

THE ENGLISH EFFICIENCY OF  
COLLEGE FRESHMEN

by

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## INTRODUCTION

The purpose of this study is to determine what the high schools of the State of Kansas are doing toward building a foundation in the rudiments of English for students just entering college. It is expected that in finding in what departments of the English course beginning freshmen excel and in what parts they are deficient, one may know, as an instructor, where to put more stress in teaching for mastery.

English is one of the essential subjects with which one should be equipped when leaving high school. Without an understanding of the English language, it is difficult for one to express himself intelligently or to understand clearly what is being said by others. Language is the medium through which thoughts are expressed, and therefore fundamental and necessary for accomplishment in any of the other subjects of the curriculum.

It is the opinion of the writer that English is one of the neglected subjects in the high schools. Some times, especially in the smaller high schools, teachers with very little preparation are assigned to the teaching of the English classes simply because every teacher has had to take some English in college. Perhaps no other subject

has ever been taught in as many different ways. It has been reported that in some schools--perhaps because the teachers of such classes do not have a knowledge of the subject--only literature is taught. In another high school where success in the State Scholarship Contest was deemed necessary for a successful school year, a teacher was heard to say that he spent the entire year drilling on English scholarship tests.

Not nearly so much time is given to any other subject in the elementary or secondary schools as is given to English; yet many pass on through college without an adequate understanding of their own language. Either something is wrong with the instruction in the schools or the people of America do not appreciate their own language. Much to the shame of the people of America, foreigners sometimes have more nearly mastered the English language in a short time than has the American student after having finished college.

Until the teaching of English is carried on in a more scientific manner, there may continue to be among advanced students insufficient knowledge of correct English. Trabue (12, p. 29) says that Education will never be recognized as a science until it is possible to measure many characteristics of a pupil before and after a given type of instruction, and to determine thereby what is the effect of a



particular treatment.

It is hoped that the results of this study may aid in a more scientific approach to English usage. Though according to McCall (6, p. 3) it is impossible to measure the whole of a thing, it is possible through testing to find approximately how well students are prepared at different levels in the rudiments of English. Two things should be accomplished through this investigation. One should be able to tell from the results of the test given what has generally been achieved in English usage by high school graduates, and he should know where to begin to further the students training in English.

Since measurement is concerned with Thorndike's law of effect (11, p. 1), it shall be the purpose of this thesis to determine what has been the effect of the high school graduate's training in English.

This study divides itself into three parts. The first part deals with the results of a test given to college freshmen as a large group; the second part shows the results as taken from smaller groups; the third part is a comparison of the scores from the English Usage Test with those of the Kansas State College Entrance Test.

## METHOD

The basis for the study is an English test devised by the writer of this thesis and given to 858 college freshmen soon after school started in the fall of 1937. Students representative of high schools of various sizes took the test.

The test was devised after the writer had made an extended study of other tests in English, of English drill pads, of English text books, of literature cited in the bibliography of this treatise, and of the State Course of Study in English. The writer, too, had had seven years' experience with scholarship contests, in which the fundamentals of English were stressed. From this wide range of sources, material was collected with which to construct a test that the writer felt was a nucleus of what different authorities considered important English fundamentals.

The test itself was divided into five parts of thirty points each--Punctuation, Diction, Grammar, Sentence Sense, and Capitalization and Spelling--so that it could be told what phase of the English course was more nearly mastered.

## THE SURVEY

### The Results of the Test As a Whole

With the plans in mind as submitted in the introduction, the English test already described was given to 858 freshmen of Kansas State College, Manhattan, Kansas, and the results tabulated. The highest score out of 150 possible points was 144; the median score was 114; and the low score 47. There were nine students in the highest 1 per cent who made a score of 141 or better, and there were nine in the lowest 1 per cent who did not exceed a score of 79. There were 10 per cent who exceeded a score of 132 and 10 per cent who did not exceed a score of 95.

Of the 858 students taking the test, 243 were students who had had special drill in the fundamentals of English because of the fact that they had been participants in scholarship contests. The remaining 615 had never taken part in an English Scholarship contest. Later in this study, a comparison of the results will be shown graphically.

The scores made according to percentiles are found in Table 1.

Table 1. Scores according to percentiles.

Percentile		Score
100	:	141 - 144
96 - 100	:	136 - 144
91 - 95	:	133 - 135
86 - 90	:	130 - 132
81 - 85	:	128 - 129
76 - 80	:	125 - 127
71 - 75	:	123 - 124
66 - 70	:	122
61 - 65	:	118 - 121
56 - 60	:	117 - 119
51 - 55	:	115 - 116
46 - 50	:	113 - 114
41 - 45	:	111 - 112
36 - 40	:	109 - 110
31 - 35	:	107 - 108
26 - 30	:	105 - 106
21 - 25	:	103 - 104
16 - 20	:	100 - 102
11 - 15	:	96 - 100
6 - 10	:	90 - 95
4 - 5	:	78 - 89
1	:	47 - 79

Any student making a score of 141 or better was in the 100 percentile or highest 1 per cent. Any student making a score of 135 to 140 was in the 95 to 100 percentile or among the highest 5 per cent. A student making a score of 79 or less was among the lowest 1 per cent, and any student who made a score of 89 or less was among the lowest 5 per cent.

The ages of students taking the test ranged from 16 to 27 years inclusive. The median scores for the younger ages tended to be higher than for the older; however the highest median was made in the twenty-five year old column. This occurred, though, only because there was just one twenty-five year old student.

Two hundred twenty-eight of the participants in the test were women, and 630 were men. The scores showed that the women were more proficient in English than were the men. I believe it is generally true that the women are more adept in the use of the English language than the men are (9, p. 63), (10, p. 17).

A detailed comparison of the men's scores with those of the women and a comparison of the scores from the different ages will follow.

## The Results of the Test As Taken from Smaller Groups

The smaller groups which were studied separately and in comparison with one another are as follows:

Comparison of women's scores with those of the men

Comparison of the scores of students who have had various years of scholarship contest experience with scores of students who have never taken part in such a contest

Comparison of the scores of the students of different ages

A study and comparison of the scores from the different parts of the test, the different parts being Part I, Punctuation; Part II, Diction; Part III, Grammar; Part IV, Sentence Sense; and Part V, Capitalization and Spelling

A detailed study of the frequency of errors of each particular point tested in each department of the test

Table 2 shows the distribution of the scores made by the different smaller groups.

Table 2. Distribution of the scores on the test for college freshmen.

Test Score	Sex		Years of Scholarship Experience					Age in Years											
	M.	F.	4	3	2	1	None	16	17	18	19	20	21	22	23	24	25	26	27
150	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
149	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
148	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
147	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
146	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
145	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
144	2	1	1	1	--	--	1	--	3	--	--	--	--	--	--	--	--	--	--
143	2	1	--	1	2	--	--	--	1	1	1	--	--	--	--	--	--	--	--
142	--	2	1	--	--	--	1	--	1	1	--	--	--	--	--	--	--	--	--
141	--	1	1	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--
140	--	3	1	1	--	1	--	--	--	2	1	--	--	--	--	--	--	--	--
139	3	4	1	1	1	1	3	--	2	4	1	--	--	--	--	--	--	--	--
138	5	3	--	2	2	--	4	1	1	4	2	--	--	--	--	--	--	--	--

Table 2. Continued.

		Years of							Age in Years												
Sex		Scholarship Experience																			
Test																					
Score	M.	F.	4	3	2	1	None	16	17	18	19	20	21	22	23	24	25	26	27		
137	--	4	1	--	--	1	2	--	1	1	1	--	--	1	--	--	--	--	--	--	--
136	4	5	--	3	--	1	4	1	2	7	--	--	--	--	--	--	--	--	--	--	--
135	4	5	--	4	2	--	3	2	2	4	1	--	--	--	--	--	--	--	--	--	--
134	14	5	--	1	6	2	10	1	6	9	1	--	1	1	--	--	--	--	--	--	--
133	8	2	1	1	--	--	8	1	2	6	1	--	--	--	--	--	--	--	--	--	--
132	4	4	--	1	1	2	4	1	2	5	--	--	--	--	--	--	--	--	--	--	--
131	7	10	--	1	2	1	13	--	8	8	--	1	--	--	--	--	--	--	--	--	--
130	9	8	1	6	--	1	9	--	7	4	3	1	--	--	1	--	1	--	--	--	--
129	8	7	2	1	--	--	13	--	5	11	--	--	--	--	--	--	--	--	--	--	--
128	14	9	2	3	2	3	13	--	10	12	--	--	--	--	--	--	--	--	--	--	--
127	11	6	2	3	--	2	10	--	4	8	4	--	1	--	--	--	--	--	--	--	--
126	7	10	--	--	1	2	14	1	5	7	1	1	--	1	--	1	--	--	--	--	--
125	11	6	1	--	2	--	14	--	5	4	4	1	2	--	--	--	--	--	--	--	--



Table 2. Continued.

Test	Sex		Years of Scholarship Experience					Age in Years												
	M.	F.	4	3	2	1	None	16	17	18	19	20	21	22	23	24	25	26	27	
124	8	4	--	1	1	2	8	--	4	5	1	--	1	--	1	--	--	--	--	
123	15	14	2	2	3	3	20	2	8	13	6	1	--	--	--	--	--	--	--	
122	17	13	1	4	--	1	23	1	7	15	2	3	1	--	--	--	--	--	--	
121	20	8	3	2	3	1	19	1	8	11	4	4	--	--	--	--	--	--	--	
120	11	7	2	1	1	1	12	--	6	6	2	2	1	1	--	--	--	--	--	
119	14	4	--	3	1	1	14	--	2	9	4	--	--	1	2	--	--	--	--	
118	18	3	1	1	3	2	14	--	5	11	4	2	--	--	--	--	--	--	--	
117	11	4	--	2	--	2	11	1	1	10	2	--	1	--	--	--	--	--	--	
116	14	6	--	2	5	--	13	--	5	7	4	--	2	--	--	--	--	--	--	
115	17	8	--	2	--	3	20	--	7	13	3	1	1	--	--	--	--	--	--	
114	22	3	2	5	--	--	16	1	6	10	5	2	--	--	--	--	--	--	--	
113	16	2	--	3	--	--	15	1	7	7	2	1	--	1	--	--	--	--	--	
112	13	7	2	2	1	2	13	--	5	7	2	1	--	--	1	--	--	--	--	

Table 2. Continued.

Test Score	Sex		Years of Scholarship Experience					Age in Years										26	27
	M.	F.	4	3	2	1	None	16	17	18	19	20	21	22	23	24	25		
111	11	4	--	2	--	--	13	--	4	4	5	2	--	--	--	--	--	--	--
110	17	4	1	0	2	3	13	1	4	12	1	--	--	1	2	--	--	--	--
109	13	5	--	1	2	1	14	--	4	6	2	3	2	1	--	--	--	--	--
108	26	5	1	2	2	2	24	--	6	7	7	5	3	1	2	--	--	--	--
107	20	3	--	4	1	--	18	--	1	12	7	1	--	--	1	--	--	--	--
106	16	4	--	1	4	1	14	1	2	11	1	1	2	--	--	--	--	--	--
105	15	7	--	2	1	1	18	--	6	10	6	--	--	--	--	--	--	--	--
104	14	4	1	3	1	1	12	--	4	7	5	1	--	--	--	--	--	--	--
103	11	4	--	--	1	2	12	--	1	8	--	1	3	--	1	--	--	--	--
102	15	1	--	2	1	1	12	1	1	6	4	1	1	--	1	1	--	--	--
101	14	1	1	--	2	--	12	--	2	5	6	--	--	--	1	--	--	--	--
100	13	2	1	2	1	1	10	--	1	6	4	1	3	--	--	--	--	--	--
99	12	1	--	--	2	1	10	--	--	8	3	1	--	--	--	--	--	--	--

Table 2. Continued.

		Years of																		
		Sex		Scholarship		Experience		Age in Years												
Test	Score	M.	F.	4	3	2	1	None	16	17	18	19	20	21	22	23	24	25	26	27
98	11	--	1	--	1	1	8	--	2	2	3	3	1	--	--	--	--	--	--	--
97	12	--	1	1	--	1	9	--	4	--	3	2	2	--	1	--	--	--	--	--
96	13	--	--	1	--	3	10	--	2	2	4	3	2	--	1	--	--	--	--	1
95	6	1	--	--	--	1	6	--	1	3	--	1	1	1	--	--	--	--	--	--
94	12	--	--	2	--	1	9	--	1	4	5	--	--	--	--	--	--	--	--	--
93	10	--	--	1	--	--	9	--	--	6	1	--	3	--	--	--	--	--	--	--
92	4	--	--	--	--	--	4	--	--	3	1	--	--	--	--	--	--	--	--	--
91	5	--	--	--	--	--	5	--	1	--	2	--	1	--	--	--	--	--	1	--
90	5	--	--	--	--	--	5	--	2	2	--	--	--	--	--	--	--	--	1	--
89	5	--	1	--	--	--	5	--	--	1	3	1	--	--	--	--	--	--	--	--
88	5	1	--	--	--	--	6	--	--	2	2	2	--	--	--	--	--	--	--	--
87	4	--	--	--	--	--	4	--	--	2	1	1	--	--	--	--	--	--	--	--
86	3	1	--	--	1	--	3	--	--	--	2	--	1	--	--	--	--	--	--	--

Table 2. Continued.

		Years of																				
		Sex		Scholarship Experience					Age in Years													
Test	Score	M.	F.	4	3	2	1	None	16	17	18	19	20	21	22	23	24	25	26	27		
85	2	--	--	--	--	--	--	2	--	--	2	--	--	--	--	--	--	--	--	--	--	--
84	2	--	--	--	--	--	--	2	--	1	--	1	--	--	--	--	--	--	--	--	--	--
83	3	--	--	1	--	--	--	2	--	1	--	1	--	1	--	--	--	--	--	--	--	--
82	3	--	--	--	1	--	--	2	--	--	1	1	1	--	--	--	--	--	--	--	--	--
81	3	--	--	--	--	--	--	3	--	--	1	2	--	--	--	--	--	--	--	--	--	--
80	4	--	--	--	--	--	--	4	--	--	--	2	2	--	--	--	--	--	--	--	--	--
79	3	1	--	1	--	--	--	3	--	--	3	1	--	--	--	--	--	--	--	--	--	--
78	1	--	--	--	--	--	--	1	--	--	--	2	--	--	--	--	--	--	--	--	--	--
77	1	--	--	--	--	--	--	1	--	--	--	--	1	--	--	--	--	--	--	--	--	--
76	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
75	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
74	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
73	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Table 2. Continued.

		Years of																		
		Sex		Scholarship Experience					Age in Years											
Test	Score	M.	F.	4	3	2	1	None	16	17	18	19	20	21	22	23	24	25	26	27
72	1	--	--	--	--	--	1	--	--	--	--	--	--	--	1	--	--	--	--	
71	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
70	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
69	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
68	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
67	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
66	1	--	--	--	--	--	1	--	--	1	--	--	--	--	--	--	--	--	--	
65	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
64	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
63	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
62	1	--	--	1	--	--	--	--	--	--	--	1	--	--	--	--	--	--	--	
61	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
60	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	

Table 2. Continued.

		Years of																		
		Scholarship Experience							Age in Years											
Test	Score	M.	F.	4	3	2	1	None	16	17	18	19	20	21	22	23	24	25	26	27
59																				
58																				
57																				
56																				
55																				
54																				
53																				
52																				
51																				
50																				
49																				
48																				
47	1							1					1							

Table 2. Concluded.

		Years of						Age in Years													
Sex		Scholarship Experience																			
Test	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:	:
Score: M.	:	F.	4	3	2	1	None	16	17	18	19	20	21	22	23	24	25	26	27		
46	:	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Tot.	:	630	228	37	88	62	56	615	18	189	359	151	57	37	10	16	2	1	2	1	
Med.	:	111	122 $\frac{1}{2}$	122	118	118	117	113	123	120	116	108	108	104 $\frac{1}{2}$	110	108	112	130	90 $\frac{1}{2}$	96	

Comparison of Women's Scores with Those of the Men. There were 228 women and 630 men who took the test. The high score for both men and women was 144 out of a possible 150 points. The median score for the men was 111; while that of the women was  $122\frac{1}{2}$ ,  $11\frac{1}{2}$  points higher than that of the men. The low score for the women was 79; the low score for the men was 47.

In the highest 1 per cent of all students taking the test, there were 2.19 per cent of the women, but only 0.63 per cent of the men. In the lowest 1 per cent of all students there were only 0.43 per cent of the women, but 1.41 per cent of the men.

In the highest 10 per cent of all students there were 17.54 per cent of the women, and only 7.30 per cent of the men. In the lowest 10 per cent of all there were only 1.8 per cent of the women; there were 13.65 per cent of the men. Among the highest 50 per cent of the scores there were 72 per cent of the women and only 42 per cent of the men.



Table 3. The accompanying diagram gives the comparisons of the scores made by the men and the women.

	Men	Women
Number taking test	630	228
High score	144	144
Low score	47	79
Median score	111	$122\frac{1}{2}$
Highest 1 per cent of all scores	0.63	2.19
Lowest 1 per cent of all scores	1.41	0.43
Highest 10 per cent of all scores	7.30	17.54
Lowest 10 per cent of all scores	13.65	1.8
Highest 50 per cent of all scores	42.0	72.0
Lowest 50 per cent of all scores	58.0	28.0

Comparison of the Scores of Students Who Have Had Various Years of English Scholarship Contest Experience with Scores of Students Who Have Never Taken Part in Such a Contest.

Among the students taking the test, there were 37 who had had four years of scholarship experience, 88 who had had three years, 62 who had had 2 years, 56 who had had 1 year, and 615 who had had no experience.

Table 4 shows the comparison of the scores of students representing the different number of years of experience in English scholarship contests:

Table 4. Experience in scholarship contests.

	4 Yrs.	3 Yrs.	2 Yrs.	1 Yr.	None
Cases	: 37	: 88	: 62	: 56	: 615
High score	: 144	: 144	: 143	: 140	: 144
Low score	: 89	: 62	: 82	: 94	: 47
Median score	: 122	: 118	: 118	: 117	: 113

The table shows that the more experience students had had in English scholarship contest, the more likely they were to make higher scores on the test. Students who had had no such experience, as a whole, did not do so well as those with even one year's experience. Figure 1 shows a comparison of medians. Some of the scholarship students may have been of a selective type, being among the three best in any English class. The usual method, however, of

contesting is to enter the entire class in a state-wide, every-pupil contest before the best students are sent to the more selective type of competition. The data then concerning scholarship experience was rendered largely by the non-selective type of student.

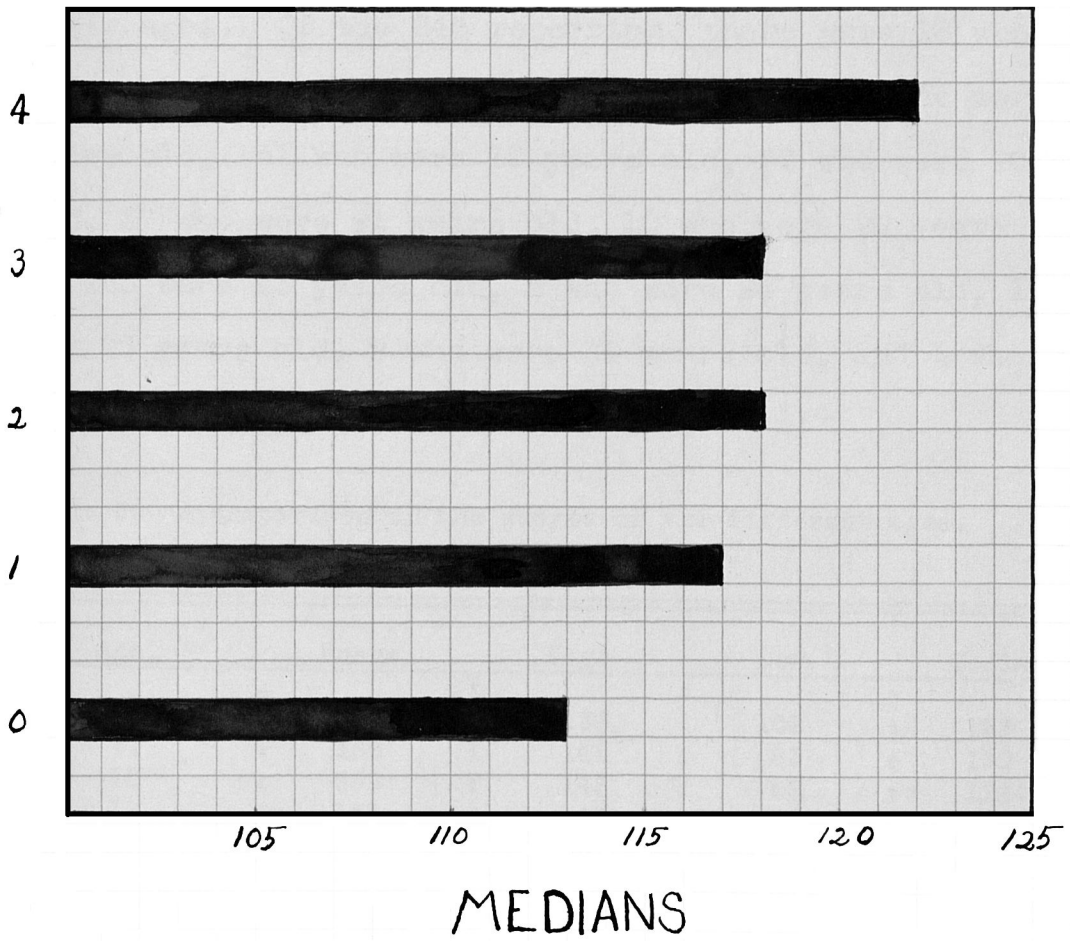


Figure 1. Graphical representation of median scores of students who have had 4 years, 3 years, 2 years, 1 year, and none experience in English scholarship contests.

Comparison of Scores from the Different Ages and the Number of Students from the Different Ages. There were 843 students who reported their ages; 15 students did not report their ages. Of the 843 reporting, there were 18 who were 16 years old, 189 who were 17 years old, 359 who were 18 years old, 151 who were 19 years old, 57 who were 20 years old, 37 who were 21 years old, 10 who were 22 years old, 16 who were 23 years old, 2 who were 24 years old, 1 who was 25 years old, 2 who were 26 years old, and 1 who was 27 years old.

Table 5. A comparison of the scores of the different ages.

Age	Cases	High	Low	Median
16	18	138	102	123
17	189	144	83	120
18	359	143	66	116
19	151	143	78	108
20	57	131	47	108
21	37	134	83	$104\frac{1}{2}$
22	10	137	95	110
23	16	130	72	108
24	2	126	102	112
25	1	130	130	130
26	2	91	90	$90\frac{1}{2}$
27	1	96	96	96

The highest score was made by a student 17 years old; the lowest score was made by a student 20 years old. Throwing the scores of the different ages into different groups, the medians tend to get higher as the ages get younger. The highest median was from the 25 year old list; however that was a single score. Only one student was 25 years old and he, apparently, was a very selective type of student. A one-score median, of course, was not enough to use in making a comparison. The 16, 17 and 18, year olds made the three highest medians respectively with the exception of the one-student, 25 year old median.

There were more students who entered college at the age of 18 than at any other age, since 359 of the 843 reporting were 18 years old. There was a decided drop to the next age; there were 189 students who were 17 years old. The 19 year olds were next with 151 students.

Figure 2, a graphical representation of the median scores of the different ages, shows that the younger students tend to be more efficient in English than the older students.

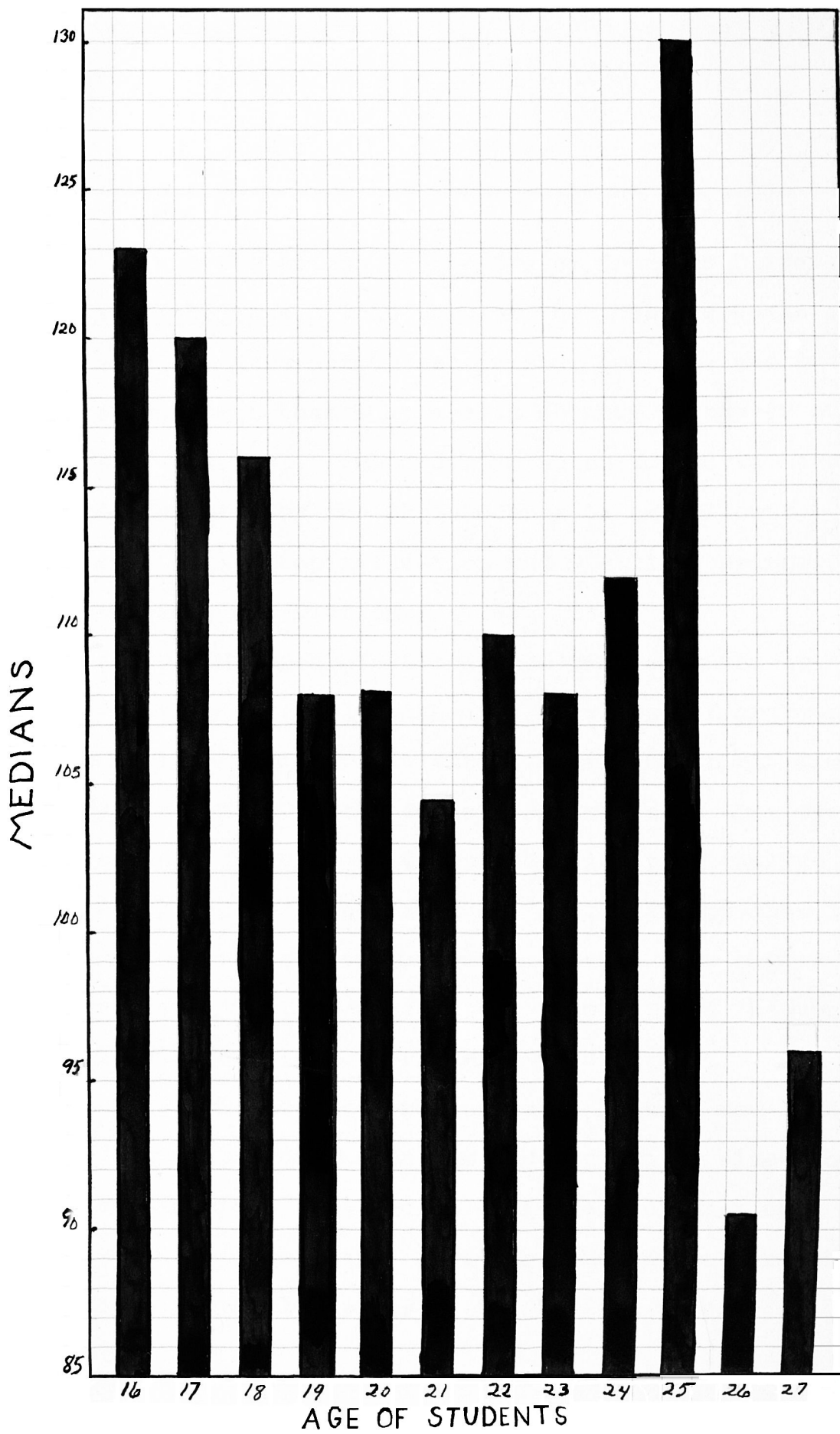


Figure 2. Graphical representation of median scores from students of different ages.

A Study and Comparison of the Scores from the Different Parts of the Test. This part of the thesis reveals that students are more apt in recognizing complete and incomplete sentences than they are in ability to master other parts of the test. The order in which the parts were more nearly mastered by the 858 students is as follows: Sentence Sense, Capitalization and Spelling, Grammar, Punctuation, and Diction.

It would appear that students can recognize sentences and use them correctly without a knowledge of grammar. This is true to a certain extent because of their almost every-day contact with complete sentences as they see them in reading. However it is more difficult to analyze a sentence than it is to recognize one. Perhaps that is the reason that the scores in Sentence Sense were higher than in Grammar. Too, it may be that this part of the test is not as difficult as other parts.

Since the scores were lowest in Diction and Punctuation was next from the bottom and especially since these are fundamentals that can be taught efficiently only through drill, teachers, it seems, should put more stress on those particular parts of the English course.



Table 6. Number of times points were missed by the 858 students.

	: :Punctuation	: : Diction	: : Grammar	: : Sentence : Sense	: :Capitalization : and Spelling
	: : 30 ( 1)	: : 30 ( 20)	: : 30 ( 0)	: : 30 ( 53)	: : 30 ( 17)
	: 29 ( 4)	: 29 ( 37)	: 29 ( 9)	: 29 ( 89)	: 29 ( 48)
	: 28 ( 10)	: 28 ( 61)	: 28 ( 20)	: 28 ( 92)	: 28 ( 98)
	: 27 ( 26)	: 27 ( 82)	: 27 ( 32)	: 27 ( 97)	: 27 (113)
	: 26 ( 23)	: 26 (103)	: 26 ( 53)	: 26 (108)	: 26 (118)
	: 25 ( 36)	: 25 (127)	: 25 ( 90)	: 25 ( 89)	: 25 (108)
	: 24 ( 33)	: 24 (100)	: 24 (130)	: 24 ( 58)	: 24 (104)
	: 23 ( 41)	: 23 ( 85)	: 23 (127)	: 23 ( 58)	: 23 ( 62)
	: 22 ( 53)	: 22 ( 82)	: 22 (116)	: 22 ( 46)	: 22 ( 61)
	: 21 ( 46)	: 21 ( 65)	: 21 (100)	: 21 ( 37)	: 21 ( 52)
	: 20 ( 48)	: 20 ( 34)	: 20 ( 73)	: 20 ( 38)	: 20 ( 33)
	: 19 ( 61)	: 19 ( 26)	: 19 ( 40)	: 19 ( 31)	: 19 ( 12)
	: 18 ( 59)	: 18 ( 18)	: 18 ( 33)	: 18 ( 19)	: 18 ( 8)
	: 17 ( 54)	: 17 ( 7)	: 17 ( 20)	: 17 ( 13)	: 17 ( 1)
	: 16 ( 60)	: 16 ( 6)	: 16 ( 8)	: 16 ( 8)	: 16 ( 2)
	: 15 ( 61)	: 15 ( 1)	: 15 ( 2)	: 15 ( 8)	: 15 ( 2)
	: 14 ( 54)	: 14 ( 1)	: 14 ( 2)	: 14 ( 4)	: 14 ( 0)
	: 13 ( 50)	: 13 ( 0)	: 13 ( 1)	: 13 ( 3)	: 13 ( 1)
	: 12 ( 51)	: 12 ( 0)	: 12 ( 0)	: 12 ( 0)	: 12 ( 1)
	: 11 ( 20)	: 11 ( 0)	: 11 ( 1)	: 11 ( 2)	: 11 ( 1)
	: 10 ( 21)	: 10 ( 0)	: 10 ( 0)	: 10 ( 0)	: 10 ( 0)
	: 9 ( 19)	: 9 ( 0)	: 9 ( 0)	: 9 ( 1)	: 9 ( 1)
	: 8 ( 11)	: 8 ( 0)	: 8 ( 0)	: 8 ( 0)	: 8 ( 4)
	: 7 ( 6)	: 7 ( 1)	: 7 ( 1)	: 7 ( 0)	: 7 ( 0)
	: 6 ( 5)	: 6 ( 1)	: 6 ( 0)	: 6 ( 0)	: 6 ( 5)
	: 5 ( 3)	: 5 ( 0)	: 5 ( 0)	: 5 ( 2)	: 5 ( 0)
	: 4 ( 2)	: 4 ( 0)	: 4 ( 1)	: 4 ( 1)	: 4 ( 0)
	: 3 ( 0)	: 3 ( 0)	: 3 ( 0)	: 3 ( 0)	: 3 ( 1)
	: 2 ( 0)	: 2 ( 0)	: 2 ( 0)	: 2 ( 0)	: 2 ( 0)
	: 1 ( 0)	: 1 ( 0)	: 1 ( 0)	: 1 ( 0)	: 1 ( 0)
	: 0 ( 0)	: 0 ( 1)	: 0 ( 0)	: 0 ( 1)	: 1 ( 5)
High	:	:	:	:	:
score	: 30	: 30	: 29	: 30	: 30
	:	:	:	:	:
Low	:	:	:	:	:
score	: 4	: 0	: 4	: 0	: 0
	:	:	:	:	:
Median	: 18	: 15	: 23	: 26	: 25

## MEDIAN SCORES

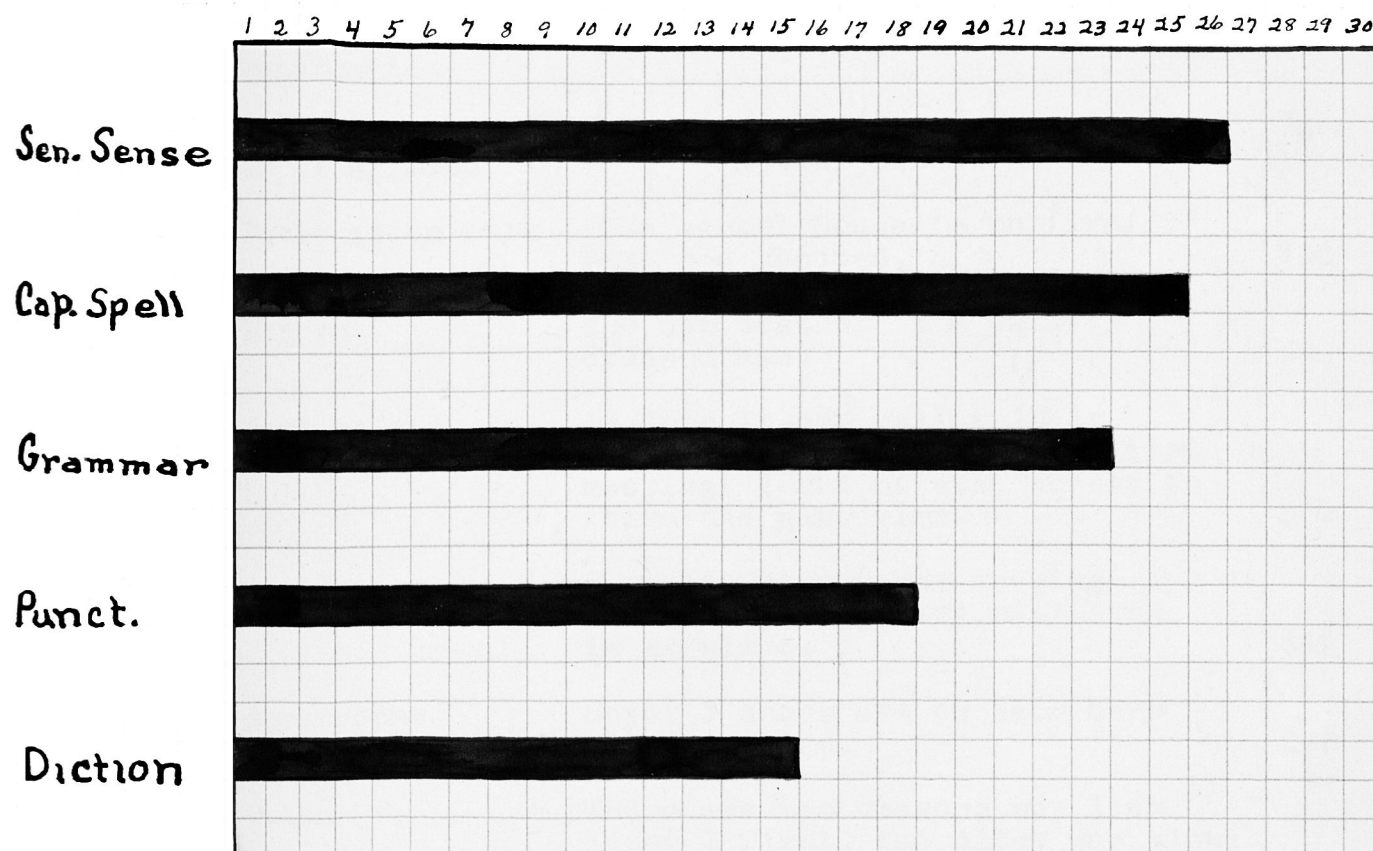


Figure 3. Graphical representation of the median scores from the 5 departments of the test.

A Detailed Study of the Frequency of Errors of Each Particular Point Tested in Each Department of the Test. The following shows the results of the test as a whole.

**Punctuation:**

Punctuation Mark To Be Applied	Actual Situation	Times Missed
Exclamation mark	"The school house is on fire( )" some one shouted.	738
Hyphen	The new teacher is a well( ) dressed man.	689
Semi-colon	As John is not well at this time, he cannot attend the first meeting( ) but he will surely be there the next time.	678
Semi-colon	I cannot attend the meeting( ) however my secretary will come in my place.	619
Apostrophe	Boys( ) shoes are on sale here at half price.	556
Colon	There are two reasons why I am late( ) first, the clock was slow; second I was delayed by the traffic.	546
Semi-colon	He made a perfect score on the test( ) he, therefore, felt that he should pass.	523
Colon	The following students were tardy( ) Mary, James, Paul, and Hazel.	455
Period	When the principal saw us, he asked where we were going( )	455
Comma	Dear Friend( ) I shall be glad to accept the invitation.	405

Comma	Manhattan, Kansas( ) is a beautiful little city.	376
Hyphen	My father died when he was fifty( )five years old.	375
Apostrophe	The man announced, "It( )s not time to begin yet."	336
Correct as punctuated	There on the table lay a big, round, red apple	336
Comma	It is a nice day for a picnic( ) isn't it?	307
Correct as punctuated	The boys on the team thought the gold basketballs were theirs.	297
Comma	George( ) come to the front of the room and face the class.	289
Correct as punctuated	The boy said that he was born on May 15.	286
Comma	July 4, 1776( ) is an important date for all American citizens.	266
Semi-colon	He teased the girls( ) he fought the boys.	247
Correct as punctuated	Every person who signs this paper will receive a premium.	242
Correct as punctuated	The little dog has hurt its foot.	233
Comma	If you expect to become great( ) you must work hard.	226
Correct as punctuated	The speaker rose to his feet and smiled pleasantly.	217
Correct as punctuated	More than one hundred men have lost their lives in this factory.	212
Correct as punctuated	When we invited Miss Harper to the party, she said that she would come.	162

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Quotation marks	( )Who has my book?( ) May asked.	152
Correct as punctuated	The teacher said, "You have finished the course. You are now excused."	133
Correct as punctuated	When we had grown tired of playing, Harry said, "Let us attend a movie."	130
Comma	Mary Smith, whom we elected as President( ) did not attend the meeting.	38

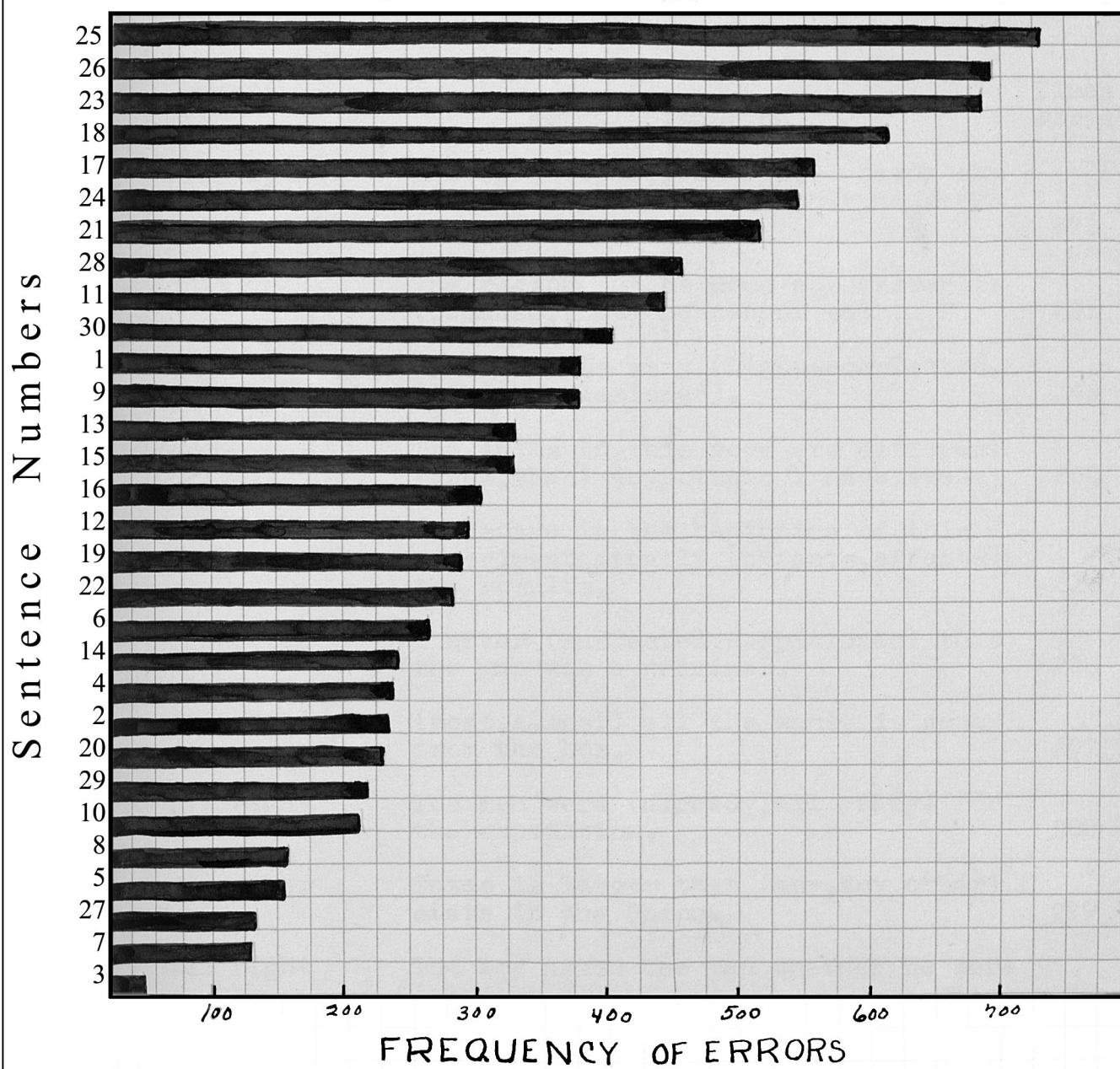


Figure 4. Graphical representation of the frequency of errors in part I of the test.

## The results of Diction:

Correct Form	Actual Situation	Times Missed
Principal	The (principal, principle) reason why he does not succeed is that he lacks ability.	576
That	The reason why he does not answer is (because, that) he cannot talk.	391
Light-complexioned	My sister is very (light-complected, light-complexioned).	366
From	The walls in this room are different (from, than) any others I have seen.	360
Affects	A mistake in the beginning of this experiment greatly (affects, effects) the results.	318
Suspected	I never (suspected, suspicioned) that the man was a criminal.	298
Almost	(Most, almost) all the money is gone from the box.	291
All ready	The men were (already, all ready) for the expedition.	280
Any other	Texas is larger than (any, any other) state in the Union.	279
All right	The boy asked the man whether he were (alright, all right).	272
Dived	They ran to the bank and (dived, dove) into the water.	225
This	How much do you charge for (this, these) kind of apples.	217
Hanged	The convict was (hung, hanged) at the break of day.	204

Annoyed	The children in the class (annoyed, aggravated) the teacher.	175
Suppose	I (expect, suppose) someone has left the door open.	149
Illusion	I am sure it was only an optical (illusion, allusion) that made us think that there were two reflections in the mirror.	104
Invited only	She (only invited, invited only) five girls to the party.	81
Taller	Mary is the (taller, tallest) of the twins.	68
Let	The boys asked the teacher to (let, leave) them play in the pasture close by the school yard.	54
As though	You look (like, as though) you are worried about something.	49
Really	Before the game started, he was (real, really) afraid of losing.	46
Healthful	Some states have a more (healthful, healthy) climate than others.	45
Accept	My mother did not want me to (except, accept) the offer.	38
Among	There is a feeling of good fellowship (among, between) the students here.	28
Blew	The wind (blew, blowed) hard all day.	22
May	Frank, (may, can) I borrow your car?	19
Intend	I (intend, calculate) to pay for things as I need them.	14
Anywhere	We could not find the book (anywhere, anywheres).	11



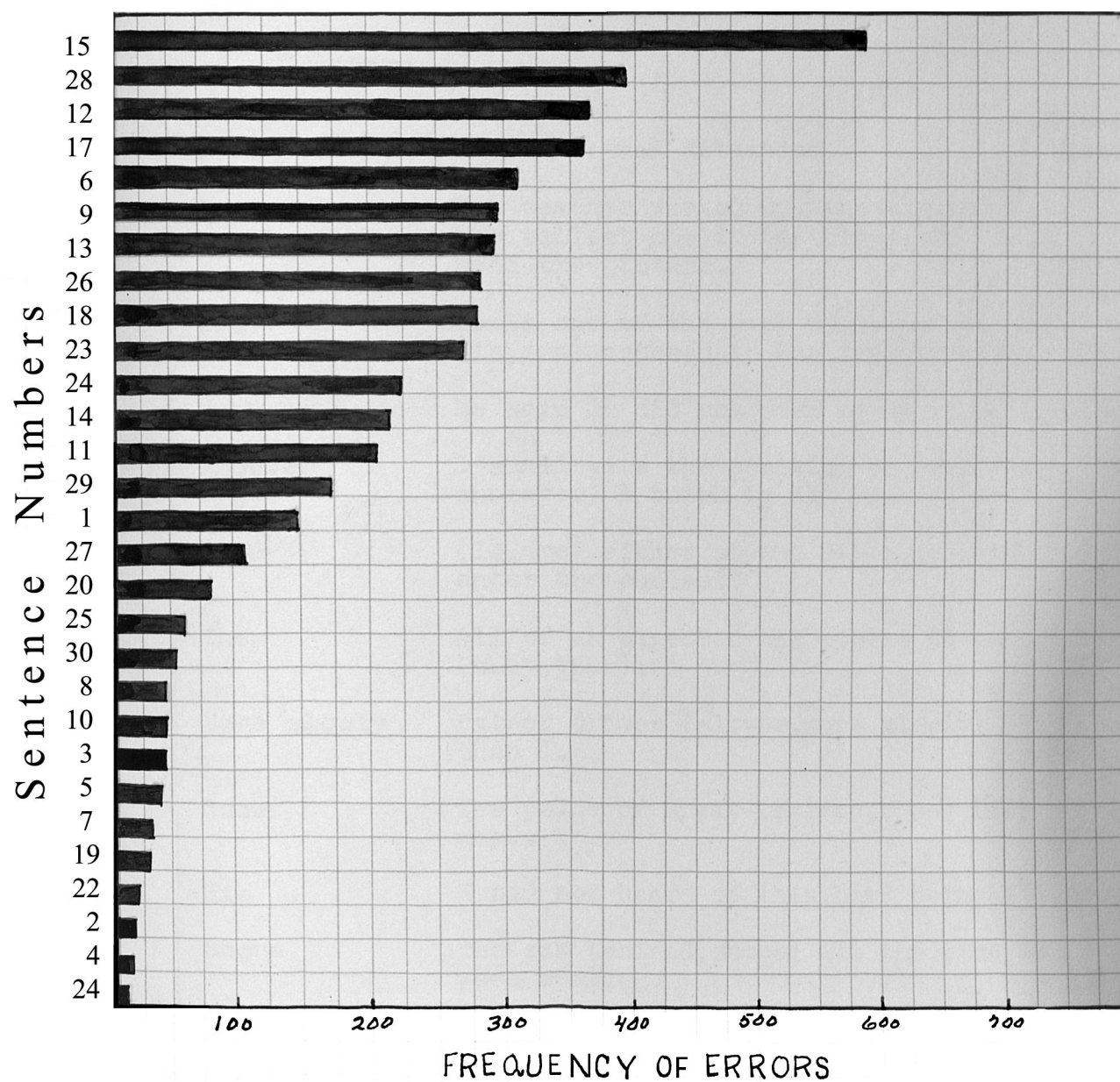
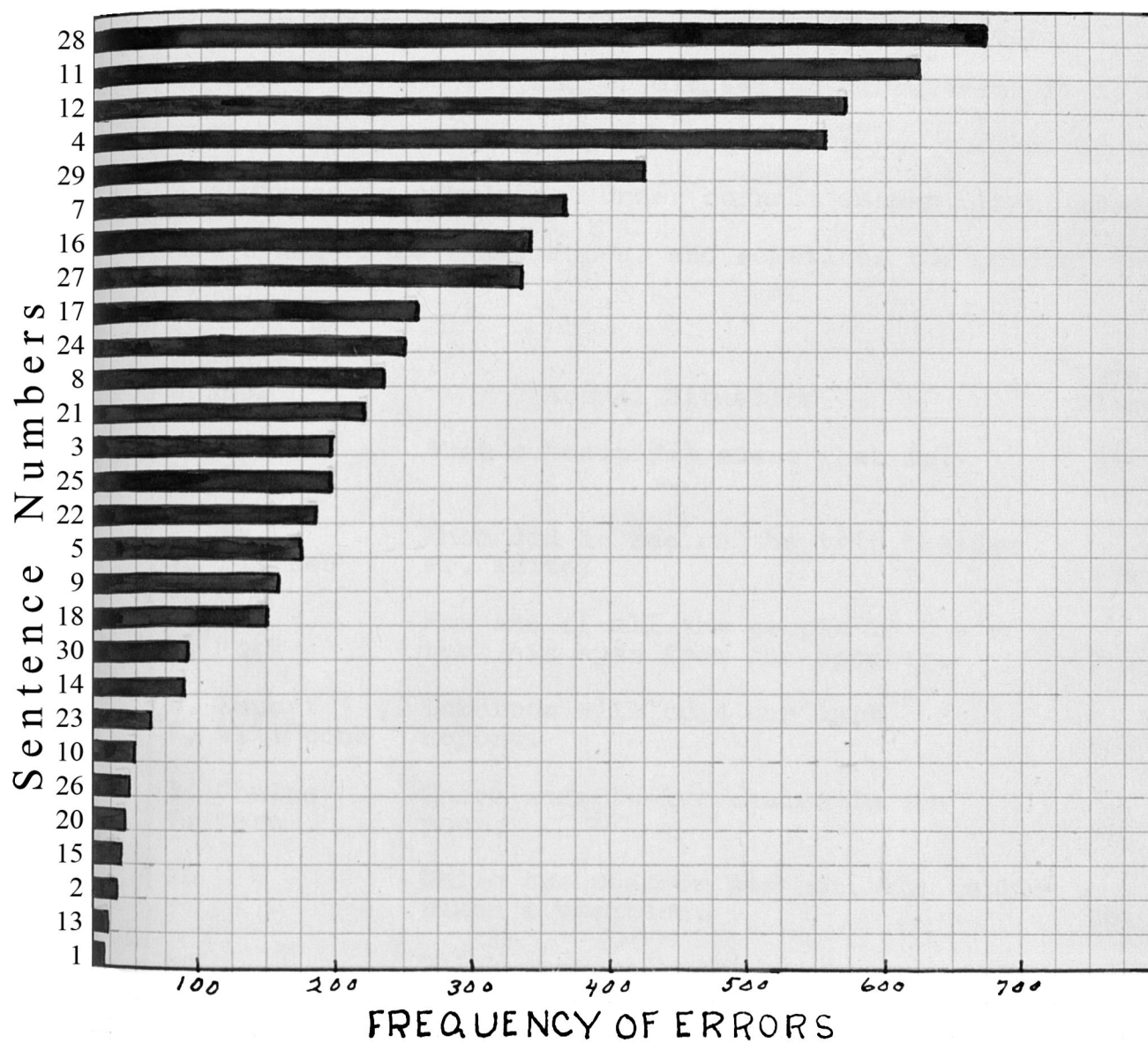


Figure 5. Graphical representation of the frequency of errors in part II of the test.

## Grammar:

Correct Form	Actual Situation	Times Missed
Am	The teacher wanted me, who (is,am) the tallest one in the class, to hand the picture.	674
Are	He is one of the best athletes who (is,are) entered in the tournament.	626
I	He said it did not seem to be (I,me).	573
Whoever	I shall give the position to (whoever, whomever) I think is the most capable.	558
Is	(Is,are) either of the girls going to enter the contest?	426
Them	All of us expected the losers to be (they,them).	367
More slowly	Father drives (slower,more slowly) than I.	340
Rose	The price of wheat (raised,rose) last week.	336
His	I had not heard of (his,him) being ill.	260
Shone	The sun (shined,shone) all the time we were working.	251
Whoever	The manager asked (whoever,whomever) it was that was causing that disturbance to stop.	234
He	I am wondering whether it might be (he,him) whom they chose.	224
Me	Between you and (I,me) I think you are right.	198
Lay	All day yesterday the cat (lay,laid) by the warm fire.	198

He	They thought you and (he,him) could do the work.	187
Is	Every one of the students in my class (is,are) attending the game.	174
Were	If I (was,were) rich, I might buy a new car.	158
I	My sister is just as tall as (I,me).	149
Burst	The man put so much air into the tire that it (burst,burst).	91
Seen	This is the first time I have ever (saw,seen) a mountain.	81
Swam	The new boy dived into the water and (swum,swam) across the lake.	63
Well	I think that Miss Jones can play the piano (good,well).	49
Sat	He came into the room and (set,sat) down in the large arm chair.	44
Were	The students, as well as the teacher, (were,was) to blame.	41
Sharp	The razor blade felt (sharp,sharply).	37
Good	The orange tastes (well,good).	27
Comes	Here (comes,come) the coach with all the players.	17
Is	Thirty dollars (is,are) the price of the suit.	16



**Figure 6.** Graphical representation of the frequency of errors in part III of the test.

In Sentence Sense, it is a matter in some cases of choosing the subject and predicate; in other cases it is a matter of determining, by writing yes or no, whether or not a sentence is complete. Under correct answer, then, sometimes Yes or No shall appear and sometimes the subject and predicate.

Correct Answer	Actual Situation	Times Missed
S. That V. Is	What a beautiful scene that is!	516
S. He V. Did see	Whom did he see on the trip besides Mr. White?	454
S. One V. Took	Not one of all the people in the room took his eyes from the speaker.	360
S. Report V. Will come	Tomorrow will come our last report.	356
S. Chairs V. Were	There were twelve chairs in the room.	321
No	While the weather was hot, the banker taken a vacation.	261
No	Think that you will be able to attend college this fall?	223
No	Received your letter in the morning mail.	199
S. Coach V. Was	The coach, together with his team, was already on the court.	198
S. We V. Go	Over the river and through the woods to Grandfather's house we go.	192
S. Automobile V. Came	Down the road came at full speed a large automobile.	146

S. That he is guilty of the charge V. Is believed	That he is guilty of the charge is believed by most people.	144
No	Just like Mary to forget her rings.	141
No	George playing base ball while the rest of the family was working.	120
Yes	How much larger you are, Mr. King, than you were last year!	110
S. Robin V. Flew	Into the room flew the robin.	104
Yes	Tattered and torn were all his clothes.	102
No	Because he had been to that same city before.	89
No	Among whom you shine as lights.	86
No	The house which your father bought, the one with the old-fashioned shut- ters.	83
Yes	The teacher having gone from the room, we began whispering to nearest neigh- bors.	63
No	After school is out in the spring and you are told that you passed.	60
No	Working as hard as you do.	39
Yes	All girls at our school like music.	36
Yes	Take this book to my office.	32
Yes	Little did he realize that his mistakes were costing him such trouble.	30
Yes	There on the table lay the watch and the ring.	25

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Yes	Playing basket ball is my favorite amusement.	11
Yes	How do you get to the nearest filling station?	8

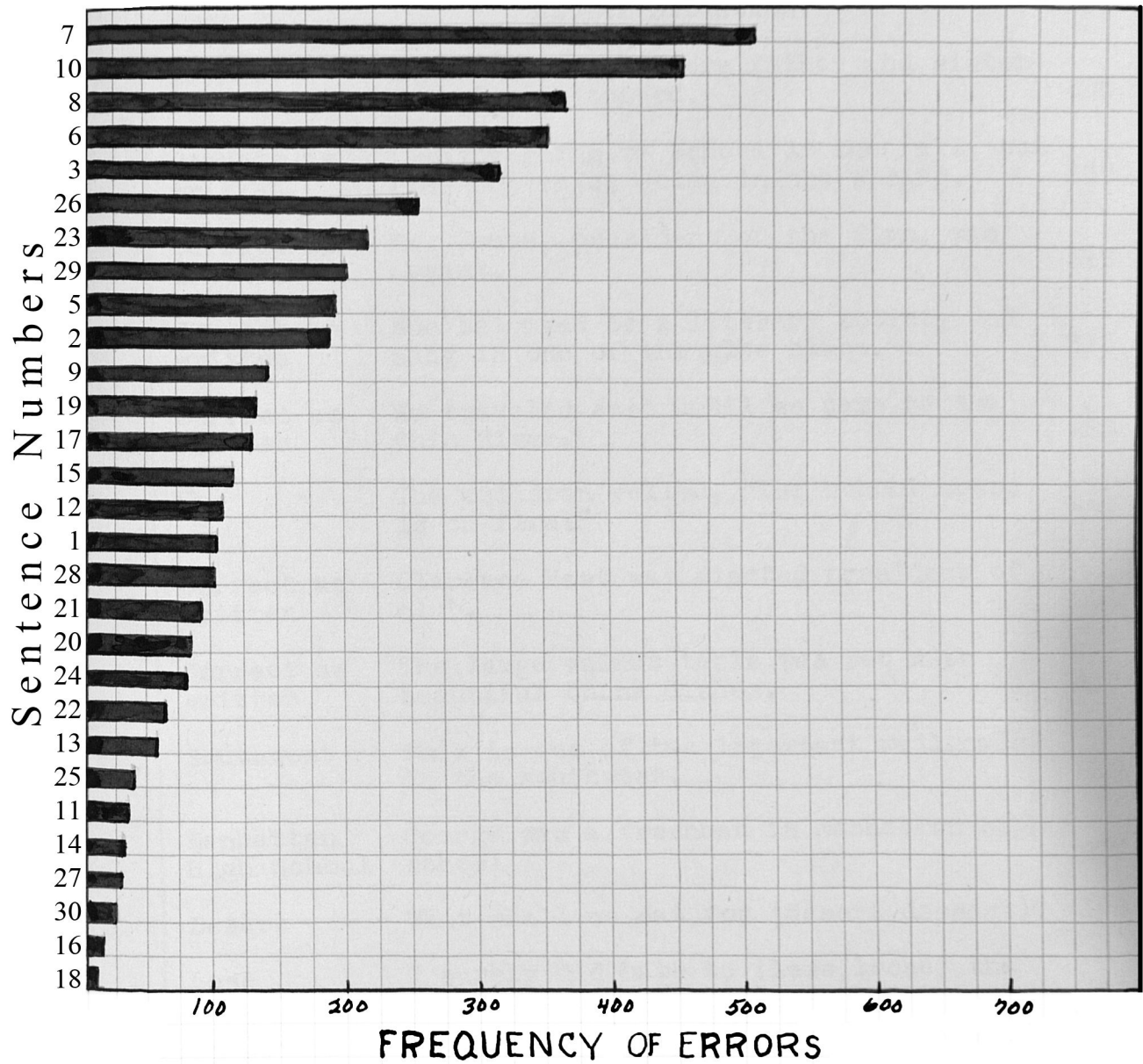


Figure 7. Graphical representation of the frequency of errors in part IV of the test.



## Capitalization and Spelling:

Correct Form	Actual Situation	Times Missed
Father Sister	There in the car were father and sister cheering us onward.	580
Correct as written	I enjoy going to school in the fall, but I do not enjoy going in the spring.	339
Correct as written	Mr. Jones, president of the firm, was absent.	315
Correct as written	She belonged to a literary society and sang in one of the glee clubs.	315
Correct as written	We traveled east until we came to the Ohio River.	283
The	The children yelled, "the school house is on fire!"	271
Correct as written	Clarence Hart was elected president of club.	251
Correct as written	The large walnut table was set with beautiful china dishes.	227
Southwest	This is one of the important railroads in the southwest.	219
Manhattan High School	George was a freshman in manhattan high school.	207
Desert	What shall we eat for (desert,dessert)?	198
Lose	I surely did hate to (lose,loose) the watch.	178
Stationary	The post seems to be (stationary, stationery).	172
Monday September	On monday, september 13, we shall start back to college.	145
South	The teacher of our school is from the south.	140

Latin	My English class is much larger than my latin class.	135
Professor	I was then introduced to professor H. G. Finch.	115
West Street	My home is at 1102 west street, Emporia, Kansas.	78
Advice	My father always gave me much (advice, advise) before I started on a trip.	76
Plane	This road was situated out on a rolling (plane,plain).	60
Angel	There in the room like a shining light stood an (angel,angle).	46
Later	(Later,latter) he came in and spoke to us.	46
Quiet	It certainly seems (quite,quiet) in this house.	39
Clothes	His (cloths,clothes) were dirty and torn from constant wear.	37
There	(There,their) are many different kinds of people in this town.	37
Diary	It was discovered that the man had written in his (diary,dairy) the day before he died.	33
Than	My brother does more work (then,than) I do.	32
Heard	I had not (herd,heard) of your being promoted.	30
Custom	It seemed to be a (costume,custom) in that school for all freshmen to be initiated.	28
Threw	The pitcher (through,threw) the ball to the catcher.	20

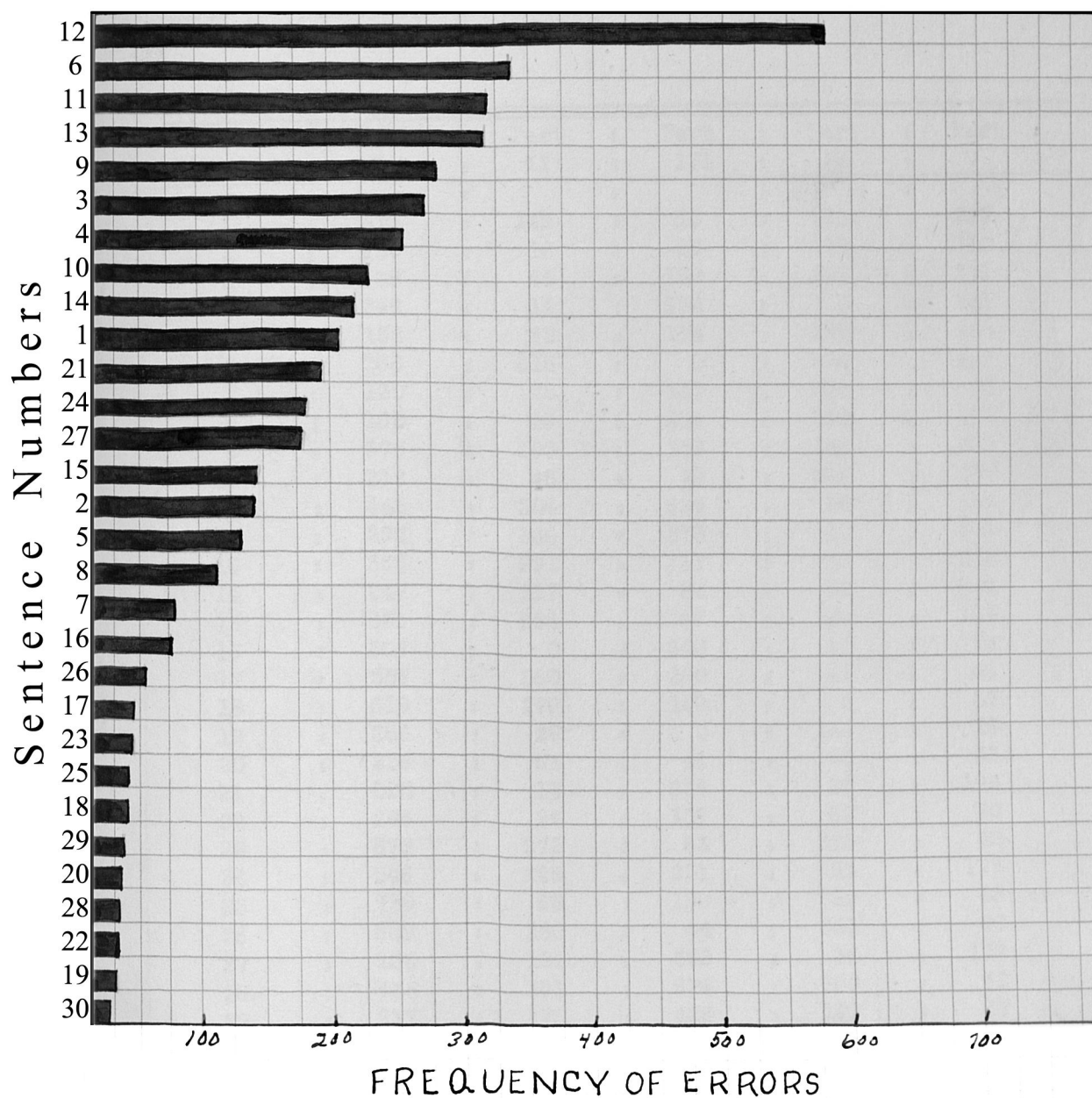


Figure 8. Graphical representation of the frequency of errors in part V of the test.

Table 7. Number of times each point is missed in each part of the test.

No.	: Part I	: Part II	: Part III	: Part IV	: Part V
1	: 376	: 149	: 16	: 104	: 207
2	: 233	: 19	: 27	: 192	: 140
3	: 38	: 45	: 198	: 321	: 271
4	: 242	: 14	: 558	: 0	: 251
5	: 152	: 38	: 174	: 198	: 135
6	: 266	: 318	: 0	: 356	: 339
7	: 130	: 28	: 367	: 516	: 78
8	: 162	: 49	: 234	: 360	: 115
9	: 375	: 298	: 158	: 146	: 283
10	: 212	: 46	: 49	: 454	: 227
11	: 445	: 204	: 626	: 36	: 315
12	: 297	: 366	: 573	: 110	: 580
13	: 336	: 291	: 17	: 60	: 315
14	: 247	: 217	: 81	: 32	: 219
15	: 336	: 586	: 37	: 120	: 145
16	: 307	: 0	: 340	: 11	: 76
17	: 556	: 360	: 260	: 141	: 46
18	: 619	: 279	: 149	: 8	: 37
19	: 289	: 28	: 0	: 144	: 28
20	: 226	: 81	: 41	: 86	: 33
21	: 523	: 11	: 224	: 89	: 198
22	: 286	: 22	: 187	: 63	: 30
23	: 678	: 272	: 63	: 223	: 46
24	: 546	: 225	: 251	: 83	: 178
25	: 738	: 68	: 198	: 39	: 39
26	: 689	: 280	: 44	: 261	: 60
27	: 133	: 104	: 336	: 30	: 172
28	: 455	: 391	: 674	: 102	: 32
29	: 217	: 175	: 426	: 199	: 37
30	: 405	: 54	: 91	: 25	: 20

Comparison of the Scores from the English Usage Test with Those of the Kansas State College Entrance Test. In making this comparison, the writer found that there was a fairly high correlation between achievement and intelligence. The scores from the two tests had a correlation of  $.758 \pm .015$ .

With all students taking the test subject to practically the same kind of instruction, there naturally should be a high correlation between achievement in English and intelligence. However in making the comparisons of scores of the two tests, one finds occasionally that a student who has ranked high in intelligence has made a low score on the Usage Test, and a student ranking low in intelligence has made a comparably high score in the Usage Test. These extreme cases may have been caused by difference in the manner in which the students had received earlier instruction and the difference in the way they had applied themselves.

A large part of the Kansas State College Entrance Test is a test on English usage and would compare favorably with parts of the test constructed by the writer. Because of the fact that there was a likeness in some parts of the two tests, it might be concluded that this condition contributed somewhat to the high state of correlation.

## Correlation Test Scores and Freshman Test

English Usage Test

	Y	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	F <sub>Y</sub>	F <sub>Y</sub> <sup>2</sup>	F <sub>Y</sub> <sup>2</sup>	ΣF <sub>XY</sub> X	YΣF <sub>XY</sub> X	(ΣF <sub>XY</sub> X) <sup>2</sup>	(ΣF <sub>XY</sub> X) <sup>2</sup> / F <sub>Y</sub>
" X =	1-4	5-9	10-4	15-19	20-4	25-9	30-4	35-9	40-4	45-9	50-4	55-9	60-4	65-9	70-4	75-9	80-4	85-9	90-4	95-9	100								
20	148-4													1		1		2	1	1	3	3	12	240	4800	222	4440	49284	
19	135-9						2		2	1	1		1	1	1	5	4	4	4	7	2	36	684	12996	579	11001	335241		
18	130-4									3	1	6	4	8		4	6	11	7	7	11	68	1224	22032	1077	19386	1159929		
17	125-9			1		2	2	4	4	1	4	4	2	10	5	6	11	10	6	7	8	2	89	1513	25721	1281	21777	1640961	
16	120-4	2	1		5	4	4	3	7	9	7	2	7	4	6	12	8	5	9	6	6	107	1712	27392	1327	21232	1760929		
15	115-19		3	3	1	6	7		14	3	4	4	9	13	5	3	6	2	4	2	1	90	1350	20250	966	14490	933156		
14	110-14	1	3	3	5	4	5	6	13	2	10	6	10	8	6	7	2	2	2	1	1	97	1358	19012	970	13580	940900		
13	105-9	2	11	7	12	6	10	6	6	9	6	5	5	4	7	1	2	1	1	3	1	105	1365	17745	838	10894	702244		
12	100-4	2	10	8	8	6	4	6	6	5	4	3	3	1	1	1	4		1			73	876	10512	500	6000	250000		
11	95-9	5	3	7	9	3	5	6	2	2	1	1	3	1							1	49	539	5929	279	3069	77841		
10	90-4	6	3	7	2	2	2		1	2	1				4	1	1	1				33	330	3300	203	2030	41209		
9	85-9	3	3	4	1	1	3	1												1		17	153	1377	74	696	5476		
8	80-4	3	3	1	2	1	1	2									1					13	104	832	57	456	3249		
7	75-9		2		1																	4	28	196	13	91	129		
6	70-4		1																			1	6	36	2	12	4		
5	65-9		1																			1	5	25	2	10	4		
4	60-4			1																		1	4	16	3	12	9		
3	55-9																												
2	50-4																												
1	45-9																				1	1	1	1	20	20	400		
F <sub>X</sub>		24	44	42	46	35	45	34	55	37	39	31	44	51	35	37	45	39	38	32	40	7	797	11492	172172	8413	129196	7901005	
F <sub>X</sub> X		24	88	126	184	175	270	238	440	390	390	341	528	663	490	538	720	663	630	608	800	147	8413		ΣF <sub>Y</sub> <sup>2</sup>	ΣF <sub>XY</sub> X	ΣF <sub>XY</sub> Y	Σ(ΣF <sub>XY</sub> X) <sup>2</sup> / F <sub>Y</sub>	
F <sub>X</sub> X <sup>2</sup>		24	176	378	736	875	1620	1666	3520	3900	3900	3757	6336	8619	6860	8325	11520	11271	11340	11552	16000	3087	114553	ΣF <sub>Y</sub> X <sup>2</sup>					
XΣF <sub>XY</sub> Y		262	585	486	568	463	579	441	792	564	564	464	646	799	502	583	720	653	581	529	677	132	11472	ΣF <sub>XY</sub> XY					
(ΣF <sub>XY</sub> Y) <sup>2</sup>		262	1010	1458	2272	2313	3474	3087	6336	5640	5640	5704	7752	10387	7028	8745	11526	11101	10458	10051	13540	2772	129052	Σ(ΣF <sub>XY</sub> Y) <sup>2</sup>					
(ΣF <sub>XY</sub> Y) <sup>2</sup> / F <sub>X</sub>																													

$$r = \frac{129196 - 10.55 \times 11429}{\sqrt{114553 - 10.55 \times 8413} \times \sqrt{172172 - 14.42 \times 11492}} = .758 \pm .015$$

## CONCLUSIONS

The results of this survey have brought out some very specific facts, some of which the writer expected to find and a few that he did not expect to find. The following is a summary of the concluding facts brought out in this study:

Freshmen entering college are poorly equipped in English essentials.

Some thing is either wrong with the instruction in English or method by which English fundamentals are presented.

Women are very much more adept in the use of the English language.

Students who have taken part in English scholarship contests have a decidedly better understanding of English than those who have had no experience, the efficiency increasing with the increase in the number of years participation.

The younger students in beginning freshmen college English are superior in language usage to those who are older.

Of the different departments of the fundamentals of English, Sentence Sense is the most nearly

mastered. Capitalization and Spelling, Grammar, Punctuation, and Diction are next in order respectively.

A closer inspection should be made by English instructors of the deficiencies in essentials in English of high school students. A minimum essentials at least should be mastered by the high school graduate.

Efficiency in English and intelligence are very closely related, since the score of the English Usage Test correlated rather highly with the Kansas State College entrance test.

#### ACKNOWLEDGMENTS

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## APPENDIX

# ENGLISH TEST FOR COLLEGE FRESHMEN

By V. L. HAAS

Severy, Kansas

Name \_\_\_\_\_

Age \_\_\_\_\_ Sex \_\_\_\_\_ Curriculum \_\_\_\_\_

Number of years of High School \_\_\_\_\_

English \_\_\_\_\_

High School You Last Attended \_\_\_\_\_

Name of Subject You Liked Most in  
High School \_\_\_\_\_

Second Choice \_\_\_\_\_

Number of years You Have Competed  
in English Scholarship Contests \_\_\_\_\_

Date of Examination \_\_\_\_\_

## PART I—PUNCTUATION

In the following sentences supply the necessary marks of punctuation. Some sentences will not need punctuating. Not more than one mark is necessary in any sentence except when quotation marks need to be supplied. Do not change any marks already supplied.

1. Manhattan, Kansas is a beautiful little city.
2. The little dog has hurt its foot.
3. Mary Smith, whom we elected as president did not attend the meeting.
4. Every person who signs this paper will receive a premium.
5. Who has my book? May asked.
6. July 4, 1776 is an important date for all American citizens.
7. When we had grown tired of playing, Harry said "Let us attend a movie."
8. When we invited Miss Harper to the party, she said that she would come.
9. My father died when he was fifty five years old.
10. More than one hundred men have lost their lives at this factory.
11. When the principal saw us, he asked where we were going

Score for Part I \_\_\_\_\_

Score for Part II \_\_\_\_\_

Score for Part III \_\_\_\_\_

Score for Part IV \_\_\_\_\_

Score for Part V \_\_\_\_\_

Total Score \_\_\_\_\_

12. The boys on the team thought the gold basketballs were theirs.
13. The man announced, "Its not time to begin yet."
14. He teased the girls he fought the boys.
15. There on the table lay a big, round, red apple.
16. It is a nice day for the picnic isn't it?
17. Boys shoes are on sale here at half price.
18. I cannot attend the meeting however, my secretary will come in my place.
19. George come to the front of the room and face the class.
20. If you expect to become great you must work hard now.
21. He made a perfect score on the test he, therefore, felt that he should pass.
22. The boy said that he was born on May 15.
23. As John is not well at this time, he cannot attend the first meeting but he will surely be there the next time.
24. There are two reasons why I am late first, the clock was slow; second, I was delayed by the traffic.
25. "The school house is on fire" some one shouted.

26. The new teacher is a well dressed man.
27. The teacher said, "You have finished the course. You are now excused."
28. The following students were tardy Mary, James, Paul, and Hazel.
29. The speaker rose to his feet and smiled pleasantly.
30. Dear Friend  
I shall be glad to accept the invitation.

## PART II—DICTION

Underline the correct form in the parenthesis of each sentence,

1. I (expect, suppose) someone has left the door open.
2. Frank, (may, can) I borrow your car?
3. Some states have a more (healthful, healthy) climate than others.
4. I (intend, calculate) to pay for things as I need them.
5. My mother did not want me to (except, accept) the offer.
6. A mistake in the beginning of this experiment greatly (affects, effects) the results.
7. There is a feeling of good fellowship (among, between) the students here.
8. You look (like, as though) you are worrying about something.
9. I never (suspected, suspicioned) that the man was a criminal.
10. Before the game started, he was (real, really) afraid of losing.
11. The convict was (hung, hanged) at the break of day.
12. My sister is very (light complected, light complexioned).
13. (Most, almost) all the money is gone from the box.
14. How much do you charge for (this, these) kind of apples.
15. The (principal, principle) reason why he does not succeed is that he lacks ability.
17. The walls in this room are different (from, than) any others I have seen.
18. Texas is larger than (any, any other) state in the Union.
19. I am so weak that I (can, can't) hardly stand up.
20. She (only invited, invited only) five girls to the party.
21. We could not find the book (anywhere, anywheres).
22. The wind (blew, blowed) hard all day.
23. The boy asked the man whether he were (alright, all right).
24. They ran to the bank and (dived, dove) into the water.
25. May is the (taller, tallest) of the twins.
26. The men were (already, all ready) for the expedition.
27. I am sure it was only an optical (illusion, allusion) that made us think there were two reflections in the mirror.
28. The reason why he does not answer is (because, that) he cannot talk.
29. The children in the class (annoyed, aggravated) the teacher.
30. The boys asked the teacher to (let, leave) them play in the pasture close by the school yard.

## PART III—GRAMMAR

Underline the correct form as in part II.

1. Thirty dollars (is, are) the price of the suit.
2. That orange tastes (well, good).
3. Between you and (I, me), I think you are right.
4. I shall give the position to (whoever, whomever) I think is the most capable.
5. Every one of the students in my class (is, are) attending the game.
7. All of us expected the losers to be (they them).
8. The manager asked (whoever, whomever) it was that was causing that disturbance to stop.
9. If I (was, were) rich, I might buy a new car.
10. I think that Miss Jones can play the piano (good, well).
11. He is one of the best athletes who (is, are) entered in the tournament.
12. He said it did not seem to be (I, me).
13. Here (comes, come) the coach with all the players.

14. This is the first time I have ever (saw, seen) a mountain.
15. The razor blade felt (sharp, sharply).
16. Father drives (slower, more slowly) than I.
17. I had not heard of (his, him) being ill.
18. My sister is just as tall as (I, me).
20. The students, as well as the teacher, (were, was) to blame.
21. I am wondering whether it might be (he, him) whom they chose.
22. They thought you and (he, him) could do the work.
23. The new boy dived into the water and (swum, swam) across the lake.
24. The sun (shined shone) all the time we were working.
25. All day yesterday the cat (lay, laid) by the warm fire.
26. He came into the room and (set, sat) down in the large arm chair.
27. The price of wheat (raised, rose) last week.
28. The teacher wanted me, who (is, am) the tallest one in the class, to hang the picture.
29. (Is, are) either of the girls going to enter the contest?
30. The man put so much air into the tire that it (burst, bursted).

#### PART IV—SENTENCE SENSE

Underline the simple subject. Do not underline the modifiers of the simple subject. Draw a circle around each predicate verb.

1. Into the room flew the robin.
2. Over the river and through the woods to Grandfather's house we go.
3. There were twelve chairs in the room.
5. The coach, together with his team, was already on the court.
6. Tomorrow will come our last report.
7. What a beautiful scene that is!
8. Not one of all the people in the room took his eyes from the speaker.

9. Down the road came at full speed a large automobile.
10. Whom did he see on the trip besides Mr. White?

In the blanks before the following sentences you think are complete, write "yes". Before the sentences you think are not complete, write "no".

11. ....All girls at our school like music.
12. ....How much larger you are, Mr. King, than you were last year!
13. ....After school is out in the spring and you are told that you passed.
14. ....Take this book to my office.
15. ....George playing base ball while the rest of the family was working.
16. ....Playing basket ball is my favorite amusement.
17. ....Just like Mary to forget her rings.
18. ....How do you get to the nearest filling station?
19. ....That he is not guilty of the charge is believed by most people.
20. ....Among whom you shine as lights.
21. ....Because he had been to that same city before.
22. ....The teacher having gone from the room, we began whispering to our nearest neighbors.
23. ....Think that you will be able to attend college this fall?
24. ....The house which your father bought, the one with the old-fashioned shutters.
25. ....Working as hard as you do.
26. ....While the weather was hot, the banker taken a vacation.
27. ....Little did he realize that his mistakes were costing him such trouble.
28. ....Tattered and torn were all his clothes.
29. ....Received your letter in the morning mail.
30. ....There on the table lay the watch and the ring.

## PART V CAPITALIZATION AND SPELLING

Draw a line through each small letter that should be a capital.

1. George was a freshman in manhattan high school.
2. The teacher of our school is from the south.
3. The children yelled, "the school house is on fire!"
4. Clarence Hart was elected president of the club.
5. My English class is much larger than my latin class.
6. I enjoy going to school in the fall, but I do not enjoy going in the spring.
7. My home is at 1102 west street, Emporia, Kansas.
8. I was then introduced to professor H. G. Finch.
9. We traveled east until we came to the Ohio River.
10. The large walnut table was set with beautiful china dishes.
11. Mr. Jones, president of the firm, was absent.
12. There in the car were father and sister cheering us onward.
13. She belonged to a literary society and sang in one of the glee clubs.
14. This is one of the important railroads in the southwest.
15. On monday, september 13, we shall start back to college.

Underline the correct form in each parenthesis.

16. My father always gave me much (advice, advise) before I started on a trip.
17. There in the room like a shining light stood an (angel, angle).
18. His (cloths, clothes) were dirty and torn from constant wear.
19. It seemed to be a (costume, custom) in that school for all freshmen to be initiated.
20. It was discovered that the man had written in his (diary, dairy) the day before he died.
21. What shall we eat for (desert, dessert)?
22. I had not (herd, heard) of your being promoted.
23. (Later, latter) he came in and spoke to us.
24. I surely did hate to (lose, loose) the watch.
25. It certainly seems (quite, quiet) in this house.
26. His farm was situated out on a rolling (plane, plain).
27. That post seems to be (stationary, stationery).
28. My brother does more work (then, than) I do.
29. (There, their) are many different kinds of people in this town.
30. The pitcher (through, threw) the ball to to the catcher.