

THE STATUS OF RECOGNITION OF ENGLISH FUNDAMENTALS IN THE
CLASS C SCHOOL DISTRICTS OF MONTANA HIGH SCHOOLS

BY

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CHAPTER I

INTRODUCTION

The last few years have found an increasing demand for good English being placed on the secondary schools by businesses as well as by the institutions of higher learning. The State Board of Education emphasized their thinking by recommending an upgrading of English, with this statement:

As you perhaps have noticed from recent news stories, the Board of Education is quite concerned with the lack of proficiency in the use of the English language among high school students and graduates.

.....

the teacher training institutions' personnel be instructed that the Board of Education is of the opinion that English usage of all teachers is a matter of concern to the Board, and that more emphasis should be placed on the proper usage of the native tongue....It was suggested that certification requirements be changed to require a demonstration of proficiency on the part of all teachers in the use of the English language. It was also discussed, and I believe it is the Board's intent, that teacher training institutions should impress on all teacher training students that they have a responsibility, no matter what their subject matter, of pointing out to the pupils that English is important, and that misspelling, incomplete sentences, mispronounced words, and poor grammar will not be tolerated in any class.¹

How do men in various fields feel about the importance of being able to express oneself well? In employment of all kinds, Drucker²

¹Letter written by the State Board of Education to the Dean of Education, Montana State College, December 14, 1955.

²John Gerber, Kenneth Houp, The Writer's Resource Book (Chicago: Scott, Foresman & Company, 1953) p. 3 (Citing How to be an Employee, by Peter F. Drucker, Fortune, May 1952).

has pointed out that the basic skill most valuable for the future employee to know is the ability to organize and express ideas in writing and speaking. Some of the basic tools of the employees are the letter, report, and the ten-minute spoken "presentation" to a committee.

Communication is so involved in industrial life that an engineer unable to express himself readily is as inadequately prepared as one untrained in mechanics or mathematics. Wright's³ belief has been that without the facility for describing the implications of engineering work, even the highest level engineer worker is passed over and left to wonder why no promotions have come to him.

For the young men who are to enter the services, Bennett⁴ would stress training in the ability to communicate. The man who is likely to be very useful as a leader is one who is able to speak, write, read, and listen well.

The government⁵ has issued a bulletin stating that the written word was largely depended on by many to complete the job. Executives and employees are informed of policies and plans through written statements of one kind or another. Countless memoranda are counted on for giving directions and for exchanging essential information. The written

³Ibid., Gerber, p. 2, (Reference cited, Two-Way Cooperation in Improving Engineering Education, by Austin Wright, Journal of Engineering Education, March 1950).

⁴Ibid., Gerber, p. 2, (Reference cited, John M. Bennett, Jr., Brigadier General, USAFR, Chairman Air Staff Committee on National Guard and Reserve Policy).

⁵Ibid., Gerber, p. 3, (Reference cited Training Bulletin No. 7, Federal Security Agency).

word has always been a chief means of training people and operating a program.

For success in office work, verbal facility is important. This has been brought out in a statement by Cox:

The results from our aptitude tests have shown us that above-average verbal facility is definitely related to people having success in office work.⁶

Communication should be one skill, above all others, the student entering medicine from a liberal arts college should possess. Lillienthal⁷ has expressed the need in medicine for men and women who can say clearly what needs to be said, who can hear accurately, and who can integrate a series of ideas. His opinion has been that sometimes it would seem that medicine receives more than its share of those students who have failed to develop a reasonable proficiency in expression.

The ability to analyze complicated problems and to find solutions must be developed by the public accountant.⁸ The accountant must be able to express the results of his analysis clearly in speech and in writing.

The inestimable value of English usage in establishing life relationships as a person and citizen has been cited by Slusser:

⁶Ibid., Gerber, p. 3., (Reference cited, J. D. Cox, Office Manager, The Maytag Company, Newton, Iowa).

⁷Ibid., Gerber, p. 3, (Reference cited, Liberal Education and Medicine, by Joseph L. Lillienthal, Jr., M.D., Freedom and the University, Cornell University Press, 1950).

⁸Ibid., Gerber, p. 4, (Reference cited, Public Accounting as a Career, American Institute of Accountants, 1945).

Words and language are our means of growing into rewarding relationships with other human beings and with human affairs. We cannot live in silence; and every time we speak or write we have the opportunity to make ourselves understood, liked or disliked, impressive or contemptible. Human beings hold to certain codes of honesty, justice, and decency -- codes to which we try to conform our actions; and words are actions just as truly as are any other deeds. Each time we put forth extensions of ourselves in speech we reveal our attitudes, the state of our minds, and the degree to which we are capable or incapable of seeing and saying things as they are.⁹

In order that the reader may have a clear understanding of this study, it is necessary to explain the meaning of A, B, and C groups according to state law.

A, B, and C groups refer to first class, second class, and third class districts, respectively. As defined by state law:

1021. All districts having a population of eight thousand (8,000) or more shall be districts of the first class. All districts having a population of one thousand (1,000) or more, and less than eight thousand (8,000) shall be districts of the second class, and all districts having a population of less than one thousand (1,000) shall be districts of the third class.¹⁰

Statement of the Problem

The often made criticism that inferior instruction existed in Class C high schools led to the selection of the problem of this study -- the chief purpose of which was to determine whether the Class C high school pupils in Montana are inferior to the Class A and Class B high

⁹Slusser, Herbert, A Modern College Rhetoric (Chicago: Henry Regnery Company, 1954) p. v.

¹⁰State Department of Public Instruction, School Laws of the State of Montana, 1949, p. 68.

school pupils in the recognition of English fundamentals. The problem resolved itself into determining the answers to several questions. One of the questions considered was "Are the grammar, spelling, punctuation, and capitalization errors of Class C high school students similar to those of students of Class B and Class A schools?" Another considered was "Do these errors made by high school students vary in type and extent according to ability?" A third question was "What are the pre-dominate common errors?"

Procedure

The Montana State College Placement Test Scores and Indices of September, 1956, of the Testing and Counseling Service was used to set up nine control groups composed of students in the three ability levels from each of the three types of school districts in the State of Montana. The pamphlet is coded to show from which of the three types of school districts each Montana high school graduate came; and his scholastic standing in his senior class divided into three groups: (1) upper third, (2) middle third, and (3) lower third.

The first step was to select the names of all students in the upper third section of the A schools and list for each his high school rank, and the standing scores of his American Council on Education Achievement Tests in language, reading, and English. This was also the procedure used in grouping the other levels in all three of the types of school districts.

The C group having the fewest students on all three levels of the three types of school districts, was used as the control group for

the selection of a like number of students from the other two types of school districts. This selection was made by taking a random sampling of the A groups and the B groups which was comprised of the same number of students from each scholastic level: 56 in the upper third, 37 in the middle third, and 12 in the lower third.

The tests were run through an International Business Machine to insure the accuracy of tabulation in determining the number of correct responses in English recognition by ability groups of Class A, B, and C schools. These tabulations were then checked to give the number and per cent of correct responses by the control groups and were also used in locating the cue word or words of the items most often missed.

Justification for the Study

According to studies made within the past few years it is evident that there has been for some time a serious shortage of well-qualified English teachers throughout the Nation. The immediate future does not promise relief from this situation. This means that there are now, and will continue to be, many teachers teaching English in Montana who are not well qualified.

The Montana English teachers should be acquainted with some of the common pitfalls in English recognition that tend to be predominant throughout the state. This study, therefore, has attempted to point out some of the weaker areas in the recognition of English fundamentals to encourage teachers to spend more time in these particular areas with the students.

The problem is of such serious nature that copies of studies of this type should be placed before all persons having any responsibility

in the allocation of state school funds in order that a portion of school monies might be siphoned into a special fund to remedy this situation.

In the next chapter the presentation of the most often missed cue word or words used in measuring the abilities of the freshman class in English recognition will be made.

CHAPTER II

CHARACTERISTIC ERRORS OF COLLEGE FRESHMEN IN THE
AREAS OF GRAMMATICAL USAGE, PUNCTUATION,
CAPITALIZATION AND SPELLING AS
REVEALED BY TESTS

Nine control groups composed of 315 students in the three ability levels from each of the three types of school districts in the State of Montana were tested to determine the number of correct responses in English recognition. These control groups were the incoming freshmen at Montana State College in the school year 1956-1957.

In reviewing the International Business Machine tabulation charts (see Appendix), the writer detected a similar pattern of recognition problems in the following fields: (1) errors in grammatical usage, (2) punctuation difficulties by ability groups of pupils from different class high schools, (3) capitalization difficulties by ability groups of pupils from different class high schools, and (4) spelling difficulties by ability groups of pupils from different class high schools.

Errors in Grammatical Usage

As the charts were reviewed they reflected nearly the same mastered skills for Class C high schools as the skills that were mastered by the Class A high schools and the Class B high schools. The pattern also indicated that there were certain trouble spots that were difficult for all levels of ability in all three classes of high schools.

A summary showing the predominant errors, difficulties by ability, and general word difficulties of the cue word or words of most often

missed item in the recognition of the grammatical usage by Montana State College Freshmen for the year 1956-1957 is shown in Table 1.

Predominant errors. Thirty-two words or groups of words, as shown in Table 1, were responsible for the majority of the errors experienced by the nine control groups. The upper third ability group errors are as follows: (1) the upper third Class A high schools have 892 errors falling in this category out of a total of 909 missed, leaving only 17 errors remaining to other words or groups of words, (2) the upper third of Class B high schools have 916 errors in this group out of a total of 954 missed, leaving 38 errors remaining to other classifications, and (3) the upper third of Class C high schools have 1021 errors in this group out of a total of 1056 missed, leaving 35 errors to other words or groups of words. When combining these groups, the number missed is 2829 out of 2919 errors, leaving only 90 errors to be charged to other factors.

The middle third ability group experienced the following pattern: (1) the Class A high schools had 889 errors in this group out of a total missed of 916, leaving 27 errors to be contributed to other factors, (2) the Class B high schools had 847 errors in this group out of a total of 889 leaving 42 errors caused by other words or groups of words, and (3) the Class C high schools had 917 errors in this group out of a total of 955 missed, leaving 38 errors to other items.

The lower third ability group experienced this pattern: (1) the Class A schools had 256 errors falling in this group out of a total of 286 errors, leaving 12 errors to other items, (2) the Class B high

TABLE 1. CUE WORD OR WORDS OF MOST OFTEN MISSED ITEM IN THE RECOGNITION OF THE GRAMMATICAL USAGE BY MSC FRESHMEN

Most often missed word or words	Grammatical Usage											
	Upper Third				Middle Third				Lower		Third	
	A	B	C	Total	A	B	C	Total	A	B	C	Total
than	36	38	38	112	31	30	28	89	10	17	12	39
set	9	13	13	35	8	9	12	29		2		2
seen			5	5	4	4	2	10		5	3	8
me	16	21	10	47	13	11	11	35	7	6	4	17
accept	8	5	10	23	8	10	8	26	2	3	4	9
no error	68	54	76	198	92	88	76	256	31	25	25	81
except	7	12	9	28	4	6	6	16	2	3	4	9
I	31	44	41	116	32	34	42	108	9	15	17	41
hadn't ought	21	13	17	51	10	13	10	33	3	2	4	9
him	29	27	33	89	26	28	31	85	9	7	8	24
there	4	3	5	12	6	9	12	27	1	4	4	9
who	86	102	99	287	98	75	111	284	34	33	30	97
on account of	9	11	16	36	15	7	12	34	2	4	7	13
are	32	40	58	130	39	39	42	120	8	18	14	40
or	15	26	17	58	15	18	12	45	4	5	8	17
their	91	71	94	256	82	82	86	250	25	29	30	84
careful	13	14	15	42	13	11	19	43	2	6	4	12
has	9	19	20	48	21	19	19	59	5	6	7	18
use	25	22	23	70	21	22	23	66	6	6	5	17
gave	9	6	10	25	9	10	9	28	3	1		4
were	27	33	21	81	22	19	23	64	6	7	6	19
myself	33	28	34	95	23	29	28	80	5	5	9	19
would have												
returned	22	20	21	63	21	22	20	63	4	7	7	18
whom	23	22	29	74	21	16	22	59	2	8	10	20
in	20	29	31	80	26	19	28	73	7	9	7	23
all ready	22	28	38	88	31	26	28	85	8	10	11	29
who's	31	37	38	106	28	30	30	88	9	10	10	29
them	44	39	40	123	35	33	34	102	11	11	12	34
emphatic	40	39	38	117	34	31	33	98	9	11	10	30
themselves	33	28	34	95	35	32	32	99	10	12	11	33
seems	42	39	44	125	32	32	33	97	10	12	10	32
you	37	33	44	114	34	33	35	102	12	12	12	36
Total	892	916	1,021	2,829	889	847	917	2,653	256	311	305	872
Possible	3,360	3,360	3,360	10,080	2,220	2,220	2,220	6,660	720	720	720	2,160
Correct	2,451	2,406	2,304	7,161	1,304	1,331	1,265	3,900	452	395	396	1,243
Missed	909	954	1,056	2,919	916	889	955	2,760	268	325	324	917

schools had 311 errors falling in this group out of a total of 325 errors, leaving 14 errors to other items, and (3) the Class C high schools had 305 errors in this group out of 324 errors, leaving 19 errors to other items.

Difficulties by ability. The upper third ability groups missed a total of 2919 of which 2829 errors belong in the group of 32 words or groups of words listing. The lower third missed a total of 917 items of which 872 errors belong to the word or group of word listings.

The number of the question missed by approximately 30 per cent or more of any group is shown in Table 2. Table 2 shows that each ability grouping does not have exactly the same difficulty in recognizing the problem areas as the others. Occasionally an individual control group in one of one-third ability areas will be the only group to experience trouble with one particular question. For example, the Class B pupils in the lower one-third area were the only group to miss question number 3. However, the same trouble areas were experienced by at least 30 per cent of all of the control groups in approximately one-half of the questions listed in Table 2. For example, all ability levels in all groups missed question number 39.

General word difficulties. The number and per cent of correct responses by ability groups of Class A, B, and C schools in English recognition are shown in Table 3.

The upper third ability level group's recognition of grammatical usage shows a possibility of 3,360 correct responses for a total of 100 per cent. The Class A upper third answered 2,451 of these correctly for

a total of 72.9 per cent. The Class B upper one-third answered 2,406 correctly for for a total of 71.6 per cent. The Class C upper one-third answered 2,304 correctly for a total of 68.5 per cent.

The middle third gave the following number and per cent of correct responses: (1) the Class A group answered 1,304 correctly out of a possible 2,220 for a 58.7 per cent, (2) the Class B group answered 1,331 correctly out of a possible 2,220 for a 59.9 per cent, and (3) the Class C group answered 1,265 correctly out of a possible 2,220 for a 56.9 per cent.

The number and per cent of correct responses for the lower third groups are as follows: (1) The Class A group answered correctly 452 items out of a possible 720 for a 62.7 per cent, (2) the Class B group answered 395 correctly out of a possible 720 for 54.8 per cent, and (3) the Class C group answered 396 correctly out of a possible 720 for 55.0 per cent.

The ability groups as a whole showed little difference in the number and per cent of correct responses in English recognition. Less than 3 per cent difference existed between the complete total of the lowest group (the Class C pupils) and the final total of the highest group (the Class A pupils). Out of a possible 13,650 correct answers the Class A pupils answered 8,187 correctly for a total of 59.9 per cent. The Class B pupils answered 8,090 correctly for a percentage rating of 59.3. The Class C pupils received a percentage rating of 57.2 with 7,807 correct answers.

Table 4 shows that in most cases the same ability groups have difficulties in the same areas in punctuation. With some questions the same difficulties experienced by the Class C lower third have the tendency to carry over to the Class C middle third without seeming to have the same effect in the other groups in the lower third grouping. However, Table 3 does not show enough variation in the number and per cent of correct responses between ability groups to warrant special interpretation.

Table 3 shows the upper third ability groups taking the punctuation test have a possibility of 2,688 correct responses for a total of 100 per cent. The number and per cent of correct responses for the upper third groups are as follows: (1) the Class A group answered 1,501 correctly for a 55.8 per cent, (2) the Class B group answered 1,508 correctly for a percentage of 56.1 and (3) the Class C group answered 1,479 correctly for a percentage of 55.

The number and per cent of correct responses for the middle third groups are as follows: (1) the Class A group answered 928 correctly out of a possible 1,776 for a 52.2 per cent, (2) the Class B group answered 910 correctly out of a possible 1,776 for a 51.2 per cent, and (3) the Class C group answered 902 correctly out of the 1,776 for a percentage of 50.7.

The lower third groups are as listed below: (1) the Class A group answered 301 correctly out of a possible 576 for a 52.2 per cent, (2) the Class B group has a 50.1 per cent with 289 answered correctly

TABLE 3. NUMBER AND PER CENT OF CORRECT RESPONSES BY ABILITY GROUPS OF CLASS A, B, AND C SCHOOLS IN ENGLISH RECOGNITION

Class Grammatical Usage			Punctuation		Capitali- zation		Spelling		Total	
No.	%		No.	%	No.	%	No.	%	No.	%
Upper Third										
Possi- ble	3,360	100	2,688	100	1,344	100	1,680	100	9,072	100
A	2,451	72.9	1,501	55.8	440	32.7	278	16.5	4,670	51.4
B	2,406	71.6	1,508	56.1	411	30.5	282	16.7	4,607	50.7
C	2,304	68.5	1,479	55.0	403	29.9	248	14.7	4,434	48.8
Middle Third										
Possi- ble	2,220	100	1,776	100	888	100	1,110	100	5,994	100
A	1,304	58.7	928	52.2	238	26.8	161	14.5	2,631	43.9
B	1,331	59.9	910	51.2	264	29.7	172	15.4	2,677	44.6
C	1,265	56.9	902	50.7	237	26.6	185	16.6	2,589	43.1
Lower Third										
Possi- ble	720	100	576	100	288	100	360	100	1,944	100
A	452	62.7	301	52.2	85	29.5	48	13.3	886	45.4
B	395	54.8	289	50.1	74	25.6	48	13.3	806	41.4
C	396	55.0	273	47.3	75	26.0	43	11.9	787	40.4
Totals										
A	8,187		Possible	13,650		Per Cent	59.9			
B	8,090			13,650			59.3			
C	7,807			13,650			57.2			

Adding machines were used to record all individual counts from the Graphic Item Count Record to arrive at totals. The adding machine tapes are kept on file along with other reference materials in the Montana State College Education Department.

TABLE 4. QUESTION NUMBER MISSED BY APPROXIMATELY 30 PER CENT OF ANY ABILITY GROUP IN PUNCTUATION AREA

	Upper Third			Middle Third			Lower Third		
	A	B	C	A	B	C	A	B	C
1.					B	C	A		C
5.						C			C
8.						C			C
9.	A		C	A	B	C	A	B	C
10.		B		A	B	C	A		C
11.	A	B		A	B	C	A	B	C
16.									C
17.									C
19.							A	B	C
20.									C
23.									C
24.	A	B	C	A	B	C	A	B	C
25.	A	B	C	A	B		A	B	C
26.			C		B				
29.	A	B	C	A	B	C	A	B	C
30.	A	B	C	A	B	C	A	B	C
31.	A	B	C	A	B	C	A	B	C
32.	A	B	C	A	B	C	A	B	C
33.	A	B	C	A	B	C	A	B	C
34.	A	B	C	A	B	C	A	B	C
35.	A	B	C	A	B	C	A	B	C
36.	A	B	C	A	B	C	A	B	C
37.	A	B	C	A	B	C	A	B	C
38.	A	B	C	A	B	C	A	B	C
40.	A	B	C	A	B	C	A	B	C
41.	A	B	C	A	B	C	A	B	C
42.	A	B	C	A	B	C	A	B	C
43.	A	B	C	A	B	C	A	B	C
44.	A	B	C	A	B	C	A	B	C
45.	A	B	C	A	B	C	A	B	C
46.	A	B	C	A	B	C	A	B	C
47.	A	B	C	A	B	C	A	B	C
48.	A	B	C	A	B	C	A	B	C

out of 576, and (3) the Class C group has 47.3 per cent with 273 answered correctly out of 576 questions.

The Class groups had very little variation in the number and per cent of correct responses in punctuation within their own ability level groups. Again using the upper ability groups as an example, the difference between the highest and lowest group is only 1.1 per cent.

Capitalization Difficulties by Ability Groups of Pupils From Different Class High Schools

Passages were given with numbered words and the pupils were to decide whether the word should be capitalized. If they thought the word should be capitalized, they were to blacken the space opposite that number "C" on the answer sheet; if they thought the word should be written with a small letter they were to blacken the space under "s" on the answer sheet. Some words which should have been capitalized did not have numbers under them. They were not to consider such words. They were to be concerned only with the numbered words as shown in the following examples:

Sample:

A. His name is henry.
I II

Sample answer sheet

I.	^C !!	^S ■
II	^C ■	^S !!

Sample:

B. "o wild west wind, thou breath of autumn's being..."
I II

I.	^C ■	^S !!
II.	^C ■	^S !!

The question number missed by approximately 30 per cent of any group was the determining factor for charting that question number. The relation is shown in Table 5.

TABLE 5. QUESTION NUMBER MISSED BY APPROXIMATELY 30 PER CENT OF ANY GROUP IN CAPITALIZATION

	Upper Third			Middle Third			Lower Third		
1.	A	B	C	A	B	C	A	B	C
2.	A	B	C	A	B	C	A	B	C
3.	A	B	C	A	B	C	A	B	C
4.	A	B	C	A	B	C	A	B	C
5.	A	B	C	A	B	C	A	B	C
6.	A	B	C	A	B	C	A	B	C
7.						C		B	C
8.	A	B	C	A	B	C	A	B	C
9.			C	A		C		B	C
10.	A	B	C	A	B	C	A	B	C
11.	A	B	C	A	B	C	A	B	C
12.				A	B	C	A	B	C
13.	A	B	C	A	B	C	A	B	C
14.	A	B	C	A	B	C	A	B	C
15.	A	B	C	A	B	C	A	B	C
16.	A	B	C	A	B	C	A	B	C
17.				A		C		B	C
18.		B	C	A	B	C	A		C
19.	A	B	C	A	B	C	A	B	C
20.								B	
21.	A	B	C	A	B	C	A	B	C
22.	A	B	C	A	B	C	A	B	C
23.		B	C	A		C		B	C
24.	A	B	C	A	B	C	A	B	C

The data in Table 5 show that nearly every question was missed by 30 per cent or better of the control groups. This indicates that more time should be spent in this area to be sure the pupils understand more fully all the problems connected with punctuation.

Table 3 figures indicate a need for more time to be spent on punctuation. The upper third in recognition of capitalization had a possibility of 1,680 correct responses for a 100 per cent total. The Class A group answered 440 items correctly for a 32.7 per cent average. The Class B group answered 411 items correctly for a 30.5 per cent average. The Class C group answered 403 items correctly for a 29.9 per cent average.

The middle group had the possibility of 100 per cent with 888 correct responses. The Class A group answered 238 items correctly for a 26.8 per cent average. The Class B group had a 29.7 per cent average with 264 correct items. The Class C group answered 237 items correctly for a 26.6 per cent average.

The lower third group needed 288 correct responses in order to have 100 per cent. The Class A group had a 29.5 per cent average with 85 correct responses. The Class B group answered 74 items correctly for a 25.6 per cent responses.

Within the upper ability group in capitalization there is a difference in range of 2.8 per cent between the highest and lowest groups in the number of correct responses. This difference is too slight to use as an accurate gauge with the limited numbers used in this test.

Spelling Difficulties by Ability Groups of Pupils
From Different Class High Schools

The spelling words were in groups of four with a fifth choice as "none wrong". There was a total of 30 of these groups. The directions read that if a word was misspelled the space on the answer sheet, with the same number, should be blackened. If all four words in the group were correctly spelled, the space on the answer sheet under "0" should be blackened. No group was to contain more than one misspelled word. The type test given in spelling is as follows:

Sample:	1	2	3	4	0
A. 1 - 1 schoolastic	■				

1 - 2 industrial

1-- 3 parochial

1 - 4 transverse

1 - 0 none wrong

Sample:	1	2	3	4	0
B. 2 - 1 bison					■

2 - 2 cottage

2 - 3 engineering

2 - 4 identical

2 - 0 none wrong

With the exception of two groups of words all of the groups of words were missed by 30 per cent or better of all control groups. The results of the spelling test are shown in Table 6.

The twentieth group of words, that all of the control groups kept from missing by at least 30 per cent, contained the word inconceivable.

TABLE 6. QUESTION NUMBER MISSED BY APPROXIMATELY 30 PER CENT OF ANY GROUP IN SPELLING

	Upper Third			Middle Third			Lower Third		
	A	B	C	A	B	C	A	B	C
1.	A	B	C	A	B	C	A	B	C
2.	A	B	C	A	B	C	A	B	C
3.	A	B	C	A	B	C	A	B	C
4.	A	B	C	A	B	C	A	B	C
5.	A	B	C	A	B	C	A	B	C
6.	A	B	C	A	B	C	A	B	C
7.	A	B	C	A	B	C	A	B	C
8.	A	B	C	A	B	C	A	B	C
9.	A	B	C	A	B	C	A	B	C
10.	A	B	C	A	B	C	A	B	C
11.	A	B	C	A	B	C	A	B	C
12.	A	B	C	A	B	C	A	B	C
13.	A	B	C	A	B	C	A	B	C
14.	A	B	C	A	B	C	A	B	C
15.	A	B	C	A	B	C	A	B	C
16.	A	B	C	A	B	C	A	B	C
17.	A	B	C	A	B	C	A	B	C
18.	A	B	C	A	B	C	A	B	C
19.	A	B	C	A	B	C	A	B	C
20.									
21.	A	B	C	A	B	C	A	B	C
22.	A	B	C	A	B	C	A	B	C
23.	A	B	C	A	B	C	A	B	C
24.	A	B	C	A	B	C	A	B	C
25.	A	B	C	A	B	C	A	B	C
26.						C			C
27.	A	B	C	A	B	C	A	B	C
28.	A	B	C	A	B	C	A	B	C
29.	A	B	C	A	B	C	A	B	C
30.	A	B	C	A	B	C	A	B	C

The question that entered the writer's mind was "could it be that this word is used so often as an example in the i, e rule and also for an example of misspelled words that the pupils were all familiar with it?"

Use "i" before "e" except after "c" or
when sounded as "a" as in neighbor or
weigh.

Some exceptions are neither, leisure and seize.

Within the upper ability level groups in spelling there is a difference in range of 2 per cent between the highest group (Class B) and the lowest group (Class C) in the number of correct responses. It is felt that this is not enough difference to make a definite statement as to which group is superior. Within the ability level of the middle groups there is a 2.1 per cent difference between the high group (in this case the Class C pupils) over the lowest group (the Class A pupils). The actual differences then among these groups then is very limited according to the results established by this investigation.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

A study of the number and per cent of correct responses by ability groups of Class A, B, and C schools of English recognition should be useful to all who are interested in English problems. The last few years have found an increasing demand for good English being made of the secondary schools by businesses as well as by the institutions of higher learning. This demand by these agencies for the teaching of better English, together with the remarks of many people including the lay groups, led to this investigation to determine whether or not the quality of the English being taught in the Class C districts in the State of Montana today is inferior to the quality of the English being taught in the Class A and Class B districts.

Summary

This study indicates some of the common pitfalls in English recognition that tend to be predominant throughout the state. The study also determines the number and per cent of correct responses by ability groups of Class A, B, and C schools of the Montana high school system in the fields of (1) grammatical usage, (2) punctuation, (3) capitalization, and (4) spelling.

From the study of 315 tests administered to incoming freshmen at Montana State College in the school year 1956 O 1957, the following results concerning English recognition in the mechanics of expression were shown:

1. The pupils from Class C schools are not inferior to those from Class A and B groups in the recognition of correct English forms. The Graphic Item Count Record and the Tables used in presenting numbers and per cents showed very little difference between the Class C students and the other students in the number and per cent of correct responses in the fields of grammatical usage, punctuation, capitalization, and in the field of spelling.
2. The types of errors which caused the most difficulty were characteristic of all groups. The difficulty with the word who caused the greatest number of errors for the upper, middle and lower groups alike. The upper third missed a total of 287 on this word; the middle third missed 284; the lower third missed 97. The word that caused the next most trouble for the upper third was their with 256 errors; this same word was third for the middle ability group with 250 errors (no errors being the second highest with 256 missed); the lower third had their as the second highest missed word with a total of 84 wrong.
3. All groups were best prepared in recognizing the errors in the field of grammatical usage; then punctuation, capitalization, and spelling in that order.

Conclusion

In measuring the ability groups in the four areas tested so little difference was noted between the highest and lowest ability groups within their own ability levels in English recognition that one could not definitely say that one group is superior to another. Less than 3 per cent difference separated the final total of the Class C pupils number of correct responses from those of the Class A pupils and the Class B pupils.

Out of a possible 13,650 correct answers the Class A pupils got 8,187 right for a total of 59.9 per cent. The Class B pupils answered 8,090 correctly or a rating of 59.3 per cent. The Class C pupils received a percentage rating of 57.2 with 7,807 correct answers.

From this study it was clearly indicated that all groups tended to make the same general errors and that a general upgrading of English should be seriously considered.

Recommendations

The Montana teachers should be acquainted with some of the weaker areas in the recognition of English fundamentals and should be encouraged to pay more attention to pupil difficulties in the particular areas. The teachers should not assume that these words are so simple and so frequently encountered that the students would have mastered them after several exposures to the word.

It is recommended that copies of studies of this nature should be made available to all English teachers and that similar local studies be made. Copies of the results should be made available to all persons having any responsibility in working with pupils on English fundamentals.

A P P E N D I X

1-90
GROUP C

GROUP C

115		115		115
110		110		110
105		105		105
100		100		100
95		95		95
90		90		90
85		85		85
80		80		80
75		75		75
70		70		70
65		65		65
60		60		60
55		55		55
50		50		50
45		45		45
40		40		40
35		35		35
30		30		30
25		25		25
20		20		20
15		15		15
10		10		10
5		5		5
TOTAL	1 3 5 7 9 11 13 15 17 19 21 23 25 27 29 31 33 35 37 39 41 43 45 47 49 51 53 55 57 59 61 63 65 67 69 71 73 75 77 79 81 83 85 87 89	TOTAL		TOTAL

TEST _____ PART _____ QUESTIONS _____

RESPONSES: RIGHTS ☐ WRONGS ☐ RESPONSES No. _____ ODDS ☐ EVENS ☐ GROUP C L¹/₃

1-90

GROUP F M $\frac{1}{3}$

[illegible]

INTERNATIONAL TEST SCORING MACHINE
GRAPHIC ITEM COUNT RECORDPRINTED
U.S.A.TEST _____ PART _____ QUESTIONS 1-90RESPONSES: RIGHTS ☐ WRONGS ☐ RESPONSES No. _____ ODDS ☐ EVENS ☐GROUP A L¹³

115	115	115
110	110	110
105	105	105
100	100	100
95	95	95
90	90	90
85	85	85
80	80	80
75	75	75
70	70	70
65	65	65
60	60	60
55	55	55
50	50	50
45	45	45
40	40	40
35	35	35
30	30	30
25	25	25
20	20	20
15	15	15
10	10	10
5	5	5
TOTAL	TOTAL	TOTAL

1-90
OUP B 4 1/3

GROUP B 11/3

[illegible]

1-90

GROUP B 45

[illegible]

TEST _____ PART _____ QUESTIONS _____

1-90

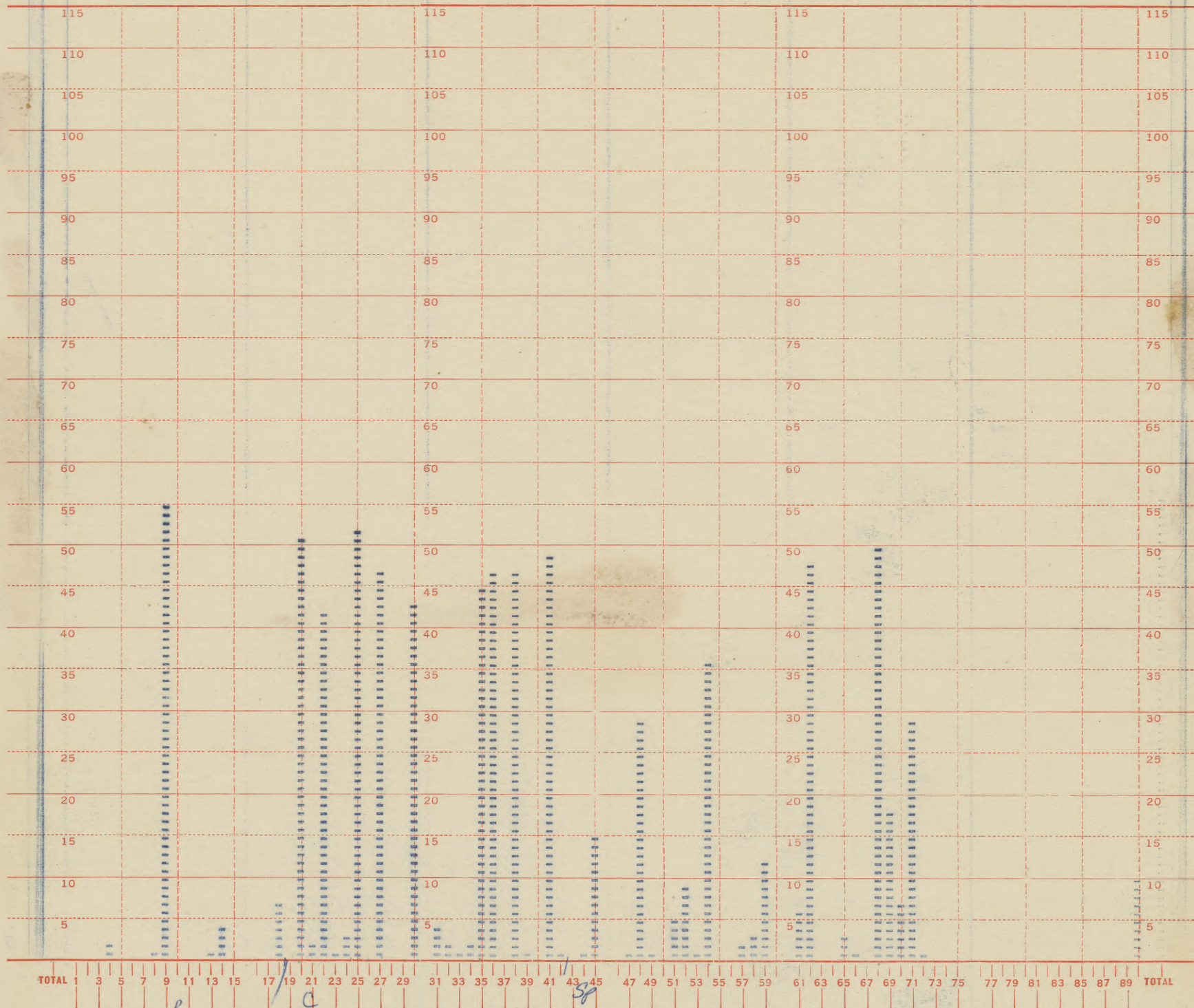
RESPONSES: RIGHTS ☐ WRONGS ☐ RESPONSES No. _____ ODDS ☐ EVENS ☐

GROUP B L₁

[illegible]

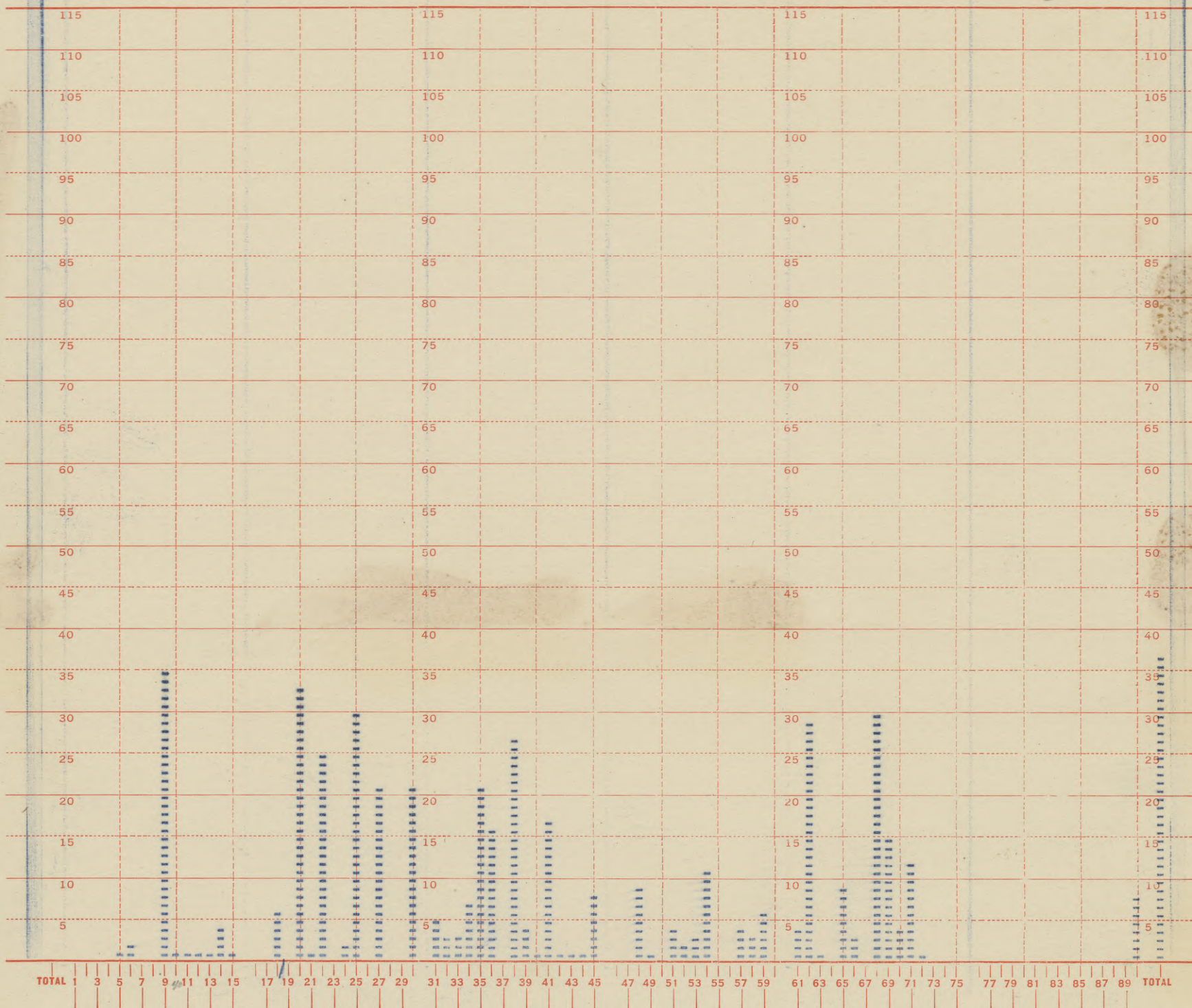
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IN
U.S.A.

TEST _____ PART _____ QUESTIONS _____

RESPONSES: RIGHTS ☐ WRONGS ☐ RESPONSES No. _____ ODDS ☐ EVENS ☐ GROUP A 11/3

INTERNATIONAL TEST SCORING MACHINE
GRAPHIC ITEM COUNT RECORDPRINTED
IN
U.S.A.

TEST _____ PART _____ QUESTIONS _____

RESPONSES: RIGHTS ☐ WRONGS ☐ RESPONSES No. _____ ODDS ☐ EVENS ☐GROUP A M 3

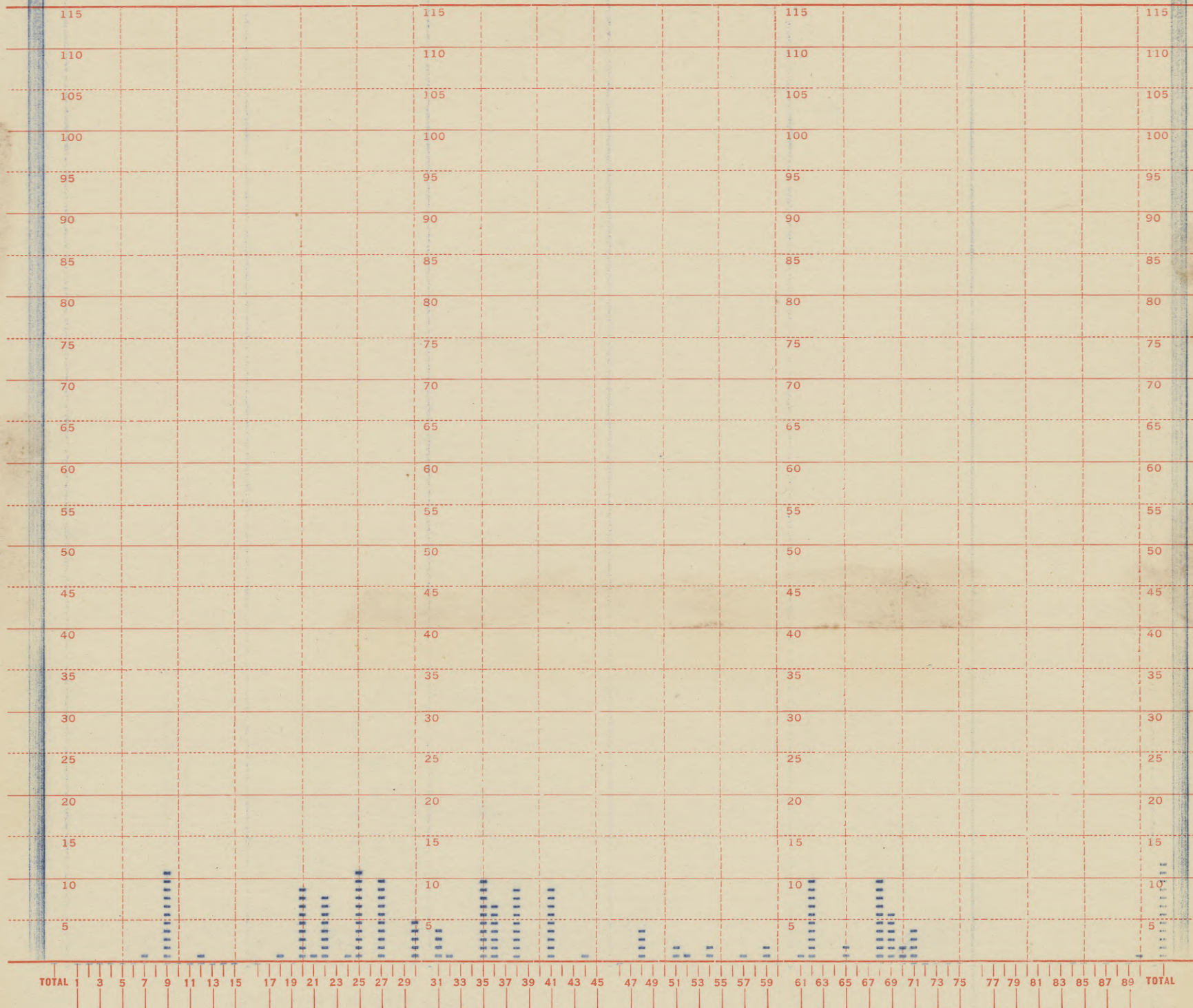
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GRAPHIC ITEM COUNT RECORD

TEST _____ PART _____ QUESTIONS _____

RESPONSES: RIGHTS ☐ WRONGS ☐ RESPONSES No. _____ ODDS ☐ EVENS ☐

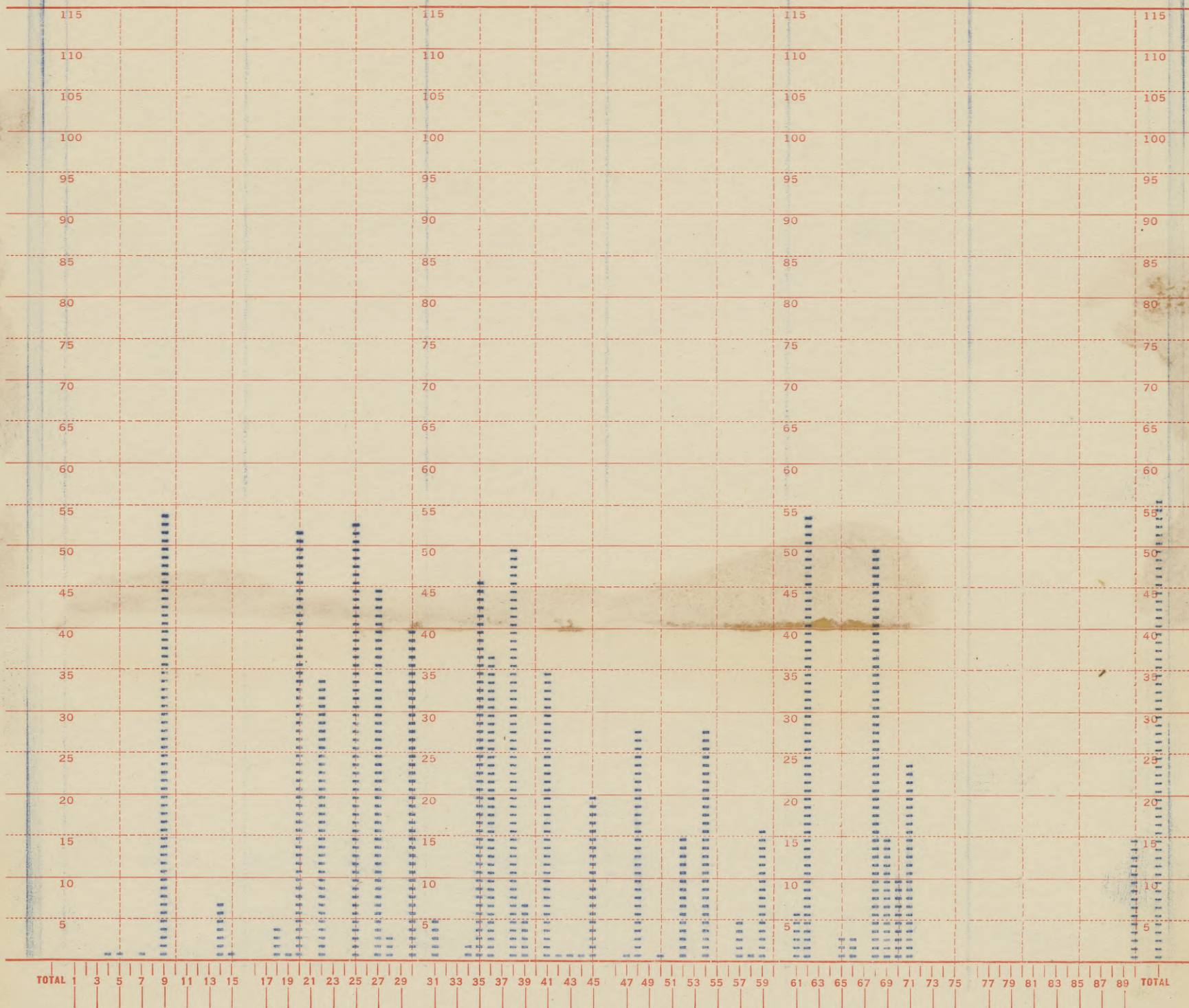
GROUP

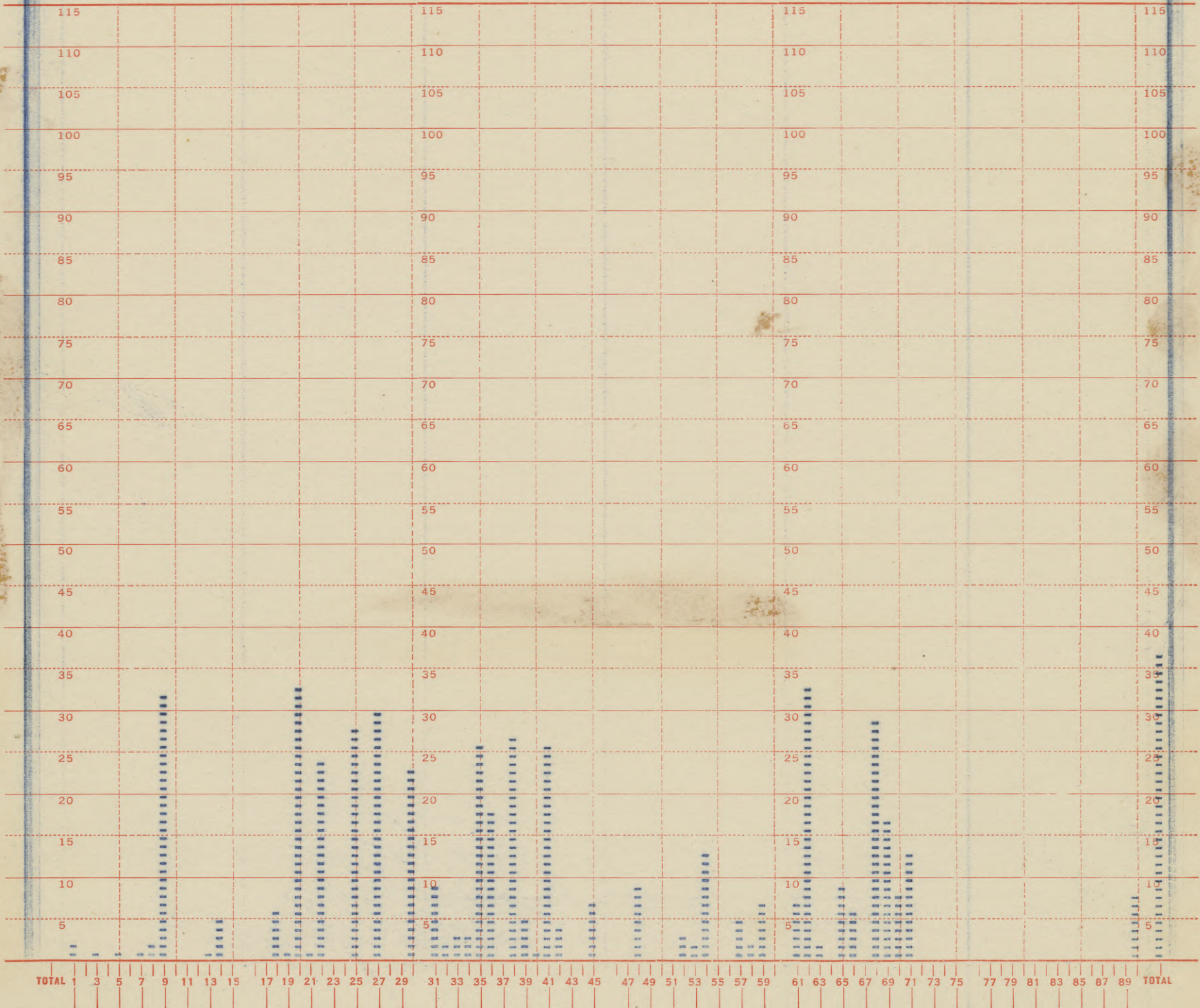
A 4 1/2



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GRAPHIC ITEM COUNT RECORDPRINTED
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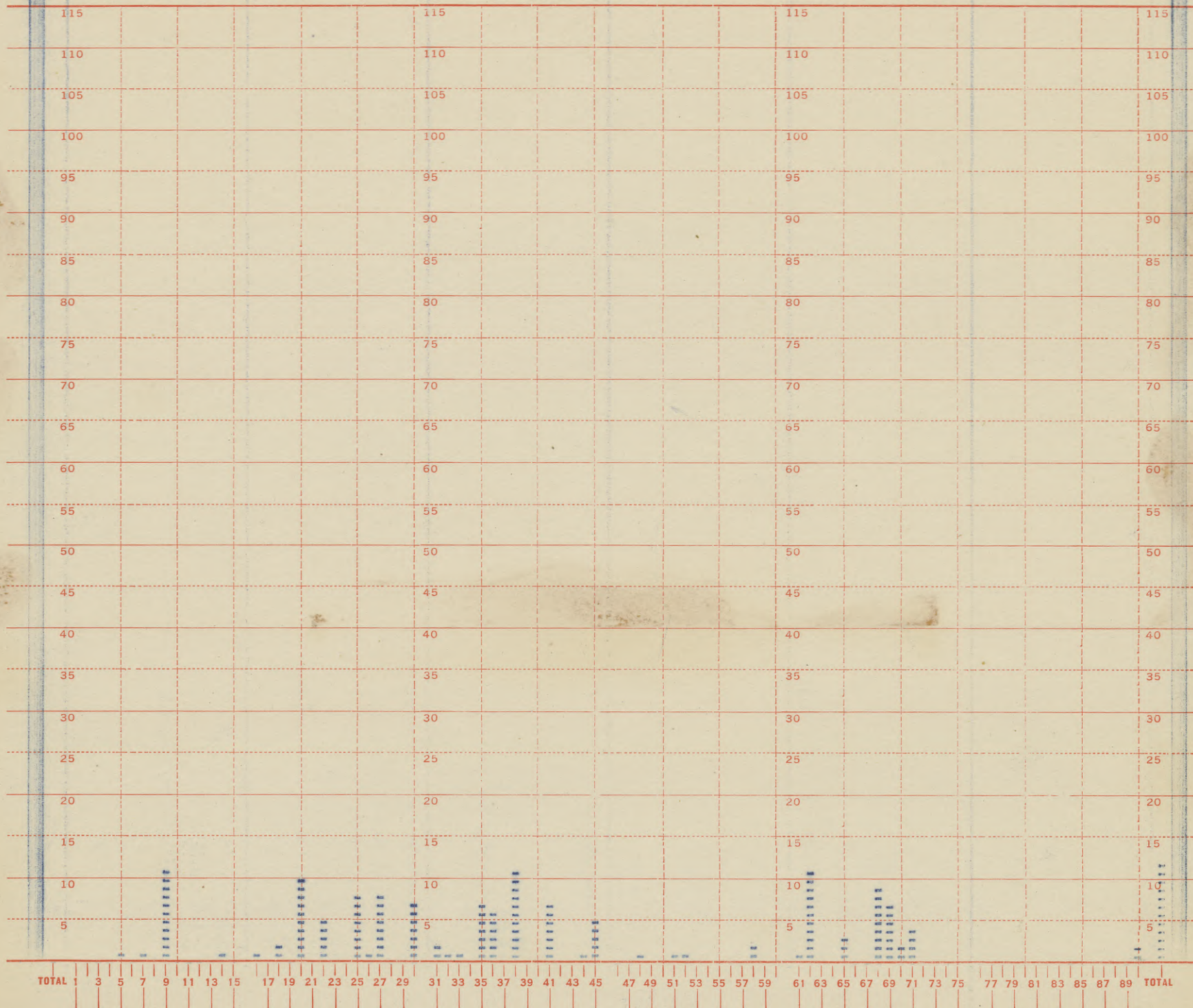
TEST _____ PART _____ QUESTIONS _____

RESPONSES: RIGHTS ☐ WRONGS ☐ RESPONSES No. _____ ODDS ☐ EVENS ☐ GROUP *B 4 1/3*

INTERNATIONAL TEST SCORING MACHINE
GRAPHIC ITEM COUNT RECORDPRINTED
U.S.A.TEST _____ PART _____ QUESTIONS _____
RESPONSES: RIGHTS ☐ WRONGS ☐ RESPONSES No. _____ ODDS ☐ EVENS ☐ GROUP B M $\frac{1}{3}$ 

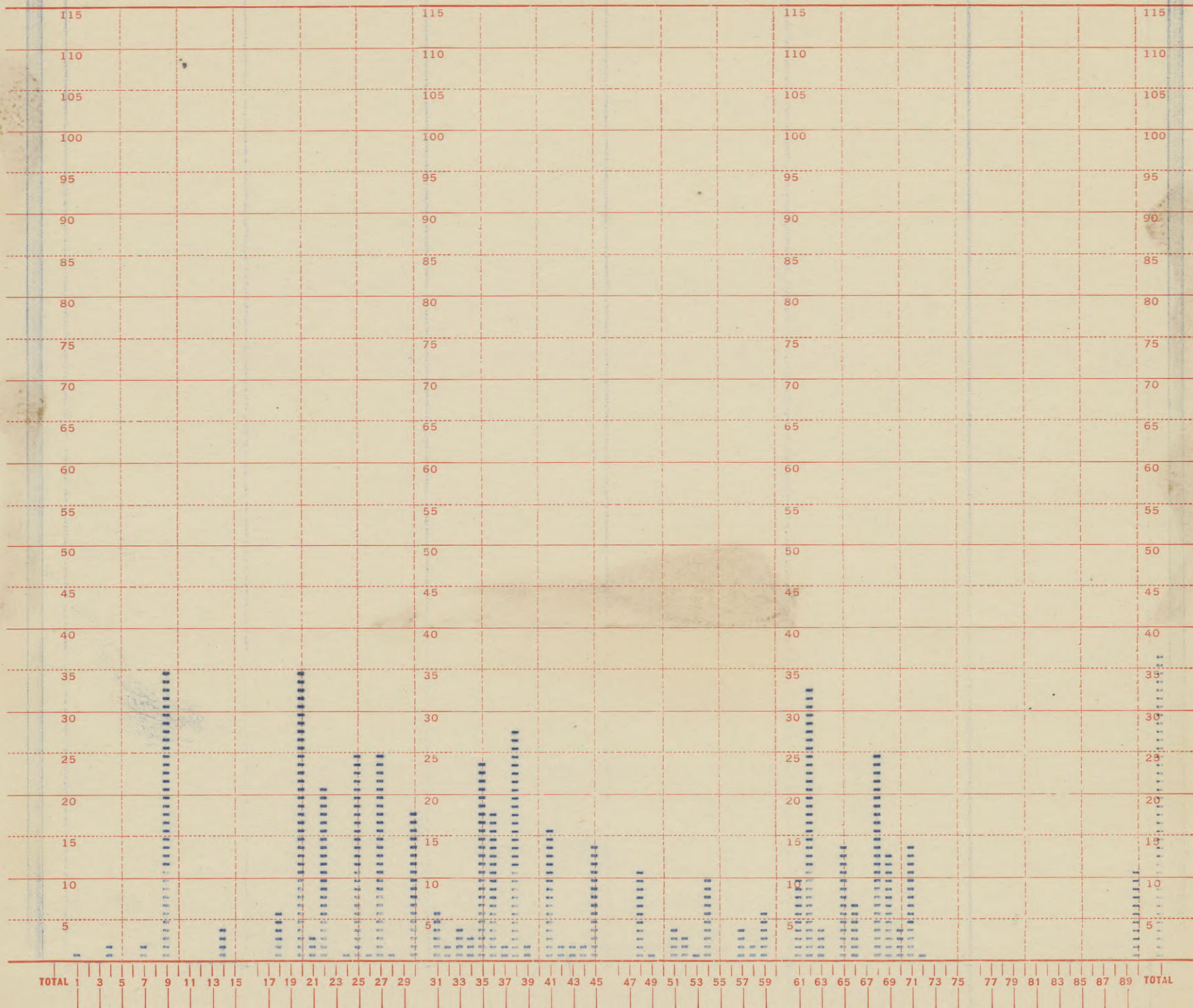
INTERNATIONAL TEST SCORING MACHINE
GRAPHIC ITEM COUNT RECORD

TEST _____ PART _____ QUESTIONS _____

RESPONSES: RIGHTS ☐ WRONGS ☐ RESPONSES No. _____ ODDS ☐ EVENS ☐ GROUP B 45

INTERNATIONAL TEST SCORING MACHINE
GRAPHIC ITEM COUNT RECORDPRINTED
IN
U.S.A.

TEST _____ PART _____ QUESTIONS _____

RESPONSES: RIGHTS ☐ WRONGS ☐ RESPONSES No. _____ODDS ☐ EVENS ☐GROUP C M₃

INTERNATIONAL TEST SCORING MACHINE
GRAPHIC ITEM COUNT RECORDPRINTED
U.S.A.

TEST _____ PART _____ QUESTIONS _____

RESPONSES: RIGHTS ☐ WRONGS ☐ RESPONSES No. _____ ODDS ☐ EVENS ☐ GROUP C L $\frac{1}{2}$ 