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AN EVALUATION OF TEACHING PRACTICE
IN THE MINIMUM ESSENTIALS OF ENGLISH
THROUGH GRADES SIX TO TWELVE IN THE SCHOOLS
OF CACHE COUNTY, UTAH
1931-1932

A Thesis
Submitted to the Department of
Education and the Committee on Graduate
Work of the Utah State Agricultural College in
Partial Fulfillment of the
Requirements for the
Degree of Master
of Science

By

W. WENDELL PERKINS

LOGAN, UTAH

MAY, 1934

A_C_K_N_O_W_L_E_D_G_M_E_N_T

The present writer is truly grateful for the generous cooperation of Superintendent J. W. Kirkbride of the Cache County School District, and to the teachers of the schools who supplied the information upon which this study is based. He is also grateful for the efficient and kindly services of Professor E. A. Jacobsen and Professor W. J. Vickers, who gave valuable suggestions during the preparation of this manuscript. For patient and careful help in the compilation and checking of data the writer is indebted to his wife.

W. W. P.

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CHAPTER I

THE PROBLEM

Purposes of the Study

National English Committees¹ insist that composition content is of first importance; organization of ideas, second; and form, third. The writer agrees with this point of view, but believes that a large proportion of class time in English, all through the grades, is spent in trying to establish knowledge and skill in the use of grammar, punctuation, capitalization, and mechanics generally.

Since this is the case, why is it that more satisfactory results are not produced;--why is it that students who reach the senior year in high school are, in many cases, profoundly ignorant of the very elemental concepts in grammar, and ignore rules for punctuation and capitalization?

College professors who teach freshman English are very prone to ask the same question. For instance Henry² asks,

"What causes a normal eighteen-year-old student to arrive at college with inadequate preparation in the use of the language which must be the basis of every course he takes? There are many answers but only one conclusion: the grade schools are allowing pupils to pass on into high school without learning grammar, and the high schools are graduating these same students four years later without having appreciably modified their faulty and incorrect use of language."

¹"The committee recognizes, moreover, the value of systematized knowledge in the case of grammar. . .and the like. But it believes this knowledge is subsidiary."--James Fleming Hosie, "Reorganization of English in the Secondary schools."

It appears that by and large this condition of inadequate preparation in what might be termed "minimum essentials" in English, either for college or for life, is the all-too-common condition of high school graduates, in spite of the fact that in most cases pupils have had twelve consecutive years of training in English usage.

That conditions in this respect in the schools of Cache County are far from satisfactory is the general observation of high school teachers of English with whom the writer has the problem. Objective evidence of unsatisfactory performance in English is supplied by the state and county standardized tests given in the last few years. Although Cache County³ has made a place above or near the upper quartile in the two tests for which reports are available, those of 1929 and 1930, the county as well as the state as a whole is below the national norm on these tests.

Returns from the Pressey Diagnostic tests in grammar, sentence structure, punctuation, and capitalization given in 1932, indicate that the county is below national norms on this list.

After studying these conditions, the writer began to wonder just why such should be the case,--why, after so

Report of joint Committee on English. Bulletin No. 2, Seventeenth Yearbook. Page 33.

²Ralph L. Henry, "Flunking Comp--A Study of High School Preparation in English." Educational Review, Vo., 74 (1927) 109.

³In 1929 North Cache High School seniors scored 136 on Form A in the Pribble McCrory test in Minimum essentials making a rank in the state of 23 from the top among 65 high schools. In 1930 the North Cache Seniors scored 147 on Form C of this test. The National norm is 148+

many years of instruction, pupils still fail on a comparatively few essential performances in English. To examine the program of minimum essentials in English, as these elements are taught, supposedly in a systematic way, through the grades, to find out just what is happening occurred to the writer as a feasible project. That such an examination might reveal conditions which are making our teaching ineffective seemed, at least, possible. For instance, the writer began to wonder whether or not the program of English essentials was well articulated from grade to grade, and from junior high to high school; whether the goals for each year's work were well established in the minds of the teachers, and whether these made up a cumulative, systematic, economical, continuous program with well defined ultimate objectives.

With such questions and problems in the mind of the investigator, he began to formulate definite plans and problems to be solved by this study.

It becomes the purpose, then, of this thesis to examine the teaching program of some of the essentials in English as it exists throughout the upper grades in one county system for one year. The investigation, in a sense, becomes a case study of one county's program. The writer feels that before intelligent steps can be taken towards curriculum improvement, current practice must be determined and evaluated. The disease of the patient, if one exists, must be diagnosed before intelligent remedies can be applied.

Statement of Problem

Stated specifically the problem, then, is this:

To what extent does the present practice of teaching the minimum essentials in English, throughout the grades from six to twelve inclusive in the schools of Cache County, Utah, make a continuous, well articulated course?

In order to analyze the present program and evaluate it the writer will endeavor to answer the following questions:

- I. What is the present practice in teaching the program of minimum essentials? (1) To what extent is there overlapping of content and duplication of teaching effort? (2) Do there seem to be well defined and definite goals or objectives for each year's work, which fit into a goal for the program as a whole? (3) Does it appear that too much or too little emphasis is placed upon certain items, or the course as a whole of minimum essentials? (4) Is grade placement of items consistent with the best criteria available for determining this fact.

As is suggested above, the study is limited to a consideration of these questions in grades six to twelve, inclusive, in the schools of Cache County, Utah and is further limited to a consideration of minimum essentials as determined by 88 items in a check list, including grammar, punctuation, capitalization, and form generally as outlined in the following chapter.

CHAPTER II

METHOD OF STUDY

As was stated in chapter I, the first problem of this investigation was to obtain a rather complete picture of the course of minimum essentials in English as it is operative throughout all the grades from six to twelve inclusive in the schools of Cache County, Utah.

That no two teachers in the same grade in a district where there is not strict, specialized supervision would teach the same material throughout the year is very likely. Hence the writer devised a check list¹ to be filled out by each teacher. The check list had to be limited in length. After careful study of a number of text-books and lists of minimum essentials, a list of 88 items was devised. Although the list is neither exhaustive, nor infallible as a program of minimum essentials, it probably is inclusive enough, and itemized into sufficiently small units to serve its purpose in this study.

The check list contains 49 items of grammar, ten rules for punctuation, and five items of form in composition. After the items, which are numbered and arranged in a column, there are four columns headed respectively as follows: "Taught as new material", "Reviewed thoroughly", "Checked and found satisfactorily mastered", "Not touched upon". In addition the teachers were asked to place an (x) before any item which they had introduced this year with the idea that

¹See appendix, page 103

it was to be mastered in subsequent years. Instructions² explained how each heading was to be interpreted. As will be seen from the list, a teacher merely had to place an (x) or a (✓) in the proper place.

As a member of the Cache County English Committee, the writer laid his plans for the investigation before the County Superintendent, Mr. J. W. Kirkbride. The Superintendent showed much interest in the project, and cooperated to the extent of permitting a letter³ over his signature to be sent out with the check list to each teacher. The lists were placed in the hands of the teachers two weeks before the close of the school year, 1932, in order that the teachers might have ample time to check the list, and at the same time, have finished their year's work. As a result of the fine cooperation on the part of the superintendent and the teachers, a 100% return was secured.

The writer thus obtained usable data from 22 sixth grades, 20 seventh grades, 20 eighth grades, 12 ninth grades, 7 tenth grades, 10 eleventh grades, and 7 twelfth grades. Except in the case of two tenth grades⁴, lists were received from every English teacher in Cache County in the grades studied.

²see appendix, page 103

³see appendix, page 107

⁴Because of an oversight, two tenth grade teachers did not receive a check list.

SAFEGUARDS AND LIMITATIONS OF THE STUDY

Although the check list was carefully built, and revised after consultation with other English teachers who were asked to check it as a test of its practicability, it is still open to some criticism. In the first place it is a type of questionnaire. The writer is well aware of the shortcomings and inherent defects of the questionnaire for gathering data, but felt that a check list type in this case would be the most practical and satisfactory method.

As has been explained, the answers were made as objective as possible, the list was made as short as possible consistent with its purpose, and 100% returns were secured. Still there is the question of entirely reliable answers. Five items on the list, numbers, 5, 10, 18, 49, and 85⁵ are perhaps too general or inclusive to be of much value, but space would not permit their being broken into smaller units. In a few cases one or two items on the list were not checked, although this happened so infrequently as to be of no serious consequence. Since a 100% response was secured and since there would be no motive for falsifying answers, it seems reasonable to conclude that the answers are accurate. It is surely reasonable to assume, and conversation with other teachers, justifies the conclusion that teachers would know how they had handled each item during the year.

Since the writer could find only one previous study⁶

⁵See appendix pp. 103-105.

⁶See page 22

Which had been done with a check list and technique similar to this investigation, the study is a kind of experiment in a new method of determining curriculum content.

The data is necessarily limited to that supplied by the 88 items on the list, and is applicable only to Cache County for the year 1932. Generalizations can be made for other districts only in so far as they are comparable to Cache County.

Method of Tabulation

The data from the check lists were transferred to five tables in which the frequencies are changed to percentages of the total number of classes in each grade that handled each item in the way specified. These tables, which appear in Chapter V, present rather a complete picture of the program as it was taught through one year in the grades studied.

CHAPTER III
RELATED STUDIES

Although there is a vast number¹ of studies in English only a few have a direct bearing on this study. Since the statement of the problem in this investigation requires the setting up of some criteria as a basis for evaluating the course in English essentials as taught in the schools of Cache County, the following studies in the field of English are reviewed for the purpose of giving background upon which to establish the criteria needed.

Three types of investigations are especially useful in helping to interpret the results of this study: (1) investigations which endeavor to select essentials in grammar, (2) investigations which attempt to select essentials in punctuation and capitalization, and (3) studies which pertain to grade placement of these items.

PART I

Investigations Which Attempt to Determine
Minimum Essentials.

Stormzand² made a study in which he attempted to discover the importance of the various topics of grammar as determined by usage. As a basis for his investigation he analysed (1) a large mass of contemporaneous writing,

¹R. L. Lyman compiled bibliographies in 1929 of 415 articles and studies pertaining to grammar, language, and composition in writing his "Summary of Investigations Relating to Grammar Language and Composition." Supplementary

ranging from the best type of classical prose to the ephemeral matter of the daily newspaper and "light" fiction; (2) a large number of compositions written by pupils in all grades from the sixth grade through the high school and college; and (3) letters and articles written by adults. From these different levels of current usage he selected and analyzed ten thousand sentences to determine the frequencies of usage with respect to the following topics of grammar: (1) sentence structure; (2) clauses; (3) phrases; (4) parts of speech; (5) uses of nouns--kinds, cases, and construction; (6) uses of pronouns--kinds, cases, and construction; (7) verbs--tense, mood, kinds, and regularity; (8) adjectives--kinds, comparison, and regularity; (9) adverbs--kinds, and comparison; (10) all other parts of speech.

Space will not permit a complete review of his specific findings with regard to each item listed, but table I³ gives his outstanding conclusions with regards to parts of speech.

Educational Monographs, No. 36. Chicago: Department of Education, University of Chicago. 1929 pp
In a supplement to the same monograph (1931), Lyman considers 63 additional studies in relation to the same subjects.

²Martin J. Stormzand and M. V. O'Shea, "How Much English Grammar?" Baltimore: Warwick and York, Inc., pp. 224

³Stormzand and O'Shea. op. cit., p. 71

TABLE I
RELATIVE IMPORTANCE OF THE EIGHT PARTS OF SPEECH

<u>Part of Speech</u>	<u>Percentage of total number of words in 10,000 sentences.</u>
Nouns	24.2
Adjectives	20.9
Verbs	20.1
Prepositions	11.9
Pronouns	10.7
Adverbs	6.9
Conjunctions	5.2
Interjections	0.0

It is interesting to note that Stormzand found the classification of sentences according to meaning unimportant since in all the material analyzed 92.2 per cent of the sentences were declarative; 6.0 per cent interrogative; and 1.8 per cent imperative. Classification according to form was found to be much more important since complex sentences were found to constitute 44.8 per cent of the total number of sentences analyzed, while simple sentences constituted 38.0 per cent, and compound sentences, 17.2 per cent.

In analyzing these data, Stormzand pointed out:

"We cannot judge on the basis of frequency of the different parts of speech alone which should receive the chief emphasis or what relative importance should be given to each in constructing a course in grammar. Complexity of form, variation of inflection, and the chances for error in each case all must be taken into consideration."⁴

⁴Stormzand and O'Shea, op. cit., p. 76

Stormzand affirmed that the distinction between simple, compound, and complex sentences is fundamental because a great deal in the matter of clauses depends upon the understanding of the differences between the complex and the other two types of sentences. He assumed that violation of sentence completeness is caused by a lack of understanding of the distinctions between dependent and independent clauses. Stormzand further shows the phases of grammar which ought to be placed in the curriculum, and that many constructions commonly stressed in the schools play a very insignificant part in the writing and speaking of daily life, while other phases of grammar which are now slighted by the schools are of real importance. In the light of this it should be especially noted whether teaching practice in Cache County stresses the sentence according to form or use.

Charters and Miller⁵ attempted to construct a curriculum of "derived subjects." For their study they tabulated errors from 4,819 pages of uncorrected composition made by the school children in the sixth to the eighth grades in Kansas City, Missouri. Errors were tabulated under 27 different headings. The significant outcome of this investigation is a list of language principles for a course of study as follows:

⁵W. W. Charters and Edith Miller, "A Course of Study in Grammar Based upon the Grammatical Errors of School Children of Kansas City, Missouri. University of Missouri Bulletin, volume 16, No. 2. Education Series 9 Columbia Missouri: University of Missouri, 1915. p. 46

Language Principles For A Course of Study Based on Errors.⁶

1. Nouns

(a) Definition

(b) Inflection, (1) subject of verb, (2) subjective complement, (3) object of verb or preposition, (4) indirect object. (These are chiefly of use as an aid in understanding of pronouns.)

2. Pronouns

(a) Definition

(b) Personal pronouns (case and person, gender, number)

(c) Compound personal pronouns

(d) Relative pronouns (gender, case)

3. Adjectives

(a) Definition

(b) Demonstrative adjectives

(c) Cardinal and ordinal adjectives

(d) The derivation of proper adjectives

(e) Comparison of adjectives

4. Verbs

(a) Definition

(b) Transitive and intransitive verbs

(c) Person

(d) Number

(e) Tense) particularly present, past, and past perfect)

(f) "Shall" and "will"

(g) "Can" and "may"

(h) Mood (very slight)

⁶Charters and Miller, op. cit., p. 7

- (i) Voice
 - (j) Past participles
 - (k) Infinitive (very slight)--split infinitive
5. Adverbs
- (a) Definition
 - (b) Comparison
6. Preposition
- (a) Definition
 - (b) Government of case
7. Conjunctions
- (a) Definition
 - (b) Classification
8. Misplaced modifiers
9. Double negatives
10. Syntactical redundance
11. Spelling--when explainable by reference to grammar--
"to", a preposition; "two", an adjective; and "too",
an adverb.
12. Sentence structure
- (a) Definition
 - (b) How to write it
 - (1) Begins with capital letter, (2) Ends with period,
exclamation mark or interrogation mark.
13. Parsing and analysis
- (a) Definition of both
 - (b) Division of sentence into parts
 - (c) In general parsing will follow elements outlined in
foregoing outline.

- (d) The extent to which the parsing should be carried should be determined by the errors of the children.

It should be mentioned in passing that the California teachers of English⁷ omitted several items found in the Charters study. These items follow:

- "1. The study of gender, 'because of failure of pronouns to agree'.
2. The indirect object, 'that children may see that verbs may be followed by two words in the objective case'.
3. Classes of pronouns
4. The following classes of adjectives: demonstrative, cardinal numerals, ordinal numerals, proper adjectives.
5. Classes of verbs: transitive, intransitive, copulative.
6. Voice, 'because of the use of the past participle in the passive form'.
7. The infinitive, 'to guard against the split infinitive'.
8. Parsing. The following direction is given for parsing nouns: 'In parsing a noun, its gender, kind, number, case and syntax must be stated.'

"The committee sees no sufficient reason for including any of the above requirements in a course of minimum essentials. But the errors listed in the various studies by Professor Charters form the basis, in part, of the findings of the committee. As to parsing, it is the opinion of this committee that it does not promote good usage in the slightest degree.

"The only sentence work required in the Kansas City course in grammar is analysis, and this is confined to 'sentences involving potential errors.' This committee believes the lack of constructive sentence work to be a weak point in this course of study."⁸

⁷Ernest C. Moore (Editor), "English," Minimum Course of Study pp. 135-194. New York: Macmillan Co., 1922

⁸Moore, op. cit., p.182.

According to the California Committee⁹ the course of grammar based on errors as outlined by Charters is faulty in two respects (1)"in failing to stress sentence mastery and (2) in making the method of dealing with matters of usage too complex and too technical." The California committee recommends functional grammar rather than grammar based on errors.

Cross¹⁰ makes the following distinction between functional grammar, and grammar based on errors:

"Grammar based on errors catalogues the formal errors and tries to eradicate them. Functional grammar does the same. And then it goes on to direct the child in the methods at his command to construct sentences. Both are intelligently corrective. The latter is corrective and constructive."¹¹

The studies reviewed in this section will help to indicate what items in grammar are important enough to warrant their being taught in the schools of Cache County. Those items omitted from the California course are probably of very little value.

PART II

Investigations in Capitalization and Punctuation

So far as the writer has been able to discover, few studies have been made to determine just what rules in capitalization need to be emphasised by teachers.

However, a recent carefully conducted search for language specifics was made by Willing,¹² who gave a battery of twenty-nine tests to seventy eighth-grade and ninth-grade pupils, grouping closely related errors in forty categories. His conclusions are presented in eight pages¹³ of tabulations. Table II¹⁴ shows the errors made in omitting capital letters.

TABLE II

NUMBER OF ERRORS PER 1200 WORDS IN CATEGORY "OMITTED CAPITALS"			
Error Classification	Eighth Gr. (37)pupils)	Ninth Gr. (33)pupils)	Both Grades
1. Proper nouns	164	183	347
2. Proper adjectives	8	9	17
3. First word in sentence	58	28	86
4. First word in line of verse	0	0	0
5. First word in quotation	18	15	33
6. Principal words in literary title	52	31	83
7. Personal titles	11	7	18
8. "I" and "O"	0	1	1
9. Personifications	0	0	0
10. Letter salutations	0	0	0
11. Letter complimentary	1	1	2
12. Miscellaneous	0	0	0

It is apparent from Table II that almost all the errors were made in violation of six of the rules, in the following order: (1) proper nouns, (2) first word in sentence, (3) principal words in literary titles, (4) first word in quotation, (5) personal titles, (6) proper adjectives.

⁹Lyman, op. cit., p. 37

¹⁰Allen Cross, "Staples of Grammar and Composition," Elementary School Journal, XVIII (December, 1917)

¹¹Cross, op. cit., p. 259.

¹²Matthew H. Willing, "Valid Diagnosis in High School Composition," Teachers College Contributions to Education, No. 230, New York: Teachers College, Columbia University, 1926. Pp. viii+64.

¹³ibid pp. 55-63

¹⁴ibid. p. 55

It is quite obvious, according to the table, that the other six rules need no special emphasis. Willing found that more than half of the 293 items distributed in his forty categories might be omitted from study because children made very few errors in their use. He concludes that the discovery of such specifics "should result in the reduction of the current preoccupation of teachers and pupils with materials and drill activities of doubtful validity and meager effect, and should thus release time and energy for attention to other matters in written composition which are much more worth while."¹⁵

It might be suggested in passing that each school district would do well to make such studies, as variations from Willing's findings might be peculiar to different parts of the country.

Ruhlen and Pressey¹⁶ made an investigation to determine which usages in punctuation it is most important that a pupil should learn. These investigators felt that "frequency of occurrence would seem a reasonably satisfactory measure of the importance of usage".¹⁷

The study consists of a systematic accounting of all the punctuation found in one hundred business letters and fifty professional letters; in samplings from one issue each of the Worlds Work, Scribner's Magazine, the Atlantic Monthly, and The New Republic; and in samplings from one copy each of the New York Times, the Ohio State Journal, the Columbus Dispatch, and the Cincinnati Enquirer--a grand total of 38,638 words,

¹⁵Willing, op. cit., p. 54.

¹⁶Helen Ruhlen and S. L. Pressey, "A Statistical Study of Current Usage in Punctuation," English Journal, XIII (May, 1924), 325-31. ¹⁷ibid., p. 325.

approximately 12,000 words for each type of material.

"In handling the results, the total number of cases for each usage for each of the three types of written work was summed, and the results for each group expressed in terms of the number of cases of that usage per 10,000 words. By thus handling the results, it was possible to make valuable comparisons from one type of reading matter to another.¹⁸

Table III¹⁹ shows the frequency of the use of various punctuation marks as found in the three types of material.

TABLE III
FREQUENCY OF USE OF MARKS

Full Stops	Magazines	Papers	Letters	Average
Periods	398	539	666	535
Question marks	18	10	15	14
Exclamation points	8	2	0	3
Total	424	551	681	552
Stops Within Sentences				
Commas	607	624	438	556
Semicolons	46	13	7	22
Colon	17	6	9	11
Dashes	38	10	16	21
Parenthesis	6	1	13	7
Total Internal Stops	714	654	483	617
Special Marks				
Quotation Marks	59	58	16	44
Apostrophe	42	57	22	40
Total Special Marks	101	115	38	84
Grand Total	1,239	1,320	1,202	1,253

From the table it can be seen that the period and comma carry the burden of punctuation, 87 per cent of all the marks used being either periods or commas. From their investigation, Ruhlen and Pressey derived a list of minimum essentials in punctuation²⁰ which follows:

Full stops: Use the question mark after a direct question (not after an indirect question). Use an exclamation point after a sentence, exclamation, or interjection to show strong emotion or surprise. At the end of all other sentences use a period. Use a period also after abbreviations and initials.

Pauses within a sentence: Use a comma (1) to set off slightly parenthetical phrases or clauses, (2) to set off clearly introductory words, phrases, or clauses at the beginning of a sentence or obviously added elements at the end, (3) to separate words or phrases in a series, and (4) to separate clauses joined by "and", "but", "for", "as", or any other simple conjunction. The comma is also used (5) to separate the parts of a date or an address, (6) to introduce a short quotation, and (7) after the complimentary close of a letter.

Use a semicolon (1) between clauses of a compound sentence that are not joined by a conjunction and (2) to make prominent a division within a sentence when the parts separated are very long, or have commas within themselves.

Use a colon (1) after words, phrases, or sentences serving as a formal introduction to something that follows, as a list or a long quotation. Use the colon also (2) after the salutation in a letter and (3) between the hours and minutes in

a statement of time.

Use a dash to indicate a marked break in the progress of thought in a sentence, as when an explanatory element is obviously inserted. The parentheses may also be used for this purpose.

Special marks: Use the apostrophe (1) to indicate the omission of a letter or letters in a word and (2) to indicate the possessive case. However, possessive personal pronouns (its, his, theirs, yours, ours) do not take the apostrophe.

Use quotation marks (1) to inclose a direct quotation (not an indirect quotation) and (2) to indicate the title of a theme, a short story, a magazine article, a poem or play. However, italicize the names of books and magazines (italics may be indicated by underlining). Quotation marks may also be used to call attention to technical, foreign, or unusual words or words used with special (as ironical or humorous) meaning.

PART III

STUDIES RELATING TO GRADE PLACEMENT

It is apparent from a survey of the investigations relating to grade placement of items in grammar, punctuation, and capitalization that the whole subject is still in the realm of much confusion. It seems that it is much more difficult to determine where and when to teach a specific item than it is to determine what to teach.

¹⁸ Ruhlen and Pressey, op cit. p. 326. ¹⁹ ibid op. cit. p.329
²⁰ibid. op. cit. p. 331

One of the earliest studies to determine trends in grade placement was reported by Camenish,²¹ for the National Council of Teachers of English. Courses of study were examined continuously from 1923 to 1927, in an attempt to discover what agreement, if any, existed with regard to minimum essentials. The results of this study indicated that in 1923 the "placing of items was haphazard. Twenty-one items of language usage as distributed by grades in eight courses of study varied in grade placement from the second to the eighth grade; there was no uniformity in the work of the same grades in different systems nor suitable articulation of language allotments between the elementary schools and the high schools within a single system; no course for any level presupposed accomplishments on any other level; most of the language difficulties were massed in the ninth grade of various courses; when the junior high school was introduced, many of the language details formerly placed in the ninth grade were crowded down into the seventh grade."²²

Lansdowne²³ analyzed twenty-five recent courses of study from representative cities from all sections of the United States. "The study was designed to find out where in the seventh, eighth, and ninth grades of public school systems in representative cities of the United States the unit elements of formal grammar are presented"²⁴. Unit elements were counted "constant" if they occurred in a given grade in fifteen or more of the twenty-five courses of study.

²¹Sophia C. Camenish, "Representative Courses of Study in English" English Journal, XVI (April, 1927), 279-94. ²²ibid., p. 281.

²³Katie Lansdowne, "Grade Placement of the Elements of Formal Grammar," Unpublished Master's thesis, University of Wichita, Wichita, Kan. 1930. 67p. ms. ²⁴ibid p

The investigation revealed that the following items were placed in the seventh grade:²⁵

Sentence structure	
Sentence sense	(19)
Simple subject; predicate	(23)
Complete subject; predicate	(16)
Declarative sentence	(18)
Interrogative sentence	(18)
Imperative sentence	(16)
Simple sentence	(24)
Adjective phrase	(17)
Adverb Phrase	(16)
Parts of Speech	
Nouns	(24)
Common	(19)
Proper	(19)
Number	(20)
Predicate noun	(17)
Possessive	(21)
Object of verb	(16)
Pronouns	(24)
Adjectives	(24)
Predicate adjective	(16)
Adverbs	(23)
Prepositions	(22)
Conjunctions	(23)
Interjections	(18)

The constant items for the eighth grade were found to be as follows:

Sentence Structure	
Simple	(17)
Compound	(19)
Complex	(20)
Adjective phrase	(16)
Adverb phrase	(15)
Adjective clause	(19)
Adverb clause	(19)
Independent clause	(16)
Dependent Clause	(16)
Parts of Speech	
Nouns	
Predicate nouns	(15)
Pronouns	
Relative	(15)
Predicate pronouns	(15)
Verbs	
Transitive	(17)
Intransitive	(15)
Regular	(15)
Irregular	(16)

Tense	
Present	(18)
Past	(18)
Future	(18)
Present perfect	(19)
Past perfect	(19)
Future perfect	(17)
Voice	(15)
Principal parts	(19)
Conjugation	(22)
Adjectives	
Comparison	(20)
Adverbs	
Comparison	(19)
Prepositions	(15)
Conjunctions	(19)
Coordinate	(17)
Subordinate	(16)

It is pointed out that this distribution corresponds "very well with the list suggested by the National Committee for this grade".²⁶

The constant items for the ninth grade were found to be as follows:²⁷

Sentence Structure	
Simple	(15)
Compound	(16)
Phrases	(16)
Clauses	(19)
Parts of Speech	
Pronouns	(17)
Agreement	(15)
Verbs	(17)
Adjectives	(18)
Adverbs	(18)

The following items were listed by twelve or more of the twenty-five courses of study:

Nouns	(14)
Predicate noun	(14)
Object of verb	(14)
Pronouns	
Relative	(12)
Predicate pronoun	(12)

²⁶ Lansdowne, op. cit. p. 43. ²⁷ *ibid.*, pp. 45-46. ²⁸ *ibid.*, p. 62.

Verbs

Transitive	(13)
Intransitive	(12)
Agreement with subject	(12)
Principal parst	(12)
Infinitives	(12)
Conjunctions	(12)

In conclusion the author makes note of the following findings:

1. Very wide variations among different English courses of study in the number of different elements of formal grammar that are listed per grade.
2. Marked inconsistencies in most of the courses of study as to grade placement of related subject matter.
3. Striking similarities in the constant items of formal grammar listed by fifteen to twenty-four of the twenty-five courses of study."²⁸

Another significant conclusion reached by this writer is that "the rather abbreviated list of constant items per grade as herein charted seems to signify that formal grammar might better be pushed higher and higher in the grades, with a mastery of sentence sense coming early in the grades."²⁹

In passing it should be pointed out that such studies as the foregoing should not be used as an infalible guide with which to determine grade placement of items, since what is is not necessarily right. Lyman makes this pertinent criticism.

"Such studies, determining the general tendencies of representative courses, are based on the theory that prevailing practice as represented by composite judgment is the best guide in the absence of detailed experimental work. The fact is that prevailing practice, even if it can be ascertained, is an unreliable guide. The false assumption that prevailing practice is the best practice has led to the insidious inbreeding which characterizes courses of study as well as textbooks."³⁰

Such studies, however, do in many cases constitute our only guide at the present time.

Nash and Bush³¹ reported the results of a plan tried out

²⁹ Lansdowne, op. cit., p. 62. ³⁰ Lyman, op. cit. p. 58.

³¹ H. B. Nash and Red R. Bush, "Mastery of Minimum Essentials in English Grammar," Journal of Educational Research, XXI (April, 1930), 309-14.

in the West Allis Junior High School, in which an attempt was made to determine the grade placement of items of grammar and to eliminate non essentials. An itemized list of the grammar course for grades seven, eight, and nine was presented to each of twelve active teachers in the English department with a request that it be returned with the following information:

a. An indication of those items which, in the light of experience, should be removed entirely from the junior high school.

b. An indication of items that do not appear in the list, but which, in the light of experience, are essential to a course in the junior high school.

c. Arrangement and organization of the items so that they would be properly distributed through the six semesters.

Opinions of the teachers were checked with five of the "most recent representative courses of study throughout the country at large".³² The following list of minimum essentials was retained:

7 b

1. Sentence idea
2. Noun
3. Pronoun
4. Subject (simple)
5. Verb
6. Predicate
7. Skeleton of sentence
(simple subject)
(simple predicate)

7 a

8. Complete subject (including compound subject)
9. Complete predicate
10. Skeleton of sentence
(complete subject)
(complete predicate)
11. Kinds of sentences
(declarative)

{interrogative)
(exclamatory)
(imperative)

8 B

12. Verb phrase
13. Linking verb
14. Adverbs (simple)
15. Adjectives
16. Object (direct and indirect)
17. Predicate adjective
18. Predicate noun and pronoun
19. Tense of verb
 - a. present
 - b. past
 - c. future

8 A

20. Prepositions
21. Phrases
22. Conjunctions
23. Clauses
 - a. independent
 - b. dependent
24. Simple sentence
25. Compound sentence
26. Complex sentence

9 B

27. Nouns
 - a. kind
 - b. number
 - c. case
 - d. gender
28. Pronouns
 - a. kind
 - b. number
 - c. person
 - d. case
29. Relative clauses
30. Agreement

9 A

31. Verbs
 - a. three principal parts
 - b. six tenses
 - c. intransitive
 - d. transitive
 - e. person, number
32. Conjugations, "to have", "be", etc.
33. Regular and irregular verbs

34. Verbals

- a. infinitive
- b. participle
- c. gerund

35. Comparison of adjectives and adverbs

36. Active and passive voice

37. Mood indicative

In adopting this course of minimum essentials the authors decided that "mastery" should be the goal of attainment. However, "mastery" was interpreted as follows:

Upper groups, mastery equaled	90%
Average groups, " "	85%
Lower groups, " "	80%

A series of tests were devised and achievement was tested at the end of the semester. The authors report that the goal was reached to the extent that out of 1,119 pupils only 8% failed to get through in January, the end of the semester. Teachers were instructed that when they knew their pupils had attained the goal, they could spend time on literature.

The program, according to the writers, is now established as accepted practice. "The standard is being maintained, and the teachers in the senior high school are already bearing witness to the fact that pupils now seem to know and are able to use, at least, some of the grammar facts."³³

This report is significant because it is suggestive of what a school system might do toward improving its course. However, experimentation, if possible, instead of consensus of opinion would seem to be a better basis for determining grade placement.

Lyman³⁴ summarizes two studies in which the experimenters

³² Nash and Bush op. cit., p. 310. ³³ *ibid.* op. cit., p. 314

³⁴ R. L. Lyman, Summary of Investigations Relating to Grammar, Language, and Composition, Supplement No. 1, a continuation of monograph No. 36., Chicago. Department of Education, University of Chicago, 1931. Pp. 31.

attempt to get at grade placement scientifically.

"By means of an eight-semester trial in minima in English grammar and punctuation with ninth-grade classes in which pupil mastery of specific items was objectively measured, Craig³⁵ determined the following list of minimum essentials in Grammar for which mastery may be maintained."³⁶

1. Recognition of the simple subject
2. Recognition of a sentence as distinguished from fragments of sentences or run-on sentences.
3. Recognition of the simple predicate--only where the predicate consists of one word.
4. Recognition of the direct object--only when there is no other object to confuse the pupil.
5. Recognition of the predicate noun.
6. Recognition of the predicate pronoun.
7. Recognition of the predicate adjective
8. Recognition of the parts of speech--only in the instance of the adverb and interjection.

Mastery may be maintained for the following elements

of Capitalization:

1. The placement of a capital at the beginning of a sentence.
2. The capitalization of the names of cities, states, and months. (proper nouns)
3. The use of a period to close a declarative sentence.
4. The use of the comma to separate the day of the month from the year.

Mastery cannot be maintained for the following items

of grammar:

1. Recognition of the simple predicate consisting of more than one word.
2. Recognition of the direct object when another objective appears in the sentence.
3. Recognition of the noun, pronoun, adjective, verb, preposition, and conjunction when the requirement is a perfect score upon each sentence.

Mastery cannot be maintained for the following items.

1. The capitalization of proper adjectives.
2. The capitalization of beginning lines of poetry.
3. The use of a question mark at the end of an interrogative sentence.
4. The use of the comma to separate a date from the remainder of the sentence.
5. The use of the comma to separate the numbers of series.
6. The use of a comma to separate the name of a city from the name of a state.

From the results of short periods of experimental teaching Guiler³⁷ determined items of capitalization and punctuation the teaching of which probably should be deferred beyond the sixth grade. Such items of punctuation are: dash or dashes to indicate a sudden break in thought, colon after an introductory expression, semicolon between clauses of a compound sentence joined by a conjunctive adverb, semicolon between co-ordinate clauses not joined by a conjunction, exclamation mark after an expression of surprise or emotion, comma to set off an added element at the end of a sentence, comma to prevent misreading, comma or commas to set off words of direct address, comma to set off parenthetical expressions, comma after a dependent clause when it precedes the main clause. The items of capitalization are:³⁸ abstract words strongly personified, names of notable historical events, names of notable historical movements, first and important words in a title, names of sacred books, names of days of special observance, and first word of any direct quotation which is not a complete sentence. (Use of small letter).

The foregoing abstracts will be made use of in the following chapter in which an attempt is made to set up some definite criteria for the evaluation of the teaching practice in the schools of Cache County.

³⁵ Seward S. Craig, "Minima in English", Illinois Association of Teachers of English Bulletin, XXIII (February, 1931), 1-14
³⁶ Lyman, *ibid.*, pp. 14-15. ³⁷ Walter Scribner, Guiler "Improving Ability in Capitalization", and "Improving in Ability to Punctuate" as reported in R. L. Lyman, *op. cit.*, pp. 14-15.
³⁸ *ibid.*

CHAPTER IV

Some Criteria for the Evaluation of a Program of Minimum
Essentials in English

Since the writer is attempting an evaluation of teaching practice in the Cache County program of minimum essentials in English, as was outlined in Chapter I, it will be necessary at this point to set up more definitely some criteria by which to measure and evaluate this program. For the purposes of this study it will be necessary to answer the following questions as fully, and authoritatively as possible.

1. Should the essentials of grammar, punctuation, and capitalization be taught in an organized, systematic, formal way, or should they be taught only incidentally, or in both ways? ✓

2. Should an element or fact in grammar, punctuation, or capitalization be taught to the pupil at any point in the grades where the pupil violates a rule which involves a knowledge of that element, regardless as to whether the pupil is likely to master the idea of the element at that time, or should only those items be presented which the pupil can master at the time?

3. If different elements in grammar, punctuation, and capitalization should be placed at different levels, where according to the best judgment and experimental evidence should these be placed? ✓

The writer realizes that these questions can be answered only in a tentative way, as there is a lack of sufficient experimental evidence to answer them finally or completely. However, the best answers available are to be used as criteria for this study.

As a basis for answering the above questions the conclusions from the studies outlined in the preceding chapter will be used together with statements quoted from other authoritative sources.

As might be expected there is some difference of opinion as regards the first question. Jespersen¹ writes:

"I think that the study of grammar is more or less useless but that it is extremely fascinating. I don't think that the study of grammar, at least in the way that grammar has been studied hitherto, has been of very material assistance to any one of the masters of English prose or poetry."

Cox² says, "Aside from a very few rules and terms by which the structure of and usage may be rationalized and described, the significance of formal grammar for English expression is almost negligible."

The National Joint Committee on English³ makes the following recommendations with regard to various aspects of grammar and punctuation.

"A sane attitude toward the teaching of grammar would seem to be to find out what parts and aspects of the subject have actual value to children in enabling them to improve their speaking, writing and reading, to teach these parts according to modern scientific methods, and to ignore any and all portions of the conventional school grammar that fall outside these categories. In general the grammar worth teaching is the grammar of use...."⁴

¹ Otto Jespersen, "Modern English Grammar", School Review, Volume XVIII, pp. 530-540.

² Philip W. L. Cox, The Junior High School and Its Curriculum, New York, Charles Scribner's Sons, 1929, pp. xxii+474.

³ James Fleming Hosis (Chairman), Report of Joint Committee on English, "Reorganization of English in Secondary Schools", U. S. Bureau of Education, Bulletin No. 2, 1917

⁴ Hosis, op. cit., p 28.

Bagley,⁵ in the report of the National Society's Committee on English, writes the Following:

"Efforts to dispense entirely with the study of the structure and functions of language forms, on the ground that clear and correct expression is solely a matter of good models and constant practice, have not been successful. The present tendency is to recognize a place for the study of grammatical categories and rules, but a serious effort is being made to determine just what materials of formal grammar are of greatest service in fixing the habits of good expression."⁶

From the foregoing, and from the studies reviewed in chapter 3, it appears that it is the opinion of experts that certain elements of functional grammar should be taught, and that there should be a "place for the study of grammatical categories and rules".

In agreement with this Gosling⁷ reports the following:

"1. During the junior high school years elements of grammar which especially contribute to a need arising out of normal situations and which can be mastered at that time should be taught. This incidental teaching is a continuation of the practice in our best elementary schools.

2. In addition there should be in each of the three years [of the junior high school] a systematic course in grammar. The amount necessary will vary with the community, and with the abilities of the pupils."⁸

The committee recommends that from one fifth to two fifths--not to exceed two fifths "under any condition"-- of the amount of time devoted to expression should be spent on grammar.

"3. Like spelling, punctuation, and pronunciation, grammar should always be considered merely a means to good expression. At all times it should be subordinated and made contributory to the more important ends in composition.

⁵ W. C. Bagley, Chairman, Report of the Society's Committee on English, Twentieth-Sixth Yearbook of the National Society for the Study of Education, Part II, Bloomington, Illinois: Public School Publishing Co., 1927. ⁶ Bagley, *ibid.*, pp. 30-31.

⁷ Thomas W. Gosling, Chairman, "The Junior High School Curriculum", Committee on English, pp. 87-146. Fifth Yearbook of the Department of Superintendence., 1927.

4. Only the functional elements of grammar, those details which can aid in preventing or correcting errors in expression, or the improving of the expression should be taught. . .

5. Details selected for mastery should be taught in application.

6. Only such grammar should be presented in any one grade as can there be mastered.

7. Until careful studies are completed, we cannot be certain about grade placement of details. . . . Unquestionably the tendency has been to place difficult matters too early in the course. In general the Committee recommends that details which are needed most frequently by the pupils and which concern errors which are notable offensive to other people should be placed as early in the course as they can be mastered."⁹

Charters¹⁰ emphasises the fact that material should not be presented before pupils can be sure of mastering it.

". . . Material should, therefore, first be graded for difficulty, and second placed according to interest in such a way that no unit of excessive difficulty shall be presented to the learner at any time. If a unit is both difficult and important, it should be saved for the moment when the ability of the student is equal to the mastery of it. . . .

. . . In general, material must be so graded that a unit shall not be presented before the learner has reached the level of ability where he may reasonably hope to master it, and instruction must be continued until he has mastered it to a satisfactory degree."¹¹

The question may arise: "Will not the pupil forget, even though he seems to have mastered the material at the time it was presented?" Lyman¹² says that there should be "cycles of reteaching". This is undoubtedly true in many cases. However, he does not imply that pupil mastery should not be the aim in presenting material. Evidence from the field of educational psychology shows that not only that "forgetting" is less evident if material is firmly fixed by learning but also that it is a violation of the principles of economy in the learning process for the teacher to present material with any other aim than pupil mastery. Figure 1, reproduced from Gates¹³, shows that material which is learned only to

the extent of being just barely above the threshold of reaction is rapidly forgotten, while the more overlearned (nearer mastery) the material is, the more permanently it is retained.

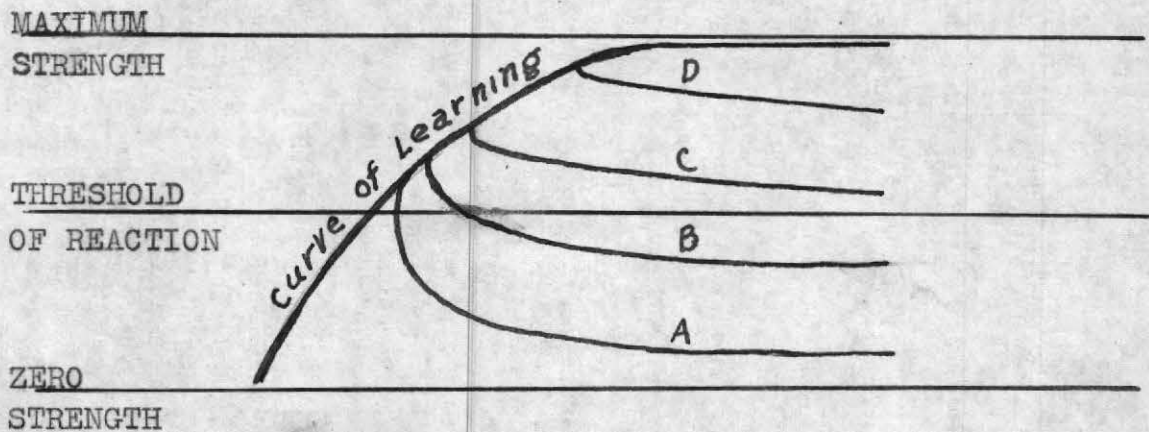


Fig. 1. PROBABLE INFLUENCE OF DISUSE IN THE CASE OF FUNCTIONS OVERLEARNED IN VARIOUS DEGREES. Curve A shows the loss of forgetting which occurs when the function is barely learned. The initial loss is rapid and great, followed by a much slower rate of deterioration. B, C, and D show probable losses in functions which are overlearned slightly, considerably, and greatly, respectively. In all cases, after the rapid initial loss, the strength of the connection steadily but slowly decreases.¹⁴

For the purpose of establishing criteria to be used in this study, the first two questions may be answered so far as grammar is concerned. That is, it is unquestionably the opinion of experts in the field of education that "functional" grammar should be taught both incidentally and in a systematic way, and that material should be presented to pupils only when they have reached the ability level where they can master it.

⁸ Gosling, op. cit. p. 146. ⁹ Gosling, op. cit., p. 146

¹⁰ W. W. Charters, Curriculum Construction, New York: Macmillan Co., 1923. ¹¹ Lyman, op. cit., p. 63.

¹² Charters, *ibid.*, pp. 98, 100.

¹³ Arthur I Gates, Elementary Psychology, New York: Macmillan Co., 1930. Pp. xvii + 612. ¹⁴ Gates, op. cit., p. 328

The investigations reviewed in Chapter III indicate what items of functional grammar and punctuation should be taught.

So far as punctuation is concerned, the teaching and placement of many of the rules must be governed by the course in grammar. For instance a pupil would not be able to apply the rule for the use of commas in nonrestrictive clauses until he could identify a nonrestrictive clause.

Hosic¹⁵ writes the following in the report of the Joint Committee on English:

"Punctuation, so far as it obeys the rules of grammar, should be taught as a part of the study of the grammatical structure of the sentence. The outline of topics in grammar provides automatically for certain topics in punctuation. Matters of punctuation that are purely or primarily rhetorical should be sparingly touched upon in the junior high school for the reason that the pupils are not yet capable of fine distinctions and may easily form the habit of over punctuating, which is worse than not punctuating at all. Let the pupils realize that marks of punctuation are intended to help the reader's eyes, to prevent his running expressions together that should be noticed separately, and you have laid the foundation for an intelligent use of them. The written work of the pupils will provide the matter for practice."

Craig¹⁶ found that mastery may be maintained for only four of the rules for punctuation and capitalization in the ninth grade. If his findings are valid, and if mastery is the goal, teachers are certainly attempting too much difficult material in the junior high school grades.

It will be recalled that Guiler¹⁷ determined a list of items in capitalization and punctuation that probably should be deferred beyond the sixth grade. These studies together

¹⁵ Hosic, op. cit., p. 28. ¹⁶ See Chapter III, p. 29

¹⁷ See page 30

¹⁸ See page 30

with the recommendations of the National Committee and the list of minimum essentials in punctuation discovered by Ruhlen and Pressey¹⁸ will be used as our criteria for evaluating practice with regard to punctuation and capitalization.

To answer even in a tentative way the third question with regard to grade placement is rather difficult. However, since all that can be determined is the consensus of opinion of the best judges, the writer has made composite tables from the Lansdowne investigation,¹⁹ grade placement as recommended by the National Committee²⁰, the West Allis list²¹, and the Utah State Course of Study for Junior High Schools. It must be kept in mind that these lists are merely expert opinion and are not based on scientific investigation to any great extent. The results of this compilation are presented in three tables on the following pages. These tables will give us some basis for comparison with and evaluation of practices in Cache County.

18 See page 18
19 See page 72
20 See page 41
21 See page 25

TABLE IV

Items Listed by Three or More Studies for Seventh Grade

Item	Course			
	A	B	C	D
Sentence.	/	/	/	/
Simple subject; predicate .	/	/	/	/
Complete subject; predicate	/	/	/	/
Declarative sentence. . . .	/	/	/	
Interrogative sentence. . .	/	/	/	
Imperative sentence	/	/	/	
Nouns	/	/	/	/
Common	/		/	/
Proper	/		/	/
Number	/		/	/
Predicate noun	/		/	/
Possessive	/		/	/
Object of verb	/		/	/
Pronouns.	/	/	/	/
Adjectives.	/		/	/
Predicate adjective. . .	/		/	/
Adverbs	/		/	/
Prepositions.	/		/	/
Conjunctions.	/		/	/
Verbs		/	/	/

Key--A.. Lansdowne Investigation.

B.. West Allis Junior High School List.

C.. National Joint Committee on English.

D.. Utah State Course of Study for Jr. H. Schools.

Table IV indicates that it is the consensus of expert opinion that the seventh grade should be made acquainted with the definitions of the eight parts of speech, the base of the simple sentence, and some uses of the noun.

TABLE V

Items Listed by Three or More Studies for the Eighth Grade

Item	List			
	A	B	C	D
Simple sentence	/	/	/	
Compound sentence	/	/	/	
Complex sentence.	/	/	/	
Independent clause.	/	/	/	/
Dependent clause.	/	/	/	/
Adjective phrase.	/	/		/
Adverb phrase	/	/		/
Predicate noun.	/	/	/	/
Relative pronoun.	/		/	/
.				
Items Listed by Two Studies				
Adjective clause.	/			/
Adverb clause	/			/
Noun clause			/	/
Personal pronouns			/	/
Transitive verb	/			/
Intransitive verb	/			/
Present, past, future, tense. /	/			
Voice	/			/
Conjugation	/			/
Coordinate conjunctions . . . /			/	
Subordinate conjunctions. . . /			/	

According to Table V, the emphasis in the eighth grade should be on the sentence according to form, together with a thorough study of clauses. Phrases according to use, are also emphasised. It seems, that to be consistent, uses of conjunctions should be placed here.

TABLE VI

Items Listed by Three or More Studies for the Ninth Grade

Item	List			
	A	B	C	D
Agreement of pronouns with antecedent.	/	/	/	/
Relative pronouns.	/		/	/
Agreement of verb with subject.	/	/		/
Principal parts of verbs .	/	/	/	/
Infinitives.	/	/	/	/
Participles.		/	/	/
Items Listed by Two Studies				
Comparison of adjectives .	/	/		
Comparison of adverbs. . .	/	/		
Essential and nonessential clauses.	/		/	
Case of nouns.		/	/	
Gender of nouns.		/	/	
Transitive verbs	/	/		
Intransitive verbs	/	/		

According to Table VI, the emphasis in the ninth grade is on agreement and principal parts of verbs. Verbals are also introduced here. A comparison of Tables V and VI reveals the fact that there is much disagreement as to the placement of certain items.

Since many authorities have been quoted to the effect that an item should not be introduced until pupils have reached the mental stage where mastery is possible, it becomes apparent that if Craig's²² study is reliable much of the material listed

²² See page 29

in the above tables should be placed still higher in the grades. This fact must be taken into consideration when the these tables are used for comparison with practices in Cache County.

For items not listed in Tables IV, V, or VI there is no uniform judgment as to where they should be placed. Furthermore it appears from various programs and lists that it is the universal practice to present all or practically all the items of grammar, punctuation, and capitalization at some point in the upper elementary grades or junior high school. The National Committee²³ outlines the following program in grammar for the high school grades.

Grade X

. . . Show how clearness may be obtained by the use of connectives, by correct placing of modifiers; by unmistakable reference of pronouns; by correct sequence of tenses; by avoiding dangling participles; . . . by punctuation . . . Make sure that they--the pupils--recognize grammatical relationships.

Grade XI

So much grammar and rhetoric as the work of the pupil seems to demand.

Grade XII

No mention is made of grammar or mechanics.

From the above outline it seems that a knowledge of grammar, punctuation, and capitalization is assumed.

23 Bulletin No. 2, 1917, op. cit., p. 60

The Utah State Course of Study for Senior High Schools²⁴ mentions certain items for each grade, but they are in the main a repetition of materials listed in the junior high school course. The following items are specified:

Grade X

Grammar

1. General review of parts of speech and kinds of sentences.
2. Nouns
 - a. Uses
 - b. Case
3. Pronouns
 - a. Agreement
 - b. Case forms
4. Verbals
 - a. Participles
 1. Use and placing
 2. Avoidance of dangling
 - b. Infinitives
 1. Uses
 - c. Gerunds
5. Adjectives and adverbs--proper placing and use--elimination of confusion between
6. Vulgarisms
7. Verbs
 - a. Further drill on past participles
 - b. Distinction between transitive and intransitive,--set, sit; lie, lay; rise, raise.

Punctuation

1. Compound sentences
2. Simple and complex sentences
 - a. Adverb clause at beginning of sentence
 - b. Participle phrase at beginning of sentence
 - c. Essential and nonessential
 - d. Direct discourse.

Grade XI

No new elements. Course should consist not of the teaching of grammar, but of sentence manipulation, and application in theme work of correct usage.

Subjunctive of verb, reference of pronouns, possessive with gerund.

Punctuation.--Punctuation mastered, including parenthetical matter, essential and nonessential modifiers.

Grade XII

Grammar.--Thorough check-up on this and matters taught in previous grades. Use of exercise book.

Evidence has been presented in the preceeding pages from which it is justifiable to draw the following conclusions:

1. The elements of grammar, punctuation, and capitalization should be presented in a systematic way to the pupils when they actually show a need for this knowledge, as revealed by their oral and written expression.

2. No element or item should be introduced until the pupil has reached such level of ability that he can master it. The teacher's goal in presenting any element should be pupil mastery.

3. There is not sufficient agreement among experts or sufficient experimental evidence that we may be sure of grade placement of items. Tables, IV, V, and VI will serve as the main criteria for this study. Opinion and experimentation all tend to show that many items should be pushed higher into the grades.²⁵

²⁵ Bobbitt says, "In dealing with difficult professional problems, so long as there is no solution capable of scien-

4. Outlines for senior high school courses of study seem to indicate that sentence manipulation and general practice in usage, with reviews specified in some cases, are the prevailing practices in grades X, XI, and XII.

tific verification, our profession is in the mood to leave the matter in the form of a question. This, of course, is a healthy state of mind for either the deucational investigator or practioner. The practioner, however, cannot act on the basis of questions. He can act only as there is solution. A tentative solution on the basis of the best evidence available is better for him than a question. He ought, of course, to realize it is tentative and problematical; but so long as it represents the best solution at which he is able to arrive, it is the safest thing for his purpose."--Franklin Bobbitt, "How to Make a Curriculum", Boston: Houghton Mifflin Co., 1924, pp. 292

CHAPTER V

RESULTS OF THE STUDY

In this chapter the writer attempts to analyze the data gathered in this study and to evaluate the teaching practices of the schools of Cache County in accordance with the criteria that were set up in Chapter IV.

Table VII shows a list of the schools in Cache County from which data were obtained for this investigation. It will be noted that with the exception of the two junior high schools and two senior high schools all of the schools are elementary. With the exception of the Summit School, and Floradell schools, the elementary schools listed have grades from one to eight inclusive. The junior high schools have grades seven, eight, and nine, and the senior high schools include grades nine to twelve.

Although, as was pointed out in Chapter II, generalizations from this study applicable to other districts may be made only within certain narrow limits, it might be noted that the schools listed in this table are quite representative of the rural schools in the larger districts throughout the state.

TABLE VII

SCHOOLS FROM WHICH DATA WERE OBTAINED

School	Classification	Size
Benson	Elementary.	54
Cache Junction	"	27
Clarkston.	"	151
College Ward	"	70
Cornish.	"	94
Cove	"	54
Floradell. .(Wellsville	"	232
Hyde Park.	"	147
Lewiston	"	357
Lincoln (Hyrum)	"	382
Mendon	"	106
Millville.	"	150
Newton	"	106
North Cache.	Senior high school.	694
North Logan.	Elementary.	109
Park (Richmond).	"	256
River Heights.	"	49
Riverside.	"	46
Smithfield	Junior high school.	275
South Cache.	Senior high school	546
Summit (Smithfield).	Elementary.	414
Young.	"	46
Wellsville	Junior high school.	160
Wheeler.	Elementary.	56

Table VIII shows the per cent of classes in each grade which introduced any of the 88 items during the year studied, but which introduced these with the idea that they would not be mastered until subsequent years. According to this table it appears to be common practice for teachers to present an item in grammar, punctuation, or capitalization with the aim of giving the pupils some sort of information about the item, but to leave them to gain a mastery of the element in some subsequent year or years. This practice appears to be quite common from the sixth to the ninth grades inclusive, for all types of items. A few classes in the eleventh grade also handled certain items in grammar and punctuation in this manner. The practice becomes less common in the senior high school grades. To be exact, 11.1% of the sixth grades, 15.8% of the seventh grades, 6.2% of the eighth grades, 12.1% of the ninth grades, and 1.1% of the eleventh grades, handled an average of the 88 items in this manner.

These averages, however, are less significant than the story of specific items presented by the table. For instance it will be noted that item 22, definition of the adjective, was presented in this way to 50% of the sixth grades, 20% of the seventh grades, and 5% of the eighth grades. The dependent clause and complex sentence was introduced in this manner by 9.1% of the sixth grades, 30% of the seventh grades, 10% of the eighth grades, and 41.6% of the ninth grades. The comma to set off appositives was so handled by 22.7% of the sixth grades, 15% of the seventh grades, 5% of the eighth grades, and 20% of the eleventh grades.

That a philosophy of teaching which would warrant such practice is not in harmony with the criteria which were set up in Chapter IV is obvious. Even though Lyman¹ maintains that there may need to be cycles of reteaching, the teacher's aim at the time of presenting material to a class should unquestionably be pupil mastery of the material. Hence, there is no justification for this practice in the criteria.

The condition revealed in this table also points to the conclusion that many of these items are presented too early in the grades. In accordance with the criteria established, they should not be presented until pupils have reached the ability level to master them. Violation of this principle becomes more obvious when it is pointed out that every item listed, except one, was presented by some class or classes by the time the pupils had reached the eighth grade level; and all items, with the exception of six, were presented (not to be mastered) in certain percentages of all classes by the time pupils had reached the seventh grade level.

The list of Elements of English which preceds Table VIII is a key to the code numbers used in Tables VIII, XII, and XIII.

¹ See page 34

List of Elements of English With Key Numbers for Tables
That Follow.

1. Subject of the simple sentence
2. Predicate verb of simple sentence
3. Noun, definition as a part of speech
4. Classification of nouns; common, proper, collective
5. General rules for forming plurals
6. Case--definition of
7. Direct object of verb.
8. Indirect object
9. Predicate nominative
10. How possessive case forms are spelled
11. Pronoun, definition of as part of speech
12. Personal pronouns
13. Relative pronouns
14. Declension of personal and relative pronouns in person, number, etc.
15. Verbs, definition of as part of speech
16. Transitive verbs
17. Intransitive verb--linking, complete
18. A representative list of principal parts of common irregular verbs
19. Present, past, and future tenses of verbs
20. The perfect tenses of verb
21. Complete uses of SHALL and WILL
22. Adjectives, definition of as part of speech
23. Kinds of adjectives--articles, descriptive limiting, etc
24. Comparison of adjectives--positive, comparative, superlative
25. The preposition and its object.

26. The conjunction, definition of as a part of speech
27. Simple, coordinating conjunctions
28. Conjunctive adverbs
29. Subordinating conjunction
30. Correlative conjunction
31. Adverb, definition of as part of speech
32. Comparison of adverb--positive, comparative, superlative
33. Verbals, definition of participles, gerund, infinitive
34. The phrase, definition of in general
35. Uses of phrase--noun, adjective, adverb, participle
36. Form of phrases--preposition, gerund, infinitive, participle
37. The compound sentence
38. The dependent clause and complex sentence, definition of
39. Noun clause
40. Adverbial clause
41. Adjective clause
42. The relative clause
43. Infinitive clause
44. Restrictive and nonrestrictive clause
45. The compound-complex sentence
46. Passive and active voice of verb.
47. Uses of the subjunctive mode of verb
48. "There", "It" as expletives
49. Elliptical constructions
50. Spelling of common contractions.
51. Capital Letters: The first word of every sentence.
52. The first word of every line of poetry

53. O and I
54. Proper nouns, Diety, days of week, months, names, etc.
55. Abbreviations of proper nouns
57. Direct quotations
58. Words in Titles
59. Personified words
60. In topic plan, or outline
61. Comma: In terms of a series
62. With dependent ideas coming first in a sentence
63. To set off apositives
64. Parenthetical expressions
65. Nonrestrictive clauses
66. Before conjunctions in compoind sentences
67. In dates and geographical locations
68. Brief informal quotations
69. To denote omission of words
70. To prevent misreading of sentence
71. Semicolon: Between clauses in compound sentences
72. To separate coordinate items
73. Colon: In letters
74. In long, formal quotations
75. Before a list of items
76. Question mark: After interrogative sentences
77. The dash: To indicate sudden break^o
78. Before examples or enumeration
79. To indicate omission of letters, words, etc.

80. Hyphen: in division of at end of line
81. In compound words
82. Quotation mark: in direct discourse
83. In titles
84. Single quotation marks
85. Abbreviations in common use.
86. Correct letter forms--spacing, margins, folding
87. Margins, indentations, in composition.
88. Place of title, page numbers, etc., in composition.

TABLE VIII
ELEMENTS OF ENGLISH INTRODUCED THIS YEAR WITH THE IDEA OF
THEIR BEING MASTERED IN SUBSEQUENT YEARS

ITEM	Per Cent of the Total Number of Classes							
	Grade. No. of Classes.	6	7	8	9	10	11	12
1		31.8	5					
2		27.3	10					
3		31.8	15					
4		31.8	20	5				
5		18.2	20					
6		4.5	40	25				
7		4.5	35	5	25			
8			35	10	25			
9		4.5	40	5	16.6			
10		13.6	15		25			
11		27.3	15					
12		4.5	20	5	25			
13		4.5	25	5	41.6		20	
14			25	30				
15		41.9	20					
16			10	20	25		20	
17			10	25	25			
18		9.1	20					
19		18.2	10	10	25			
20		4.5	15	15	25			
21		27.3	10	10	33.3			

TABLE VIII (Continued)

ITEM	Per Cent of the Total Number of Classes							
	Grade. No. of Classes	6	7	8	9	10	11	12
		22	20	20	12	7	10	7
22	50		20	5				
23	22.7		40	10	25			
24	22.7		10					
25	13.6		35	5	5			
26	41.9		25					
27	13.6		25	10				
28			5	10	41.6			
29			20	10				
30	4.5		15	15				
31	36.3		35	5				
32	18.2		20	5				
33				20	41.6			
34	18.2		30	5	16.6			
35	4.5		10	20				
36			5	10	41.6			
37	13.6		40	5	41.6			
38	9.1		30	10	41.6			
39			15	15	41.6			
40			15	15	41.6			
41			10	20	41.6			
42				15	41.6			
43				15	41.6			

TABLE VIII (Continued)

ITEM	Per Cent of the Total Number of Classes							
	Grade. NNo. of Classes.	6	7	8	9	10	11	12
	22	20	20	12	7	10	7	
44				15	8.3			
45	4.5	20	10	33.3				
46		5	15	33.3				
47			10	50				
48		5		33.3				
49								
50	9.1	15		25				
51	4.5	10						
52	4.5	10						
53	4.5	10						
54	4.5	10						
55		10						
56	4.5	5						
57	13.6	5						
58	4.5	5						
59	4.5	15						
60	9.1	10		16.6				
61	9.1	5						
62	13.6	5		33.3			20	
63	22.7	15	5				20	
64	13.6	25	10				20	
65		10	5	33.3			20	

TABLE VIII (Concluded)

ITEM	Per Cent of the Total Number of Classes							
	Grade. No of Classes.	6	7	8	9	10	11	12
		22	20	20	12	7	10	7
66	4.5		20	5				
67	18.2		15					
68	22.7		20	5				
69	18.2		30	5				
70	13.6		25	5	33.3			
71			35	5				
72			15	5				
73	27.3		15					
74	18.2		20	5	16.6			
75	22.7		20	10				
76	4.5		5					
77	9.1		20	15				
78	4.5		10	15				
79	4.5		10	5				
80	13.6		15					
81	22.7		10					
82	13.6		15					
83	18.2		15	5				
84	9.1		20	5				
85	9.1		15					
86	4.5		10					
87	4.5		10					
88	9.1		5					

Table X shows the percentages of the total number of classes in each grade that presented the 88 items with the aim of pupil mastery. A superficial examination of this table reveals that this is the more general practice, as contrasted with Table VIII.

However, the outstanding fact revealed by this table is the haphazard placing of items according to grades. Fifteen of the 88 items, according to the table, are placed all the way from grade six to twelve, inclusive, while the average range of grade placement for all items is 5.3 grades. The fact that practically every figure on the table is below 50% shows that there is no uniformity of work of the same grade in different schools. Furthermore, the table clearly shows that there is no suitable articulation of language allotments between any two of the grades, or between the elementary and junior high schools, or between junior and senior high schools.

Although there can be said to be practically no central tendency with regard to frequencies of placement of items in certain grades, since there is practically no agreement, Table IX shows the items under each grade that were taught at that level in a larger percentage of classes than in any other grade according to data from Table X. Where an item was taught in the same percentage of classes in two different grades, it is listed in each grade so taught. The figures in the table give the percentage of classes in the grade that placed the item therein.

Items which agree with the placement in Tables IV, V, and VI, or with the Utah State Course in case of grades 10, 11, and 12, are marked with an asterisk.

TABLE IX

MODE OF GRADE PLACEMENT OF ITEMS OF ENGLISH THROUGH GRADES

SIX TO TWELVE

Items of English	Percentage of Grades So Placing Items
Items Placed in Sixth Grade	
Subject of simple sentence	45.4
Predicate of simple sentence	54.5
Noun--definition of	59
Plurals of nouns	54.5
Pronoun--definition of	54.5
Verb--definition of	45.4
Adjective--definition of	41.9
Adverb--definition of	45.4
Capitalization	19.2
First word of sentence	18.2
Abbreviations of proper nouns	27.3
Correct letter forms	41.9
Items Placed in Seventh Grade	
*Direct object of verb	40
*Predicate nominative	50
*Possessive forms of noun	45
Personal pronouns	45
Present, past, future tenses	55
*Preposition and its object	60
*Conjunction--definition of	55
Simple, coordinating conjunction	45
Compound sentence	55
Capitalization	
Proper nouns	25
Titles with proper nouns	25
Direct quotations	35
Words in titles	25
Items Placed in Eighth Grade	
*Relative pronoun	50
*Transitive verb	45
*Intransitive verb	50
Principal parts of verbs	55
Perfect tenses, present, past, future	60
Kinds of adjectives	45
Comparison of adjectives	50
*Simple, coordinating conjunction	45
*Subordinating conjunctions	50
Comparison of adverbs	60
*Phrases--definition of	45
*Dependent clause, complex sentence	50

TABLE IX (Continued)

Items of English	Percentage of Grades So Placing Items
*Adverb clause	60
*Adjective clause	55
Punctuation	
Comma before introductory phrases, clauses	50
Comma to set off appositives	55
Comma to set off parenthetical expressions	60
Comma before conjunctions in compound sentence	55
Comma to denote omission of words	45
Semicolon between clauses in compound sentence	55
Semicolon to separate coordinate items	60
Colon before a list of items	50
Dash to indicate omission of letters, words, etc.,	45
Items Placed in Ninth Grade	
*Kinds of nouns	41.6
Indirect object	41.6
Uses of phrases	66.6
Capitalization	
First word of a line of poetry	16.6
Personified words	33.3
Words in topic plan, or outline	50
Mechanics	
Spelling of contractions	41.6
Margins, indentations, etc., in compositions	41.6
Place of title, page numbers, etc.,	41.6
Items Placed in Tenth Grade	
Uses of "shall" and "will"	71.4
Phrases according to form	42.9
Noun clause	42.9
Relative clause	42.9
Infinitive clause	42.9
Restrictive and nonrestrictive clauses	42.9
Compound complex sentence	100
Uses of subjunctive mode	71.4
Passive and active voice	71.4
"There" and "it" as expletives	57.1
Punctuation	
Comma in terms of a series	42.9
*Comma to set off nonrestrictive clauses	42.9
Comma in dates and geographical locations	42.9
Comma to prevent misreading of sentence	42.9
Colon in letters	42.9
Question mark after interrogative sentence	71.4
Colon before long, formal quotations	42.9

TABLE IX (Concluded)

Items of English	Percentage of Grades So Placing Items
Dash to indicate break in sentence	71.4
Dash before examples or enumeration	42.9
Hyphen to divide syllables at end of line	42.9
Hyphen in compound words	42.9
*Quotation marks in direct discourse	42.9
Quotation marks to set off titles	71.4
Spelling of abbreviations in common use	71.4
Items Placed in Eleventh Grade	
Case--definition of	50
Capitalization of "I" and "O"	20
Items Placed in Twelfth Grade	
Conjunctive adverbs	42.9
Correlative conjunctions	42.9
Gerunds, infinitives, participles	85.7
Phrases according to form	42.9
Relative clauses	42.9
Infinitive clause	42.9
Restrictive and nonrestrictive clauses	42.9
Elliptical constructions	42.9
Declension of personal pronouns	42.9
Punctuation	
Comma to set off nonrestrictive clauses	42.9
Comma to prevent misreading of sentence	42.9
Colon before long formal quotations	42.9
Dash before examples or enumerations	42.9

* Indicates items that agree in placement with the placement shown in Tables IV, V, VI, or with the Utah State Course of Study.

Although it must be kept in mind that Table IX shows only the mode of grade placement, and that it is an inaccurate measure of central tendency since many of the items are taught by only a small per cent more classes in one grade than in another, (for instance, the verb was taught in 45.4% of the sixth grades and 41.5% of the ninth grades) a comparison with Tables IV, V, and VI reveals certain relevant facts. In the first place there is practically no agreement except in the case of the eighth grades. The items listed here for the sixth grade agree in the main with those listed in Table IV for the seventh grade. In the seventh grade 5 items of the fourteen listed agree with the criteria for placement; in the eighth grade, 9 of the 14 items are in agreement, while in the ninth grade, there is agreement between the criteria and modal practice with only one item.

Other features revealed by Table IX are that the tendency is to place items in a very haphazard arrangement, and that the items listed would not make a consistent program as they are placed. It appears that there is little attempt to follow the State Course of Study or any other systematic, organized program, when the district as a unit is considered.

The amount of under emphasis and overlapping is also revealed by column 8 in Table X. It will be noted by reference to this column that in many cases the total extent to which an item was taught, in all classes from the sixth to the twelfth grade, does not equal 100%. Assuming that classes are approximately the same size, it appears very likely that a pupil might easily pass through all the upper grades without having certain items presented to him as new material to be mastered.

TABLE X

ELEMENTS OF ENGLISH TAUGHT AS NEW MATERIAL WITH THE AIM OF PUPIL MASTERY THROUGH GRADES SIX TO TWELVE

ELEMENTS OF ENGLISH GRAMMAR	GRADE NUMBER OF CLASSES	Per cent of the total number of classes							Total per cent	Placement per cent range
		6	7	8	9	10	11	12		
	22		20	20	12	7	10	7		
1. Subject of simple sentence	45.4		20	5	16.6				87	4
2. Predicate verb of simple sentence	54.5		30	10	16.6				111.1	4
3. Noun, definition of	59		25	15					99	3
4. Kinds of nouns, common, proper, collective	31.8		45	20	41.6				138.4	4
5. General rules for forming plurals of nouns	54.5		40	15	50	14.3	20		193.8	6
6. Case, definition of			25	35	41.6	42.9	50	28.6	223.1	6
7. Direct object of verb	4.5		40	25	16.6				86.1	4
8. Indirect object			35	35	41.6	28.6			140.2	4
9. Predicate nominative	4.5		50	35	41.6			28.6	159.7	7
10. How possessive case forms are spelled	36.3		45	35	41.6	42.9	20		220.8	6
11. Pronoun, definition of	54.5		45	30					129.5	3
12. Personal pronouns	18.2		45	25	41.6	28.6		28.6	187.0	7
13. Relative pronouns			20	50		28.6		42.9	141.5	6
14. Declension of personal and relative pronouns			15	30	41.6		40	42.9	169.5	6
15. Verb, definition of	45.4		35	35	41.6				157	4
16. Transitive verbs			25	45	41.6			42.9	154.5	6
17. Intransitive verb--linking, complete			20	50	41.6		20	28.6	160.2	6
18. List of principal parts of irregular verbs	18.2		35	55				41.9	150.1	7
19. Present, past, and future tenses of verbs	22.7		55	45	41.6	28.6	20		212.9	6
20. The three perfect tenses of verb	4.5		5	60	41.6	28.6	40	41.9	221.6	7
21. Complete uses of shall and will	31.8		20	40	33.3	71.4	20	41.9	258.4	7
22. Adjective, definition of	41.9		40	30					111.9	3
23. Kinds of adjectives--descriptive, limiting, (etc.	27.3		25	45	41.6		20		158.9	6

TABLE X (Continued)

ELEMENTS OF ENGLISH GRAMMAR	GRADE NUMBER OF CLASSES	Per cent of the total number of classes							Total per cent	Placement range
		6	7	8	9	10	11	12		
24. Comparison of adjectives		22	20	20	12	7	10	7	179.5	7
25. The preposition and its object		31.8	60	30	25				146.8	4
26. The conjunction, definition of		22.7	55	35	33.3		20		166.0	6
27. Simple, coordinating conjunctions		22.7	45	45	41.6				154.3	4
28. Conjunctive adverbs			15	35			20	42.9	112.9	6
29. Subordinating conjunctions		4.5	20	50	41.6		20	42.9	161.0	7
30. Correlative conjunctions			15	50	41.6		20	42.9	151.5	6
31. Adverb, definition of		45.4	35	35	41.6				157.0	4
32. Comparison of adverbs		13.6	15	60	41.6				130.2	4
33. Verbals--gerunds, infinitives, participles				35	16.6	71.4	20	85.7	228.7	5
34. The phrase, definition of		4.5	40	45	25	42.9	20		177.4	6
35. Uses of phrase--noun, adjective, adverb, (verb infinitive, participle)			25	60	66.6	42.9		42.9	237.4	6
36. Form of phrase--preposition, gerund,				35	16.6	42.9		42.9	137.4	5
37. The compound sentence		13.6	55	15		42.9			126.5	4
38. The dependent clause and complex sentence		4.5	45	50	25	42.9			167.4	6
39. Noun clause			15	55	16.6	42.9			129.5	4
40. Adverbial clause			20	60		42.9			122.9	4
41. Adjective clause			20	55		42.9			117.9	4
42. Relative clause			10	20	16.6	42.9		42.9	132.4	6
43. Infinitive clause			10	15	16.6	42.9		42.9	127.4	6
44. Restrictive and nonrestrictive clause		4.5	10	10	16.6	42.9		42.9	126.9	7
45. The compound-complex sentence			20	30	41.6	100			191.6	4
46. Passive and active voice of verb			10	35	33.3	71.4	20		169.7	5
47. Uses of the subjunctive mode of verb "be"			5	15	50	71.4	30	42.9	214.3	6

TABLE X (Continued)

ELEMENTS OF ENGLISH GRAMMAR	GRADE NUMBER OF CLASSES	Per cent of the total number of classes								Total per cent	Placement range
		6	7	8	9	10	11	12			
48. "There" "It" as expletives		9.1	10	10	50	57.1	20	42.9	199.1	7	
49. Elliptical constructions		4.5		5	16.6	28.6	20	42.9	117.1	7	
50. Spelling of common contractions		31.8	25	15	41.6		20		133.4	6	
PUNCTUATION											
51. Capital Letters: The first word of every	(sentence	18.2	15	15	16.6				64.8	4	
52. The first word of every line of poetry		13.6	15	10	16.6				55.2	4	
53. O and I		9.1	15	10	16.6		20		70.7	6	
54. Proper nouns, Diety, days of week, names	(etc.	13.6	25	15	16.6				70.2	4	
55. Abbreviations of proper nouns		27.3	10	10	16.6				63.9	4	
56. Titles with proper nouns		18.2	25	15	16.6				74.8	4	
57. Direct quotations		22.7	35	15	16.6				89.3	4	
58. Words in Titles		13.6	25	15	16.6				70.2	4	
59. Personified words		13.6	25	30	33.3	14.3			116.2	5	
60. In topic plan, or outline		13.6	40	35	50	28.6			167.2	5	
61. Comma: In terms of a series		41.9	35	25	25	42.9			169.8	5	
62. Introductory words, phrases and clauses		31.8	40	50	8.3	42.9	42.9		173.0	5	
63. To set off appositives		13.6	15	55	16.6	42.9			143.1	5	
64. Parenthetical expressions		9.1	5	60	16.6	42.9			133.6	5	
65. Nonrestrictive clauses				25		42.9		42.9	110.8	5	
66. Before conjunctions in compound sen	(sentences	22.7	25	45	25	42.9			160.6	5	
67. In dates and geographical locations		22.7	30	20		42.9			114.7	5	
68. Brief informal quotations		18.2	25	40	16.6	42.9			142.7	5	
69. To denote omission of words		9.1	5	45	33.3	42.9	20		155.3	6	
70. To prevent misreading of sentence		41.9	25	40	8.3	42.9	20	42.9	221.0	7	

TABLE X (Concluded)

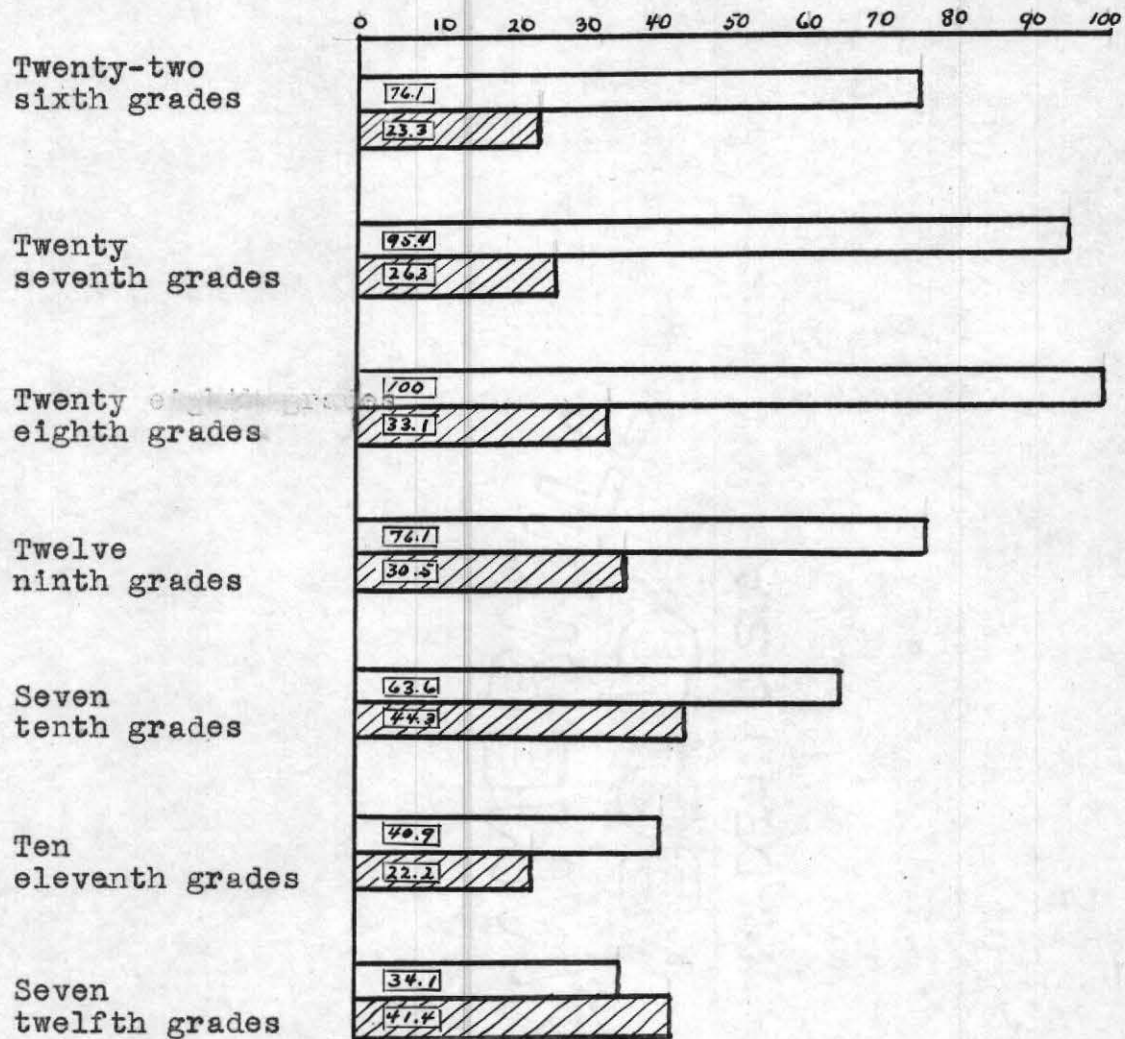
ELEMENTS OF ENGLISH GRAMMAR	GRADE NUMBER OF CLASSES	Per cent of the total number of classes							Total per cent	Placement range
		6	7	8	9	10	11	12		
71. Semicolon: Between clauses in compound sentences	22	20	20	12	7	10	7	163.1	5	
72. To separate coordinate items	9.1	10	60	41.6	42.9	20	42.9	226.5	7	
73. Colon: In letters	41.9	40	40	42.9				164.8	5	
74. In long, formal quotations	4.5	15	35	42.9		42.9		140.3	7	
75. Before a list of items	27.3	35	50	42.9	20			175.2	6	
76. Question Mark: After interrogative sentences (the sentence)	18.2	20	15	33.3	42.9	20		149.4	6	
77. The Dash: To indicate sudden breaks in	4.5	25	20		71.4	20	42.9	183.8	7	
78. Before examples or enumeration (words, etc.)		20	35	42.9	20	42.9		169.8	6	
79. To indicate omission of letters, (end of line)	13.6	20	45	38.3	42.9		42.9	172.7	7	
80. Hyphen: In division of syllables at	18.2	25	30	42.9	20			136.1	6	
81. In compound words	22.7	25	35	8.3	42.9	20		153.9	6	
82. Quotation Mark: In direct discourse	31.8	25	30	33.3	42.9			163.0	5	
83. In titles	18.2	20	35		71.4	20		164.6	6	
84. Single Quotation Marks: Quotation within (quotation)	27.3	20	35		71.4	20		173.7	6	
MECHANICS: Spelling of abbreviations in										
85. Spelling of abbreviations in common use (folding)	36.3	20	35		71.4	20		182.7	6	
86. Correct letter forms--spacing, margins,	41.9	25	20		28.6	20		135.5	6	
87. Margins, indentations, in composition (composition)	36.3	20	20	41.6	28.6			146.5	5	
88. Place of title, page numbers, etc., in	36.3	25	20	41.6	28.6	20		171.5	6	
1. Total per cents	1558.0	2235.0	2915.0	2046.5	2479.5	1800.0	1241.0			
2. Total number of items taught	67	84	88	67	56	36	30			
3. Total per cent of items taught	77.1	95.4	100	76.1	63.6	40.9	34.1			
4. Average per cent of classes that taught number of items in 2	23.3	26.3	33.1	30.5	44.3	22.2	41.4			

Such items are the subject of the sentence, (87%) object of the verb (86%), and all except two of the uses of capital letters listed. This last becomes more significant when it is recalled that Guller¹ found that at least three of these rules should be deferred beyond the sixth grade.

The converse of this is also true with respect to certain other of the items. For instance the idea of case, the six tenses of the verb, uses of "shall" and "will", uses of the phrase, uses of subjunctive mode of verb, and two uses of the semicolon have cumulative percentages of over 200 each. This is, at least, suggestive that there is overlapping and perhaps overemphasis on certain items at the expense of others. At any rate, the table suggests that since there is such haphazard placement of items through the grades, it might very likely be the lot of pupils to go through the grades and miss much that is important; or, on the other hand, be satiated with large doses of certain mechanics year after year. The latter seems more likely to happen since nearly all items are placed in a certain percentage of nearly all grades.

Figure 2 shows graphically the extent of overlapping and reteaching that occurred through the grades.

¹See page 30



Key:



Percent of the 88 items presented as new material with the aim of pupil mastery.

Average per cent of classes that so presented items above.

Fig.-2. THE EXTENT TO WHICH THERE WAS OVERLAPPING OF CONTENT AND RETEACHING OF ITEMS THROUGH THE GRADES. Note that 76.1% of all 88 items were taught in 23.3% of the classes in the sixth grade, and that an average of 33.1% of all the classes presented all of the items with the aim of pupil mastery in the eighth grade. Note also that although there was a gradual decline in the number of items so presented, 41.4% of the twelfth grades still taught 34.1% of the 88 items as new material.

TABLE XI

ELEMENTS OF ENGLISH REVIEWED THOROUGHLY IN GRADES SIX TO TWELVE IN THE CACHE COUNTY SCHOOLS

ELEMENTS OF ENGLISH	Grade Number of classes	Percentages of number of classes						
		6	7	8	9	10	11	12
GRAMMAR		22	20	20	12	7	10	7
1. Subject of simple sentence		13.6	45	45	50	71.4	100	85.7
2. Predicate verb of simple sentence		9.1	45	45	50	71.4	100	85.7
3. Noun, definition of collective			40	40	66.6	100	30	
4. Kinds of nouns--common, proper, collective	4.5		30	40	25	100	50	42.9
5. General rules for forming plurals	18.2		30	50	33.3	85.7	80	100
6. Case, definition of				35	25	57.1	50	71.4
7. Direct object of verb			15	50	25	71.4	90	85.7
8. Indirect object			5	40		42.9	90	85.7
9. Predicate nominative			10	40		71.4	90	71.4
10. How possessive case forms are spelled	18.2		20	50	16.6	57.1	80	100
11. Pronoun, definition of			20	25	66.6	71.4	80	42.9
12. Personal pronouns			10	45		71.4	100	57.1
13. Relative pronouns			10	30		71.4	80	42.9
14. Declension of personal and relative pronouns				25	16.6	100	60	42.9
15. Verb, definition of			25	30	25	100	100	42.9
16. Transitive verbs				20	16.6	100	20	42.9
17. Intransitive verb				15	16.6	100		42.9
18. List of principle parts of irregular verbs			20	30	66.6	100	80	42.9
19. Present, past, and future tenses of verb	4.5		5	30	16.6	71.4	30	100
20. The three perfect tenses of verb				10	16.6	71.4	10	57.1
21. Complete uses of "Shall" and "will"	9.1		20	15	16.6	28.6	60	57.1
22. Adjective, definition of limiting, etc.			15	40	66.6	71.4	70	
23. Kinds of adjectives--descriptive,			15	35	16.6	14.3	50	28.6

TABLE XI (Continued)

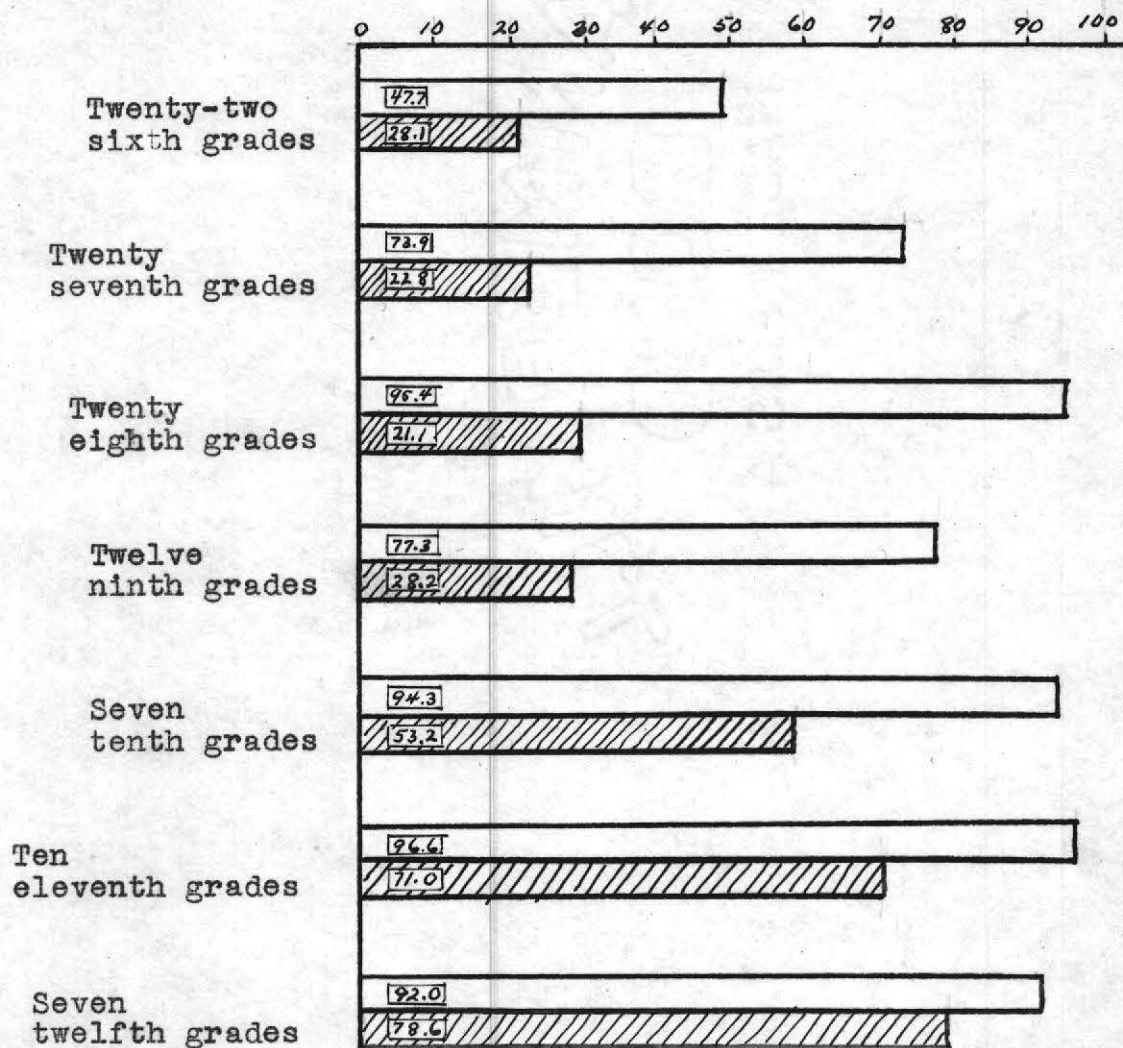
ELEMENTS OF ENGLISH	GRADE		Figures in columns give percentages					
	6	7	8	9	10	11	12	
	NUMBER OF CLASSES							
25. The preposition and its object	22	5	40	41.6	71.4	80	85.7	
26. The conjunction, definition of		10	40	33.3	71.4	70	100	
27. Simple, coordinating conjunctions		5	35	16.6	71.4	100	85.7	
28. Conjunctive adverbs			20	16.6	71.4	70		
29. Subordinating conjunctions			25	16.6	42.9	80		
30. Correlative conjunctions			15	16.6	42.9	80		
31. Adverb, definition of		15	30	25	42.9	90	42.9	
32. Comparison of adverbs		5	55		42.9	90	42.9	
33. Verbals--gerunds, infinitives, participles		5	5	28.6	28.6	80	14.3	
34. The phrase, definition of		5	30	25	57.1	80	42.9	
35. Uses of phrase--noun, adjective, adverb, verb participle			10	25	28.6	100	42.9	
36. Form of phrases--preposition, gerund, infinitive, pa			5		28.6	80		
37. Compound sentence		5	60	25	28.6	80	85.7	
38. The dependent clause and complex sentence		5	35	16.6	28.6	50	100	
39. Noun clause			15	16.6	28.6	100	85.7	
40. Adverbial clause			10	33.3	28.6	100	85.7	
41. Adjective clause			10	33.3	28.6	100	85.7	
42. Relative clause				16.6	28.6	100	14.3	
43. Infinitive clause					28.6	100		
44. Restrictive and nonrestrictive clause			5		28.6	80	57.1	
45. The compound-complex sentence			10			80	42.9	
46. Passive and active voice of verb			20	33.3	28.6	30	100	
47. Uses of the subjunctive mode of the verb "be"					28.6		14.3	

TABLE XI (Continued)

ELEMENTS OF ENGLISH	Grade Number of classes	Percentages of number of classes						
		6	7	8	9	10	11	12
		22	20	20	12	7	10	7
48. "There", "it" as expletives		4.5		10			70	42.9
49. Elliptical constructions			5	5	16.6	28.6	20	14.3
50. Spelling of common contractions		41.9	25	25		28.6	50	57.1
50. PUNCTUATION								
51. Capital Letters: every sentence The first word of		41.9	35	35	25	42.9	90	57.1
52. The first word of every line of poetry		54.5	40	40	25	42.9	70	14.3
53. O and I names, etc.		50	30	80	25	42.9	70	57.1
54. Proper nouns--Diety, days, months,		54.5	45	40	25	42.9	90	57.1
55. Abbreviations of proper nouns		50	55	40	25	42.9	70	14.3
56. Titles with proper names		50	50	45	25	71.4	70	100
57. Direct quotations		50	50	55	25	71.4	70	57.1
58. Words in titles		59.1	55	50	25	42.9	70	100
59. Personified words		18.2	20	35	25	57.1	70	57.1
60. In topic plan, or outline		18.2	20	25	25	71.4	70	57.1
61. Comma: In terms of a series clauses		27.3	35	35	25	57.1	70	14.3
62. Introductory words, phrases, and			25	30	41.6	57.1	70	57.1
63. To set off appositives		13.6	20	30	41.6	28.6	70	57.1
64. To set off praenthetical expressions sentences		4.5	10	20	33.3	57.1	70	14.3
65. Before conjunctions in compound						57.1	70	57.1
66. In dates and geographical locations		4.5	5	25	50	57.1	90	100
67. In dates and geographical locations		31.8	20	55	16.6	57.1	90	100
68. Before brief informal quotations		13.6	25	25	33.3	57.1	50	57.1
69. To denote omission of words		18.2	20	25	16.6	57.1	50	57.1
70. To prevent misreading of sentences		18.2	10	20		57.1	50	57.1

TABLE XI (Concluded)

ELEMENTS OF ENGLISH	Grade Number of Classes	Percentages of number of classes						
		6	7	8	9	10	11	12
		22	20	20	12	7	10	7
71. Semicolon: ^{compound sentence} Between clauses in			5	20	41.6	57.1	90	100
72. To separate coordinate items				10	16.6	57.1	50	57.1
73. <u>Colon</u> : In letters		9.1	25	45	16.6	28.6	50	85.7
74. In long, formal quotations			10	20		28.6	50	5.71
75. Before a list of items		4.5	10	25	8.3	28.6	70	100
76. Question Mark: ^{sentences} After interrogative		45.4	35	25	33.3	28.6	70	57.1
77. The Dash: ^{in the sentence} To indicate sudden breaks		13.6	15	30	16.6	28.6	50	14.3
78. Before examples or enumeration		4.5	15	10	16.6	57.1	50	14.3
79. To indicate omission of letters, ^{words, etc.} end of line		9.1	10	10	16.6	57.1	50	14.3
80. Hyphen: In division of syllables at		18.2	15	35	16.6	57.1	70	57.1
81. In compound words		13.6	20	35	16.6		50	57.1
82. Quotation Mark: In direct discourse		36.3	45	25	25	28.6	90	57.1
83. In titles		18.2	35	35			80	57.1
84. Single Quotation Marks: ^{quotation within a quotation} To set off a		13.6	10	30	16.6		50	57.1
85. Form: ^{common use} Spelling of abbreviations in		36.3	35	20		28.6	50	14.3
86. Correct letter forms--spacing, margins, ^{folding}		36.3	30	40		28.6	80	85.7
87. Margins, indentations in composition		41.9	40	35	25	57.1	90	100
88. Place of title, page numbers, etc. in ^{composition}		13.6	35	50	25	57.1	70	100
1. Total per cents		1015.9	1480	2450	1919.1	4414.7	6040	6367.1
2. Total number of items reviewed		42	65	84	68	83	85	81
3. Total per cent of the 88 items reviewed		47.7	73.9	95.4	77.3	94.3	96.6	92
4. Average per cent of classes that re- viewed number of items as in No. 2 above		21.8	22.8	29.1	28.2	53.2	71	78.6



Key:



Per cent of the 88 items reviewed.

Average per cent of classes that reviewed items above.

Fig.--3. THE EXTENT TO WHICH THE 88 ITEMS WERE REVIEWED THROUGH THE GRADES. Note that about half of the items were reviewed by 21.8% of the sixth grades, and that practically all of the items were reviewed by each grade from seven to twelve in various percentages of the classes. Note also that the total percentage of classes that reviewed items increased almost constantly from the sixth to the twelfth grade.

Table XI shows the percentages of the classes in each grade that reviewed any or all of the 88 items. This table reveals that eight of the items in grammar were reviewed by small percentages of the classes in the sixth grade, and that 28 of the items in grammar were reviewed by about 1/4 of the seventh grade classes. This practice would assume that such items had been taught in the fifth and sixth grades. According to the criteria in Chapter IV, this would be much too early to place such items as kinds of nouns, or complete uses of "shall" and "will", for example.

The eighth and the eleventh grades reviewed the greatest number of items,--84 and 85 respectively--in an average of 21.1% of the eighth grades, and 71% of the eleventh grades. It is interesting to note that certain percentages of seventh grades taught 84 of the items listed while certain tenth grades taught 56 of the items, the former number being identical with the number reviewed in the eighth grade, but the latter number showing little relationship with the number reviewed in the eleventh grade. There is no question but that about 1/4 of the eighth grades reviewed too much material as did about 1/4 of the seventh grades. If the program were consistent, we should expect to find, then, the greatest number of the 88 items taught in the seventh and tenth grades. However, as is shown by fig. 2, page 67, there is no such relationship between the tenth and eleventh grades. Fig. 3 shows the extent to which the 88 items were reviewed in all grades.

It is possible that all of these items that are worth teaching should be reviewed to some extent by every class AFTER THEY HAVE BEEN TAUGHT THOROUGHLY AT THE PROPER LEVEL OF STUDENT ABILITY. It is very probable, however, that not all items would be reviewed under such a program before the eleventh or twelfth grade, according to the criteria in Chapter IV.

There is some evidence from the field of psychology that could be used as a guide in setting up a program of teaching and reviewing. Gates² has this to say on this subject:

When material has been learned sufficiently to be recalled, how should further practice be distributed when it is desired to have the facts permanently learned, as is often the case with certain facts in history, poems, rules of grammar, operations in arithmetic, etc.? Should the overlearning be carried out at once or should it be distributed over long periods of weeks or months?

The evidence bearing on this problem is insufficient to justify a confident statement, but it indicates that one should overlearn somewhat at the beginning and leave the remainder of overlearning to reviews at constantly increasing intervals. For example, the first review, a relatively long one, should be made within forty-eight hours; the next review, somewhat shorter, a week later; the next, shorter still, three weeks later; the next, two months later, followed by other reviews at intervals of five months or more.

Fig. 4 from Thorndike's "Psychology of Algebra"³ shows a good distribution of practice for an operation in algebra. Such program might well be carried over into the field of grammar, since, psychologically, the two subjects require much the same type of teaching.

² Gates, op. cit., p. 362. ³ E. L. Thorndike, PSYCHOLOGY OF ALGEBRA, New York: Macmillan Co.

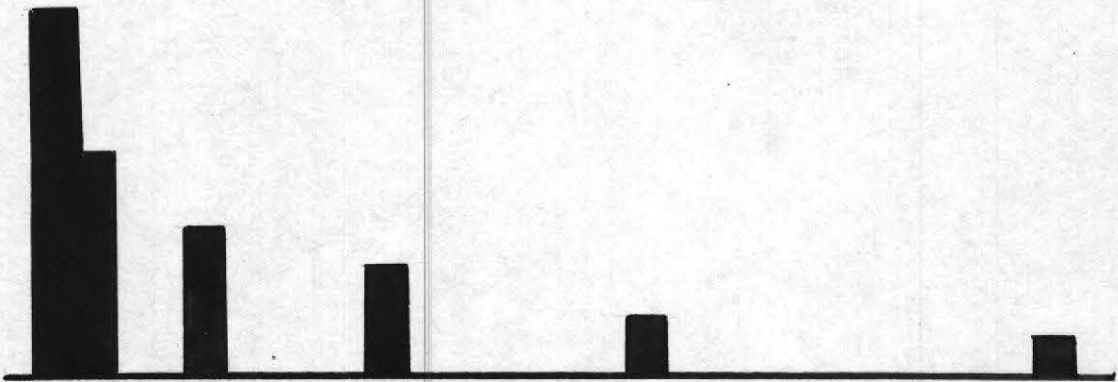


Fig.--4. FIGURE SHOWING A BETTER DISTRIBUTION OF PRACTICE THAN IS REVEALED IN TABLE XI AND FIGURE 3.

(From Thorndike, op. cit., p. 371.)

Any consistent program of reviewing would assume that pupils should be held responsible for accomplishments in the grades preceding, and would begin such a program of review by a test⁴, or series of tests to determine what the pupils needed to review, if anything. This would immediately presuppose a program of language allotments for each grade level, that the pupils might be held responsible for.

⁴ See Henry C. Morrison, THE PRACTICE OF TEACHING IN THE SECONDARY SCHOOLS.

That no such program of reviewing exists in Cache County, and that all reviewing seems to be more or less haphazard can be seen by referring to Table XI.

Table XII reveals just to what extent the 88 items were checked for mastery, and what per cent of the classes found any accomplishment from work in previous grades. Fig. 5. summarizes and shows graphically just to what extent it is the practice to pre-test and discover material previously mastered in the Cache County schools. It is interesting to note that 20.8% of the eighth grades found 88.6% of the 88 items previously mastered, but that 50.6% of the twelfth grades found only 17% of the 88 items mastered. Assuming that a similar condition would be found in any other year than 1932, one wonders what has happened from the eighth to the twelfth grade.

One of three answers probably tells the story: (1) either the pupils forgot much from the eighth to the twelfth grade, or (2) the twelfth grade teachers' tests were more rigid than the eighth grade tests, or (3) the twelfth grade teachers were reviewing material indiscriminately without a pre-test. That is, they did not assume or look for any previous accomplishment. Probably a combination of the three answers is right.

It is also enlightening to note that the tenth grade, which showed a very high percentage of reviewing, found little in the way of accomplishment on an earlier level.

TABLE XII

ELEMENTS OF ENGLISH WHICH WERE CHECKED AND FOUND TO HAVE
BEEN SATISFACTORILY MASTERED IN A PREVIOUS GRADE

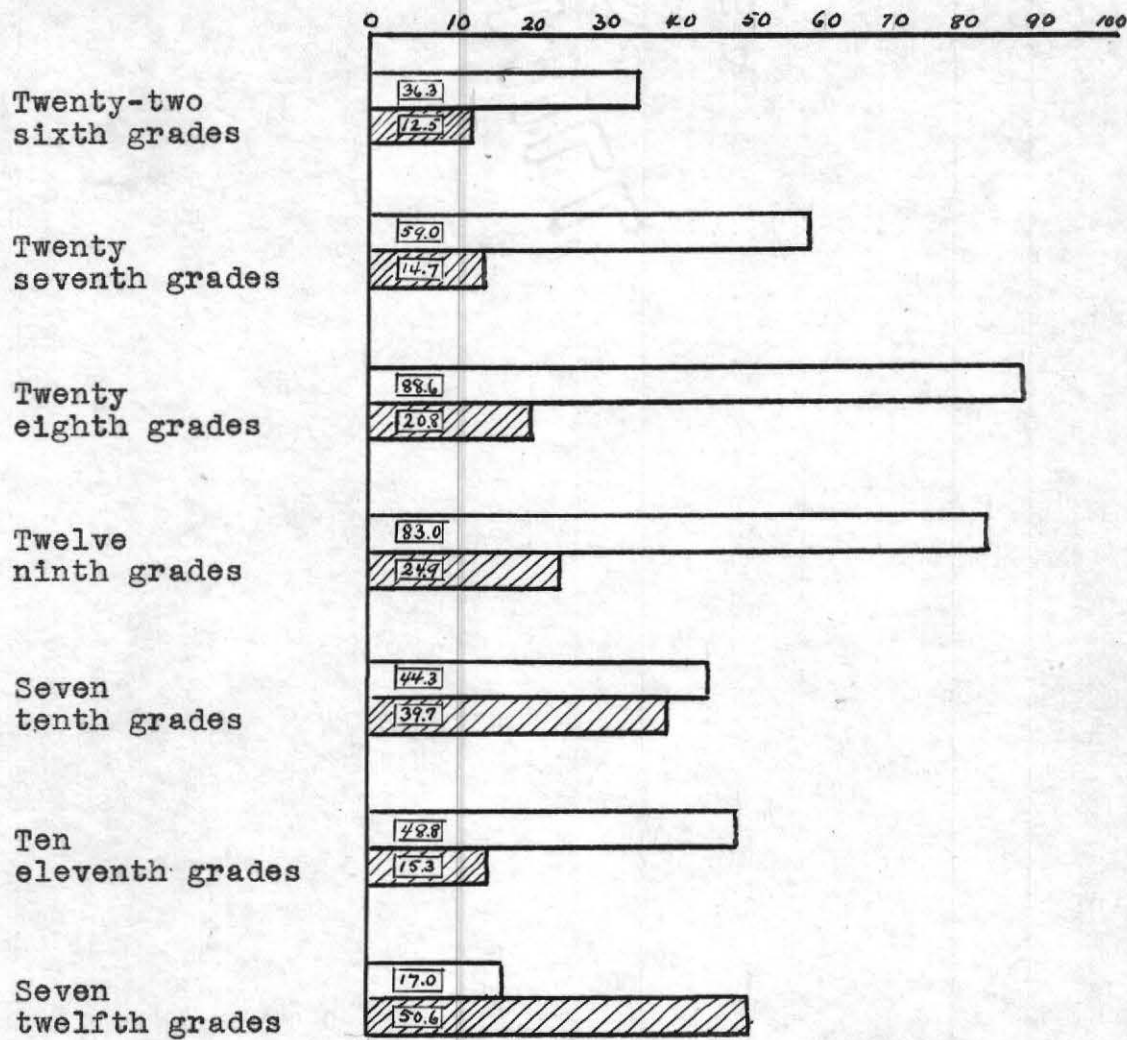
ITEM GRADE. NO. OF CLASSES.	Per cent of total number of classes						
	6	7	8	9	10	11	12
	22	20	20	12	7	10	7
1	9.1	25	45	33.3	28.6		
2	4.5	10	40	33.3	28.6		
3	4.5	20	40	33.3		50	42.9
4		5	35	33.3		50	42.9
5		10	30	16.6			
6			5	8.3			
7			20	33.3	28.6	10	
8			15	33.3	28.6	10	
9			20	33.3	28.6	10	
10		5	15	16.6			
11	9.1	20	40	33.3	28.6		
12		10	20	33.3			
13			10	33.3			
14			5	16.6			
15	4.5	20	30	33.3			42.9
16			10	16.6		10	
17			15	16.6		30	
18			15	33.3			
19			15	16.6			
20			10	16.6		50	
21	4.5	10	25	16.6			

TABLE XII (Continued)

ITEM	GRADE. NO. OF CLASSES.	6 22	7 20	8 20	9 12	10 7	11 10	12 7
44								
45								
46				5				
47								
48						28.6		
49						14.3		
50		13.6	15	45	16.6	57.1		
51		27.3	35	50	33.3	57.1	10	42.9
52		27.3	35	50	33.3	57.1	10	42.9
53		31.8	45	55	33.3	57.1		42.9
54		27.3	20	45	33.3	57.1	10	42.9
55		18.2	25	50	33.3	57.1		42.9
56		22.7	20	40	33.3	28.6	10	
57		13.6	10	30	33.3	28.6	10	
58		18.2	15	35	33.3	57.1	10	
59			5	10		28.6		
60			5	15			10	
61		4.5	20	35	25		10	85.7
62			5	10	8.3		10	42.9
63			5	5	16.6	28.6	10	42.9
64			5	5			10	42.9
65							10	
66			20	15	8.3		10	
67			15	15	33.3		10	
68		9.1	5	5	16.6			
69		9.1	20	10	16.6		10	

TABLE XII (Concluded)

ITEM GRADE.	6	7	8	9	10	11	12
NO. OF CLASSES.	22	20	20	12	7	10	7
70		15	25	33.3		10	
71		5	15	16.6		10	
72		5	10	16.6		10	
73		5	15	16.6	28.6	10	
74		5	5	16.6	28.6	10	
75		5	15	25	28.6	10	
76	27.3	40	45	33.3	28.6	10	42.9
77		5	15	16.6		10	
78	4.5	5	10	16.6		10	
79		5	10	16.6		10	
80	13.6	20	25	16.6			
81	4.5	15	20	25	28.6		
82	9.1	20	35	33.3	28.6	10	42.9
83		10	15	33.3	28.6		
84			10	16.6	28.6		
85	18.2	25	35	33.3			
86	13.6	25	35	33.3			
87	9.1	20	45	33.3	14.3		
88	4.5	25	25	33.3	14.3		
Total %	385.8	765	1620	1816.4	1555.6	660	759.1
No. items checked	32	52	78	73	39	43	15
% of 88 items checked	36.3	59	88.6	83	44.3	48.8	17
Average % of classes that checked items in No. 2	12.5	14.7	20.8	24.9	39.7	15.3	50.6



Key:



Per cent of 88 items checked and found mastered.
Average per cent of classes in grade that so checked these items.

Fig. 25. THE EXTENT TO WHICH TEACHERS CHECKED PUPILS' KNOWLEDGE OF THE 88 ITEMS AND FOUND THAT THEY HAD BEEN MASTERED IN AN EARLIER GRADE. Note that the per cent of items found previously mastered reached its peak in the eighth grade and from there on to the twelfth the per cent decreases where only 17% of the 88 items, or 15 of the items were found by an average of 50.6% of the twelfth grades to have been previously mastered.

If the program were working as it should, figure 5 would appear just the reverse from what it does. The bars would be short for the sixth grade, and they would gradually get longer up to a maximum for the twelfth grade. That is the early grades should find that little had been previously mastered while the later grades should find much that had. ✓

Table XIII, reveals that there is little consistency in the selection of material that was omitted from any grade. In the case of the sixth grades it is very probable that all of the first 49 items should have been omitted according to the criteria in Chapter IV. Fig. 6, which summarizes the data in Table XIII shows that only 58.2% of the sixth grades omitted an average of 94.3% of the items. Reference to table XIII, however, shows that 100% of the sixth grades did omit 15 of the items. With the exception of these fifteen items there is practically no agreement. ✓

The bars in fig. 6 tend to shorten in the right direction. However, they do not get short enough toward the upper grades, as only those items that are considered to be irrelevant, or are not worth teaching should be left out of the eleventh or twelfth grade course. Certainly few new items would be taught in these upper levels, but a pre-test followed by necessary review of all material previously presented should surely be given. Hence all relevant elements would either be taught, checked and found mastered, or reviewed.

Tables XIV to XX show how certain of the 88 items were handled through the grades. These should be compared and contrasted with Table XXI which shows a more ideal condition according to the criteria in Chapter IV.

TABLE XIII

ELEMENTS OF ENGLISH NOT TOUCHED UPON DURING YEAR

Item	Grade No. of Classes.	Percentages of total number of classes						12
		6	7	8	9	10	11	
	22	20	20	12	7	10	7	
1			5	5				14.3
2	4.5		5	5				14.3
3	4.5			5				57.1
4	31.8							14.3
5	9.1							
6	95.5	35			25			
7	91.0	10						14.3
8	100	25						14.3
9	91.0							
10	31.8	5						
11	9.1			5		20		57.1
12	54.5	15	5					14.3
13	95.5	45	5	25				14.3
14	100	60	10	25				14.3
15	9.1		10					14.3
16	100	60	5			50		14.3
17	100	70	10			50		14.3
18	72.6	25				20		14.3
19	54.5	30				50		
20	91.0	80	5					
21	27.3	40	10			20		
22	4.5	5						14.3

TABLE XIII (Continued)

Item	Grade.	6	7	8	9	10	11	12
	No. of Classes.	22	20	20	12	7	10	7
23		50	20	5		57.1	20	71.4
24		63.6	40	5	25	28.6	20	57.1
25		50						14.3
26		27.3						
27		63.6	25	5	25			14.3
28		100	75	30	25	28.6		57.1
29		95.5	55	10	25	28.6		57.1
30		95.5	65	15	25	28.6		57.1
31		13.6				28.6		14.3
32		68.1	55	15	25	28.6		57.1
33		100	100	40	25			
34		72.6	20	10				57.1
35		95.5	65	10				14.3
36		100	95	50	33.3	28.6	20	57.1
37		68.1				28.6		14.3
38		86.4	20			28.6		
39		100	70	10	25	28.6		14.3
40		100	65	5	25	28.6		14.3
41		100	70	5	25	28.6		14.3
42		100	90	60	25	28.6		42.9
43		100	90	70	41.6	28.6		57.1
44		95.5	90	70	75	28.6	20	
45		95.5	60	50	25			57.1

TABLE XIII (Continued)

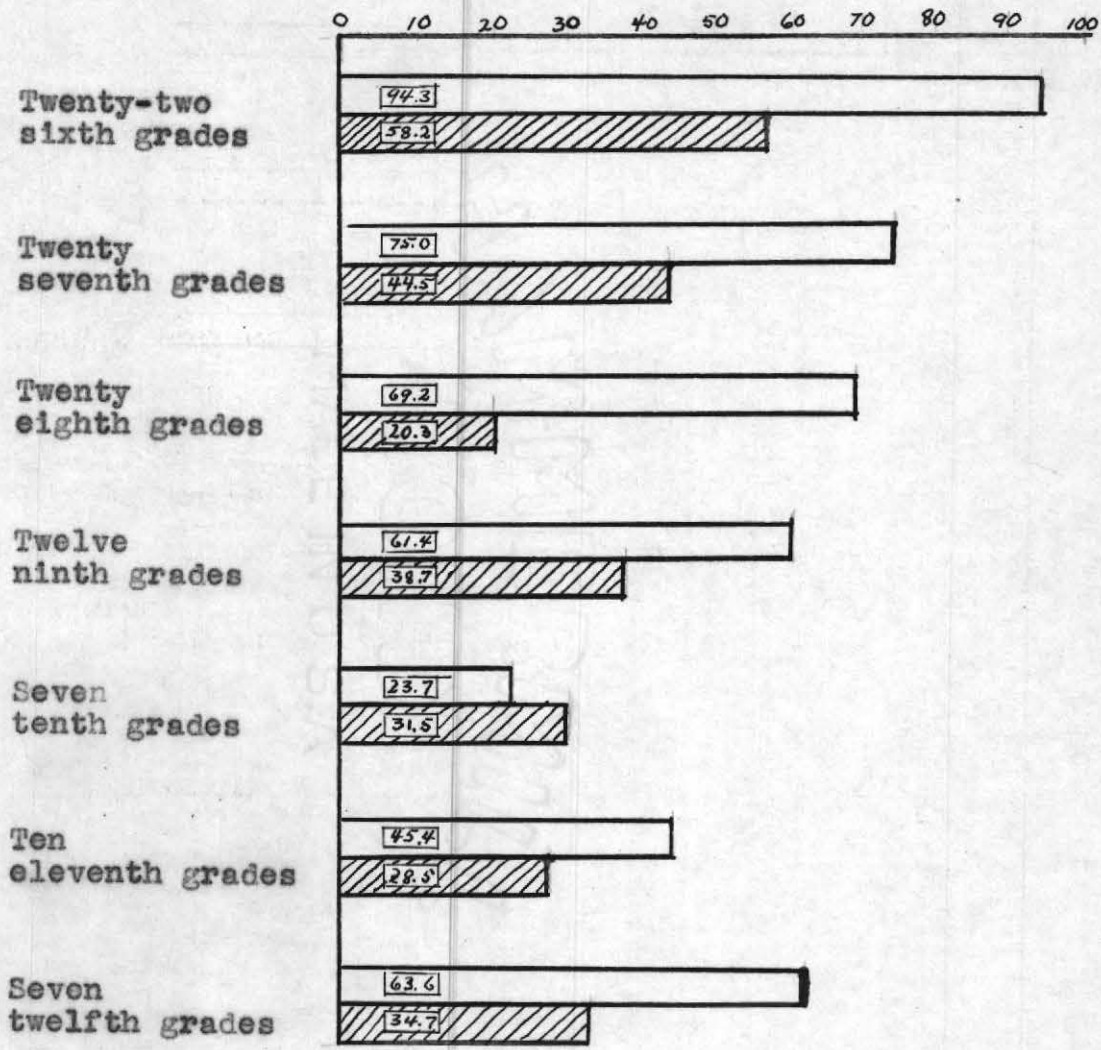
Item	Grade.	6	7	8	9	10	11	12
	No. of	22	20	20	12	7	10	7
	Classes							
46		100	85	25			70	
47		100	95	75			70	42.9
48		86.4	85	80	16.6	14.3	10	14.3
49		95.5	90	90	66.6	71.4	60	42.9
50		4.5	20	15	66.6	42.9	30	42.9
51		9.1			25			
52					25		20	42.9
53		4.5			25		10	
54					25			
55		9.1			25		30	42.9
56		9.1			25		20	
57					25		20	42.9
58		9.1			25		20	
59		63.6	35	25	41.6		30	42.9
60		59	25	20			30	42.9
61		13.6			25		20	
62		54.5	20	10	8.3			
63		50	45	10	25			
64		72.6	50	5	50			42.9
65		100	90	60	66.6			
66		68.1	30	10	16.6			
67		27.3	15	10	50			
68		36.3	20	25	50		50	42.9
69		45.4	25	15	50		20	42.9

TABLE XIII (Concluded)

Item	Grade	6	7	8	9	10	11	12
	No. of Classes	22	20	20	12	7	10	7
70	22.7	15	10	16.6			20	
71	86.4	45	5					
72	91	65	15	25			20	
73	22.7	15		66.6			40	14.3
74	77.3	50	35	66.6			40	14.3
75	45.4	30	66.6	66.6				
76	4.5		10					
77	68.1	35	15	66.6			20	42.9
78	86.4	50	30	66.6			20	42.9
79	72.6	55	25	58.3			40	42.9
80	36.3	20	10	66.6			10	42.9
81	36.3	30	10	58.3	28.6	30		42.9
82	9.1		5	8.3				
83	45.4	20	10	66.6				42.9
84	50	50	20	66.6			30	42.9
85		5	10	66.6			30	85.7
86	4.5	10	5	66.6	42.9			14.3
87	9.1	5					10	
88	36.3	10	5				10	

Total								
per cents	4834.9	2935	1240	2089.7	582.2	1140		1943.9

No. items not touched upon 83		66	61	54	21	40		56
Per cent of 88 items not touched upon 94.3		75	69.2	61.4	23.7	45.4		63.6
Average per cent of classes that did not touch on items as 2 above	58.2	44.5	20.3	38.7	31.5	28.5		34.7



Key:



Per cent of the 88 items not touched upon.
 Average per cent of classes omitting these items.

Fig.--6. THE EXTENT TO WHICH THE 88 ITEMS WERE NOT TOUCHED UPON THROUGH THE GRADES. Note that the bars get shorter toward the twelfth grade. This tendency should be more pronounced, those for the twelfth grade disappearing entirely.

TABLE XIV

SUBJECT OF SIMPLE SENTENCE AS TAUGHT THROUGH THE GRADES

Grade	6	7	8	9	10	11	12
Introduced to be mastered in subsequent years	31.8	5					
Taught as new material to be mastered by pupils	45.4	20	5	16.6			
Reviewed thoroughly	13.6	45	45	50	71.4	100	85.7
Checked and found previously mastered	9.1	25	45	33.3	28.6		
Not touched upon		5	5				14.5

Contrast with Table XX

TABLE XV

PREDICATE VERB AS TAUGHT THROUGH THE GRADES

Grade	<u>6</u>	7	8	9	10	11	12
Introduced to be mastered in subsequent years	27.3	10					
Taught as new material to be mastered by pupils	54.5	30	10	16.6			
Reviewed thoroughly	9.1	45	45	50	71.4	100	85.7
Checked and found previously mastered	4.5	10	40	33.3	28.6		
Not touched upon	4.5	5	5				14.3

Figures in columns give percentages of total number of classes.

TABLE XVI

NOUN, DEFINITION OF, AS TAUGHT THROUGH THE GRADES

Grade	6	7	8	9	10	11	12
Introduced to be mastered in subsequent years	31.8	15					
Taught as new material to be mastered by pupils	59	25	15				
Reviewed thoroughly		40	40	66.6	100	30	
Checked and found previously mastered	4.5	20	40	33.3		50	42.9
Not touched upon	4.5			5		20	57.1

TABLE XVII

PRONOUN, DEFINITION OF, AS TAUGHT THROUGH THE GRADES

Grade	6	7	8	9	10	11	12
Introduced to be mastered in subsequent years	27.3	15					
Taught as new material to be mastered by pupils	54.5	45	30				
Reviewed thoroughly		20	25	66.6	71.4	80	42.9
Checked and found previously mastered	9.1	20	40	33.3	28.6		
Not touched upon	9.1		5			20	57.2

Figures in columns give percentages of total number of classes

TABLE XVIII

VERB, DEFINITION OF, AS TAUGHT THROUGH THE GRADES								
	Grade	6	7	8	9	10	11	12
Introduced to be mastered in subsequent years		41.9	20					
Taught as new material to be mastered by pupils		4.54	35	35	47.6			
Reviewed thoroughly			25	30	25	100	100	42.9
Checked and found mastered in a previous grade		4.5	20	30	33.3			42.9
Not touched upon		9.1		10				14.3

TABLE XIX

ADJECTIVE, DEFINITION OF, AS TAUGHT THROUGH THE GRADES

ADJECTIVE, DEFINITION OF, AS TAUGHT THROUGH THE GRADES								
	Grade	6	7	8	9	10	11	12
Introduced to be mastered in subsequent years		50	20	5				
Taught as new material to be mastered by pupils		41.9	40	30				
Reviewed thoroughly			15	40	66.6	71.4	70	
Checked and found mastered in a previous grade		4.5	15	25	33.3	28.6	30	85.7
Not touched upon		4.5	5					14.3

Figures in columns give percentages of total number of classes.

TABLE XX

ADVERB, DEFINITION, OR, AS TAUGHT THROUGH THE GRADES

	Grade	6	7	8	9	10	11	12
Introduced to be mastered in subsequent years		36.3	35	5				
Taught as new material to be mastered by pupils		45.4	35	35	41.6			
Reviewed thoroughly			15	30	25	42.9	90	42
Checked and found mastered in a previous grade		4.5	15	25	33.3	28.6	10	30
Not touched upon		13.6				28.6		14.3

TABLE XXI

PROBABLY A BETTER WAY FOR THE SUBJECT AND PREDICATE AND EIGHT PARTS OF SPEECH TO BE HANDLED THROUGH THE GRADES

	Grade	6	7	8	9	10	11	12
Introduced to be mastered in subsequent years								
Taught as new material to be mastered by pupils			100					
Reviewed thoroughly			100	90	75	25	5	
Checked and found mas- tered in previous grade				10	25	75	95	100
Not touched upon		100						

Contrast with Tables XIII to XIX

CHAPTER VI

Summary and Conclusion.

This investigation of the course of study in the minimum essentials of English in the schools of Cache County, in 1931-32, revealed that:

1. Present practice in teaching the course of minimum essentials as it is operative throughout the grades six to twelve inclusive does not constitute a systematic, well articulated course in terms of criteria used.

2. There appear to be no uniform goals or objectives for each year's work since there is no uniformity in the work of the same grades in different schools.

3. The 88 items of language vary in grade placement from the sixth to the twelfth grades in the various schools.

4. The range of grade placement for each of the 88 items averages 5.3 grades.

5. There is no suitable articulation of language allotments between any two grades, or between the junior and senior high levels.

6. Apparently no course for any level presupposes accomplishment of definite units of work on any other level.

7. Much of the material is very probably placed too early in the grades, according to criteria in Chapter IV.

8. Approximately 1/4 of the sixth grades presented 3/4 of all the items, and 1/3 of the eighth grades presented all 88 of the items.

9. The placement of items does not agree with the best criteria available to determine such placement.

10. There is apparently no consistent effort to follow the State Course of Study.

11. Present practice results in serious overlapping of content material, and duplication of teaching effort.

12. It appears very probable that most of the schools are spending too much time on these essentials, but that the time spent is ineffective because of the haphazard placement of material and poor articulation between grades.

13. There appears to be no definite, cumulative objective toward which the course as a whole is aiming.

14. As the program is now operative it is almost certain to result in some waste of effort, confusion of pupils, and more or less general unsatisfactory results.

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A P P E N D I X I

A P P E N D I X

Recommendations

It is not within the scope of this study to build a course of minimum essentials in English, but the writer recommends that the course be reorganized in order that more economical and effective work might be accomplished. Williams¹ gives excellent suggestions for the reorganization of a course of study in the last division of his book, under the caption, "Principles Governing Program Making".

Such a course would have to be worked out to fit the individual needs of the district concerned.² It must be applicable to its own specific needs and problems. The fallacy of building curriculum on prevailing practice or what others are doing--the "Scissors-and-paste" method--is pointed out by many modern critics. Crawford³ terms such methods a case of the "blind leading the blind".

In general, then, such a program of reorganization might well include the following steps:

1. The working out of a set of general aims which the course should strive to reach.
2. The conducting of investigations to determine just what specifics should be included in the course as a whole in order to achieve the objective. The investigations that need to be made are of two types:

1L. A. Williams, THE MAKING OF HIGH SCHOOL CURRICULA, Boston: Gin and Company. 1928, pp. x+233. ²Lyman says, "Each school system should adopt any such program of minimum essentials to its individual needs." op. cit., p. 64. ³Claud C. Crawford, THE TECHNIQUE OF RESEARCH IN EDUCATION, Los Angeles: University of Southern California. 1928, p. 129

a. Studies to determine what usage suggests as to the importance of different elements of instruction in grammar and punctuation. Such studies should analyze pupils' themes, letters, conversation, talks, etc. from all grades, as well as written and spoken English from the adult leaders in the community. Stormzand's⁴ technique might be applied to such studies. This is one type of activity analysis as advocated by Bobbitt⁵, Charters⁶, and others.

b. Studies to determine persistent errors at various grade levels. Such studies would reveal the immediate needs of the pupils.⁷

3. The derivation of a list of minimum essentials from these and such previous studies as were reviewed in Chapter III.

4. The allotment of specific items to each grade for mastery. This allotment must, at first, be determined by such criteria as were set up in Chapter IV, together with the composite opinion of the teachers of English in the county.

5. The setting up of a program of experimental teaching and testing, in certain schools to be used for this purpose, to determine the practicability of the placement of items

⁴ See Chapter III, page

⁵ Franklin Bobbitt, THE CURRICULUM, Boston: Houghton Mifflin Company. Chapter V, "Scientific Method in Curriculum Making."

⁶ Charters, op. cit., entire book.

⁷ Chapter III

as they were graded according to the procedure suggested above. Such experimental teaching and testing should reveal which items were placed too high or too low and adjustments should be made accordingly.⁸

6. The construction of a series of tests to be administered as a regular part of the program.⁹ These tests should be built to fit the course as organized.

7. The practice of determining the amount of review and re-teaching actually necessary, as revealed by pre-testing at each new grade level.

8. Greater application of individual instruction where tests reveal specific weaknesses.¹⁰

⁸ Carleton Washburne reports such a program of experimentation with topics in arithmetic. The following technique was used: "The grade in which a given topic is usually taught is first determined. Plans are then made for having this topic taught in that grade, in the grade below, and in the grade above, according to the Committee of Seven procedure. Sometimes . . . it is necessary to have a topic taught two grades above the average in order to find out the optimum point for teaching it. Occasionally it is practicable to have a topic taught in only two grades." Carleton Washburne, "Mental Age and Arithmetical Ability", JOURNAL OF EDUCATIONAL RESEARCH, Volume 23, 1931, p. 210.

⁹ "One of the most potent forms of curriculum control is measured by means of uniform examinations and standardized tests. Teachers and pupils will inevitably work for the elements represented in the instruments by which their success is measured; therefore, it is of the utmost importance that changes in goals and methods be accompanied by the development of new tests and examinations corresponding in type to the advances made in the curriculum. To serve a useful purpose, tests must be fitted to the requirements of the curriculum and to the requirements of method. They must be determined by the purposes set up in the curriculum for the group of children being tested." Twenty-sixth Year Book, op. cit., p. 25. ¹⁰ "The remedial work which follows revelations of language weaknesses must be largely, if not exclusively, individual."--Lyman, op. cit., p. 133

9. A paring down of the actual time spent in teaching essentials if possible. With a well articulated program this should be possible, while at the same time more effective work could be accomplished. This would leave more time for creative work in composition and the reading of good literature.

Only many more studies and much experimentation will finally solve the problems pertaining to this field of English.

In conclusion the writer wishes to point out the fact that he is not a believer in the inherent values of subject matter in the curriculum, nor does he believe that curriculum content should be based entirely on analyses of adult activities, although these should no doubt be taken into serious consideration in the determination of content material; but he does believe that chaos may be avoided in school activities when the teacher has definitely in mind the facts, habits, skills, and attitudes that are to be taught each year. He further believes that these facts, habits, skills, and attitudes may be taught through a curriculum that consists of meaningful activities emerging, in so far as is consistent with purposeful accomplishment, from the attitudes and desires of the children.

Thus, so far as the writer is concerned, the point of view and recommendations in the foregoing dissertation do not conflict in any way with such modern conceptions of curriculum as are now being advocated, especially on the junior high school level.¹¹

¹¹ See especially Cox, The Junior High School and Its Curriculum, op. cit.

A P P E N D I X II.

GRADE PLACEMENT STUDY OF ITEMS IN ENGLISH

INSTRUCTIONS.

1. Designate, by check (✓) most appropriate description of how you have handled each item this school year.
2. Mark a cross (X) before any item that you have introduced this year, with the idea of its being mastered in subsequent years.
3. Check the item in the column headed "Taught as new material" if your class as a whole knew little or nothing about the item in question, and if you attempted to give your class a fair mastery of this item.
4. Check the item in the column headed "Reviewed thoroughly" if the class as a whole had an inadequate knowledge of the item in question when it was taken up for study, and if you reviewed it until the class as a whole seemed to have a fair mastery of it.
5. Check the column headed "Checked and found satisfactorily mastered", if you determined, either by written tests or other means, that the class seemed to have mastered the item in a previous year.
6. Check the item in the column headed "Not touched upon" if, during your year's work, you have not considered in class the item in question.
7. Fill in the blanks indicating grade and school. If you teach more than one year of English, it will be necessary to check one questionnaire for each grade taught.

SCHOOL _____

GRADE _____

	Taught as new material	Reviewed thoroughly	Checked and found satisfactorily mastered	not touched upon
1. Subject of the simple sentence				
2. Predicate verb of simple sentence				
3. Noun, definition as part of speech				
4. Classification of nouns; common, proper, collective				
5. General rules for forming plurals				
6. Case, definition of				
7. Direct object of verb				
8. Indirect object				
9. Predicate nominative				

- | | | | | |
|--|--|--|--|--|
| 10. How possessive case forms are spelled | | | | |
| 11. Pronoun, definition of as part of speech | | | | |
| 12. Personal pronouns | | | | |
| 13. Relative pronouns | | | | |
| 14. Declension of personal and relative pronouns | | | | |
| 15. Verbs, definition of as part of speech | | | | |
| 16. Transitive verbs | | | | |
| 17. Intransitive verb--linking, complete | | | | |
| 18. List of principle parts of irregular verbs | | | | |
| 19. Present, past, and future tenses of verbs | | | | |
| 20. The perfect tenses of verb | | | | |
| 21. Complete uses of SHALL and WILL | | | | |
| 22. Adjectives, definition of as part of speech | | | | |
| 23. Kinds of adjectives, descriptive, limiting, etc. | | | | |
| 24. Comparison of adjectives | | | | |
| 25. The preposition and its object | | | | |
| 26. The conjunction, definition of as part of speech | | | | |
| 27. Simple, coordinating conjunctions | | | | |
| 28. Conjunctive adverbs | | | | |
| 29. Subordinating conjunction | | | | |
| 30. Correlative conjunction | | | | |
| 31. Adverb, definition of as part of speech | | | | |
| 32. Comparison of adverbs | | | | |
| 33. Verbals--gerunds, infinitives, participles | | | | |
| 34. The phrase, definition of in general | | | | |
| 35. Uses of phrase--noun, adjective, adverb, verb | | | | |
| 36. Form of phrases--preposition, gerund, infinitive, (participle) | | | | |
| 37. The compound sentence | | | | |
| 38. The dependent clause and complex sentence | | | | |

- 39. Noun clause
- 40 Adverbial clause
- 41. Adjective clause
- 42. The relative clause
- 43. Infinitive clause
- 44. Restrictive and nonrestrictive clauses
- 45. The compound-complex sentence
- 46. Passive and active voice of verb
- 47. Uses of the subjunctive mode of verb
- 48. "There", "it" as expletives
- 49. Elliptical constructions
- 50. Spelling of common constructions
- 51. Capital letters: The first word of every sentence
- 52. The first word of every line of poetry
- 53. O and I
- 54. Proper nouns, Diety, days of week, months, etc.
- 55. Abbreviations of proper nouns
- 56. Titles with proper nouns
- 57. Direct quotations
- 58. Words in titles
- 59. Personified words
- 60. In topic plan, or outline
- 61. Comma: In terms of a series
- 62. Introductory words, phrases and clauses
- 63. To set off appositives
- 64. Parenthetical expressions
- 65. Nonrestrictive clauses

66. Before conjunctions in compound sentences				
67. In dates and geographical locations				
68. Brief informal quotations				
69. To denote omission of words.				
70. To prevent misreading of sentence				
71. <u>Semicolon:</u> Between clauses in compound sentences				
72. To separate coordinate items				
73. <u>Colon:</u> In letters				
74. In long, formal quotations				
75. Before a list of items				
76. <u>Question mark:</u> After interrogative sentences				
77. <u>The dash:</u> To indicate sudden breaks in sentence				
78. Before examples or enumeration				
79. To indicate omission of letters, words, etc.				
80. <u>Hyphen:</u> In division of syllables at end of line				
81. In compound words				
82. <u>Quotation mark:</u> In direct discourse				
83. In titles				
84. Single quotation marks				
85. Abbreviations in common use				
86. Correct letter forms--spacing, margins, folding				
87. Margins, indentations, in composition				
88. Place of title, page numbers, etc., in composition				

Logan, Utah
April 18, 1932

Dear Teacher:

A study of grade placement in certain items of English grammar, punctuation, and mechanics of composition is being made by W. W. Perkins of our County English Committee. In order that we might obtain the necessary information needed to complete this study, I am asking you to cooperate with us by checking the enclosed questionnaire as carefully and accurately as you possibly can.

It is not the purpose of this study to find fault in any way with your individual work. The only purpose in obtaining this information is that a careful analysis may be made from this data and that we may find means of improving our program of English throughout the County.

Kindly read the instructions carefully, then check the list according to your best judgment, and return it, together with the compositions, to this office not later than April 27.

Sincerely yours,

J. W. Kirkbride
Superintendent.