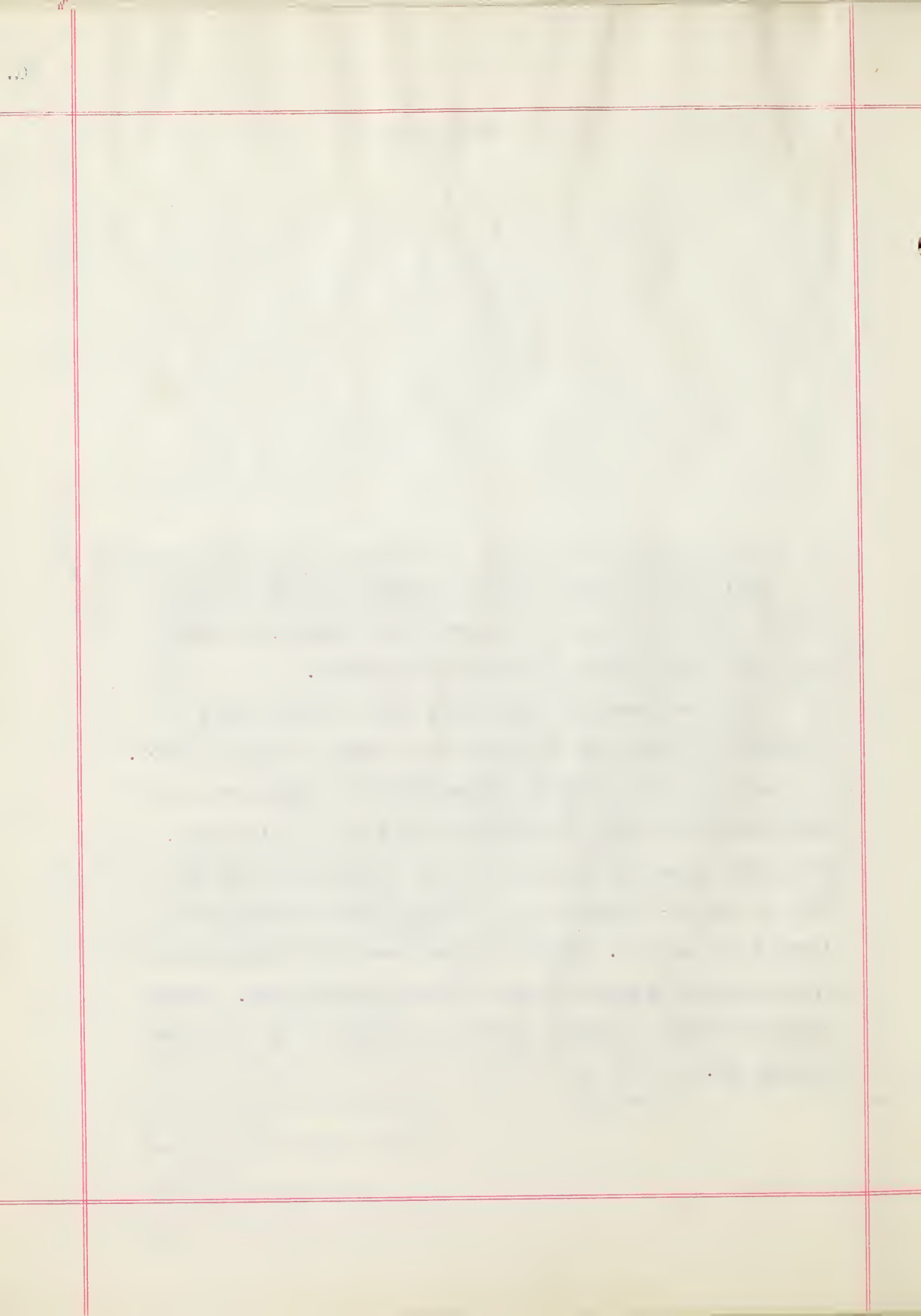


Table 3

Distribution of Texts Grade III

<u>Level of Book</u>	<u>Text Used</u>	<u>A</u>	<u>B</u>	<u>C</u>
3	Streets and Roads	15		
3	If I Were Going	19	7	
3	Children of The Pines			7
2	Friendly Village		3	
4	More Adventures		1	

Distribution of Texts Grade II

In Three Schools

<u>Level of Book</u>	<u>Text Used</u>	<u>A</u>	<u>B</u>	<u>C</u>
1	Rides and Slides		2	
1	Fun with Dick & Jane	1		
2	Friendly Village	3	9	
2	The Winston Readers			4
2	More Friends and Neighbors	8		
1	Our New Friends	1		
2	Friends and Neighbors	2		
2	Laidlaw Basic Series	2		
2	Fact & Story Readers	1		
1	Our New Friends	2		
3	Story Hour Readers			3
3	Children of the Pines			1

Table

Table with 2 columns and 10 rows

Date	Description	Amount
1/1/1911
1/2/1911
1/3/1911
1/4/1911
1/5/1911
1/6/1911
1/7/1911
1/8/1911
1/9/1911
1/10/1911

Chapter III

Analysis of the Data

The data were organized under the following headings:

1. Types of errors made by 100 children of the second and third grades.
2. Suitability of instructional material.
3. Range of reading ability in individual classrooms.

1. Reading Errors.

In Table 4 on page 14 we find the total distribution and percentage of errors as measured by an informal reading test and the Durrell Analysis of Reading Difficulty.

As all data were secured by the writer it was influenced to some extent by the adequacy of her testing. The errors were noted and checked on each child. This was done to find the frequency of oral reading errors at these grade levels and to find whether the materials being used in the daily assignments were suitable for each individual.

There were two pupils in Grades II and five pupils in Grades III who made no errors.

The outstanding errors for grades II were;

inadequate phrasing	62.5%
avoids use of new words	52.1%
word by word reading	50.0%
word analysis poor	47.9%
will not try difficult words	45.8%

The outstanding errors for Grades III were;

MEMORANDUM

DATE: 10/25/54

TO: SAC, NEW YORK

FROM: SAC, NEW YORK

SUBJECT: [Illegible]

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avoids use of new words	55.8%
inadequate phrasing	44.2%
poorly organized recall	44.2%
word analysis poor	42.3%
word by word reading	34.6%
will not try difficult words	32.7%

The two least common errors made were, effort and attention low in grades II with 2.1% of pupils evidencing the error, and, using a finger as a pointer in Grades III with 1.9% of pupils showing the error.

The high frequency of inadequate phrasing and word by word reading, especially in the second grade can probably be accounted for by the fact that seldom do pupils read orally before having had an opportunity for previous study.

As the testing took place privately in a quite room, there was chance for little distraction which would seem to account for the low percentage of that difficulty. The pupils seemed to have little training in organized recall. They also seemed unable to analyze new words.

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Table 4.

Total Distribution of Errors in Oral ReadingTotal Number of Errors Gr. II 340 Gr. III 264

Average Number of Errors per Pupil _____

<u>Types of Errors</u>	<u>No. of Pupils</u>	<u>No. of Pupils</u>	<u>Percentage</u>	
	<u>showing</u> <u>difficulty</u> <u>Grade 2</u>	<u>showing</u> <u>difficulty</u> <u>Grade 3</u>	<u>pupils</u> <u>having</u> <u>errors</u> <u>2nd.</u>	<u>3rd.</u>
<u>Phrase Reading</u>				
Word by Word	24	18	50.0	34.6
Inadequate phrasing	30	23	62.5	44.2
Incorrect phrasing	15	6	31.3	11.5
<u>Voice</u>				
Strained high pitched	3	3	6.3	5.8
Monotonous tone	6	1	12.5	19.2
Volume too loud	3		6.3	
Poor enunciation in all reading		3		5.8
Poor enunciation of difficult reading	2		4.2	
Habitual repetition of words	14	14	29.2	26.9
Habitual addition of words	4	3	8.3	5.8
Omits words	7	6	14.6	11.5
Marked insecurity evident	8	2	16.7	3.8
<u>Comprehension</u>				
Unaided recall scanty	17	14	35.4	26.9
Poorly organized recall	19	23	39.6	44.2
Inaccurate memories	13	9	27.1	15.4
Response labored, - slow	17	11	35.4	21.2
Avoids use of new words	25	29	52.1	55.8
<u>General Reading Habits</u>				
Head movements, marked, slight	8	9	16.7	15.4
Loses place easily	6		12.5	
Uses finger as pointer	3	1	6.3	1.9
Holds book to close	6	6	12.5	11.5

Frowns, shows signs of tenseness	4	3	8.3	5.8
Poor posture	16	7	33.3	13.5
Effort, attention low	1		2.1	
Easily distracted	2		4.2	
Low sight vocabulary	13	8	27.1	15.4
Word-analysis poor	23	22	47.9	42.3
Will not try difficult words	22	17	45.8	32.7
Has no method of word analysis	19	12	39.6	23.1
Guesses at unknown words from context	10	14	20.8	26.9

Table 5 on pages 17, 18 show graphically the percentages of errors made for grades II and III as tabulated.

Tables 6 and 7 on pages 18, 19 shows the errors made on the Oral Reading Test from the Durrell Analysis of Reading Difficulty.

Paragraph 3 was designated as the reading grade level for second grade. The highest number of errors made in the second grade were 13 which were made on paragraph 2. There were fifteen people who made errors below paragraph 3, twenty-two people made errors at paragraph 3 and eleven who made no errors at the respective level.

Table 7 shows the errors for Grade III. Paragraph 4 was indicated as the grade level of reading for grade three. Seven was the highest number of errors made below paragraph 4 with various numbers of errors. Forty-four people made errors at their grade level paragraph.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that proper record-keeping is essential for the smooth operation of any business and for the protection of its interests.

2. The second part of the document outlines the various methods and procedures that should be followed to ensure the accuracy and reliability of the records. It provides detailed instructions on how to collect, classify, and store the data, as well as how to verify its correctness.

3. The third part of the document discusses the importance of regular audits and reviews of the records. It explains that these checks are necessary to identify any errors or discrepancies and to take corrective action as soon as possible. It also provides guidelines on how to conduct these audits and reviews effectively.

4. The fourth part of the document concludes by reiterating the importance of maintaining accurate records and providing a summary of the key points discussed. It encourages all business owners and managers to take the necessary steps to ensure the integrity and accuracy of their records.

Table 5

Percentage of Pupils Having Errors

	<u>2nd. Grade</u>										<u>3rd. Grade</u>										
	10	20	30	40	50	60	70	80	90	100	10	20	30	40	50	60	70	80	90	100	
-Phrase Reading-																					
Inadequate phrasing	████████████████████										████████████████████										
Word by word	████████████████████										████████████████████										
Incorrect Phrasing	████████████████████										████████████████████										
-Voice-																					
Habitual addition of words	████████████████████										████████████████████										
Habitual repetition of words	████████████████████										████████████████████										
Marked insecurity evident	████████████████████										████████████████████										
Omits words	████████████████████										████████████████████										
Monotonous tone	████████████████████										████████████████████										
Strained high pitched	████████████████████										████████████████████										
Volume too loud	████████████████████										████████████████████										
Poor enunciation of difficult reading	████████████████████										████████████████████										
Poor enunciation in all reading	████████████████████										████████████████████										
-Comprehension-																					
Avoids use of new words	████████████████████										████████████████████										
Poorly organized recall	████████████████████										████████████████████										
Unaided recall scanty	████████████████████										████████████████████										
Response labored, - slow	████████████████████										████████████████████										
Inaccurate memories	████████████████████										████████████████████										
-General Reading Habits -																					
Frowns, shows signs of tenseness	████████████████████										████████████████████										
Word-analysis poor	████████████████████										████████████████████										
Will not try difficult words	████████████████████										████████████████████										
Has no method of word analysis	████████████████████										████████████████████										
Poor posture	████████████████████										████████████████████										
Low sight vocabulary	████████████████████										████████████████████										
Guesses at unknown words from context	████████████████████										████████████████████										

Date	Particulars	Amount
1892	To Balance	100.00
1893	By Sale of land	50.00
1894	To Interest	25.00
1895	By Profit	75.00
1896	To Balance	150.00
1897	By Sale of stock	100.00
1898	To Interest	30.00
1899	By Profit	120.00
1900	Total	500.00

	10	20	30	40	50	60	70	80	90	100	10	20	30	40	50	60	70	80	90	100	
Head movements, marked, slight																					
Holds book too close																					
Loses place easily																					
Uses fingers as pointers																					
Easily distracted																					
Effort, attention low																					

Table 8 gives the Per Cent of Errors for Grades II and III. These per cents were arranged from less than 5 % to more than 33%. If more than one error was made or more than word was wrong in twenty running words, the work was considered too difficult for the respective children.

As can be seen from Table 8 in both Grades II and III more of the pupils had less than 5% errors or were reading material suitable to their ability.

Grade II showed a wider variation with a few people in each per cent group. But, Grade III shows that forty out of the fifty-two third grade pupils had less than 5 % errors, with eleven having more than 5% and one with more than 10%.

Year	1900	1905	1910	1915	1920	1925	1930	1935	1940	1945	1950	1955	1960	1965	1970	1975	1980	1985	1990	1995	2000	2005	2010	2015	2020
Population	100	105	110	115	120	125	130	135	140	145	150	155	160	165	170	175	180	185	190	195	200	205	210	215	220
GDP	100	105	110	115	120	125	130	135	140	145	150	155	160	165	170	175	180	185	190	195	200	205	210	215	220
Unemployment	5.0	5.5	6.0	6.5	7.0	7.5	8.0	8.5	9.0	9.5	10.0	10.5	11.0	11.5	12.0	12.5	13.0	13.5	14.0	14.5	15.0	15.5	16.0	16.5	17.0
Inflation	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	6.5	7.0	7.5	8.0	8.5	9.0	9.5	10.0	10.5	11.0	11.5	12.0

The following table shows the economic indicators for the period 1900 to 2020. The data is presented in a tabular format with columns for each year and rows for Population, GDP, Unemployment, and Inflation. The values are in percentages or relative units, showing a general upward trend in population and GDP, and a corresponding increase in unemployment and inflation over the period.

The population growth is steady, starting at 100 in 1900 and reaching 220 by 2020. GDP also shows a consistent increase, starting at 100 and reaching 220. Unemployment rates start at 5.0% in 1900 and rise to 17.0% by 2020. Inflation rates start at 0.0% in 1900 and reach 12.0% by 2020.

The data indicates a strong correlation between population growth and economic indicators. As the population increases, the GDP also increases, but the unemployment rate and inflation rate also show a significant upward trend. This suggests that while the economy is growing, it is also facing challenges such as rising unemployment and inflation.

The overall trend shows a period of economic growth and development, but also a period of increasing economic challenges. The data provides a clear picture of the economic landscape over the 120-year period.

Table 6.

Table of Errors for Grade II Level

	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4.</u>	<u>5.</u>
<u>No. of Errors</u>	21	51	54	72	80
14					
13		25.5			
12					
11					
10	47.6	19.6			
9		17.6	16.7		
8		15.7	14.8		
7			12.9		
6		11.7	11.1		
5	23.8	9.8	9.25		
4		7.8	7.4		
3			5.6		
2			3.7		
1			1.9		
0			0.0		

Number 3 is Grade Level - others show below grade level - could not read at grade level.

The underlined numbers indicate the paragraphs.

Table 1: Summary of Data

Year	Q1	Q2	Q3	Q4	Total
2010	10	15	20	25	70
2011	12	18	22	28	80
2012	15	20	25	30	90
2013	18	22	28	35	103
2014	20	25	30	40	115
2015	22	28	35	45	130
2016	25	30	38	50	143
2017	28	35	42	55	160
2018	30	38	45	60	173
2019	32	40	48	65	185
2020	35	42	50	70	197
2021	38	45	52	75	210
2022	40	48	55	80	223
2023	42	50	58	85	235
2024	45	52	60	90	247
2025	48	55	62	95	260
2026	50	58	65	100	273
2027	52	60	68	105	285
2028	55	62	70	110	297
2029	58	65	72	115	310
2030	60	68	75	120	323

Source: Author's calculations based on data from the Department of Statistics, Government of India. The data is presented in the following table.

Table 7.

Table of Errors for Grade III Level

	<u>1.</u>	<u>2.</u>	<u>3.</u>	<u>4.</u>	<u>5.</u>
<u>No. of Errors</u>	21	51	54	72	80
14					
13					
12					
11					
10					
9					
8					
7		13.7		9.7	
6				8.3	
5			9.25	6.9	
4		7.8		5.6	
3				4.2	
2				2.8	
1		2.0	1.9	1.4	
0			0.0	0.0	

Number 4 is Grade Level - others show below - could not read at Grade Level.

The underlined numbers indicate the paragraphs.

Date		Description		Amount	
Year	Month	To	By	Rs.	P.
1900	Jan	Balance		100	00
1900	Feb				
1900	Mar				
1900	Apr				
1900	May				
1900	Jun				
1900	Jul				
1900	Aug				
1900	Sep				
1900	Oct				
1900	Nov				
1900	Dec				
1901	Jan				
1901	Feb				
1901	Mar				
1901	Apr				
1901	May				
1901	Jun				
1901	Jul				
1901	Aug				
1901	Sep				
1901	Oct				
1901	Nov				
1901	Dec				

Total Rs. 10000-00 P. 00
 Total Rs. 10000-00 P. 00
 Balance Rs. 10000-00 P. 00

Table 8.

Table Showing Per Cent of Errors

<u>Grade</u>	<u>No. of Pupils</u>	<u>Less than 5%</u>	<u>More than 5%</u>	<u>More than 10%</u>	<u>More than 20%</u>	<u>More than 25%</u>	<u>More than 33%</u>
II	48	18	14	12	1	1	2
III	52	40	11	1			
TOTAL	100						

Table 9.

Suitability of Instructional Material

<u>Judged by Speed of Reading</u>	<u>Grade II.</u>	<u>Grade III.</u>
Reading at Grade Level	72.9	53.9
Two or More Years too Difficult		
One or More Years too Difficult	22.9	40.4
Two or More Years too Easy		
One or More Years too Easy	4.2	5.8

2. Suitability of Instructional Material.

Table 9 shows us the percentage of pupils reading at the various levels as judged by the speed of reading in Grades two and three.

The oral reading rate for Grade II is 80 words per minute, and for Grade III 110 words per minute. The people were allowed a 30 word deviation and was credited upon that basis.

As can be seen from the chart in both grades the percentages of people reading at grade level was high.

There were only a few people reading material too easy for them as based on speed, but there was a high percentage of people who were reading material too difficult compared to

THE UNIVERSITY OF CHICAGO

Name	Address
John Doe	123 Main St, Chicago, Ill.
Jane Smith	456 Elm St, Chicago, Ill.
Bob Johnson	789 Oak St, Chicago, Ill.
Alice Brown	101 Pine St, Chicago, Ill.
Charlie White	202 Cedar St, Chicago, Ill.
Diana Green	303 Birch St, Chicago, Ill.
Eve Black	404 Spruce St, Chicago, Ill.
Frank Gray	505 Willow St, Chicago, Ill.

The following information was obtained from the records of the University of Chicago. It is provided for your information and is not to be used for any other purpose without the express written consent of the University of Chicago. The information is accurate as of the date of the records from which it was obtained. It is subject to change without notice and is not to be used for any other purpose without the express written consent of the University of Chicago.

Table 10.

Suitability of Instructional Material

<u>Judged by Level of Text</u> <u>vs.</u> <u>Level of Test</u>	<u>Grade II.</u>	<u>Grade III.</u>
Reading of Grade Level	68.8	57.7
Two or More Years too Difficult		
One Year or More Too Difficult	10.4	17.3
Two or More Years too Easy		
One or More Years too Easy	20.8	25.0

their rate of speed.

This may indicate that much training was being given in observing the growth in the fundamental skills with little attention to the speed.

It was interesting to note the different range of percentage of people as in Table 10 where the suitability of the material was judged by the level of the text vs. the level of the test compared to Table 9.

In both Grades II and III the highest percentage of pupils were reading at their grade level. But approximately a fifth in Grade II and a fourth in Grade III of the children were reading material too easy for them. And the lowest

Continuation of Schedule C

Partnership Name	Partner Name	Partner's Share of Partnership Income
ABC Partnership	John Doe	\$10,000
ABC Partnership	Jane Smith	\$10,000
DEF Partnership	John Doe	\$5,000
DEF Partnership	Jane Smith	\$5,000
GHI Partnership	John Doe	\$15,000
GHI Partnership	Jane Smith	\$15,000

Continuation of Schedule C

The following information is provided for each partnership:

ABC Partnership: Total income of \$20,000, split equally between John Doe and Jane Smith.

DEF Partnership: Total income of \$10,000, split equally between John Doe and Jane Smith.

GHI Partnership: Total income of \$30,000, split equally between John Doe and Jane Smith.

The total income for all partnerships is \$60,000.

Table 11.

Range of Reading Ability in Individual Classrooms

Grade III

Suitability of Materials in Separate Classrooms

<u>Text vs. Test</u>	<u>A.</u>	<u>B.</u>	<u>C.</u>
Reading at Grade Level	60.6	85.7	33.3
Two or More Years too Difficult			
One or More Years too Difficult	39.0	14.2	41.7
Two or More Years too Easy			
One or More Years too Easy	30.3		25.0

percentage of them were reading material one or more years too difficult.

This data at this point would seem to indicate that the majority of the children in Grades II and III of the particular schools tested were getting suitable material.

3. Range of Reading Ability In Individual Classrooms.

It was interesting to see how the individual classrooms, designated as A, B, C, differed. Classroom A is the largest group with C, being next in number and B, the smallest. Classroom A has many advantages which B, and C can not afford, but the adaptation of materials at hand is evident, when table 11 is carefully studied.

THE UNIVERSITY OF CHICAGO

1918

Department of Chemistry

Date	Description	Amount	Total	Balance
1918	Jan 1	100.00	100.00	100.00
	Feb 1	50.00	150.00	150.00
	Mar 1	25.00	175.00	175.00

The following is a list of the names of the students who have been admitted to the University of Chicago for the year 1918. The names are listed in alphabetical order of their last names. The names of the students who have been admitted to the University of Chicago for the year 1918 are as follows:

1. [Name]

2. [Name]

3. [Name]

4. [Name]

5. [Name]

6. [Name]

7. [Name]

8. [Name]

9. [Name]

10. [Name]

11. [Name]

12. [Name]

13. [Name]

14. [Name]

15. [Name]

16. [Name]

17. [Name]

18. [Name]

19. [Name]

20. [Name]

21. [Name]

22. [Name]

23. [Name]

24. [Name]

25. [Name]

26. [Name]

27. [Name]

28. [Name]

29. [Name]

30. [Name]

31. [Name]

32. [Name]

33. [Name]

34. [Name]

35. [Name]

36. [Name]

37. [Name]

38. [Name]

39. [Name]

40. [Name]

41. [Name]

42. [Name]

43. [Name]

44. [Name]

45. [Name]

46. [Name]

47. [Name]

48. [Name]

49. [Name]

50. [Name]

51. [Name]

52. [Name]

53. [Name]

54. [Name]

55. [Name]

56. [Name]

57. [Name]

58. [Name]

59. [Name]

60. [Name]

61. [Name]

62. [Name]

63. [Name]

64. [Name]

65. [Name]

66. [Name]

67. [Name]

68. [Name]

69. [Name]

70. [Name]

71. [Name]

72. [Name]

73. [Name]

74. [Name]

75. [Name]

76. [Name]

77. [Name]

78. [Name]

79. [Name]

80. [Name]

81. [Name]

82. [Name]

83. [Name]

84. [Name]

85. [Name]

86. [Name]

87. [Name]

88. [Name]

89. [Name]

90. [Name]

91. [Name]

92. [Name]

93. [Name]

94. [Name]

95. [Name]

96. [Name]

97. [Name]

98. [Name]

99. [Name]

100. [Name]

Table 11.

Range of Reading Ability in Individual Classrooms

Grade II

Suitability of Materials in Separate Classrooms

<u>Text vs. Test</u>	<u>A.</u>	<u>B.</u>	<u>C.</u>
Reading at Grade Level	60.0	85.7	81.8
Two or More Years too Difficult			
One or More Years too Difficult	12.3		9.09
Two or More Years too Easy			
One or More Years too Easy	26.7	14.2	9.09

In Grade II, Classroom A shows 60%, reading at grade level, B, 85.7%, C, 81.8%.

A, and C, have 12.3% and 9.09% respectively reading one or more years too difficult material. They all show a percentage of pupils reading one or more years too easy material, with A having 26.7%, B, 14.2%, and C, 9.09%.

Grade III shows that A and B had the largest percentage of people reading at grade level while C showed 41.7% reading too difficult material.

A, had 39% reading too difficult material, and B, 14.2% too difficult material. A, and C, having 30.3% and 25% respectively reading one or more years too easy material.

1911

Received of Mr. J. H. ...

the sum of ...

for ...

Date	Particulars	Amount
1911.1.1
1911.1.1
1911.1.1
1911.1.1
1911.1.1
1911.1.1
1911.1.1
1911.1.1
1911.1.1

The above account is correct and true to the best of my knowledge and belief. I have examined the same and find it correct and true to the best of my knowledge and belief.

Witness my hand and seal this ... day of ... 1911.

... ..

...

From this data it would seem that the material is being adjusted to meet the child's needs in the majority of cases but that Classroom B, and C needs special adaptation in Grade III.

Table 3, page 11 shows the wide variety of text books used at various grade levels may help in accounting for the tendency of adequateness of instructional material.

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Chapter IV.

Summary

Purpose of the Study.

The purpose of this study was:

1. To make a survey of the types of oral reading errors made by children of the second and third grades.
2. To determine the suitability of text books at grade levels for individuals.
3. To note the suitability and adaptability of material in Individual Classrooms.

Procedure.

Two tests were given 100 pupils of second and third grade levels in three small towns.

The first test given was an informal test taken from the child's own reader of that day's assignment.

The second test was the first five paragraphs from the first Oral Reading test from the Durrell Analysis of Reading Difficulty.

The resultant data were analyzed for the distribution of the reading errors, for oral, reading rate, and for the suitability of the material for particular grade levels of the children, and to determine whether the day's assignments were being adjusted to meet each child's needs.

Section 1

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Summary of Findings

1. Errors in Oral Reading appeared in the following order of frequency.

<u>Grade II</u>	<u>Per Cent</u>
Inadequate Phrasing	62.5%
Avoids use of New Words	52.1%
Word by Word reading	50.0%
Word-Analysis poor	47.9%
Will not try difficult words	45.8%
No method of Word Analysis	39.6%
Poorly organized recall	39.6%
Response labored, slow	35.4%
Unaided recall scanty	35.4%
Poor posture	33.3%
Inaccurate phrasing	31.0%
Habitual repetition of words	29.2%
Inaccurate Memories	27.1%
Low sight vocabulary	27.1%
Guesses at unknown words from context	20.8%
Marked insecurity evident	16.7%
Head movements, marked, slight	16.7%
Omits words	14.6%
Monotonous tone	12.5%
Loses place easily	12.5%
Holds book too close	12.5%
Habitual addition of words	8.3%
Frowns, shows signs of tenseness	8.3%
Strained, high pitched voice	6.3%
Volume too loud	6.3%
Uses finger as pointer	6.3%
Poor enunciation of difficult reading	4.2%
Easily distracted	4.2%
Effort and attention low	2.1%

<u>Grade III</u>	<u>Per Cent</u>
Avoids use of New Words	55.8%
Inadequate phrasing	44.2%
Poorly organized recall	44.2%
Word-Analysis poor	42.3%
Word-by-word reading	34.6%
Will not try difficult words	32.7%

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY

RESEARCH REPORT
NO. 1000
BY
J. H. GOLDSTEIN
AND
M. M. KAMAT
PUBLISHED BY THE UNIVERSITY OF CHICAGO PRESS
CHICAGO, ILLINOIS
1955

Habitual repetition of words	26.9%
Unaided recall scanty	26.9%
Guesses at unknown words from context	26.9%
Has no method of word analysis	23.1%
Response labored, slow	21.2%
Monotonous tone	19.2%
Inaccurate Memories	15.4%
Head movements	15.4%
Low sight vocabulary	15.4%
Poor Posture	13.5%
Inaccurate phrasing	11.5%
Omits Words	11.5%
Holds book too close	11.5%
Strained, high pitched	5.8%
Poor enunciation in difficult reading	5.8%
Habitual addition of Words	5.8%
Frowns, shows signs of tenseness	5.8%
Marked insecurity evident	3.8%
Uses finger as pointer	1.9%

2. Suitability of Text Books at grade levels for individuals was noted as follows:

	<u>Grade 2</u>	<u>Grade 3</u>
Reading at grade level	68.8%	57.7%
One year or more too difficult	10.5%	17.3%
One or more years too easy	20.8%	25.0%

3. Suitability of Materials used in separate Classrooms:

	<u>A.</u>	<u>B.</u>	<u>C.</u>
Reading at Grade Level	60.0%	85.7%	81.8%
One or more Years too difficult	12.3%		9.09%
One or More Years too Easy	26.7%	14.2%	9.09%

Since many of the oral reading errors occur because of

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A single line of faint text, possibly a section separator or a specific instruction.

Main body of faint, illegible text, appearing to be several lines of a list or a detailed description.

poorly adjusted material to individual needs, suitable materials for given grade levels might tend to reduce the various types of errors.



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MEMORANDUM

1. The first item is a report on the progress of the project during the last quarter.	.. 1st Quarter .. 1954
2. The second item is a list of the names of the members of the committee.	.. 2nd Quarter .. 1954
3. The third item is a copy of the minutes of the meeting held on the 15th of the month.	.. 3rd Quarter .. 1954
4. The fourth item is a copy of the report of the sub-committee on the subject of the proposed changes.	.. 4th Quarter .. 1954
5. The fifth item is a copy of the report of the sub-committee on the subject of the proposed changes.	.. 1st Quarter .. 1955
6. The sixth item is a copy of the report of the sub-committee on the subject of the proposed changes.	.. 2nd Quarter .. 1955
7. The seventh item is a copy of the report of the sub-committee on the subject of the proposed changes.	.. 3rd Quarter .. 1955
8. The eighth item is a copy of the report of the sub-committee on the subject of the proposed changes.	.. 4th Quarter .. 1955
9. The ninth item is a copy of the report of the sub-committee on the subject of the proposed changes.	.. 1st Quarter .. 1956
10. The tenth item is a copy of the report of the sub-committee on the subject of the proposed changes.	.. 2nd Quarter .. 1956

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Primary Accounts

Account 1	1912
Account 2	1913
Account 3	1914
Account 4	1915
Account 5	1916
Account 6	1917
Account 7	1918
Account 8	1919
Account 9	1920
Account 10	1921
Account 11	1922
Account 12	1923
Account 13	1924
Account 14	1925
Account 15	1926
Account 16	1927
Account 17	1928
Account 18	1929
Account 19	1930
Account 20	1931
Account 21	1932
Account 22	1933
Account 23	1934
Account 24	1935
Account 25	1936
Account 26	1937
Account 27	1938
Account 28	1939
Account 29	1940
Account 30	1941
Account 31	1942
Account 32	1943
Account 33	1944
Account 34	1945
Account 35	1946
Account 36	1947
Account 37	1948
Account 38	1949
Account 39	1950
Account 40	1951
Account 41	1952
Account 42	1953
Account 43	1954
Account 44	1955
Account 45	1956
Account 46	1957
Account 47	1958
Account 48	1959
Account 49	1960
Account 50	1961
Account 51	1962
Account 52	1963
Account 53	1964
Account 54	1965
Account 55	1966
Account 56	1967
Account 57	1968
Account 58	1969
Account 59	1970
Account 60	1971
Account 61	1972
Account 62	1973
Account 63	1974
Account 64	1975
Account 65	1976
Account 66	1977
Account 67	1978
Account 68	1979
Account 69	1980
Account 70	1981
Account 71	1982
Account 72	1983
Account 73	1984
Account 74	1985
Account 75	1986
Account 76	1987
Account 77	1988
Account 78	1989
Account 79	1990
Account 80	1991
Account 81	1992
Account 82	1993
Account 83	1994
Account 84	1995
Account 85	1996
Account 86	1997
Account 87	1998
Account 88	1999
Account 89	2000
Account 90	2001
Account 91	2002
Account 92	2003
Account 93	2004
Account 94	2005
Account 95	2006
Account 96	2007
Account 97	2008
Account 98	2009
Account 99	2010
Account 100	2011

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