



The effect of grammar-diagraming on student writing skills
by Charles E Whitehead

A thesis submitted to the Graduate Faculty in partial fulfillment of the requirements for the degree of
DOCTOR OF EDUCATION

Montana State University

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Abstract:

The belief that grammar - diagraming would improve student writing skills led to this investigation. An examination of the literature concerning the teaching of student writing skills revealed a need for improved techniques to teach students to write clearly and concisely.

A six week intensive review of grammar -diagraming was designed for the experimental groups. The same course without the grammar-diagraming unit was used for the control groups. The investigation included four teachers and 132 students. In teaching their classes, the instructors of the experimental groups used the introductory unit of the grammar-diagraming review. The instructors of the control groups used the literature-writing approach to improve student writing skills and only reviewed grammar and sentence structure as the need arose. Pupils of the experimental and control groups were tested at the beginning of the course to measure initial ability and were again tested at the end of the course to measure final achievement in the improvement of the student's ability in achieving writing skills. The results indicate, there was no statistically significant difference in the final achievement in the areas of sentence structure, vocabulary, punctuation, or 500 word composition.

The following conclusions concerning the teaching of grammar-diagraming to improve student writing skills made on the basis of the review of literature and finding of this study is: that grammar-diagraming is as effective as literature-writing in the improving of student writing skills in the areas of sentence structure, vocabulary, punctuation, and 500 word composition, as measured by the Subject A Test of the University of California.

THE EFFECT OF GRAMMAR-DIAGRAMING
ON STUDENT WRITING SKILLS

144

by

CHARLES E. WHITEHEAD, JR.

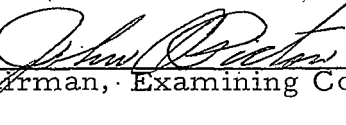
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ABSTRACT

The belief that grammar-diagramming would improve student writing skills led to this investigation. An examination of the literature concerning the teaching of student writing skills revealed a need for improved techniques to teach students to write clearly and concisely.

A six week intensive review of grammar-diagramming was designed for the experimental groups. The same course without the grammar-diagramming unit was used for the control groups. The investigation included four teachers and 132 students. In teaching their classes, the instructors of the experimental groups used the introductory unit of the grammar-diagramming review. The instructors of the control groups used the literature-writing approach to improve student writing skills and only reviewed grammar and sentence structure as the need arose. Pupils of the experimental and control groups were tested at the beginning of the course to measure initial ability and were again tested at the end of the course to measure final achievement in the improvement of the student's ability in achieving writing skills. The results indicate there was no statistically significant difference in the final achievement in the areas of sentence structure, vocabulary, punctuation, or 500 word composition.

The following conclusions concerning the teaching of grammar-diagramming to improve student writing skills made on the basis of the review of literature and finding of this study is: that grammar-diagramming is as effective as literature-writing in the improving of student writing skills in the areas of sentence structure, vocabulary, punctuation, and 500 word composition, as measured by the Subject A Test of the University of California.

Chapter I

INTRODUCTION

Developing one's writing skills has frequently been stressed as one of the most important aims within an English curriculum. However, a divergence of opinion has always existed as to the methods of teaching these skills. The grammarian, a teacher who applies the formal rules of grammar to student compositions, on the one hand, insists that writing can be taught only by applying hard and fast rules to any writing situation. The literaturist, a teacher who applies the style and techniques of world authors as models for student compositions, on the other hand, believes that writing can be taught only after the student has been exposed to all forms of prose.

The need for correctness of expression is not limited to the student nor is it limited to the author of a best selling novel. Correctness of expression should be for everyone. The proverbial butcher, baker, and candle-stick maker need to and do express themselves every-day of the week, but relatively few express themselves correctly, and consequently they fail to communicate their ideas in a clear manner. Correct grammatical form may be learned from a textbook, but to impress upon the student the application of these rules to the all important self-expression and communication is another matter.

English teachers have been trying for years to get the student to express himself clearly and concisely. Far too frequently, the student immediately associates himself with that "bete noire" grammar

and his individual expression. Consequently, he believes that no matter what he says or writes, he will violate one of the rules he so tediously learned without a direct application at the time he learned them.

Many students are classified as non-achievers in the field of English because they hesitate and even refuse to express themselves when a teacher too laboriously stresses rules rather than their application.

The teacher's rigid attitude toward the formidable rules of grammar too often contributes to the degree of difficulty that a student has in learning and even applying those rules to his writing. If a student must learn grammar by rote the way he learns the multiplication tables he, no doubt, will use the grammatical structure about as frequently as he would the multiplication tables as such. One may conclude that if a student merely memorizes the grammatical rules without applying them to his particular need, the rules are of little value.

Diagraming has been a center of controversy relative to its effectiveness within an English program. As a teacher of English, the writer has believed for a long time that if diagraming were used as a tool to help the student visualize the relationships within a sentence, there would be notable improvement in the student's written expression. If a student could diagram his sentences in order to understand sentence parts and their relationships to each other in expressing an idea

instead of diagramming the numerous stereotyped sentences found in many grammar books, he could be assured of the technicalities of expression.

The need for revision of the English curriculum--especially in the area of composition--is pointed up by the fact that seventy per cent of the nation's colleges and universities are forced to offer remedial courses in English at an annual expense of \$10,000,000.¹ With this alarming figure at hand, it is evident that a different approach to grammar-diagramming could effect better student compositions than does that of literature-writing.

Statement of the Problem

The problem of this study was to determine if grammar-diagramming was more effective in improving student writing skills than was literature writing.

The major hypothesis to be tested was that students who learned and applied the rules of grammar to their compositions would show a significant improvement over the pupils who wrote compositions using the writings of major authors as models.

Procedures

The study was to determine if grammar-diagramming was more

¹These figures were compiled by Mrs. Nellie Thomas of the Rockford Illinois Public School System and appeared in the Oelwein Daily Register, Oelwein, Iowa, Saturday, June 22, 1962.

effective than literature-writing in developing student writing skills. An examination of the literature has revealed that: (1) the present trend indicates that grammar-diagraming is often seriously neglected while much time is devoted to the literature approach in the teaching of composition, (2) the student compositions reflect glaring inadequacies in the basic structure of composition, and (3) the concept of diagraming in relation to the teaching of grammar is de-emphasized.

In view of these three conditions an analysis of results comparing the grammar-diagraming approach in teaching composition was undertaken to determine which method would provide the student with the greater facility in expressing himself in a written manner.

A teaching plan incorporating grammar-diagraming was designed for the teaching of composition to the experimental group. The control group followed its proscribed units as outlined in the San Lorenzo High School Language Arts Curriculum Guide.

To test the major hypothesis that grammar-diagraming was more effective in the development of student writing skills, two teachers of San Lorenzo High School instructed the experimental group and two different teachers instructed the control group. The teachers of San Lorenzo High School who taught the control group did so in the manner proscribed by the Language Arts Curriculum Guide. The other two teachers taught the grammar-diagraming approach to develop student writing skills by diagraming the faulty sentences found in student

compositions as an aid to form a foundation for correct expression. After six weeks' review of grammar, the experimental group devoted the remaining 30 weeks to writing short compositions stressing the idea of communication through correctness of form.

The Subject A Test, Form 58² was used as a base to evaluate the pupils of the experimental and control groups at the beginning of the first semester. The Subject A Test, Form 58 and Form 59 is composed of four parts: Sentence Structure, Vocabulary, Punctuation, and a 500 word composition.

The Subject A Test, Form 59² was given to measure the achievement at the end of the school year to both the experimental and control groups. The resulting scores of the achievement test were statistically analyzed to determine if there were any significant differences between the two groups.

Limitations

✓ Certain limitations are inherent in this study. These include:

- (1) This study was confined to high school seniors who were in the college preparatory program and enrolled in senior literature and composition at San Lorenzo High School, San Lorenzo, California.

²The Subject A Test, Form 58 and Form 59 in English was developed by English teachers at the University of California and is given as a placement test to all incoming college freshmen.

(2) The four teachers participating in this study were the regularly assigned teachers to the senior level college preparatory program at San Lorenzo High School.

(3) The population of 132 students was restricted to the four classes of senior literature and composition taught at San Lorenzo High School.

(4) The experimental group of two classes was randomly assigned to two participating teachers; the control group of two classes was randomly assigned to the remaining two teachers.

The general area of teaching grammar-diagramming in the Language Arts Curriculum has been seriously de-emphasized. The literature pertaining to this problem indicated that students are performing at a very low level in their composition courses. Consequently, a need exists to compare the achievement when one group is taught a standard course in senior literature and composition, and the other group is taught the same material with emphasis on the grammar-diagramming approach. The results of this study could determine whether this de-emphasis in grammar-diagramming is justified.

Chapter II

REVIEW OF LITERATURE

There are two basic ways to teach composition. One is to emphasize the reading of standard works by various authors and then to write compositions imitating the styles of writing (informal approach); the other technique is to teach composition from the grammar-diagramming approach--a direct memorization and application of the rules of correct expression (formal approach).

Before reviewing research devoted to the informal and formal approach to the teaching of composition, a definition of the term grammar-diagramming is necessary. As the word will be used, it will refer to the study of syntax, sentence structure, and word forms interpretation pictured schematically. Perhaps a more exact definition for grammar is that established by the National Council of Teachers of English.

...(1) the description of the formation of English sentences, including the relationships of words, phrases and clauses to each other ; and (2) the explanation of choices in these inflectional forms which still survive in modern English.³

The informal approach to the teaching of composition has been widely accepted because research has indicated the ineffectiveness of diagramming, formal drill, and grammatical expression. Therefore, emphasis has been shifted to the study of techniques of various world

³ Greene, Harry A., Developing Language Skills in the Elementary Schools, p. 358.

authors and an application of these techniques to student written compositions.

Studies of the Informal Approach to Composition

Many educators believe that a good knowledge of formal grammar is necessary in the development of correctness in reading and writing skills among students. Corresponding to this belief there has been a great deal of research in the direction of establishing the inter-relationships among grammar, composition, literature interpretations and other language areas. This approach has become known as the informal method of teaching composition.

Ineffectiveness of diagraming: Tovatt⁴ conducted a test at the University of Colorado in 1952 to determine the extent diagraming skills were applied to written work. Among the 150 persons who took the test were 36 students of English, 27 undergraduates and 50 graduates from the school of Education at the University of Colorado. These individuals were chosen on the assumption that they would be more familiar with diagraming and would have more opportunity to apply it to written work than would auto mechanics, barbers or ranchers.

Each person tested was asked to diagram the sentence, "Practically all boys play baseball at a very early age." Ninety four per cent

⁴Tovatt, Anthony L., "Diagramming: A Sterile Skill," The English Journal, LXI (February, 1952), pp. 91-93.

of the group were unable to diagram the sentence. Of the six per cent who could, only two stated that they actually applied diagraming skills to their own work. Of the 145 who could not diagram the sentence, 57 stated that they did need diagraming skills for their work. From these responses Tovatt arrived at three conclusions: (1) The carry-over value of diagraming beyond the classroom should be seriously questioned since any indication of its use in good communication was clearly lacking. (2) Persons although they are unable to diagram, still claim they apply diagraming skills. This indicated that English teachers in using diagraming as a teaching method are perpetuating fact with fiction. (3) English teachers should reevaluate their teaching procedures. Tovatt summarized his third conclusion by stating:

Despite the limitations in the sample used in the study, this finding above should give conscientious English teacher pause and cause him to re-examine the effectiveness of his teaching procedure in light of recent research.⁵

Ineffectiveness of diagraming applied to language skills, comprehension, and usage: In a paper published in the September Bulletin of the School of Education, Indiana University, Strom⁶ related findings of research expressed in three separate theses by Berghahn, Barnet

⁵Ibid. pp. 91-93.

⁶Strom, Ingrid M., "Experimental Studies Concerned with the Teaching of Grammatical Usage, Sentence Structure and Other Problem Areas in Writing", Bulletin of the School of Education of Indiana University, XL, (September, 1960), p. 1.

and Stewart. Each thesis dealt with the results of tests created to determine the value of diagramming as applied to various language skills. In one thesis, Barghahn⁷ investigated the effects of sentence diagramming on reading comprehension and on English usage in speaking and writing. One group was given intensive drill in diagramming for six weeks; the other group continued its regular class work in English without any emphasis on diagramming or sentence analysis. Barghahn concluded that instruction in diagramming contributes little or nothing to comprehension in reading or to more rapid acquisition of knowledge of correct usage.

In a master's thesis completed in 1942, Barnet⁸ confirmed Barghahn's findings. After working with and testing pupils from various grade levels, Barnet concluded that although students could be taught to diagram rapidly and correctly, they did not acquire any significant degree of communication skills. He stated:

...that the skills thus acquired did not contribute in any significant degree to an improvement in pupil's language usage or in his abilities to read and comprehend sentences.

In the third thesis, Stewart⁹ has related his findings in an experimental study involving one thousand ninth grade pupils in twenty

⁷Ibid. p. 8.

⁸Ibid. p. 9.

⁹Ibid. p. 10.

different school systems in Iowa, Illinois, and Minnesota. For eight weeks one group of classes devoted almost all of its time to learning by diagraming sentences. A second group spent the same amount of time in learning identical language concepts, but it used a different method--that of practicing with workbook exercises requiring the underlining of correct responses, listing of answers in columns, writing of some original sentences and re-writing of poor sentences. To test the pupils on their ability to construct good sentences, an instrument was devised that would evaluate the quality of the sentences constructed. Ideas were supplied in short simple statements, and pupils were asked to organize them in the most interesting and effective sentences possible. Stewart¹⁰ concluded that among the results he found that the rules of grammar, punctuation, and capitalization were of little value. He stated.

...incidental learning of capitalization, punctuation, and grammatical usage is no more pronounced under an instructional program composed largely of diagraming sentences than it is under one employing composition exercises.

Strom¹¹ concluded that among their findings Barnet, Barghahn, and Stewart agree that practice in diagraming produces greater skill in diagraming.

¹⁰ Ibid. p. 10.

¹¹ Ibid. p. 10.

Greene, in Developing Language Skills in Elementary Schools

disclaims any value in diagraming sentences in the following quotation:

The only defensible reason for teaching children to diagram sentences should be the improvement it brings in their ability to create effective sentences. Unfortunately, the evidence shows that this is insignificant.¹²

Greene¹³ bases his statement on past research done on the subject of diagraming and on his teaching experience at different grade levels.

Ineffectiveness of formal drill in grammar: A study by Klopp¹⁴ involving 336 tenth grade pupils in 13 different classes attempted to evaluate an experimental method of teaching proficiency in applied language skills as compared to standard methods emphasizing formal grammar study. Of the 13 classes, ten were conducted as usual with methods of instruction varying in degree and manner particular to each teacher. Three of the classes were instructed by experimental methods which de-emphasized formal grammar. In these experimental classes, self-administered drills aided grammatical knowledge as the need indicated by errors made on original compositions.

¹²Greene, Harry, op. cit., pp. 368-369.

¹³Among his research he mentions the work of Barnet and Stewart as discussed by Strom.

¹⁴Klopp, J. W., "Grammar by Rule of Practice," The English Journal, XX, (February, 1931), p. 155.

Tests were given at the beginning and end of the school year. On the final test there were 116 elements, 60 in formal grammar and 56 in applied grammar. In applied grammar the range of scores was from a -2.7 to 7.0 on a purely relative scoring system where the higher numerical value indicated a greater amount of achievement. For the ten standard classes the average score for the applied grammar was 2.6, and for the experimental classes it was 4.97. In formal grammar the range of scores for all classes was from 6.8 to 16.4. Again the experimental classes scored higher with an average of 11.8 while the standard classes had an average score of 9.24.

Klopp¹⁵ concluded that more emphasis on grammar only as applied to individual weaknesses in theme writing was of greater value in developing applied skills as well as knowledge of formal grammar than was extensive drill in formal grammar.

A study was made of three methods of teaching sentence structure at Eugene High School, Eugene, Oregon. This study, conducted by the University of Oregon, attempted to determine to what degree the study of formal grammar aided student writing. The three methods used were: (1) instruction in the study of sentence structure presented in a logical manner to try to develop a knowledge of how the material learned was to be applied to writing, (2) the same methods as the first were used with the exception of assigning weekly themes which were

¹⁵ Ibid, p. 156.

not discussed after being returned. As in the first method all activities except theme writing were concerned with study of sentence structure, (3) the only sentence structure items taught were a result of mistakes made in theme writing and in connection with literature and its interpretation. In other words, sentence structure was only taught where the need became apparent through errors in applied skills. The study was a long term project which included five semester units of study. The items of student sentence structure which were studied and tested were Completeness, Coordination, Subordination, Clarity, and Effectiveness.

Results of this study indicated that those instructed with the third method, where sentence structure was taught as the need arose, showed the most significant gain in ability to choose the punctuation and usage items which correctly completed the sentence. The third method also proved the most effective method in developing the ability to detect weaknesses in sentence structure and attacking points of difficulty in student writing. All methods proved of equal value in developing the use of mature sentences. The conclusion of this study was that teaching sentence structure as indicated by student needs in individual writing was as effective as drill in grammar.¹⁶

¹⁶Kraus, Silvy, "A Comparison of Three Methods of Teaching Sentence Structure," The English Journal, LXVI, (May, 1947), pp. 276-281.

In a survey made in 1919, Diebel and Sears¹⁷ found that more mistakes in pronouns were made in the eighth grade by pupils who had received instruction in formal grammar than were made in the third grade by children who had not, up to that point, received any instruction in grammar. As a result, the investigators seriously questioned the efficiency of the methods used in teaching the use of the pronouns.

In 1923 Asker¹⁸ conducted a study involving 295 freshmen from the University of Washington. The purpose of this study was to establish a relationship between grammatical usage and correctness in writing. Two specific relationships were tested: (1) the difference between grammatical knowledge, and (2) ability in composition. Asker analyzed the results of his studies by assigning correlation coefficients ranging from 0 to 1.0. The correlation between knowledge of grammar and ability to judge correctness of sentences was .23 and between grammar and ability in composition was .37. He concluded that knowledge of formal grammar has little influence on the ability to judge the grammatical correctness of sentences or to write good compositions.

¹⁷Diebel, Amelia and Sears, Isabel, "Study of the Common Mistakes in Pupil's Oral English," Elementary School Journal XVII, (September, 1916), pp. 44-45.

¹⁸Asker, William, "Does Knowledge of Grammar Function?", School and Society, XVII, (January, 1923), pp. 107-111.

In 1941 Smith¹⁹ conducted a survey of English instruction in New York schools. She found that in small town high schools much more emphasis was placed on formal grammar than in the larger urban areas. Paralleling this discovery, she found considerably less ability among pupils of small town schools to speak or write correct English.

In a standardized examination designed to test these abilities, pupils from small towns scored considerably below pupils from large cities where more emphasis was placed on motivated practice in writing and speaking.

Ineffectiveness of formal grammar on grammatical expression:

In an investigation of the English proficiency of 1,300 freshmen at the University of Illinois, Jefferson, Glenn, and Getmann²⁰ compared scores made by students on a composition test given them in September and repeated four months later. In spite of heavy drill on mechanics of grammar in the intervening four months, more progress was made by students in improvement of purposiveness, organization, analysis and fluency than in the mechanics of writing.

Strom²¹ undertook a study involving 327 high school sophomores in fifteen classes to investigate the relationships existing between the

¹⁹Smith, Dora V., Evaluationary Instruction in Secondary School English, p. 273.

²⁰Jefferson, B. L.; Glenn, S. E.; and Getmann, Royal, "Freshman Writings: September to February," The English Journal, (January, 1935), pp. 34-36.

²¹Strom, op. cit., p. 6.

ability to read materials of an informative or literary nature and the ability to analyze the syntax and grammar of the sentences read. In general, little if any, relationship was found between the pupils' comprehension of ten selected passages of poetry and literary prose and their ability to classify crucial elements of grammar and syntax in the sentences in these passages. Further testing showed the correlations between literary interpretation and grammatical analysis were still virtually non-existent. The effects of socio-economic background were taken into consideration, and the pupils from each class from both public and private schools were divided into four groups according to paternal occupation. The results indicated that the socio-economic background as evidenced by paternal occupation was a factor influencing performance on all the tests except the one of knowledge of grammar and syntax.

Two professional organizations have given serious consideration to the subject of the value of formal grammar instruction. These organizations are The National Council of Teachers of English and The National Conference on Research in English. In 1937, The National Conference on Research in English, as reported by Greene²², supported the statement that formal grammar does not result in a gain in the writing of correct English; consequently, the ability of the individual to recognize correct

²²Greene, op. cit., p. 6.

English is not the result of formal grammar. Based on evidence presented in the same year, the Conference asserted grammar failed to function as a method of teaching language expression.

Hatfield, as chairman of the Curriculum Commission of the National Council of Teachers of English, expressed the conviction that rules of grammar were ineffectual. He suggested that:

All teaching of grammar separate from the manipulation of sentences be discontinued since every scientific attempt to prove that knowledge of grammar is useful has failed.²³

This same Commission pointed to the futility of teaching syntax by stating:

Labeling the parts of speech has proven in one research study after another . . . to be futile so far as its effect on speech and writing is concerned. Intermediate grade pupils should have practice in the use of language, not in classification of forms.²⁴

In an issue featuring various subjects dealing with the teaching of English grammar, The Journal of the National Education Association discussed briefly the ineffectiveness of grammatical instruction:

²³Hatfield, W. Wilbur, "What Grammar? And How?" Virginia Journal of Education, XLX, (May, 1936), p. 318.

²⁴Greene, Harry, loc. cit., p. 6.

Research reveals that a knowledge of classificatory grammar has little measurable effect on the ability to express ideas accurately or precisely in writing or speaking.²⁵

English educators have conducted tests and experiments in their desire to improve student writing skills. Researchers in the field of grammar have agreed that the teaching of grammar per se to improve the student's writing skills is not the solution to the problem, and that practice in diagraming only produces a greater skill in diagraming. On the other hand, traditionalists in grammar believe that a formal approach to grammar is necessary to improve student writing skills.

Studies of the Formal Approach to Composition

English educators who use the formal approach to the teaching of composition firmly believe that this direct method permits the student not only to understand the rules of grammar but also to apply these rules so that he will write in a clear and concise manner. Research has supported the formal grammar approach to writing by indicating the effectiveness of schematic sentence structure, structural grammar, grammatical structure of literature, and of correct usage and grammar.

With the ineffectiveness of student expression in his composition and with the current trend toward the informal approach to the teaching

²⁵ "Do Grammar Drills Help Writing Skills?", Journal of the National Education Association, XLIX, (December, 1959), p. 25.

of composition, a re-evaluation of teaching methods is indicated. One study revealed that only a small percentage of American high school and college graduates are able to write an intelligible letter or report.²⁶ Even young scientists find it difficult to report with clarity what they are doing. In his article, "Life, Literature, and the Classroom" Priestly emphasizes the individual's poor communicative skills:

We live in a smog of bad writing. I am not thinking about split infinitives, sentences ending with prepositions, gerunds without the possessive nouns or pronoun, and so on and so forth. I mean the dumping and shoveling of words as if they were garbage.²⁷

A student's poor writing is not new to teachers of English composition, but because poor writing is increasing with alarming intensity, a great deal of stress is now being placed on methods of teaching, and effectiveness of traditional grammar on writing skills is being disputed.²⁸

The language curriculum up to 1850 was dominated completely by the study of traditional grammar. During the next sixty years, although most teachers believed that instruction in formal grammar was

²⁶LaBrandt, Lou, "Writing and Structure," Education, Vol. 76. No. 8, (September, 1955), p. 468.

²⁷Priestly, J. B., "Life, Literature, and the Classroom," Harbrace Teacher's Notebook to English, (Winter, 1960), p. 11.

²⁸Zahner, Louis, "Composition at the Barricades," Teacher's Notebook in English, (Winter, 1961), p. 1.

important to the study of written communications, few maintained that the direct approach was the better method. Diagraming, which is a mechanical means of analyzing the structure of a sentence, was widely used as a method of teaching composition from early records until the 1920's. Then, for some unknown reason, diagraming disappeared from high school textbooks. In the past ten years, however, diagraming has become increasingly popular as a method of teaching sentence structure.²⁹

The effectiveness of a schematic sentence structure: In an attempt to find a remedy for the prevalence of grammatical errors responsible for preventing students from writing as well as they should, experiments stressing the use of grammar have been conducted. However, the experiments stressing the use of grammar have produced no definite conclusions because of the subjective nature of the compositions from the standpoint of the instructors, and the variety of variables such as chronological and mental age; intelligence, and personal interests of the students involved. Nevertheless, one such experiment on the effectiveness of diagraming involved 1,000 pupils in the ninth grade English classes from 22 Iowa, Illinois, and Minnesota schools. The findings indicated that diagraming is not more effective in teaching correct sentence structure than is a direct emphasis on the formulation of sentences. But

²⁹Hunnicutt, C. W., and Iverson, William J., Research in the Three R's, p. 333.

some authors and editors are convinced that a schematic picture of a sentence (in diagram form) is of value, especially to students who cannot understand the structure of a sentence unless they express it in some graphic way.³⁰

Consequently, two conflicting points of view still remain: The educators who advocate the informal approach argue that too many inconsistencies exist in traditional grammar, and that they can see little relationship between a knowledge of grammar and the ability to write clearly and correctly; whereas, the supporters of the formal approach firmly believe that a knowledge of grammar is a powerful aid in writing because it gives the student a better understanding of a sentence, which is so necessary for improving writing skills.

The effectiveness of structural grammar: Structural grammar which was developed by Fries, Roberts and Whitehall,³¹ is now being used by 4 per cent of the four thousand teachers in California. This method of teaching composition does not attempt to cover grammar as a separate discipline, but analyzes the sentence from the point of view of patterns, word orders, and formal clues.

By learning general categories of sentences, the student can determine the function of a particular word in a given sentence.

³⁰Ibid., p. 333.

³¹Binney, James, "Short Report Concerning Grammar," Education, Vol. 76:8, (April, 1956), p. 472.

Instructors of this method assert that students practicing direct associations are able to express more complex relationships of thought with greater facility.

Structural grammarians³² support the assumption that a particular locution is correct if enough people use it. Their contention is that what was considered slang fifty years ago now reads like a list of literary phrases. But these advocates of current usage are diverting attention from the important question by treating usage as a matter of manners instead of a matter of meaning. They are not considering the distinction between inventive and preventive usage which is the key issue. By bringing into language useful and vitalizing expressions, new usage can be inventive, but it can be preventive if it hinders the user from expressing what he wishes to say.

Students can memorize rules without understanding the principles involved. Yarborough³³ reports that in practice of this kind the understanding of grammatical structure is not required, and the pupil need only to observe, to learn imitation, and to transfer these learned speech patterns to his writing. Possibly for the slow learner who does not possess the insight and ability to apply grammatical results to writing, the study of correct patterns may be the answer.

³² Zahner, Louis, op. cit., p. 4.

³³ Yarborough, Betty B., "Teaching English to Slow Learners," Teacher's Notebook in English, (Spring, 1962), p. 6.

In their article, "How Not to Teach English," Carrol and Cole³⁴ suggest that instead of teaching grammar as a separate discipline, the instructor should bridge grammar and its application to the problems of composition.

When Cox³⁵ was asked by a prominent English professor if she believed it necessary to teach grammar in order to produce good writers, she answered,

"Yes, I believe we need to build a solid foundation of grammar, but it is vitally necessary to show students every step of the way exactly how this grammar applies to their spelling and writing."

Her statement was immediately challenged by many teachers who disagreed violently. Upon investigation, she found that the reason for disagreement lay in the fact that the term grammar meant something different to everyone: To one teacher it meant the parts of speech and their nomenclature; to another it implied the science of putting words together forcefully and correctly; and still to another it meant declensions, conjugations and word usage. . . . Because each teacher gave his particular definition for the word grammar, Cox concluded that maybe it is not important for all to agree on a definition of grammar, but it

³⁴Carrol, John, and Cole, Tom J., "How Not to Teach English," The Clearing House, 38:1, (September, 1963), p. 25.

³⁵Cox, Miram S., "Grammar--Why? How? When?", The Clearing House, Vol. 30, (October, 1955), p. 98.

is important that all should know the mechanics of English so that they may teach the students how to improve communication skills.³⁶

The effectiveness of grammatical structure to literature: Although it is important for a student to read in order to build a background for good writing, some authorities are still seeking the goal of relating the study of reading extensively with the principles of writing. At Boise Junior College,³⁷ the freshman composition course is organized around readings in modern literature. In three classes, the students who showed interest in reading and comprehension were able to draw related subject matter from their own experience for theme subjects. The other students who lacked the interest in reading and comprehension encountered difficulty in finding subject matter for their themes from these readings. Despite the difficulties experienced by some students in developing theme topics, some teachers believe that the reading method is useful both as a vehicle of instruction and as entertainment value. Forrester and Stedman,³⁸ authors of Writing and Thinking, agree that there is no better or more enjoyable way of learning to write than by a vast amount of reading of the masters of English prose, for this would familiarize a student with the correct and

³⁶Ibid., p. 99.

³⁷Hatch, Ada T., "Reading Centered Composition Course," Junior College Journal, 26:7 (March, 1956), pp. 395-396.

³⁸Forrester, Norman, and Steadman, J. M., Writing and Thinking, p. 5.

successful modes of expression. This method, however, is time-consuming, and, therefore, impractical for a busy school student. Another deterrent to this method of learning to write composition is the speed of reading that is currently being emphasized in schools and colleges. In reading rapidly, the student misses the grammatical structure of the sentence as he concentrates on the key words necessary to convey the author's meaning.

For written communication to be effective, the reader must be able to understand the message the writer wishes to convey. Yet, it is not uncommon to find ambiguously worded signs in restaurants and hotels throughout the United States. For instance they may read:

"Any discourtesy on the part of waiters will be appreciated if reported to the management; or, The management will appreciate any discourtesy on the part of waiters if reported by guests; or, Guests reporting any discourtesy on the part of waiters will be appreciated."³⁹

The effectiveness of correct usage and grammar: Our educational system⁴⁰ should assume a large part of the responsibility for present-day English. Since 1900 many soft-hearted teachers have been attempting to make a game out of learning the English Arts. Many educators are afraid to make the students face the fact that they must work for an education, and some authorities would try to convince everyone that technical rules and terminology should be completely abolished.

³⁹Ophdyche, John, Say What You Mean, p. XIII.

⁴⁰Ibid., p. XVI.

Before a person can become an experienced chess player, he must go through the tedious preliminaries of mastering the names and moves of the pieces. Before a student can become an effective writer, he must thoroughly understand the eight parts of speech if he wants to develop the skill of conveying his thoughts in writing.⁴¹

A good working knowledge of grammatical terms will help a student to comprehend and develop style, to understand parallelism, to vary sentences, to punctuate his writing correctly, to avoid sentence fragments, comma faults, and run-on sentences.⁴²

From somewhere, an idea has taken hold that writing must be ungrammatical in order to be interesting and that any correctly written theme is inevitably dull. It is true that some people who have never studied grammar can write an interesting article,⁴³ and that some who have studied grammar intensively may write a dull and unexciting one. However, a conscious understanding of the grammatical system is advantageous in the process of learning to write, for in general, form and content go together, and correctness does not necessarily mean a dull theme. As Ophdyche⁴⁴ in his book, Say What You Mean, asserts,

⁴¹ Cook, Luella B., Using English, Book Two, p. 381.

⁴² Jewett, Arno, and Tovatt, Anthony, How Much Grammar Should We Teach?, " English Journal, LII:3, (March, 1963), p. 215.

⁴³ Binnet, James, op. cit., p. 477.

⁴⁴ Ophdyche, John, op. cit., p. XVII.

"Correct usage is, if you please, a matter of grammar. There can be no blinking the fact and no apologies made to the so-called and self-called advanced or progressive educators."

Little research is available that supports one method as being better than the other method in the development of student writing skills. Consequently, an experiment comparing the effectiveness of grammar-diagraming on student writing skills to the literature - writing approach on student writing skills was designed.

Summary

The results of the survey of literature indicated that the teaching of either the informal or formal approach to composition has not been considered satisfactory since neither has produced students who are effective writers.

Perhaps one reason for the controversy concerning the teaching of grammar relative to composition is that no two English teachers have the same definition of the term grammar. To some teachers it has meant word usage; to others it has implied communication techniques, and still to others it implied conjugations and declensions.

Another reason contributing to the controversy of formal versus informal grammar relative to teaching composition was the inconsistencies and exceptions to rules of formal grammar as contrasted to the liberal interpretation to grammatical constructions found in literature.

An inspection of the literature reveals two viewpoints concerning the relative effectiveness of the informal and formal approach to the

teaching of grammar to improve student writing skills.

Those individuals who supported the view that the informal approach to grammar is effective in teaching student writing skills stated: (1) that grammar-diagramming produced only greater skill in diagramming, (2) that diagramming did not apply to language skills, comprehension, and usage, (3) that formal drill in grammar was ineffective in improving grammatical expression.

Those individuals who supported the view that formal instruction in grammar relative to composition is effective in improving student writing skills stated: (1) that the value of diagramming is effective because it expresses sentence structures in a graphic manner, (2) that diagramming strengthens associations between sentence structure and word usage, (3) that the teaching of formal grammar can be applied to individual problems of student compositions, and (4) that a good working knowledge of grammatical terms helps a student to comprehend and develop a writing style.

Little research is available that supports one method as being better than the other method in the development of student writing skills. Consequently, an experiment comparing the effectiveness of grammar-diagramming on student writing skills to the literature-writing approach on student writing skills was designed.

CHAPTER III

EXPERIMENTAL DESIGN AND INVESTIGATIONAL PROCEDURES

Because it was believed that an intensive unit in grammar would improve final achievement in writing compositions, an experiment involving the cooperation of teachers and students in San Lorenzo High School, San Lorenzo, California, was designed and an investigation was conducted to determine if there was any significant difference in the final achievement in writing skills by students who write compositions in the manner of using world authors as examples of writing or those students who write compositions in the formal manner of applying grammatical rules to their written expression. The following items were considered in designing the experiment and conducting the investigation: (1) introductory grammar-diagraming unit, (2) selection and assignment of teachers, (3) information used in comparing the experimental and control groups, and (4) teaching procedures.

Introductory Grammar-Diagraming Unit

A grammar-diagraming unit was selected for use at the beginning of the senior literature and composition course rather than at the end because of the need for student understanding of the grammatical structure involved in writing compositions. The unit of grammar-diagraming at the beginning of the senior literature and composition course not only acquaints the student with the grammatical structure of correctly written

sentences but also serves as a background for the understanding of sentence structure for future writing assignments. Three criteria were considered in devising the grammar-diagraming unit: (1) the selection of grammar-diagraming to be included in the unit, (2) the time required for completion of the unit, and (3) the grammar-diagraming to be included in the unit.

Criteria for the selection of exercises to be included in the unit:

It was believed that certain criteria should be met in selecting units of grammar-diagraming for the introductory unit. The units selected would progress from the simple grammatical rules to the complex. The grammar exercises would be directly related to the course content of senior literature and composition: parts of speech, verb tenses, subject-predicate (sentence base) clauses, agreement problems, pronoun case, word modifiers, parallelism, and shifts in and split constructions.

Because the experiment would be only of one year's duration, it was advisable that the grammar-diagraming unit occupy as short a time as possible in order to provide the majority of time for actual writing assignments concerned with the Language Arts Curriculum Guide. However, the time allotted to the introductory unit should be sufficient to allow the students to gain an understanding of sentence structure which could have an effect on their final achievement in senior literature and composition and should be sufficient to permit adequate measure of the effect on final achievement of the students' writing skills.

The exercises selected for the grammar-diagraming unit consisted of an intensive review of the following: parts of speech, all moods, tenses, active and passive voice of verbs, diagraming of sentence bases, diagraming of phrases, main and subordinate clauses, review of agreement problems, case and reference of pronouns, dangling and misplaced modifiers, faulty parallelisms, and shifts in and split constructions. These areas of grammar-diagraming provide opportunities for the student to experience first hand the correct grammatical structure which is required to write compositions clearly and concisely.

Determination of the time required for completing the unit: When planning the introductory unit in grammar-diagraming, it was necessary to determine the time required to complete the unit. From previous teaching experience, the writer determined that a six weeks intensive review of grammar-diagraming was sufficient for completion of the units. The six weeks review represented one sixth of the entire course which permitted an adequate measure of the effect of grammar-diagraming on the improvement of student writing skills.

Content of the unit: The introductory unit selected for the experimental portion of this study contained 11 areas which were covered during the first six weeks of the first semester. The first four sections, i. e., the eight parts of speech, verb conjugations, subject-predicate (sentence bases) were reviewed the first two weeks. One week was devoted to phrases and clauses. Two weeks were planned for agreement

problems of subject and verbs, pronouns and antecedents, pronoun case and reference. The sixth and last week of the experiment covered dangling and misplaced modifiers; faulty parallelism, shifts and split constructions. After each section had been discussed, the student was asked to write an original paragraph incorporating sentence usage dealing with that unit.

In order to determine the effect on final achievement of the use of the introductory units of grammar-diagraming, it was necessary to secure the aid of several teachers who would teach senior literature and composition according to the methods proscribed for the experimental and control groups.

Selection and Assignment of Teachers

To obtain data for determining if there was any significant difference in final achievement between students who study senior literature and composition in the traditional manner and students who completed the intensive six weeks review of grammar, it was necessary to enlist the aid of teachers of the senior literature and composition classes who were then assigned to the experimental and control groups. The two teachers assigned to the experimental groups and the two teachers assigned to the control groups had expressed an interest in the study. These teachers were experienced teachers with a mean of 3.7 years teaching senior literature and composition classes. The

range of their total teaching experience was 5-14 years. Each teacher held a Master's degree--two from the University of California, one from Stanford University, and one from the University of Washington at Seattle. In addition, each teacher has taken graduate work beyond his Master's degree. The four participating teachers taught a total of 132 students in four classes of senior literature and composition.

The assignment of two classes to the experimental group and the assignment of two classes to the control group was done on the basis of the teacher's orientation to the informal or formal approach to teaching composition. The assignment was determined by the background and personal interest of the teachers. Teachers A and B were known by educators to be effective in teaching grammar. The remaining two teachers C and D were known by educators to be effective teachers in the field of literature. The classes taught by teachers A and B were designated as the experimental groups; the classes taught by teachers C and D were designated as the control groups. The class period for each group was 50 minutes long, and the classes met five days a week for 36 weeks.

Information Used in Comparing the Experimental and Control Groups

To determine the effect on final achievement of improved student writing skills as a result of a six weeks intensive review of grammar, it was necessary to compare the experimental and control groups to

ascertain the extent to which they were similar prior to the statistical analysis of the data. The information used in comparing the experimental group with the control group was obtained from three areas: (1) I. Q. of the students participating in the study, (2) cumulative grade point average, and (3) the Subject A Test, Form 58, used as a pre-test. The Subject A Test, Form 58, is composed of four parts: sentence structure, vocabulary, punctuation, and a 500 word composition.

The student t technique⁴⁵ at a significance level of 0.05 was used to determine the relative effectiveness of the informal and formal approaches to the teaching of composition when the experimental and control groups were compared. (See Table 1, page 36)

$$^{45}t = \frac{M_1 - M_2}{\sqrt{\frac{\sum x_1^2}{N_1 - 2} + \frac{\sum x_2^2}{N_2 - 2}}} \cdot \frac{N_1 + N_2}{N_1 \cdot N_2}$$

M_1 = The mean of the difference between the scores on the Subject A Test, Form 58, and the Subject A Test, Form 59, of the control group.

M_2 = The mean of the difference between the scores of the Subject A Test, Form 58, and the Subject A Test, Form 59, of the experimental group.

E_{x1}^2 and E_{x2}^2 = The sum of the square of all the differences of the Subject A Test, Form 58, and the Subject A Test, Form 59, for the control and experimental groups.

To determine if the control and the experimental groups were equal in terms of I. Q. and overall scholastic ability, the student t technique was used to analyze the difference of the means of the control and the experimental groups of I. Q. and grade point average.

TABLE 1

INITIAL COMPARISON OF THE EXPERIMENTAL AND CONTROL GROUPS

Factors for Equating Groups	Group Mean Experimental Control		t value	Significance of t technique at 0.05
I. Q.	104.36	105.41	.0029	Not Significant
Cumulative Grade Point Average	2.68	2.69	.0000004 ^{45a}	Not Significant
<u>Pre-Test</u>				
Sent. Stru.	15.1	17.4	.6011	Not Significant
Vocabulary	19.0	22.5	.8277	Not Significant
Punctuation	15.4	17.8	.9351	Not Significant
500 Word Composition	3.1	2.9	.800	Not Significant

Comparing the I. Q. of the experimental and control groups: The I. Q. scores of the 66 students in the experimental group and the 66 students in the control group were obtained from the counselors' student files. The I. Q. test scores reported were based on the California Test of Mental Maturity, which had been given during the students' freshman year.

^{45a} For all practical purposes, this figure represents no statistical differences between the experimental and control groups in cumulative grade point average.

The means of the I. Q.'s. of the two groups were tested using the student t technique and establishing a null hypothesis and the alternate hypothesis. The null hypothesis stated that no significant difference exists between the I. Q. scores of the experimental group and the I. Q. scores of the control group. The alternate hypothesis states that a significant difference exists between the I. Q. scores of the experimental and control groups. The t technique equals 0.0029. At a significance level of 0.05 under a two tailed test the null hypothesis is accepted.

Comparing the cumulative grade point averages of the students:

The grade point average of the 66 students in the experimental group and the 66 students in the control group were obtained from the counselors' student files.

The difference between the means of the cumulative grade point averages was tested by establishing the null hypothesis and the alternate hypothesis. The null hypothesis stated that no statistical difference exists between the mean of the cumulative grade point averages of the experimental group and the mean of the cumulative grade point averages of the control group. The alternate hypothesis states that a statistically significant difference exists between the mean of the cumulative grade point average of the experimental and control groups. The t technique equals 0.00000004. At a significance level of 0.05 under a two tailed test the null hypothesis is accepted.

Description of the Subject A Test, Form 58: The Subject A Test is prepared by the English Department at the University of California at Berkeley, and the results of this test are used as a placement device in the English classes for incoming college freshmen at the University. Each year the test is changed. The format remains the same, but the individual items are different. The Subject A Test is designed to cover four areas of writing skills, namely: Sentence Structure, Vocabulary, Punctuation, and Composition.

Subject A Test, Form 59, was administered in June, 1963, at the close of the experiment. As with Subject A Test, Form 58, the individual teachers administered the test to their respective classes. Again, these tests were corrected by the same impartial teacher who scored the first tests. The results were made known to the individual teachers. The students were unaware that the study was being conducted because a natural class situation was desired.

The student t technique was used to determine if significant differences in achievement existed between the experimental and control groups. Each of the results of the four sections of the Subject A Test: Sentence Structure, Vocabulary, Punctuation, and Composition was analyzed. The resulting scores of the achievement tests were statistically analyzed to determine if there were any significant differences between the two groups.

The student t technique was used on the recommendation of Dr. Charles Mode of the Montana State College Mathematics Department as being the best device for this type measure.

Comparing the experimental and control groups by the Subject A Form 58, pre-test: In September, 1962, all students in the experimental and the control groups took the Subject A Test,⁴⁶ Form 58. This test is divided into four sections: Sentence Structure, Vocabulary, Punctuation, and a 500 word composition. The results of each of these four sections were compared statistically between the experimental and control groups using the student t technique.⁴⁷ A null hypothesis was established for each section of the test which stated that a significant difference did not exist between the means of the two groups and the alternate hypothesis was established which stated that a statistical difference did exist between the means of the two groups. The alternate hypothesis indicated a two tailed test. The t technique scores for each test follow: (1) Sentence Structure: the t technique equals 0.6011. At a significance level of 0.05 the null hypothesis is accepted, (2) Vocabulary: the t technique equals 0.8277. At a significance level of 0.05 the null hypothesis is accepted, (3) Punctuation: the t technique equals 0.9351. At a significance level

⁴⁶See Chapter I, p.

⁴⁷See Chapter III, p.

of 0.05, the null hypothesis is accepted, (4) A 500 word composition: the t technique equals 0.8000. At a significance level of 0.05 the null hypothesis is accepted.

Based upon the statistical tests, the experimental and control groups showed no statistically significant difference between means in I. Q., cumulative grade point average, and the English skills based on the four areas of the Subject A Test, Form 58.

The students who participated in the experimental and control groups had the same background in English training. The first year of English, or English 1-2, grade 9, is chiefly concerned with a review of basic grammar, introduction to literature and poetry, and principles of basic composition. English 3-4, grade 10, is a continuation of English 1-2 with additional emphasis on literature and an introduction to short stories, plays, and public speaking. American literature, grade 11, introduces 85-100 principal American authors, stressing a depth of understanding of 12-16 major authors and their work. Both written and oral reports are stressed in American literature. Senior literature and composition, grade 12, is designed to further student skills in thinking, reading, speaking, listening, and writing. The course emphasis is on reading, primarily, world literature. The course is designed to provide ample opportunity for the student to creatively express himself in a written and oral manner concerning his interpretation of the works of world authors.

Teaching Procedures

The investigation which was conducted in relation to the problem of the study required certain procedures to be followed by the teachers of (1) the experimental groups and (2) the control groups.

At the first regular meeting the Subject A Test, Form 58, was given to the classes and then suggested outlines for teaching the experimental classes were given to the cooperating teachers who had been assigned to the experimental groups.

During the first two weeks of the course, the eight parts of speech, verb conjugations, and subject-predicate was stressed. Students wrote original sentences which were diagramed incorporating the principles stressed during the two week period.

During the third week, phrases--adjective, adverb, infinitive, gerund, were reviewed. The students wrote and evaluated original sentences incorporating the principles stressed during this one week period.

During the fourth and fifth weeks, clauses--adjective, adverb, noun clauses, and the subordinating conjunctions were reviewed. The student wrote and evaluated original sentences incorporating the principles stressed during this period.

During the sixth week, dangling and misplaced modifiers, faulty parallelism, shifts and splits in construction were stressed. The students wrote and evaluated original sentences incorporating the principles stressed during this period.

Following the review of the dangling and misplaced modifiers, faulty parallelism, shifts and splits in construction, the teachers of the experimental groups issued the world literature textbooks for senior literature and composition and proceeded with the teaching of the classes in the manner prescribed by the Language Arts Curriculum Guide with the exception that the selections of world literature were presented at an increased rate in order to compensate for the six weeks of grammar-diagramming review presented at the beginning of the course.

On the last day of the course, in June, the Subject A Test, Form 59, was administered for purposes of evaluating the study.

Control groups: The teaching of the control groups was similar to the experimental groups with the exception that the six week's introductory grammar-diagramming unit was omitted. During the first regular class meeting, the Subject A Test, Form 58, was given to the class.

Following the administration of the Subject A Test, Form 58, the teachers followed the Language Arts Curriculum Guide.

On the last day of the course, in June, the Subject A Test, Form 59, was administered for purposes of evaluating the study.

In conducting the investigation to answer the problem of the study, certain procedures were necessary to follow for the teachers of the experimental and control groups. The teachers of the experimental and control groups administered the Subject A Test, Form 58, to their classes at the first regular meeting of the course and the Subject A Test, Form 59, on the last day of the course. The teachers of the experimental

groups presented specified grammar-diagraming units to the classes during the first six weeks of the course, while the teachers of the control groups followed the Language Arts Curriculum Guide. After the six weeks grammar-diagraming review for the experimental groups, the teachers of all groups taught in their usual manner. Certain statistical procedures were necessary in planning for the evaluation of the data which were obtained when the cooperating teachers conducted their classes according to the proscribed methods.

Summary

Student writing skills would be improved through the use of grammar-diagraming. To test this hypothesis, classes of senior literature and composition were used as experimental and control groups. The classes were composed of senior college preparatory students attending San Lorenzo High School, San Lorenzo, California. The classes were randomly assigned to the experimental and control groups on the basis of the teacher's professional orientation. Each class was taught by an experienced teacher who had expressed interest in the study. Two of the teachers used the grammar-diagraming approach in the teaching of composition, and the remaining two teachers used the literature approach to the teaching of composition.

A pre-test and a post-test were used to measure the achievement of the students. The experiment lasted 36 weeks. The Subject A Test,

Form 58, was used at the beginning of the experiment, and the Subject A Test, Form 59, was used at the end of the experiment to measure student achievement.

The student t technique was used to compare the students in three areas: I. Q., cumulative grade point average, and background training in English. In each area there was no significant difference between the means of the two groups at the 0.05 level.

The courses of study completed by both the experimental and control groups are presented in Chapter IV.

Chapter IV
NATURE OF THE UNITS OF INSTRUCTION
FOR
EXPERIMENTAL AND CONTROL GROUPS

The investigation was designed to test the effectiveness of grammar-diagramming on student writing skills as compared to the effect of literature-writing on student writing skills.

College preparatory students regularly enrolled in senior literature and composition at San Lorenzo High School, San Lorenzo, California, were used. The experimental group followed a specially designed program of instruction that was based on an extensive review of grammar together with literature units. The control group followed the course of study specified by the Language Arts Curriculum at San Lorenzo High School that is basically a literature-writing approach to student composition. The groups were statistically compared in terms of I. Q., cumulative grade point average, and English course content background.

To measure the effectiveness of the grammar-diagramming approach to student composition, a college entrance test,⁴⁸ the Subject A Test, Forms 58 and 59, were used as a pre-test and as an achievement test to measure student improvement. These test results were subjected to statistical procedures for evaluation.

⁴⁸The University of California Entrance Test. See Footnote 2, Chapter I.

After pre-testing, units of instruction were devised to last for six weeks for the experimental group; thereafter, both groups followed the San Lorenzo High School Language Arts Curriculum guide.

Teaching Techniques and Instruction of Experimental Group

The instruction of the experimental group included a unit of intensive review of grammar-diagraming in conjunction with student compositions as well as instruction in literature in conjunction with student compositions. After the six weeks of review, the experimental group followed the Language Arts Curriculum Guide at San Lorenzo High School.

Review of grammar: The experimental group followed a plan of intensive grammar-diagraming review for approximately the first six weeks of the first semester. The following specific areas were reviewed during this period:

1. Eight parts of speech
2. Verb conjugations--all tenses, all moods, active and passive voice
3. Subject and predicate and diagraming of subject and predicate. This section also covered compound subjects, verbs and compliments
4. Phrases--adjective, adverb, infinitive, and gerund, and diagraming of phrases
5. Clauses--main and subordinate, adjective, adverb, and noun clauses, subordinating conjunctions, and the diagraming of clauses

6. Agreement problems of subject and verbs; pronouns and antecedents
7. Case of pronouns
8. Reference of pronouns
9. Dangling and misplaced modifiers
10. Faulty parallelism
11. Shifts and split constructions

After the intensive review of grammar, the experimental group wrote short compositions and evaluated them according to the grammar-diagramming method.

Grammar-diagramming unit and compositions of experimental group:

The units of study were designed to make use of the short theme and paragraph writing as contrasted to the longer compositions that were assigned in the literature-writing unit. A major portion of the themes and paragraphs was written in class. During the first six weeks of the study, the experimental group received intensive drill in analysis of sentence structure and usage. Units of spelling and punctuation were given when the problems arose. Following the grammar-diagramming drill, the experimental group followed the basic outline as contained in the Language Arts Curriculum Guide.

The experimental group received written assignments which involved the use of paragraph and short theme writing. The student themes, when they were submitted, were folded so the student's name did not appear when the theme was evaluated on the opaque projector.

This was done to respect the student's privacy and to elicit a spontaneous response from the class. These themes were then examined by the teacher who made no correcting marks on the paper. The composition which best illustrated the grammatical problem being studied was then shown by means of an opaque projector to the class. The class was given an opportunity to discuss the positive points of the theme, i. e., clarity, aptness of thought, and use of vocabulary. Sentences containing grammatical errors were diagramed on the chalk board by student volunteers; the sentences were re-written. The students then selected the sentence or sentences that most effectively conveyed the idea. These corrected sentences were then substituted in the paragraph. The following is an example of a student theme and its student evaluation.

HONESTY

Honesty is the best policy is an old chiche heard by teenagers frequently. Does it apply to cheating on quizzes and not finking on the other guy? All these involve a degree of honesty. It is either all or nothing at all. So be honest with yourself and others. It will probably kill you.

The paper was put on the opaque projector and the students read the composition silently. After the students read the composition, the teacher called for line evaluations.

Student: (He reads the first sentence aloud): As I see it, the sentence has two problems. First, the sentence is not clear because there are too many verbs and not enough subjects. And frequently does not modify teenagers.

Teacher: How can you tell that this sentence has problems?

Student: By diagramming the sentence. Is, as it stands, has no subject.

Teacher: Diagram the sentence, please.

The student went to the chalk board to diagram the sentence. He drew the subject-predicate base lines and inserted the second verb is in the predicate space. He then drew in the predicate nominative line and wrote the word cliche.

_____ | is \ cliche

He studied what he had written and then turned to the teacher and said:

Oh, "Honesty is the best policy" must be a noun clause and is used as the subject of is. The complete clause is the subject.

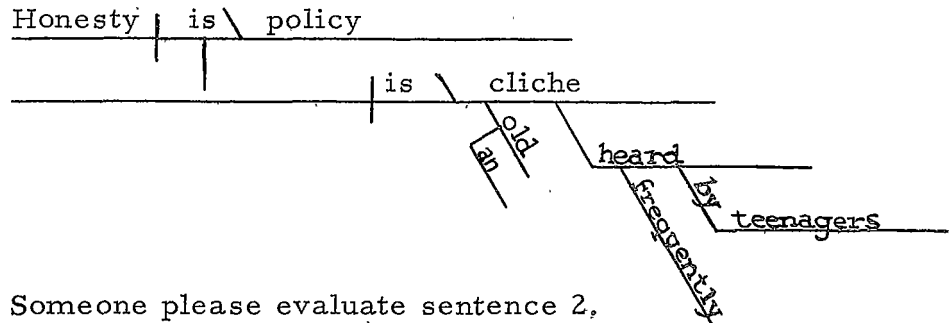
Teacher: You are correct. Diagram the clause. (The student then diagrams the clause into the subject space.) You see, class, how the clause is used as the subject.

. Honesty | is \ policy
 _____ | is \ cliche

(After the student had finished the diagram the teacher continued) But, you said that frequently did not modify teenagers. Why?

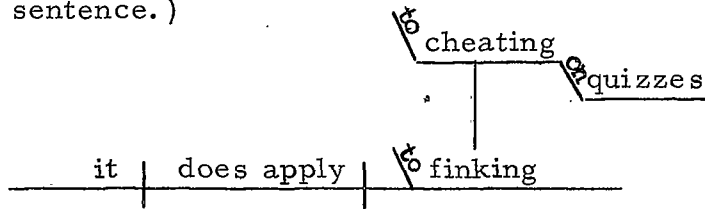
Student: Frequently is an adverb. Adverbs do not modify nouns. Frequently modifies the past participle heard because tells to what extent the cliche is heard.

Teacher: Very good. Diagram it correctly. (The student goes to the board to diagram the first sentence.)



Teacher: Someone please evaluate sentence 2.

Student: Finking and guy are slang expressions and need quotation marks. The sentence has no subject. (The student goes to the board and diagrams the sentence.)



(After diagraming the sentence the student thought for a moment.) I guess it could be a subject, but you don't know what it means. Anyway finking and cheating seem out of place.

Teacher: I think that we agree with your explanation. Will someone evaluate the next sentence?

Student: These sentences can be diagramed, but they really do not have much to do with the main thought of the paragraph, and again there is that it.

Teacher: Very well, what of the concluding sentences?

Student: Again they can be diagramed, but they are not consistent in thought with the opening statement. The concluding statements do not restate the main idea of the paragraph.

The foregoing teacher-student dialogue is typical of the grammar-diagramming approach to evaluations of short compositions by students.

After intensive review of grammar, students evaluated the themes quickly and surely. In the event of disagreement among the students concerning the grammatical correctness of a sentence, the students involved would diagram the sentence, and then they would agree on the correct structure to use in the paragraph.

This type of free discussion among the students served several purposes: (1) it removed the stigma of not being able to apply a formal grammatical rule to a given situation, (2) it enhanced the idea of grammar-diagramming because the sentences were not stereotyped, but rather were the efforts of the students' creative expressions, (3) it taught the principles of logical sentence structure in paragraph formation, (4) it gave the students an opportunity to apply logically the rules of argumentation, and (5) it made learning grammar pleasant.

Literature units of the experimental group: After the intensive review of grammar the experimental group followed the Language Arts Curriculum Guide. The experimental group summarized in their own words their ideas of and reactions to the required materials that they read. Whenever possible, the standard questions at the end of each selection were avoided and brief individual student evaluations of the selection were encouraged.

For example: Plato's The Republic was read by the experimental group, and many of Plato's expressions were analyzed by the grammar-diagramming method. This approach to reading stimulated class discussion as to the soundness of Plato's discourses. The students requested permission to form a panel and discuss particular sections of The Republic. The report that drew the best response was that section dealing with Plato's explanation of the philosopher-king. This report was effective because of its grammatical clarity, its logical arrangement, and its presentation.

Teaching Techniques and Instruction of Control Group

The literature-writing group (control group) approached the problems of improving student writing skills through the media of reading and studying the writing styles of various world authors.

The Language Arts Curriculum Guide of San Lorenzo High School⁴⁹ was followed for 36 weeks. After reading selections by an author the students regularly answered the study questions and discussed their answers in class. As the units progressed into the second semester, the students wrote brief paragraphs imitating the writing style of the author whose selections were being read. Instruction in grammatical forms was not given unless a specific need became evident that a

⁴⁹See Appendix.

majority of the students were making errors in this area of student composition. For example, it was necessary to review faulty parallelism with the classes when it became apparent that a majority of the students were making errors in this area of student composition.

The following is an example of a student composition from the control group. The instructor's marginal notations were the only comments, so to speak, made on the paper.

If I were to have the opportunity to go back through the decades and talk with one person I'm afraid I would *punct.* have a hard time deciding who to deliver my barrage of *pn. are* questions to. *to - to repet.*

There are many great people I would like to talk with--George Washington, Thomas Jefferson, Benjamin Franklin--but having only one choice I would ask to see Mr. Lincoln.

Why would I like to talk to ^uAbe ^uLincoln? Well, *punct.* in books, movies, and lectures, the fact is always stressed that "Honest Abe" rose from such a humble environment and background to take his place among the most famous men in America. I guess all the stressing had its effect because that is what impresses me most. *reference.*

The fact that he during a time when, as yet, *punct.* education was not too important to a backwood man, *re. arrange* practically educated himself by reading every book *notate* he could lay his hands on amazes me.

Abraham Lincoln was a great debator and President who from a small start made a great finish. That is why, if I had the chance to talk to one great person I would talk to "Honest Abe". *Justly conclusion. Please*
Preside. Review three elements of H.

Comparison and Summary of Findings for Experimental and Control Groups

Grammar-diagramming and literature-writing were two approaches used in the teaching of composition.

The major difference between the two methods of teaching composition was that the experimental group approached the writing of compositions through the grammatical evaluation of sentences. The sentences were evaluated for (1) sentence structure, (2) the correct word usage, (3) logical presentation of ideas, and (4) original expression. The students of the experimental group were able to evaluate with grammatical competence sentences from student compositions because of the six weeks' intensive drill and review of grammar.

The students of the control group were not exposed to the review and drill in grammar. Instruction in grammatical forms was not given unless a specific need arose. The students of the control group used the writings of world authors as models for their compositions. The teacher's marginal notes indicating corrections on student themes were the only discussion of faulty sentence structure.

The similarities of the instruction of the two groups, in respect to teaching, are that both groups followed the Language Arts Curriculum Guide of San Lorenzo High School, San Lorenzo, California. The students of the control and experimental groups were college preparatory seniors who had completed three years of English course work and were

enrolled in the senior literature and composition course at San Lorenzo High School, San Lorenzo, California.

The only difference in instructional format between the two groups was the six weeks' review presented to the experimental group. The control group received no review grammar drill.

To determine if grammar-diagraming is more effective in improving student writing skills than is literature-writing, achievement tests were given. The statistical analysis of the achievement test results are presented in Chapter V.

Chapter V

THE RESULTS OF INFORMAL AND FORMAL APPROACHES TO THE TEACHING OF COMPOSITION

The achievement test was compared to the pre-test section by section. These four sections are: Sentence Structure, Vocabulary, Punctuation, and a 500 word Composition.

All explanations of each section and the student technique results are given in detail. (See Table 2, page 57)

Sentence Structure: The Subject A Test, Form 59. Sentence Structure section, contained fifteen items. Each item contained four sentences, one of which was correct. The directions were to pick the best sentence in each group. (See Appendix B.)

An example of the section follows:

1. Among the first to test this right was Susan B. Anthony, the most famous of the suffragettes and who registered and voted in Rochester, New York, in 1872.
2. Among others, Susan B. Anthony, the most famous of the suffragettes, was registered and voted in Rochester, New York, in 1872, thus testing the right to vote.
3. Among those who tested this right was Susan B. Anthony, most famous of the suffragettes, who registered and voted in Rochester, New York, in 1872.
4. Susan B. Anthony, most famous of the suffragettes, tested this right as well as other women by registering and voting in Rochester, New York, in 1872.

Sentence 1 contains two main clauses. The second sentence should be a subordinate clause. Sentence 2 is too inclusive. "Among others" includes men, and men had voting rights. Sentence 3 is correct.

TABLE 2

FINAL COMPARISON OF ACHIEVEMENT BETWEEN
EXPERIMENTAL AND CONTROL GROUPS

Factors for Equating Groups	Group Mean		t value	Significance of t technique at 0.05
	Experimental	Control		
Sent. Stru.	22.02	22.33	.05689	Not Significant
Vocabulary	23.68	23.06	.1369	Not Significant
Punctuation	22.37	22.59	.0282	Not Significant
Composition	21.54	20.80	.1892	Not Significant

Sentence 4 is not clear. Susan B. Anthony did not test her rights as well as test other women.

On the achievement test, Subject A Test, Form 59, t technique was computed to be 0.0569. At a significance level of 0.05 the null hypothesis that no significant difference exists between the student achievement means of the experimental group and of the control group in Sentence Structure was accepted.

These findings would indicate that neither the grammar-diagramming approach nor the literature-writing approach had noticeable effect on the improvement of student skills in the study of sentence structure.

Vocabulary: The Vocabulary section of the Subject A Test, Form 59, contained forty items. The directions for this section were:

In each of the following sentences, one word is missing. Parentheses indicate where it should be. From the five words printed underneath the sentence, choose the one word which best fits in with the meaning of the sentence and write its number in the box at left.

Example: Because it converts electrical energy into mechanical energy with almost no heat loss, this machine is very ().

- | | | |
|--------------|--------------|------------|
| 1. powerful | 2. efficient | 3. compact |
| 4. expensive | 5. modern | |

The correct answer is No. 2, efficient.

On the achievement test, the Subject A Test, Form 59, t technique was computed to be .1369. At a significance level of 0.05 the null hypothesis was accepted. These findings would indicate that neither the

grammar-diagramming approach nor the literature-writing approach had noticeable effect on the improvement of student skills in the study of vocabulary.

Punctuation: The items on the Subject A Test, Form 59, of the Punctuation section dealt with commas, semi-colons and other marks.

The three paragraphs dealt with Mike Fink and his wife, Peg.

Among a band of rangers which was formed in the early years of the Republic in order to observe Indian movements and to scout the frontiers of Pennsylvania was a seventeen-year-old youth who acquired a reputation for boldness and cunning far beyond that of his companions.

On the achievement test, Subject A Test, Form 59, the technique was computed to be 0.0282. At a significance level of 0.05 the null hypothesis that no significant difference exists between the student achievement means of the experimental group and the control group in Punctuation was accepted.

These findings would indicate that neither the grammar-diagramming approach nor the literature-writing approach had noticeable effect on the improvement of student skills in the study of punctuation.

500 Word Composition. The 500 word composition section contained 12 topics of a general nature. Each student was expected to organize his thoughts so that his themes would be clear and coherent. The theme was to be given an appropriate title.

On the achievement test, the Subject A Test, Form 59, t technique was computed to be .1892. At a significance level of 0.05 the null hypothesis was accepted.

These findings would indicate that neither the grammar-diagraming approach nor the literature writing approach had noticeable effect on the improvement of student skills in a 500 word composition.

Summary

The experimental and control groups used in this study were statistically equivalent based on the comparison of the means of the experimental and control groups with respect to individual I. Q., cumulative grade point average and the scores obtained on each section of the pre-test, the Subject A Test, Form 58.

The student t technique was used for the statistical analysis of the data concerning the I. Q., cumulative grade point average, and the pre-test, the Subject A Test, Form 58. The same test, the student t technique, was used to statistically analyze the student achievement, measured by the difference between the pre-test and achievement test scores of the experimental and control groups. In all statistical analysis, the significance level was set at 0.05.

Based upon the achievement of the students of the experimental and control groups as measured by the difference between the Subject A

Test, Form 58, given at the beginning of the experiment and the Subject A Test, Form 59, given at the end of the experiment, the following results were noted.

1. There was no statistical difference in the achievement of sentence structure of the experimental group who used the grammar-diagraming approach to student composition, and the control group who used the literature approach to writing. Therefore, results would indicate that neither the grammar-diagraming approach nor the literature-writing approach helped the student to improve sentence structure.

2. There was no statistical difference in the achievement of vocabulary of the experimental group who used the grammar-diagraming approach as compared to the control group who used the literature-writing approach to student composition. Therefore, results would indicate that neither the grammar-diagraming approach nor the literature-writing approach helped the student to improve his vocabulary.

3. There was no statistical significant difference in the achievement in punctuation of the experimental group who used the grammar-diagraming approach to student composition and the control group who used the literature-writing approach to student composition. Therefore, results would indicate that neither the grammar-diagraming approach nor the literature-writing approach helped the student to improve punctuation.

4. There was no statistical difference in the achievement in the 500 word composition of the experimental group who used the grammar-diagraming approach as compared to the control group who used the literature-writing approach to student composition. Therefore, results would indicate that neither the grammar-diagraming approach nor the literature-writing approach helped the student to improve his written composition.

A summary, conclusions, and recommendations are presented in Chapter VI.

Chapter VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this investigation was to determine if grammar-diagramming was more effective in improving student writing skills than was literature-writing.

Written communication must be clear, concise, and accurate in order to convey ideas and thoughts effectively. To teach the techniques of written communication, two methods are commonly employed; grammar-diagramming, which employs the rules of grammar and correct grammatical structure to written compositions, and that of the literature-writing, which employs the examples of world authors as models for the improvement of student compositions.

Summary

An examination of the literature indicates little agreement that the use of formal grammar and drill is a method of improving student writing skills. Some authorities endorse the grammar-diagramming approach and some do not. A similar situation exists when considering the literature-writing approach to improve student composition.

After evaluating the content of the senior literature and composition course at San Lorenzo High School, San Lorenzo, California, and evaluating literature pertinent to the effect of grammar-diagramming on student composition, the same course of study was presented to both

groups with the exception that the experimental group began with a six weeks intensive review of grammar-diagraming.

The students of the experimental and control groups were tested at the beginning of the experiment and at the end of the experiment, in September, 1962, and June, 1963. Using the Subject A Test, Form 58, as a pre-test and the Subject A Test, Form 59, as an achievement test to measure the gain of the students in each of the four areas of the test: (1) Sentence Structure, (2) Vocabulary, (3) Punctuation, and (4) a 500 word composition.

The data obtained during the investigation were examined statistically to determine the effect of grammar-diagraming on the final achievement in (1) Sentence Structure, (2) Vocabulary, (3) Punctuation, and (4) a 500 word composition. It was concluded that grammar-diagraming had a significant effect on vocabulary and composition.

Conclusions

Based upon the experimental finding of this study subject to the assumption that the samples were indicative of the characteristics of student population, and subject to the limitations of the test employed, the following conclusions were made: (1) grammar-diagraming is an effective method in the improvement of student vocabulary, and (2) grammar-diagraming is an effective method of improving a student's ability to express himself in student compositions as measured by the Subject A Test of the University of California.

Recommendations

The following observations and recommendations became evident during the course of this investigation and are presented here to indicate areas of possible future research relative to the use of the effectiveness of grammar-diagramming on student writing skills.

In view of the fact that remedial English courses are offered in the institutions of higher education, it is recommended that more research be conducted to identify causes of faulty student compositions.

The fact that grammar-diagramming is being re-introduced into the many high school English textbooks indicates that institutions preparing English teachers should re-examine their course offerings and course emphasis to include grammar and diagramming as a method of teaching logical sentence structure.

It is also recommended that English teachers re-evaluate their own skills in applying grammar-diagramming principles to the teaching of student composition.

Another area of research to be studied is that a more dynamic and interesting approach to grammar-diagramming be developed.

Before a student can develop imitative style and skills in writing, he must become adept at applying the fundamental rules of grammar and structure before he can effectively violate those rules and still communicate his ideas clearly. It is, therefore, recommended that no English teacher allow himself the "luxury" of not teaching grammar.

APPENDIX

Appendix A

Examination in Subject A--Form 58

UNIVERSITY OF CALIFORNIA
BERKELEY AND LOS ANGELES

EXAMINATION IN SUBJECT A—FORM 58

DEvised BY

P. S. GRANT, E. L. JONES, E. A. AUSTIN, D. V. BEERY, P. BUHLIG, JR., R. B. CLAYTON,
E. M. COOLEY, A. DENMAN, H. R. DiBONA, R. S. ESPLIN, J. D. GREEN, J. L. HALVERSON,
E. O. HUTCHINS, G. MARTIN, M. E. MULLIGAN, M. C. PETERSEN, D. P. SEXTON, F. E.
SHERMAN, D. M. VAN BECKER, W. W. VASSE, P. J. VELGUTH, C. H. WHEAT, A. P.
WIGGER, H. H. WILLIAMS.

Name.....
Print last name First name Middle name

Date.....

Examination Center.....

I. Sentence Structure	(30)
II. Vocabulary	(40)
III. Punctuation	(30)
IV. Composition	

DIRECTIONS: Read carefully the directions at the beginning of each part of the test. You will be allowed three hours for the whole examination. You should not spend more than half your time on Parts I to III.

I
SENTENCE STRUCTURE

Instructions: Pick the best sentence in each group, and put its number in the box at the left.

1. ☐ 1. After brief and sporadic schooling, Carry Moore attended Missouri's State Normal School and received her teaching certificate.
2. ☐ 2. After brief and sporadic early schooling, Carry Moore attended Missouri's State Normal School, and they gave her a teaching certificate.
3. ☐ 3. After attending Missouri's State Normal School, Carry Moore's brief and sporadic schooling was completed when she received a teaching certificate.
4. ☐ 4. Carry Moore received brief and sporadic schooling, attended Missouri's State Normal School, and she received a teaching certificate there.
2. ☐ 1. In 1867 Carry married a young physician and Union Army veteran, Dr. Charles Gloyd, who proved to be an alcoholic.
2. ☐ 2. In 1867 Carry was married to Dr. Charles Gloyd, an alcoholic, a young physician, and a Union Army veteran.
3. ☐ 3. Dr. Charles Gloyd, a Union Army veteran and young physician, who was an alcoholic, was married by Carry in 1867.
4. ☐ 4. In 1867 was when Carry married Dr. Charles Gloyd, a young physician and Union Army veteran, who proved to be an alcoholic.
3. ☐ 1. Gloyd and Carry separated, unable to reform.
2. ☐ 2. Unable to reform him, they separated.
3. ☐ 3. His reformation proving impossible, they separated.
4. ☐ 4. Although she was unable to reform him, Gloyd and Carry separated.
4. ☐ 1. Six months later Gloyd's alcoholism killed him and left her with an infant daughter, who lived to a weak and insane maturity.
2. ☐ 2. Six months later Gloyd died of alcoholism while leaving her with an infant daughter, who lived to a weak and insane maturity.
3. ☐ 3. Gloyd died of alcoholism six months later; he left her with an infant daughter; the daughter lived to a weak and insane maturity.
4. ☐ 4. Six months later Gloyd died of alcoholism and left her with an infant daughter, who lived to a weak and insane maturity.

5. ☐ 1. Four years later she met David Nation, a minister and educator, nineteen years her senior, who she married in 1877.
2. ☐ 2. Four years later she met and subsequently married David Nation, a minister and educator, nineteen years her senior.
3. ☐ 3. Four years later she met David Nation; he was an educator and minister; he was nineteen years her senior, and she married him in 1877.
4. ☐ 4. Four years later she met and subsequently married David Nation, an educator, minister, and nineteen years her senior.
6. ☐ 1. The reason Nation divorced her in 1901 while they were living in Medicine Lodge, Kansas, was on grounds of desertion.
2. ☐ 2. Nation divorced her on grounds of desertion in 1901 while they were living in Medicine Lodge, Kansas.
3. ☐ 3. Although they were living at Medicine Lodge, Kansas, Nation divorced her in 1901 on grounds of desertion.
4. ☐ 4. Carry and her husband were living in Medicine Lodge, Kansas, and in 1901 divorced her on grounds of desertion.
7. ☐ 1. Being that she had organized a local branch of the Woman's Christian Temperance Union by this time, she began her campaign against the illicit saloons flourishing in the "dry" state of Kansas.
2. ☐ 2. She organized a local branch of the Woman's Christian Temperance Union at this time and begun her campaign against the illicit saloons flourishing in the "dry" state of Kansas.
3. ☐ 3. By this time she had organized a local branch of the Woman's Christian Temperance Union, thus beginning her campaign against the illicit saloons which flourished in the "dry" state of Kansas.
4. ☐ 4. At this time, when she had organized a local branch of the Woman's Christian Temperance Union and begun her campaign against the illicit saloons which flourished in the "dry" state of Kansas.
8. ☐ 1. When she invaded Wichita and wrecked several saloons in 1900, it was her first use of a hatchet to destroy property.
2. ☐ 2. She first used a hatchet to destroy property when she invaded Wichita and wrecked several saloons in 1900.
3. ☐ 3. In 1900 she first used a hatchet, which, when she invaded Wichita, she destroyed property with it and wrecked several saloons.
4. ☐ 4. She first used a hatchet to destroy property when she invaded Wichita and wrecked several saloons; this was in 1900.

9. ☐ 1. Typical of her saloon-smashing tactics was her raid on Topeka's Senate Bar, the foray that first brought her to national attention.
2. A foray that brought her to national attention was the raid she first made on Topeka's Senate Bar that was typical of her saloon-smashing tactics.
3. Topeka's Senate Bar was raided by Carry, which first brought her typical saloon-smashing tactics to national attention.
4. Typical of her saloon-smashing tactics were the foray on Topeka's Senate Bar, the raid that first brought her to national attention.
10. ☐ 1. Carry was dressed in black when she chopped away with her hatchet at the great mirror and bar and smashed every bottle in sight, leaving behind a litter of broken glass and pools of whiskey.
2. Carry, dressed in black and armed with her hatchet, chopped away at the great mirror and bar and smashed every bottle in sight, which left pools of whiskey and a litter of broken glass.
3. Carry was dressed in black, chopping away with her hatchet at the great mirror and bar, smashing every bottle in sight, and leaving behind pools of whiskey and a litter of broken glass.
4. Dressed in black and armed with her hatchet, Carry chopped away at the great mirror and bar and smashed every bottle in sight, leaving behind a litter of broken glass and pools of whiskey.
11. ☐ 1. Carry cut the hose to the beer taps as a climax and sprayed the walls and ceiling with beer; then the cash register was picked up and hurled across the room.
2. When, as a climax, Carry having cut the hose to the beer taps and sprayed the walls and ceiling with beer, she picked up the cash register and hurled it across the room.
3. As a climax Carry cut the hose to the beer taps and sprayed the walls and ceiling with beer; then she picked up the cash register and hurled it across the room.
4. Cutting the hose to the beer taps as a climax, Carry sprayed the walls and ceiling with beer; then she had picked up the cash register and hurled it across the room.
12. ☐ 1. Arrested some thirty times on charges of disturbing the peace, she paid her fines out of her earnings from lecture tours, stage appearances, and the sale of souvenir hatchets.
2. Arrested some thirty times on charges of disturbing the peace, she paid her fines from her earnings in the sale of souvenir hatchets, stage appearances, and lecture tours.
3. Arrested some thirty times for disturbing the peace, her fines were paid by her earnings from stage appearances, the sale of souvenir hatchets, and lecture tours.
4. Arrested and fined some thirty times for disturbing the peace, she paid for it out of her earnings from stage appearances, lecture tours, and the sale of souvenir hatchets.
13. ☐ 1. Although Carry sometimes earned as much as \$300 per week, she never became wealthy, however, because she contributed so much to charities.
2. She sometimes earned as much as \$300 per week; she never became wealthy, because of her contributions to charities were so large.
3. Although Carry sometimes earned as much as \$300 per week, she contributed so much to charity that she never became wealthy.
4. Carry sometimes earned as much as \$300 per week, but never becoming wealthy, because she contributed so much to charities.
14. ☐ 1. She gave money to the poor, to temperance societies, and to build a home for drunkards' wives.
2. She gave money to temperance societies and to the poor, and a home for drunkards' wives was built.
3. She gave money to the poor and to temperance societies and built a home for drunkards' wives.
4. The money which she gave to temperance societies and to the poor, it went to build a home for drunkards' wives.

15. ☐ 1. Her violent tactics so embarrassed the majority of temperance reformers that she never received unqualified endorsement from any national society.
2. Embarrassed by her violent tactics, no national society of temperance reformers were ever willing to give its unqualified endorsement to Carry.
3. Because her violent tactics were embarrassing to the majority of temperance reformers was the reason she never received unqualified endorsement from any national society.
4. Her violent tactics embarrassed the majority of temperance reformers, but she was never given the unqualified endorsement of any national society.

II

VOCABULARY

Read the following selection carefully, and then answer the questions below it.

You should refer to the selection as often as necessary.

There was no doubt as to the profound and varied learning of the Bishop of Arras, nor as to his natural quickness and dexterity. He was ready-witted, smooth and fluent of tongue, fertile in expedients, courageous, resolute. He thoroughly understood the art of managing men. He knew how to govern under the appearance of obeying. He possessed consummate insight in appreciating the characters of those far above him in station and beneath him in intellect. He could accommodate himself with great readiness to the idiosyncrasies of sovereigns. He was a chameleon to the hand which fed him. In his intercourse with King Philip he coloured himself, as it were, with the King's character. He was not himself, but Philip; not the sullen, hesitant, confused Philip, however, but Philip endowed with eloquence, readiness, facility. The King ever found himself anticipated with the most delicate obsequiousness, beheld his struggling ideas change into winged words without ceasing to be his own. No flattery could be more adroit. The bishop accommodated himself to the King's epistolary habits. The silver-tongued and ready debater substituted protocols for conversation, in deference to a monarch who could not speak. He would write letters forty pages long to the King, and send off another courier on the same day with two or three additional dispatches of identical date. Such prolixity enchanted the King, whose greediness for business epistles was insatiable. The painstaking monarch toiled, pen in hand, after his wonderful minister in vain. Philip was fit only to be the bishop's clerk; yet he imagined himself to be the directing and governing power. He scrawled notes in the margins to prove that he had read with attention, and persuaded himself that he suggested when he scarcely even comprehended. The bishop gave advice and issued instructions when he seemed to be only receiving them. He was the substance while he affected to be the shadow.

Each of these words is used in the selection on the line indicated in parentheses. Refer to the selection to make sure that you know how the word is used in the context.

In the square at the left place the number of the word that is nearest in meaning to the word in capitals as it is used in the selection.

Example:

- ☒ 2 PROFOUND (line 1)
1 esoteric 2 deep 3 early 4 brilliant
- ☐ 1. VARIED (line 1)
1 variable 2 accumulated 3 diffuse 4 diverse
- ☐ 2. DEXTERITY (line 3)
1 ingenuity 2 shrewdness 3 strength 4 deftness
- ☐ 3. FERTILE (line 4)
1 earthy 2 useful 3 gifted 4 productive
- ☐ 4. EXPEDIENTS (line 4)
1 oaths 2 reasons 3 resources 4 exclamations
- ☐ 5. RESOLUTE (line 4)
1 unwavering 2 obstinate 3 brave 4 resilient
- ☐ 6. APPEARANCE (line 6)
1 delusion 2 semblance 3 allusion 4 imitation
- ☐ 7. CONSUMMATE (line 6)
1 elegant 2 perfect 3 fastidious 4 consuming
- ☐ 8. INSIGHT (line 7)
1 observation 2 knowledge 3 discernment 4 instinct
- ☐ 9. STATION (line 8)
1 scope 2 rank 3 prestige 4 influence
- ☐ 10. INTELLECT (line 8)
1 knowledge 2 mentality 3 integrity 4 reasonableness
- ☐ 11. ACCOMMODATE (lines 8 and 9)
1 clothe 2 familiarize 3 transfer 4 adapt
- ☐ 12. READINESS (line 9)
1 composure 2 preparation 3 prudence 4 facility
- ☐ 13. IDIOSYNCRASIES (line 9)
1 ideologies 2 imbecilities 3 eccentricities
4 procrastinations
- ☐ 14. SOVEREIGNS (line 10)
1 nations 2 monarchs 3 diplomats 4 tyrants
- ☐ 15. INTERCOURSE (line 11)
1 dealings 2 interference 3 cooperation 4 dalliance
- ☐ 16. AS IT WERE (lines 11 and 12)
1 naturally 2 of course 3 so to speak 4 however
- ☐ 17. SULLEN (line 13)
1 undecided 2 fearful 3 glum 4 droll
- ☐ 18. HESITANT (line 13)
1 deviating 2 balking 3 indecisive 4 hedging
- ☐ 19. CONFUSED (line 13)
1 frustrated 2 bothered 3 confuted 4 befuddled
- ☐ 20. ENDOWED (line 14)
1 provided 2 divested 3 donated 4 enlivened
- ☐ 21. ELOQUENCE (line 14)
1 subtlety 2 elegance 3 logic 4 articulateness
- ☐ 22. ANTICIPATED (line 15)
1 awaited 2 forewarned 3 met beforehand 4 resisted
- ☐ 23. OBSEQUIOUSNESS (line 16)
1 subservience 2 obtuseness 3 observation 4 shyness

- ☐ 24. FLATTERY (line 17)
1 blandishment 2 servility 3 courtesy 4 courtliness
- ☐ 25. ADROIT (line 18)
1 appropriate 2 skillful 3 correct 4 inept
- ☐ 26. HABITS (line 19)
1 costumes 2 practices 3 vices 4 predilections
- ☐ 27. COURIER (line 22)
1 messenger 2 soldier 3 report 4 courtier
- ☐ 28. DISPATCHES (line 23)
1 parcels 2 instructions 3 anecdotes 4 messages
- ☐ 29. IDENTICAL (line 24)
1 similar 2 precise 3 the same 4 the equal
- ☐ 30. PROLIXITY (line 24)
1 service 2 verbosity 3 energy 4 proficiency
- ☐ 31. ENCHANTED (line 24)
1 bewildered 2 charmed 3 diverted 4 hypnotized
- ☐ 32. GREEDINESS (line 25)
1 avidity 2 fervor 3 penchant 4 mania
- ☐ 33. INSATIABLE (line 25)
1 unbounded 2 incredible 3 insane 4 unappeasable
- ☐ 34. PAINSTAKING (lines 25 and 26)
1 assiduous 2 tormented 3 cautious 4 rigorous
- ☐ 35. IN VAIN (line 27)
1 unavailingly 2 out of vanity 3 doggedly 4 foolishly
- ☐ 36. FIT (line 27)
1 eager 2 suited 3 angry 4 ready
- ☐ 37. DIRECTING (line 28)
1 forcing 2 authorizing 3 guiding 4 maneuvering
- ☐ 38. COMPREHENDED (line 31)
1 listened 2 learned 3 understood 4 perceived
- ☐ 39. SUBSTANCE (line 33)
1 light 2 reality 3 factor 4 originator
- ☐ 40. AFFECTED (line 33)
1 seemed 2 pretended 3 appeared 4 tried

III

PUNCTUATION

Insert in the paragraph the *necessary* commas, semicolons, and other marks. Periods already indicate the division into sentences. You should therefore *use no more periods*.

Among a band of rangers which was formed in the early years of the Republic in order to observe Indian movements and to scout the frontiers of Pennsylvania was a seventeen-year-old youth who acquired a reputation for boldness and cunning far beyond that of his companions. Born in 1770 at old Fort Pitt this crude youth Mike Fink was to become one of the legendary figures who epitomize the violent character of the early American frontier. When the frontier was pushed westward Mike joined the brawling boasting keelboatmen of the Mississippi and Ohio Rivers where he became known variously as the "King of the Keelboatmen" the "Snapping Turtle of the Ohio" the "Snag of the Mississippi."

One of the tales about his notorious conduct illustrates his affection for Peg the woman who passed as his wife. One evening the story goes when several keelboats had landed for the night at the mouth of the Muskingum River Mike was seen gathering together a heap of dried beech leaves he resolutely ignored the questions of curious onlookers as he continued to pile up the leaves until they were heaped as high as his head. Priming and loading his rifle he ordered Peg to lie down in the pile of leaves. Understandably reluctant she asked Mr. Fink she always called him "mister" when his blood was up what she had done. Never mind said Mike. Git in or git shot. Pale with fright she obediently lay down on the leaves and Mike swore that he would shoot her if she stirred he then set fire to the pile and fanned the flame vigorously with his hat.

Peg quietly endured the fire as long as she could but finally she leaped from the flames her clothes and hair ablaze dashed for the river and plunged in. When she came up for air Mike looked down at her from the bank and said That'll teach ye to spark with them fellers on t'other boats.

IV

COMPOSITION

Write an essay of about 500 words on one of the following topics. You are expected to organize your thoughts so that your theme will be clear and coherent. You may, if you wish, write the first draft of your composition on scratch paper. Copy it on the blank pages which follow the theme topics. *Please use ink.*

Give your theme an appropriate title, and number it to correspond with the topic you have chosen.

You must stick to the topics assigned. Themes which do not adhere strictly to the assigned topics will be rejected.

1. Discuss the proposed partition of California into two states, a Northern California and a Southern California.
2. If you could live in a time and place other than your own, what time and place would you choose? Why?
3. Discuss the advantages of a law prohibiting high-school students from owning and driving automobiles.
4. Each of the following terms has been applied to the age we live in: The Age of Anxiety, The Age of Analysis, The Age of Foam Rubber. Choose the term which you think is most appropriate and explain why you think it suits our times.
5. Discuss in specific terms the major problems of air pollution control.
6. If you are acquainted with the private life of a public figure whose public pose differs remarkably from his private life, write an essay in which you discuss the reasons for the two different "personalities."
7. What are the dangers to a democracy of a national police organization, like the F. B. I., which operates secretly and is unresponsive to public criticism?
8. In only two fields, sports and popular music, do racial barriers seem to have been effectively broken down. What accounts for this fact?
9. Do you think anything should be done about the presence of artificial and often poisonous substances used to preserve or color food?
10. "It's because the men *aren't* men, that the women have to be," says a character in a famous modern novel. Support or attack this statement.
11. It seems that the star athlete is no longer the high-school hero he was a few years ago. By whom has he been replaced (if by anyone)? What do you think accounts for this change?
12. Some scientists say that those who make a contribution to pure knowledge need not be concerned about its effects on mankind. Do you think this attitude can be justified in the world today?

Appendix B

Examination in Subject A--Form 59

UNIVERSITY OF CALIFORNIA
BERKELEY AND LOS ANGELES

EXAMINATION IN SUBJECT A—FORM 59

DEvised BY

E. L. JONES, P. S. GRANT, R. ABCARIAN, W. P. ALLAN, D. W. BEERY, E. A. BRUNELLE,
P. BUHLIG, JR., A. G. DENMAN, H. R. DiBONA, R. S. ESPLIN, J. L. HALVERSON, E. O.
HUTCHINS, B. S. LEVY, G. MARTIN, M. E. MULLIGAN, M. C. PETERSEN, F. E. SHERMAN,
M. L. SHOOK, D. M. VANBECKER, W. W. VASSE, P. J. VELGUTH, C. H. WHEAT, A. P.
WIGGER, H. H. WILLIAMS.

Name.....
Print last name First name Middle name

Date.....

Examination Center.....

I. Sentence Structure	(30)
II. Vocabulary	(40)
III. Punctuation	(30)
IV. Composition	

DIRECTIONS: Read carefully the directions at the beginning of each part of the test. You will be allowed three hours for the whole examination. You should not spend more than half your time on Parts I to III.

I
SENTENCE STRUCTURE

Instructions: Pick the best sentence in each group, and put its number in the box at the left.

1. ☐ 1. Since one of the fundamental principles of the American Revolution was "no taxation without representation" became the reason that women believed they as well as men were entitled to vote.
2. ☐ 2. Because "no taxation without representation" was a fundamental principle of the American Revolution, a sense that women were as entitled as men to vote could not fail to be roused in them.
3. ☐ 3. The American Revolution, one fundamental principle of which was "no taxation without representation," could not fail to rouse in women a sense that they as well as men were entitled to vote.
4. ☐ 4. The American Revolution, one of whose fundamental principles were "no taxation without representation," convinced women that they were as entitled to vote as were men.
2. ☐ 1. That the Continental Congress might make laws of restricting men's unlimited political, economic, and domestic power over women was Abigail Adams' vain hope even before the Revolution.
2. ☐ 2. Even before the Revolution Abigail Adams vainly hoped that the Continental Congress might make laws restricting men's unlimited powers over women: political, economic, and domestic.
3. ☐ 3. Resenting the unlimited political, economic, and domestic powers men had over women, even before the Revolution Abigail Adams vainly hoped the Continental Congress would make laws to restrict it.
4. ☐ 4. Even before the Revolution Abigail Adams had vainly hoped the Continental Congress might make laws to restrict men's unlimited political, economic, and domestic power over women.
3. ☐ 1. A woman's property and earnings belonged to her husband, as well as her children, whom he might, if he wished, take from the mother and give them to strangers.
2. ☐ 2. A woman's property and earnings belonged to her husband, as did even her children, which he might take from the mother and give to strangers if he wished.
3. ☐ 3. A woman's children, property, and earnings belonged to her husband, whom he might, if he wished, take from the mother and give to strangers.
4. ☐ 4. Since a woman's property, earnings and even her children belonged to her husband, he may take them from the mother and, if he wished, give them to strangers.

4. ☐ 1. Although tradition and religion both taught women that their duty was to submit humbly, a few, courageous and intelligent, saw that women lacked equality because they lacked the vote.
2. ☐ 2. Tradition and religion both taught women that their duty was to submit humbly, a few courageous and intelligent ones seeing that they would not gain equality while they lacked the vote.
3. ☐ 3. A few courageous and intelligent women saw that although both tradition and religion taught them the duty of humble submission, their lack of equality was because they lacked the vote.
4. ☐ 4. Both tradition and religion taught that woman's duty was to submit humbly, so a few women who were courageous and intelligent saw that they lacked the vote and, thus, could not be equal with men.
5. ☐ 1. Slowly gaining ground from its association with the Abolitionists, the movement for woman suffrage, as well as all lesser concerns, were banished from the public mind by the Civil War.
2. ☐ 2. Through its association with the Abolitionists, the movement for woman suffrage slowly gained ground until the Civil War banished all such concerns from the public mind.
3. ☐ 3. The movement for woman suffrage was slowly gaining ground by its association with the Abolitionists until it caused the Civil War to banish all such concerns from the public mind.
4. ☐ 4. Associated first with the Abolitionists and slowly gaining ground, it was the Civil War that banished the movement for woman suffrage, as well as all lesser concerns, from the public mind.
6. ☐ 1. The Fourteenth Amendment, intended to guarantee full rights to Negroes, stating that the rights of citizens were not to be abridged and describing as citizens all persons born or naturalized in the United States and thus seemed to give women the right to vote.
2. ☐ 2. The Fourteenth Amendment, which guaranteed full rights to Negroes, seemed to give women the right to vote, for it provided that the rights of citizens were not to be abridged and defined as citizens all persons born or naturalized in the United States.
3. ☐ 3. In providing that the rights of citizens were not to be abridged, the Fourteenth Amendment, because they described as citizens all persons born or naturalized in the United States, seemed to give women the right to vote, although it was intended to guarantee the rights of Negroes.

4. The Fourteenth Amendment, intended to guarantee full rights to Negroes, stated that the rights of citizens were not to be abridged, and in describing as citizens all persons born or naturalized in the United States, women seemed to receive the right to vote.

7. ☐ 1. Among the first to test this right was Susan B. Anthony, the most famous of the suffragettes and who registered and voted in Rochester, New York, in 1872.
2. Among others, Susan B. Anthony, the most famous of the suffragettes, was registered and voted in Rochester, New York, in 1872, thus testing the right to vote.
3. Among those who tested this right was Susan B. Anthony, most famous of the suffragettes, who registered and voted in Rochester, New York, in 1872.
4. Susan B. Anthony, most famous of the suffragettes, tested this right as well as other women by registering and voting in Rochester, New York, in 1872.

8. ☐ 1. Even when outraged editorial writers protested the Rochester affair and demanded her to be arrested, Susan B. Anthony was only elated.
2. Outraged editorial writers were quick to ask why illegal voting had been allowed in Rochester and demanded that Miss Anthony be arrested; Susan was elated by the fuss.
3. "Why has illegal voting been allowed in Rochester?" outraged editorial writers asked at once, and although demanding her arrest, she was only elated by the fuss.
4. Then outraged editorial writers asked, "Why illegal voting had been allowed in Rochester and why has she not been arrested?" but Miss Anthony was only elated by the fuss.

9. ☐ 1. After a year's delay she was brought to trial, being found guilty, and fined \$100; "I shall never pay a dollar of your unjust penalty," she told the judge.
2. After a year's delay, she was tried, found guilty, and fined \$100, but refused to pay, saying to the judge, "I shall never pay a dollar of your unjust penalty."
3. After a year's delay, she was found guilty and the judge fined her \$100, but refused to pay, saying to him, "I shall never pay a dollar of your unjust penalty."
4. After a year's delay the judge, declaring her guilty, fined her \$100, but she refused to pay, saying that she would never pay a dollar of your unjust penalty.

10. ☐ 1. Since she was unmarried and naturally people suggested that Miss Anthony should forget the vote and find a husband and hurled insults from the press as well as vegetables from the audiences to which she spoke.
2. Being unmarried, people suggested that her interest in the vote would lessen if she got a husband, and insults were hurled from the press just as the audiences to which she spoke threw vegetables.
3. Because she was unmarried, it was suggested that Miss Anthony find a husband and forget about the vote, and insults were hurled from the press and from the audiences to which she spoke, the latter taking the form of vegetables.
4. Because she was unmarried, it was suggested that Miss Anthony find a husband and forget the vote; the press frequently insulted her, and even her audiences sometimes threw vegetables.

11. ☐ 1. Styling their opponents "domineering lummoxes in breeches," suffragettes who fought men who could see only disadvantages to themselves in giving women the vote or who thought them too pure to mix in politics.
2. Being styled "domineering lummoxes in breeches" by the suffragettes, there were men who, seeing only disadvantages to themselves in giving women the vote, thought them too pure to mix in politics.
3. Styling their opponents "domineering lummoxes in breeches," suffragettes fought men who could see only disadvantage to themselves in giving women the vote, or who thought them too pure to mix in politics.

4. Styling their opponents "domineering lummoxes in breeches," men who could see only disadvantage to themselves in giving women the vote or who thought them too pure to mix in politics and were severely criticized by women.

12. ☐ 1. Individual states remained hostile, men and most women opposing the suffrage movement, and little could be achieved on a nation-wide scale, so the states granted equal suffrage slowly.
2. Little could be achieved on a nation-wide scale while individual states remained hostile, and since not only men but many women opposed the movement, the states granted equal suffrage slowly.
3. That little could be achieved on a nation-wide scale was due to individual states remaining hostile, for the states granted equal suffrage slowly while not only men but most women opposed the movement.
4. The states granted equal suffrage slowly because little could be achieved on a nation-wide scale while individual states remained hostile owing to not only men but also women being opposed to the movement.

13. ☐ 1. Wyoming had given women the vote in 1869, but not until 1893 did a second state, Colorado, grant equal suffrage.
2. Wyoming having given the vote in 1869, Colorado became the second state to grant equal suffrage in 1893.
3. First giving the vote to women in Wyoming in 1869, it was not until 1893 that Colorado became the second state to grant equal suffrage.
4. Wyoming gave women the vote in 1869, and it was much later when Colorado became the second state to grant equal suffrage; this was in 1893.

14. ☐ 1. That some once-hostile politicians came to believe that women might be better political allies than enemies was because one state after another declared women fit to vote.
2. As one state after another declared women fit to vote, there were some once-hostile politicians came to believe that they might be better political allies than enemies.
3. As one state after another declared women fit to vote, some once-hostile politicians came to believe women might be better political allies than enemies.
4. Some politicians were once hostile, believing women might be better political allies than enemies when one state after another declared women fit to vote.

15. ☐ 1. Being that victory was in sight in 1915, the fifty thousand suffragettes marched through New York City; on August 26, 1920, the Nineteenth Amendment was ratified, and women became the political equals of men.
2. Victory was in sight by 1915; fifty thousand suffragettes marching through New York City, and the Nineteenth Amendment was ratified on August 26, 1920, when women became the political equals of men.
3. Becoming the political equals of men on August 26, 1920, when the Nineteenth Amendment was ratified, fifty thousand suffragettes marched in sight of victory through New York City in 1915.
4. Victory in sight by 1915, fifty thousand suffragettes marched through New York City; on August 26, 1920, the Nineteenth Amendment was ratified, and women became the political equals of men.

II VOCABULARY

In each of the following sentences, one word is missing. Parentheses indicate where it should be. From the five words printed underneath the sentence, choose the one word which best fits in with the meaning of the sentence and write its number in the box at the left:

Example:

Because it converts electrical energy into mechanical energy with almost no heat loss, this machine is very ().
1 powerful 2 efficient 3 compact 4 expensive 5 modern

- 2 ☐ 1. A good hostess provides many small () for the enjoyment of her guests.
☐ 1 amenities 2 debilities 3 aggregations 4 fracasas 5 ironies

2. He failed to graduate, for he had not completed the () number of courses.
☐ 1 pertinent 2 ensuing 3 requisite 4 unprecedented 5 feasible
3. His action was (): no student had ever before been able to do anything like it.
☐ 1 unforgivable 2 unprecedented 3 trite 4 expected 5 contrite
4. This poem is so difficult that it requires () by the poet or a scholarly critic.
☐ 1 devotion 2 clichés 3 gibberish 4 imagery 5 explication
5. He () all his failures to a conspiracy among his enemies.
☐ 1 imputes 2 resigns 3 condescends 4 relinquishes 5 contributes
6. The () of his work made him an average student, one who would never surprise his teachers with brilliant work, but one who would never fail to pass a course.
☐ 1 mediocrity 2 ambiguity 3 completion 4 ingenuity 5 stupor
7. The pleasure of hearing poetry is not only intellectual but also ().
☐ 1 unemotional 2 eloquent 3 incredible 4 aural 5 virtual
8. He was able to stay in the wilderness for more than two months, for he had food supplies () in five places along the trail.
☐ 1 delegated 2 advanced 3 mobilized 4 cached 5 insured
9. He found it () to watch less competent men promoted to positions of responsibility while he remained a stock clerk.
☐ 1 ubiquitous 2 galling 3 unwary 4 uncharitable 5 expansive
10. Although I wrote brilliant essays, my instructor was always () at minor errors.
☐ 1 carping 2 abounding 3 hounding 4 spurning 5 disillusioned
11. One indication of his popularity is that none of his colleagues has ever said anything () about him.
☐ 1 derogatory 2 inconclusive 3 irrefutable 4 regretful 5 impaired
12. Long after everyone else is asleep, the () may still be wide awake, longing for rest.
☐ 1 insomniac 2 archetype 3 sadist 4 martinet 5 auditor
13. Although some of the things he said are (), others require proof.
☐ 1 doubtful 2 axiomatic 3 reprehensible 4 ingenious 5 affable
14. Some people attempt to hide feelings of inferiority and insecurity behind a () of bored sophistication.
☐ 1 repression 2 personality 3 culture 4 hostility 5 façade
15. Because she would weep if she broke a pencil point but merely shrug her shoulders if she wrecked her car, her emotional responses frequently seemed hardly ().
☐ 1 compatible 2 comprehensible 3 commensurate 4 well rounded 5 evolved
16. The professor would excuse bad manners, but would not () cheating on examinations.
☐ 1 repute 2 abound 3 condone 4 taboo 5 adjure
17. Mastering a foreign language requires systematic work rather than () attention.
☐ 1 careful 2 sporadic 3 methodical 4 ignominious 5 solicitous
18. Although he was the () head of the family, he was nagged by his wife and bullied by his sons.
☐ 1 indubitable 2 titular 3 avuncular 4 cursory 5 expedient
19. He gave his books to the library, () that they be kept together as a separate collection.
☐ 1 stipulating 2 inferring 3 implying 4 explicating 5 adumbrating
20. Any institution will () if it ceases to have a function in the community of which it is a part and if no one has a vested interest in its maintenance.
☐ 1 thrive 2 perpetuate 3 ramify 4 titillate 5 atrophy
21. Because the experience had been (), he went home and took a long nap.
☐ 1 importunate 2 enervating 3 stimulating 4 indolent 5 ebullient
22. Because she seldom stopped chattering, people considered her a very () person.
☐ 1 gregarious 2 voluminous 3 garrulous 4 prosaic 5 prolific
23. Coleridge wrote thousands of words on the margins of the book, and these () were often more enlightening and more interesting than the text itself.
☐ 1 annotations 2 excerpts 3 paginations 4 résumés 5 bibliographies
24. Her feelings toward her child were so () that sometimes she wanted to spank him and hug him at the same time.
☐ 1 sadistic 2 masochistic 3 ambivalent 4 psychotic 5 hostile
25. The () of natural resources is a matter of concern to the foresighted, for they know that even in this age of scientific achievement synthetic substitutes are not always available.
☐ 1 irrigation 2 fertilization 3 depletion 4 defamation 5 cultivation
26. Fastidious care must be taken in administering medication, for even an () quantity more or less than prescribed can sometimes make a tremendous difference in the patient's condition.
☐ 1 affluent 2 infinite 3 infinitesimal 4 enormous 5 irreplaceable
27. For several centuries the English nobility spoke nothing but Latin and French, but the common people kept the () alive.
☐ 1 dialect 2 vernacular 3 tradition 4 communication 5 verbalization
28. Instead of treating his employees civilly, he gave them orders in such a () manner that they cowered before him and never dared speak to him unless first spoken to.
☐ 1 preposterous 2 peremptory 3 conspicuous 4 circumspect 5 diffident
29. The child's () face automatically absolved her from suspicion in the matter of the stolen coat.
☐ 1 blushing 2 guilty 3 guileless 4 discomfited 5 discomposed
30. During an examination the () of directions can be very annoying to students who understood them the first time they were given.
☐ 1 coherence 2 reiteration 3 paucity 4 laxity 5 enforcement
31. If they were to believe the defendant, the jury felt that a better () of his statement was needed than that offered by the testimony of his friend.
☐ 1 account 2 accomplice 3 stipulation 4 corroboration 5 declamation
32. It is a fallacy to think that the theoretical sciences do not yield () results, for the work of theorists has led to the invention of many mechanical devices which simplify our everyday lives.
☐ 1 substantial 2 specific 3 ample 4 scientific 5 useful
33. As soon as interplanetary travel becomes an actuality, many of our questions about other planets will be answered, and living conditions on Mars will finally cease to be merely a matter of ().
☐ 1 experiment 2 speculation 3 ideology 4 judgment 5 configuration
34. Johnson, who had always been flustered and annoyed by the simple problems of everyday life, exhibited unexpected powers of leadership and decision when confronted by the () of leading troops into battle.
☐ 1 trivialities 2 exigencies 3 delectation 4 felicities 5 ingenuousness
35. Because even his best friends resented his promotion to an administrative position, all of his associates made a number of () remarks.
☐ 1 inconsequential 2 innocuous 3 invidious 4 enviable 5 contentious
36. Succinct as it is, the Golden Rule is the () of Christian ethical doctrine.
☐ 1 vestige 2 paradox 3 antithesis 4 complement 5 epitome
37. His speech was (), for he never used one word where he could use ten, and he delighted in hyperbole and repetition.
☐ 1 turgid 2 turbid 3 torpid 4 tacit 5 torrid
38. Wilbur was so () that he refused to obey any of the school's regulations during his first week on the campus.
☐ 1 regenerate 2 fallible 3 apprehensive 4 recalcitrant 5 weak
39. He avoided all difficulties, not because he was strong, but because he () all temptations.
☐ 1 deluded 2 shunned 3 discerned 4 elucidated 5 disputed
40. His petty persecutions and frequent slanders of Mrs. Powell show his ().
☐ 1 benevolence 2 malevolence 3 maladroitness 4 addiction 5 violence

III

PUNCTUATION

Insert in the paragraph the *necessary* commas, semicolons, and other marks. Periods already indicate the division into sentences. You should therefore use no more periods.

More than any of his other works Hawthorne's novel *The Scarlet Letter* whatever critics may decide deserves to be ranked as an American classic. As a study of the dark bleak Puritan mind of the seventeenth century this book which Hawthorne published on October 31 1849 is remarkably incisive and yet sympathetic.

The heroine is Hester Prynne a convicted adulteress the other chief characters of the story are Arthur Dimmesdale her lover and Roger Chillingworth her husband. Each has a moral problem each a sin to be expiated each must make a choice of action. How they will behave in the face of God and society how they can confront the consequences of their past actions these are the questions Hawthorne asks. To answer them they were basic problems of Puritan morality Hawthorne devised a plot in which the characters punish themselves. Chillingworth enters Dimmesdale's house as his physician and then he relentlessly torments his rival's conscience and finally effects his physical and spiritual breakdown. Dimmesdale having been destroyed by Chillingworth's revenge Hester gradually becomes resigned to wear forever a scarlet letter embroidered on her clothing and ultimately she finds tranquillity. By so concluding Hawthorne extolled humility as the redeeming human virtue. He said his novel was a tale of human frailty and sorrow.

IV

COMPOSITION

Write about 500 words answering one of the following questions. You are expected to organize your thoughts so that your theme will be clear and coherent. You may, if you wish, write the first draft of your composition on scratch paper. Copy it on the blank pages which follow the theme topics. *Please use ink.*

Give your theme an appropriate title, and number it to correspond with the topic you have chosen.

You must stick to the topics assigned. Themes which do not adhere strictly to the assigned topics will be rejected.

1. Since the launching of the earth satellites there has been an increasing emphasis on science. If this trend continues what do you think will be the effect on our educational system and way of life?
2. Describe some possible consequences of allowing fourteen-year-olds to vote.
3. If you could meet and talk with one famous man or woman who is now dead, whom would you choose? What would you discuss with him? Why?
4. It is argued that "pay" television—that is, television programs for which the viewer pays directly—will result in the production of better programs than are currently offered by "commercial" television. If you agree or disagree, tell why.
5. Some high schools are now expelling delinquent juveniles instead of trying to keep them in school and out of trouble. What will be the probable effects upon serious high school students and upon the delinquents themselves?
6. How do you think influential Negroes can best meet and right the injustices caused by bitter prejudices against the Negro race?
7. Have you ever been unjustly suspected or accused of doing something wrong? Explain the circumstances that led to your difficulty and the means by which you cleared yourself.
8. Describe and analyze the differences between "adult" westerns and ordinary westerns.
9. Present the arguments against the continued testing of nuclear weapons and evaluate these arguments in relation to the present world situation.
10. One critic of American culture has said, "Women are clearly the dominant sex in the United States: they spend seventy per cent of the money, they have completely domesticated the American male, they have made security and adjustment the most important ideals of our society." Comment on all or part of this view.
11. Describe your experience combating plant pests or diseases.
12. If you have read several books by one author, what qualities in the first book led you to go on to others? How did further reading modify or confirm your original opinion of the author's work?

Appendix C

Criteria Used for Judging the Subject A Test Composition

The 500 word composition part of the Subject A Test is judged in two areas. Fifty per cent is given for content and fifty per cent is given for mechanics.

If the content of the composition is of a superlative quality, namely an opening, body, and conclusion, but if the mechanics of the composition are weak, namely punctuation, spelling or structure, the student is given a provisional pass. Normally an overall 85-90 per cent is required to pass the Subject A Test.

The mechanics of a paper are judged in the following manner:

no title	minus 10
run-on sentences	minus 10
fragmentary sentences	minus 10
misspelling	minus 25 (on third error)
faulty parallelism	minus 10
weak antecedents	minus 10
each punctuation error	minus 10

Appendix D

Instructional Guide for Control Group in
Senior Literature and Composition

San Lorenzo High School

INSTRUCTIONAL GUIDE FOR CONTROL GROUP IN
SENIOR LITERATURE AND COMPOSITION

September, 1960

I Basic Facts Concerning the Course

- A. Grade level: Senior year
- B. Required or Elective: Elective course
- C. Prerequisites: "C" average in English 1, 2, 3, 4
- D. Supplementary texts:

1. Agnew, J. Kenner and Agnes L. McCarthy, Prose and Poetry of the World, L. W. Singer and Co., Inc., Syracuse and New York City, 1954. Adopted in 1953
2. Baily, Matilda and Gunnar Horn, English Handbook, American Book Company, New York
3. Cooper, Charles W. and Edmund J. Robins, The Term Paper, A Manual and Model, Third Edition, Stanford University Press, Stanford, California
4. Cross, E. A. and Helen Fern Daringer, Heritage of British Literature, il., Lit., A series of Anthologies, Macmillan Company, New York City (Two editions: 1945 and 1954) Adopted in 1951
5. Cross, E. A. and Neal Cross, Heritage of World Literature, A Series of Anthologies, Macmillan Company, New York, 1946. Adopted in 1951
6. Funk, Wilfred, 30 Days to a More Powerful Vocabulary, Wilfred Funk, Inc., New York
7. Grant, Phil S., Frederick Bracher, and Samuel E. Duff, Correctness and Precision in Writing, Form D, Houghton Mifflin Co., Boston, The Riverside Press, Cambridge, Massachusetts

8. Warriner, John E., English Grammar and Composition--A Complete Handbook, Harcourt, Brace and Co., New York, 1957. Adopted in 1959

II Major Objectives of the Course

- A. To continue the teaching of the fundamentals of English instruction and of education in the improvement of skills in thinking, reading, speaking, listening, and writing.
 - 1. Emphasis on reading
 - 2. Writing skills here include the study of the practice in the technique of composing a correct term paper with outline, footnotes and bibliography.
- B. To give further understanding of our world, using meaningful concepts of Meeting Adventure, Doing the World's Work, Finding Love and Friendship, Seeking Wisdom, Discovering Beauty, Understanding Others, Developing a Personal Philosophy, Building a Better World.
- C. To bring awareness of previous searches and struggles for a better life as represented in the literatures of Ancient Greece and Rome, the Medieval and Renaissance worlds, the Age of Reason, and the Expanding World of the nineteenth and twentieth centuries, using these concepts: Love of Freedom, Desire for Justice, Obligations for Loyalty, Development of Virtue, Yearning for a Satisfying Religion, Progress in Government, Recognition of Truth and Knowledge, Acceptable Social Behavior, and the Achievement of Toleration in the World.
- D. To acquaint students with a definite knowledge of six writing forms: The short story, the essay, the biography, the poem, the drama and the novel. (These include many sub-forms as the folk-tale, the sonnet, the novelette, expository writing in the fields of science, travel, economics, etc.)
- E. To familiarize students with major writers of the world as to name, nationality and the period in which he wrote, some of the actual material he did write and its type, and titles of some of his most outstanding contributions to civilization, with emphasis upon twentieth century writers. (For example: From Homer to Stephen Spender, from Plato to Albert Schweitzer, from Aeschylus to Somerset Maugham)

- F. To develop student interest and taste (a critical attitude) and thus encourage better types of reading than would otherwise be done.
- G. Secondary aims of this course include enlargement of vocabulary, cultivation of a more mature attitude toward problem literature, etc.
- H. To learn to apply the basic principles of writing in one's own writing.
- I. To learn to write correctly and precisely.

III. Outline of Units by Weeks

- A. Weeks 1
 & 2: Meeting Adventure (Text: Agnew and McCarthy's Prose and Poetry of the World)
 Content includes an adventure story translated from the Beowulf to a selection from Thor Heyerdahl's Kon-Tiki and includes also a selection from Mark Twain's Tom Sawyer.
- B. Week 3: Doing the World's Work
 Content includes a letter of application from Leonardo da Vinci to an excerpt from Eve Curie's Madame Curie.
- C. Week 4: Finding Love and Friendship
 Content of reading includes the Biblical Ruth to a selection from Alan Paton's Cry, The Beloved Country. This section also includes the work of many other great masters on this topic: Shakespeare, Elizabeth Barrett Browning, John Keats, Confucius, and unknown writers from the ancient Sanscrit Panchatantra. Also here is a satire on robots and their lack of human abilities in "Epicac" by Kurt Vonnegut.

D. Weeks 5
& 6: Seeking Wisdom

Content includes selection from ancient Finnish Kalevala to a short story by Nobel prize-winning William Faulkner.

E. Week 7: Discovering Beauty

Content includes poems from Bjornstjerne Bjornson to some of Robert Tristram Coffin's and includes also a California story of William Saroyan's and an excerpt from Albert Schweitzer's Religion and Modern Civilization.

F. Week 8: Understanding Others

Content presents excerpts from men and women of many countries and times from the Greek Ulysses to the Indian Santha Rau. Also included is an excerpt from Kabloona by Gontran de Poncins about life among the Eskimos.

G. Weeks 9
& 10: Developing a Personal Philosophy

Content includes Tolstoi's famous story "How Much Land Does a Man Need?", Byron's "The Prisoner of Chillon," and an excerpt from Antoine de Saint Exupery's Wind, Sand, and Stars.

H. Weeks 11
& 12: Building a Better World

Content includes Karel Capek's play R. U. R. and Pearl Buck's "The Enemy". Oral reading of play R. U. R. by class.

I. Weeks 13.

& 14: Ideas of Ancient Greece That are Important Today

Content: Prometheus Bound by Aeschylus, abridged; discussion of the meaning of freedom. The Furies by Aeschylus, an excerpt; discussion on the nature of justice. Antigone by Sophocles, an excerpt; discussion on loyalty. The Republic, by Plato, excerpts; discussion of the constitution of a good life and of a good education. Several other selections of ancient literature.

J. Weeks 15

& 16: Contributions made by the Roman World

Content: Plutarch's biography of Caesar. Excerpts from Lucretius. Excerpts from works of Tacitus, Catullus, Horace and Marcus Aurelius. Discussions on dictatorships, forms of government, and characteristics of a nation, progress.

K. Week 17 Contributions to the Middle Ages

Content: Metrical romances, The Song of Rolland and Aucassin and Nicolette, ideal hero, the heroine. Excerpt from Undset's Kristin Lavransdatter, trial by ordeal. St. Thomas Aquinas by Henry Adams, account for the presence of evil in God's world.

L. Week 18: Concepts of the Renaissance

Content: Excerpts from the works of Erasmus, Machiavelli, Cervantes, Collini, Sir Thomas Moore and others. Materials about da Vinci and Michelangelo--investigation and experiment, invention of press, discoveries of Americans, etc.

M. Week 19: Age of Reason

Content: Excerpts from Voltaire's Candido. Rousseau's The Social Contract. American Declaration of Independence.

N. Weeks 20
& 21: Nineteenth Century

Content: Goethe, Faust. Nietzsche, Thus Spake Zarathustra, Superman Theory. Pushkin, Message to Siberia. Ibsen, An Enemy to the People. Dostoevski, excerpt from Brothers Karamazov. Tolstoi, excerpt from Anna Karenina. Excerpts from works of Balzac, de Maupassant, Chekov.

O. Weeks 22
& 23: This Expanding World - twentieth century

Content: Bjornson, The Father. Gunnarson, The Good Shepherd. Molnar, The Prisoners. Rolland, R., excerpt from Jean Christophe. Lin Yutang, Chinese Traits. Pearl Buck, China and Japan. Mann, Thos., excerpt from Magic Mountain. Knight, Eric, This Above All.

P. Week 24: The Promise of America

Distinguished immigrants in this section: Bok, Einstein; Authors of America but of recent recent arrival, John Fante, etc. Thomas Wolfe, two excerpts. Dwyer, The Citizen.

Q. Week 25: Introduction to British spirit and out indebtedness to Britain

Content: Speech of Sir Winston Churchill. Atlantic Charter. Four Freedoms. Dunkirk, a poem.

R. Week 26: The British Short Story

Content: Stories from Galsworthy, Katherine Mansfield, Bennett, Doyle, Saki, Barker, Middleton, Chesterton.

S. Week 27: Novelette

Stevenson's "The Strange Case of Dr. Jekyll and Mr. Hyde".

- T. Weeks 28
& 29: The Novel in Britain

Excerpts from Dickens' David Copperfield;
Blackmore's Lorna Doone; Hardy's Tess
of the D'Urbervilles; Meredith's The
Ordeal of Richard Feverell; Conrad's Lord
Jim; Bentley's Inheritance; Eliot's Silas
Marner; Maugham's Of Human Bondage.

- U. Week 30: The Essay

Content: From Bacon to Maugham.

- V. Week 31: British Poetry

Content: Poems of Burns, Scott, Coleridge,
Wordsworth, Byron, Blake, Shelley, Keats,
Moore, Fitzgerald, Tennyson, R. and E.
Browning, Arnold, Carroll, Rossetti,
Swinburne, Wilde, Kipling, Yeats, Mase-
field, Noyes, Colum, Sassoon, Houseman,
and Stephen Spender, etc. Study of forms
of ode, sonnet, ballad, dramatic mono-
logue and others.

- W. Weeks 32
& 33: Drama

Content: Galsworthy, The Skin Game.
Shakespeare, Macbeth.

- X. Weeks 34
35 & 36: Survey and History of Literature

Evaluation by student.

IV Major Experiences Which Help Attain the Objective of the Course

- A. After a study of the unit on "Developing a Personal Philosophy" through reading and class discussion, the student writes in class time a ten-page paper on his philosophy of life (at the moment of young adulthood); i. e., his ideas on the nature of God and the

universe and man's place in the scheme of things; methods of achieving happiness (the essentials for him), the importance of faith, achievement of success, the enduring values; freedom, love, honor, the endurance of burdens and sorrows.

- B. After a study of the unit on Building a Better World with some magazine reading and discussion, the student writes out his proposals in ten or twelve pages.
- C. After a study of term paper technique and the reading of a minimum of two books and five magazine articles on his selected topic (a literary one; see appended list of suggestions), the student writes notes, makes a sentence outline, makes a rough draft, makes footnotes, writes a 2,500-word paper on his topic, following with a bibliography of his reference material.

V Community Resources Utilized in This Course

- A. A few outside speakers
- B. One or two field trips to movies or exhibits

VI Methods Used to Develop Basic Skills

- A. Discussions
- B. Compositions from one page to the 2,500-word term paper
- C. Oral and written spelling lessons
- D. Vocabulary work
- E. Outlining
- F. Note taking
- G. Oral reports on reading to the class

VII Methods Used to Acquaint Youth with Career Opportunities

- A. Emphasis on learning to express one's thoughts in order
- B. Value of course for college entry
 - 1. English tests
 - 2. Surveys of civilization
 - 3. Writing of term paper and reports
- C. Adjustment to life in foreign scene with knowledge of national literatures, heroes and psychology.

VIII Method of Evaluating and Grading

At the end of year student evaluates the course for himself. He writes a few pages, pointing out his gains and failures and includes suggestions. Reactions have been very encouraging in the past. There is high enthusiasm for the selections read. Also they show a considerable knowledge of the progress of civilization as displayed by literature. Many students reveal "a speaking acquaintance" with a number of authors. Most of them show increased vocabulary power. Certainly in no year have all the objectives been reached for every student, but improvement is noticeable.

No high school student should go on to college without a background in the thought of the past, as presented by this course. Returning graduates agree that this course has been of first-rate importance to them and has furnished them the means of success in college.

In such a course as this, the student seems to feel the challenge of his contemporaries and shows a maturation in ideas and behavior that encourages the teacher and whole school.

IX Individual Differences

Drama students lead in the oral reading of plays and other materials. The faster readers are encouraged by the grading to read as much as they can to supplement the class work.

Students choose their own outside reading books. The able ones often read major books of the world; those of Tolstoi and Dostoveski, while less able students read more adventurous types of books such as mountain-climbing expedition accounts or the novels of Stevenson or Wilkie Collins. Girls often choose the more romantic type of novel, as those of the Brontes or of Jane Austen or of Daphne du Maurier.

X Audio-Visual Aids

- A. Movies of David Copperfield, Great Expectations, Jane Eyre, Pride and Prejudice, The Good Earth, Wurthering Heights, and those of other novels.
- B. Movies regarding life and civilization of various nationalities of the world, as the Japanese, the Indian, the Italian, etc.
- C. Movies of Shakesperian plays.
- D. Movies about authors--Dumas, Balzac, etc.
- E. Recordings of Lost in the Stars, a dramatization of Alan Paton's Cry, The Beloved Country, Shaw's Pygmalion, etc.
- F. Use of map of the World Weekly.

Appendix E

Instructional Guide for Experimental Group
in Senior Literature and Composition

INSTRUCTIONAL GUIDE FOR EXPERIMENTAL GROUP IN SENIOR LITERATURE AND COMPOSITION

September, 1960

I Basic Facts Concerning the Course

- A. Grade level: Senior year
- B. Required or Elective: Elective course
- C. Prerequisites: "C" average in English 1, 2, 3, 4
- D. Supplementary texts:
 1. Agnew, J. Kenner and Agnes L. McCarthy, Prose and Poetry of the World, L. W. Singer and Co., Inc., Syracuse and New York City, 1954. Adopted in 1953
 2. Baily, Matilda and Gunnar Horn, English Handbook, American Book Company, New York
 3. Cooper, Charles W. and Edmund J. Robins, The Term Paper, A Manual and Model, Third Edition, Stanford University Press, Stanford, California
 4. Cross, E. A. and Helen Fern Daringer, Heritage of British Literature, il., Lit., A series of Anthologies, Macmillan Company, New York City (Two editions: 1945 and 1954) Adopted in 1951.
 5. Cross, E. A. and Neal Cross, Heritage of World Literature, A Series of Anthologies, Macmillan Company, New York, 1946. Adopted in 1951
 6. Funk, Wilfred, 30 Days to a More Powerful Vocabulary, Wilfred Funk, Inc., New York
 7. Grant, Phil S., Frederick Bracher, and Samuel E. Duff, Correctness and Precision in Writing, Form D, Houghton Mifflin Co., Boston, The Riverside Press, Cambridge, Massachusetts
 8. Warriner, John E., English Grammar and Composition-- A Complete Handbook, Harcourt, Brace and Co., New York, 1957. Adopted in 1959

II Major Objectives of the Course

- A. To continue the teaching of fundamentals of English instruction and of education in the improvement of skills in thinking, reading, speaking, listening, and writing.
 - 1. Emphasis on reading
 - 2. Writing skills here include the study of the practice in the technique of composing a correct term paper with outline, footnotes and bibliography.
- B. To give further understanding of our world, using meaningful concepts of Meeting Adventure, Doing the World's Work, Finding Love and Friendship, Seeking Wisdom, Discovering Beauty, Understanding Others, Developing a Personal Philosophy, Building a Better World.
- C. To bring awareness of previous searches and struggles for a better life as represented in the literatures of Ancient Greece and Rome, the Medieval and Renaissance worlds, The Age of Reason, and the Expanding World of the nineteenth and twentieth centuries, using these concepts: Love of Freedom, Desire for Justice, Obligations for Loyalty, Development of Virtue, Yearning for a Satisfying Religion, Progress in Government, Recognition of Truth and Knowledge, Acceptable Social Behavior, and the Achievement of Toleration in the World.
- D. To acquaint students with a definite knowledge of six writing forms: The short story, the essay, the biography, the poem, the drama and the novel. (These include many sub-forms as the folk-tale, the sonnet, the novelette, expository writing in the fields of science, travel, economics, etc.)
- E. To familiarize students with major writers of the world as to name, nationality and the period in which he wrote, some of the actual material he did write and its type, and titles of some of his most outstanding contributions to civilization, with emphasis upon twentieth century writers. (For example: From Homer to Stephen Spender, from Plato to Albert Schweitzer, from Aeschylus to Somerset Maugham.)

- F. To develop student interest and taste (a critical attitude) and thus encourage better types of reading than would otherwise be done.
- G. Secondary aims of this course include enlargement of vocabulary, cultivation of a more mature attitude toward problem literature, etc.
- H. To learn to apply the basic principles of writing in one's own writing.
- I. To learn to write correctly and precisely.

III Major Units and Suggested Time Sequence

- A. The composition part of the course will emphasize correctness and precision in writing themes, essays, and term papers.
- B. The section on English grammar instruction will include the following:
 - 1. Spelling
 - a. 300 words most often misspelled
 - b. Spelling rules
 - c. Possessives
 - d. Capital letters
 - e. Words often confused
 - 2. Analysis of sentence structure
 - a. Subject and predicate
 - b. Joining independent clauses
 - c. Dependent clauses
 - d. The run-together sentence
 - e. The sentence fragment
 - f. Phrases
 - g. Summary of sentence elements
 - 3. Punctuation
 - a. Commas to separate
 - b. Commas to set off
 - c. Special marks

4. Usage
 - a. Agreement of subject and verb
 - b. Agreement of pronoun and antecedent
 - c. Case of pronouns
 - d. Troublesome verbs
 - e. Confused parts of speech
 5. Good sentence
 - a. Reference of pronouns
 - b. Dangling modifiers
 - c. Misplaced modifier
 - d. Faulty parallelism
 - e. Shifts and split constructions
 - f. Improving sentences
 6. Organization
 - a. The short theme and paragraph
 - b. Examples of student themes
 7. Reading and writing
- C. The suggested time sequence is as follows:
1. The first eighteen weeks should be devoted to an intensive course in grammar and composition. Reading would be secondary. Each week spelling and vocabulary should be discussed and tested.
 2. During the second quarter reading would be emphasized to the complete exclusion of formal grammar. Two weeks before the annual Subject A test, a review of basic principles would be conducted.
 3. In April a three-hour Subject A examination will be given in the cafeteria.
- D. Outline by weeks
1. Weeks 1
 & 2: Meeting Adventure (Text: Agnew and
 McCarthy's Prose and Poetry of World)

Content includes an adventure story translated from the Beowulf to a selection from Thor Heyerdahl's Kon-Tiki and includes also a selection from Mark Twain's Tom Sawyer.

2. Week 3: Doing the World's Work

Content includes a letter of application from Leonardo da Vinci to an excerpt from Eve Curie's Madame Curie.

3. Week 4: Finding Love and Friendship

Content of reading includes the Biblical Ruth to a selection from Alan Paton's Cry, The Beloved Country. This section also includes the work of many other great masters on this topic: Shakespeare, Elizabeth Barrett Browning, John Keats, Confucius, and unknown writers from the ancient Sanscrit Panchatantra. Also here is a satire on robots and their lack of human abilities in "Epicac" by Kurt Vonnegut.

4. Weeks 5
& 6: Seeking Wisdom

Content includes selection from ancient Finnish Kalevala to a short story by Nobel prize-winning William Faulkner.

5. Week 7: Discovering Beauty

Content includes poems from Bjornstjerne Bjornson to some of Robert Tristram Coffin's and includes also a California story of William Saroyan's and an excerpt from Albert Schweitzer's Religion and Modern Civilization.

6. Week 8: Understanding Others

Content presents excerpts from men and women of many countries and times from the Greek Ulysses to the Indian Santha Rau. Also included is an excerpt from Kabloona by Gontran de Poncins about life among the Eskimos.

7. Weeks 9 & 10: Developing a Personal Philosophy

Content includes Tolstoi's famous story "How Much Land Does a Man Need?", Byron's "The Prisoner of Chillon," and an excerpt from Antoine de Saint Exupery's Wind, Sand, and Stars.

8. Weeks 11 & 12: Building a Better World

Content includes Karel Capek's play R. U. R. and Pearl Buck's "The Enemy". Oral reading of play R. U. R. by class.

9. Weeks 13 & 14: Ideas of Ancient Greece That are Important Today

Content: Prometheus Bound by Aeschylus, abridged; discussion of the meaning of freedom. The Furies by Aeschylus, an excerpt; discussion on the nature of justice. Antigone by Sophocles, an excerpt discussion on loyalty. The Republic, by Plato, excerpts; discussion on the constitution of a good life and of a good education. Several other selections of ancient literature.

10. Weeks 15 & 16: Contributions made by the Roman World

Content: Plutarch's biography of Caesar. Excerpts from Lucretius. Excerpts from works of Tacitus, Catullus, Horace and Marcus Aurelius. Discussions on dictatorships, forms of government, and characteristics of a nation, progress.

11. Week 17: Contributions of the Middle Ages

Content: Metrical romances, The Song of Rolland and Aucassin and Nicolette, ideal hero, the heroine. Excerpt from Undset's Kristin Lavransdatter, trial by ordeal. St. Thomas Aquinas by Henry Adams, accounting for the presence of evil in God's world.

12. Week 18: Concepts of the Renaissance

Content: Excerpts from the works of Erasmus, Machiavelli, Cervantes, Cellini, Sir Thomas Moore and others. Materials about da Vinci and Michelangelo-- investigation and experiment, invention of press, discoveries of Americans, etc.

13. Week 19: Age of Reason

Content: Excerpts from Voltaire's Candide. Rousseau's The Social Contract. American Declaration of Independence.

14. Weeks 20
& 21: Nineteenth Century

Content: Goethe, Faust. Nietzsche, Thus Spake Zarathustra, Superman Theory. Pushkin, Message to Siberia. Ibsen, An Enemy to the People. Dostoevski, excerpt from Brothers Karamazov. Tolstoy, excerpt from Anna Karenina. Excerpts from works of Balzac, de Maupassant, Chekov.

15. Weeks 22
& 23: This Expanding World - twentieth century

Content: Bjornson, The Father, Gunnarson, The Good Shepherd. Molnar, The Prisoners. Rolland, R., excerpt from Jean Christophe. Lin Yutang, Chinese Traits. Pearl Buck, China and Japan. Mann, Thos., excerpt from Magic Mountain. Knight, Eric, This Above All.

16. Week 24: The Promise of America

Distinguished immigrants in this section:
 Bok, Einstein; Authors of America but
 of recent arrival, John Fante, etc. Thomas
 Wolfe, two excerpts. Dwyer, The Citizen.

17. Week 25: Introduction to British spirit and our indebtedness to Britain

Content: Speech of Sir Winston Churchill.
 Atlantic Charter. Four Freedoms.
Dunkirk, a poem.

18. Week 26: The British Short Story

Content: Stories from Galsworthy,
 Katherine Mansfield, Bennett, Doyle, Saki,
 Barker, Middleton, Chesterton.

19. Week 27: Novelette

Stevenson's "The Strange Case of Dr.
 Jekyll and Mr. Hyde".

20. Weeks 28
& 29:

The Novel in Britain

Excerpts from Dickens' David Copperfield;
 Blackmore's Lorna Doone; Hardy's Tess
of the D'Urbervilles; Meredith's The
Ordeal of Richard Feverel; Conrad's Lord
Jim; Bentley's Inheritance; Eliot's Silas
Marner; Maugham's Of Human Bondage.

21. Week 30: The Essay

Content: From Bacon to Maugham.

22. Week 31: British Poetry

Content: Poems of Burns, Scott, Coleridge,
 Wordsworth, Byron, Blake, Shelley, Keats,
 Moore, Fitzgerald, Tennyson, R. and E.
 Browning, Arnold, Carroll, Rossetti,
 Swinburne, Wilde, Kipling, Yeats, Mas-
 field, Noyes, Colun, Sassoon, Houseman,

and Stephen Spender, etc. Study of forms of ode, sonnet, ballad, dramatic monologue and others.

23. Weeks 32
& 33:

Drama

Content: Galsworthy, The Skin Game.
Shakespeare, Macbeth.

24. Weeks 34,
35 & 36:

Survey and History of Literature

Evaluation by student.

IV Major Experiences Which Help Attain the Objectives of the Course

- A. After a study of the unit on "Developing a Personal Philosophy" through reading and class discussion, the student writes in class time a ten-page paper on his philosophy of life (at the moment of young adulthood); i. e., his ideas on the nature of God and the universe and man's place in the scheme of things, methods of achieving happiness (the essentials for him), the importance of faith, achievement of success, the enduring values; freedom, love, honor, the endurance of burdens and sorrows.
- B. After a study of the unit on Building a Better World with some magazine reading and discussion, the student writes out his proposals in ten or twelve pages.
- C. After a study of term paper technique and the reading of a minimum of two books and five magazine articles on his selected topic (a literary one; see appended list of suggestions), the student writes notes, makes a sentence outline, makes a rough draft, makes footnotes, writes a 2,500-word paper on his topic, following with a bibliography of his reference material.

V Community Resources Utilized in This Course

- A. A few outside speakers
- B. One or two field trips to movies or exhibits

VI Methods Used to Develop Basic Skills

- A. Discussions
- B. Compositions from one page to the 2,500-word term paper
- C. Oral and written spelling lessons
- D. Vocabulary work
- E. Outlining
- F. Note taking
- G. Oral reports on reading to the class

VII Methods Used to Acquaint Youth with Career Opportunities

- A. Emphasis on learning to express one's thoughts in order
- B. Value of course for college entry
 - 1. English tests
 - 2. Surveys of civilization
 - 3. Writing of term paper and reports
- C. Adjustment to life in foreign scene with knowledge of national literatures, heroes and psychology.

VIII Method of Evaluating and Grading

At the end of year student evaluates the course for himself. He writes a few pages, pointing out his gains and failures and includes suggestions. Reactions have been very encouraging in the past. There is high enthusiasm for the selections read. Also, they show a considerable knowledge of the progress of civilization as displayed by literature. Many students reveal "a speaking acquaintance" with a number of authors. Most of them show increased vocabulary power. Certainly in no year have all the objectives been reached for every student, but improvement is noticeable.

No high school student should go on to college without a background in the thought of the past, as presented by this course. Returning graduates agree that this course has been of first-rate importance to them and has furnished them the means of success in college.

In such a course as this, the student seems to feel the challenge of his contemporaries and shows a maturation in ideas and behavior that encourages the teacher and whole school.

IX Individual Differences

Drama students lead in the oral reading of plays and other materials. The faster readers are encouraged by the grading to read as much as they can to supplement the class work.

Students choose their own outside reading books. The able ones often read major books of the world; those of Tolstoi and Dostoveski, while less able students read more adventurous types of books such as mountain-climbing expedition accounts or the novels of Stevenson or Wilkie Collins. Girls often choose the more romantic type of novel, as those of the Brontes or of Jane Austen or of Daphne de Maurier.

X Audio-Visual Aids

- A. Movies of David Copperfield, Great Expectations, Jane Eyre, Pride and Prejudice, The Good Earth, Wuthering Heights, and those of other novels.
- B. Movies regarding life and civilization of various nationalities of the world, as the Japanese, the Indian, the Italian, etc.
- C. Movies of Shakesperian plays.
- D. Movies about authors --Dumas, Balzac, etc.
- E. Recordings of Lost in the Stars, a dramatization of Alan Paton's Cry, The Beloved Country, Shaw's Pygmalion, etc.
- F. Use of map of the World Weekly.

Appendix F

Results of Pre and Post Achievement
for the Grammar-Diagraming Group

Table 3. Results of Pre and Post Achievement
for the Grammar-Diagraming Group

Structure 30		Vocabulary 40		Punctuation 30		Composition	
Sept	June	Sept	June	Sept	June	Sept	June
15	18	21	19	18	22	1	1
14	16	16	34	23	21	5	8
14	10	16	17	5	10	1	5
24	26	16	36	20	22	1	3
20	20	16	28	23	20	3	9
24	26	22	24	22	26	1	1
14	18	21	22	26	24	1	3
12	10	18	26	27	30	11	12
14	8	24	30	24	26	2	8
22	26	24	29	19	24	5	7
18	18	25	34	21	26	1	3
22	26	14	16	28	28	1	6
26	20	33	36	27	20	1	1
24	20	17	12	19	18	10	6
22	24	24	30	23	30	5	7
16	16	8	16	14	16	7	1
14	20	14	23	17	10	3	3
26	24	19	25	23	23	2	6
28	28	18	24	22	20	9	6
24	20	12	13	23	20	1	6
20	22	11	15	25	30	1	9
22	22	24	31	29	29	9	1
24	20	11	16	17	20	3	6
24	26	29	29	23	20	1	1
20	18	16	14	18	18	1	8
16	18	21	31	9	21	1	2
12	18	17	21	16	22	6	1
14	16	14	29	9	8	1	3
14	20	26	20	19	23	1	6
26	24	16	31	30	30	3	1
8	14	16	28	16	27	2	1
16	20	15	15	9	14	1	3
20	18	40	40	21	26	9	8
22	20	21	20	28	26	9	9
16	18	24	29	26	24	6	7
18	24	31	36	19	21	9	7
12	18	32	35	16	15	1	5
22	20	22	36	28	22	2	1

Table 3. Results of Pre and Post Achievement
for the Grammar-Diagraming Group (Cont.)

Structure 30		Vocabulary 40		Punctuation 30		Composition	
Sept	June	Sept	June	Sept	June	Sept	June
20	24	14	10	28	20	1	5
22	24	12	31	26	20	3	8
16	14	4	29	22	18	1	1
18	20	31	39	18	22	1	2
16	16	22	20	16	18	3	3
14	18	18	31	11	9	1	1
16	16	22	27	8	9	1	6
12	18	17	22	20	22	6	5
14	12	17	27	26	26	1	4
16	16	20	22	4	8	1	5
18	18	13	31	12	12	1	1
16	16	22	24	10	16	1	1
14	16	20	22	17	27	1	2
18	10	14	34	30	30	1	5
10	14	19	26	30	24	1	3
20	24	18	36	10	24	1	6
4	18	21	33	20	22	1	1
16	22	15	25	14	25	1	2
12	18	17	38	16	19	3	1
18	20	20	37	15	21	6	8
16	18	13	10	17	22	1	8
14	22	10	16	19	25	6	7
18	24	10	31	16	23	1	5
8	18	11	21	8	17	1	2
18	26	12	12	14	25	3	7
4	16	24	24	16	17	3	1
10	18	24	28	12	20	1	4
14	16	19	27	17	27	1	5

Appendix G

The Difference in Pre and Post Achievement
For Grammar-Diagraming Group

Table 4. The Difference in Pre and Post Achievement
For Grammar-Diagraming Group

Diff	Code	Diff	Code	Diff	Code	Diff	Code
3	23	-3	17	4	24	0	20
2	22	16	36	-2	18	3	23
-4	16	1	21	5	25	4	24
2	22	-10	10	2	22	2	22
0	20	6	26	-3	17	6	26
2	22	2	22	4	24	0	20
4	24	1	21	-2	18	2	22
-2	18	8	28	3	23	1	21
6	26	6	26	2	22	6	26
4	24	9	29	5	25	2	22
0	20	2	22	5	25	2	22
4	24	2	22	0	20	5	25
-6	14	-3	17	-7	13	0	20
-4	16	5	25	-1	19	-4	16
-2	18	6	26	7	27	2	22
0	20	7	27	2	22	-6	14
6	26	9	29	-7	13	0	20
-2	18	6	26	-10	10	4	24
0	20	6	26	-2	18	-3	17
-4	16	1	21	-3	17	5	25
2	22	4	24	5	25	8	28
0	20	7	27	0	20	-8	12
-4	16	5	25	3	23	3	23
2	22	0	20	-3	17	0	20
-2	18	2	22	0	20	7	27
2	22	-8	12	12	32	1	21
6	26	4	24	6	26	-5	15
2	22	15	35	-1	19	2	22
6	26	11	31	4	24	5	25
-2	18	0	20	0	20	-2	18
6	26	1	21	11	31	-1	19
4	24	4	24	5	25	2	22
-2	18	8	28	4	24	1	21
-2	18	6	26	-2	18	0	20
2	22	15	35	-2	18	1	21
6	26	2	22	2	22	-2	18
6	26	0	20	-1	19	4	24
-2	18	0	20	-6	14	-1	19
4	24	-1	19	-8	12	4	24
2	22	-5	15	-6	14	5	25
-2	18	5	25	-4	16	0	20

Table 4. The Difference in Pre and Post Achievement
For Grammar-Diagraming Group (Cont.)

Diff	Code	Diff	Code	Diff	Code	Diff	Code
2	22	3	23	4	24	1	21
0	20	14	34	2	22	0	20
4	24	-4	16	2	22	0	20
0	20	19	39	-1	19	5	25
6	26	25	45	2	22	-1	19
-2	18	-6	14	0	20	3	23
0	20	-2	18	4	24	-4	24
0	20	5	25	0	20	0	20
0	20	5	25	6	26	0	20
2	22	5	25	10	30	1	21
-8	12	10	30	0	20	4	24
-4	24	-2	18	-6	14	2	22
4	24	-1	19	14	34	5	25
12	32	2	22	2	22	0	20
6	26	2	22	11	31	1	21
6	26	10	30	3	23	-2	18
2	22	-7	13	6	26	2	22
2	22	18	38	5	25	7	27
8	28	-10	10	6	26	1	21
6	26	10	30	7	27	4	24
10	30	18	38	9	29	1	21
6	26	-17	3	11	31	4	24
12	32	-3	17	1	21	-2	18
8	28	6	26	8	28	3	23
2	22	-11	9	10	30	4	24

Appendix H

Subject A Results of Pre and Post Achievement
for the Literature-Writing Group

Table 5. Subject A Results of Pre and Post Achievement
For the Literature-Writing Group

Structure 30		Vocabulary 40		Punctuation 30		Composition	
Sept	June	Sept	June	Sept	June	Sept	June
18	12	26	36	15	26	1	2
10	10	28	30	30	27	1	5
10	14	16	16	30	24	1	3
14	24	31	19	10	24	1	6
4	18	16	21	10	22	1	1
16	22	29	32	14	25	1	3
12	18	34	30	16	19	3	1
18	20	34	34	15	21	6	1
16	18	17	26	17	22	6	8
14	22	22	20	19	25	6	7
18	24	26	24	16	23	1	5
8	18	34	30	-1	17	1	2
18	26	32	34	14	25	3	7
4	16	25	30	16	17	3	1
10	18	29	26	12	20	4	1
14	16	23	26	17	27	5	1
30	14	16	20	19	28	3	8
16	12	28	32	17	19	1	1
16	22	32	30	22	20	3	2
18	18	24	28	5	15	1	1
10	16	29	20	23	17	1	1
16	26	30	34	14	23	6	5
6	15	21	30	13	24	4	2
14	20	29	32	12	26	3	7
2	12	15	18	0	20	1	1
20	22	26	20	12	27	1	5
16	24	16	31	13	19	1	1
6	24	18	26	0	23	1	1
16	15	15	17	9	8	1	1
14	21	38	40	16	22	5	8
14	25	20	18	9	21	5	1
14	18	12	31	19	23	1	3
26	28	31	40	30	30	3	10
10	16	18	32	12	14	1	1
18	18	18	16	17	21	1	2
24	26	20	30	18	28	11	12
24	26	17	18	10	26	9	2
18	22	20	26	10	20	5	8
18	19	22	20	9	14	1	1

Table 5. Subject A Results of Pre and Post Achievement
For the Literature-Writing Group (Cont.)

Structure 30		Vocabulary 40		Punctuation 30		Composition	
Sept	June	Sept	June	Sept	June	Sept	June
14	21	20	22	13	26	1	6
21	24	26	26	0	28	6	4
20	28	24	30	21	26	1	4
21	26	26	20	20	24	10	5
18	20	20	24	16	15	5	7
16	21	19	26	11	16	1	5
16	20	18	30	8	13	3	3
12	20	26	22	20	25	1	4
16	18	30	28	17	19	9	6
12	22	14	20	21	26	1	3
16	14	19	22	9	8	1	1
18	16	8	15	22	28	1	1
18	21	16	34	1	37	3	6
14	17	16	17	19	24	1	1
16	30	16	26	16	28	8	3
16	28	16	28	15	26	3	6
12	22	22	24	11	21	5	1
16	24	21	22	21	29	1	1
14	28	18	26	23	23	1	1
18	20	24	30	9	18	3	1
8	12	24	29	12	8	5	8
18	13	25	34	13	27	3	6
18	18	14	16	5	21	7	3
18	10	33	36	7	11	1	3
16	16	17	12	23	23	8	1
8	4	24	30	13	19	1	1
14	20	8	15	19	20	1	1

Appendix I

The Difference in Pre and Post Achievement
For the Literature-Writing Group

Table 5. The Difference in Pre and Post Achievement
For the Literature-Writing Group

Diff	Code	Diff	Code	Diff	Code	Diff	Code
-6	14	10	30	11	31	1	21
8	28	2	22	-3	17	4	24
4	24	0	20	6	26	2	22
10	30	-12	8	14	34	5	25
12	32	5	25	12	32	0	20
6	26	3	23	1	21	2	22
6	26	-4	16	3	23	2	22
-2	18	0	20	6	26	-5	15
2	22	8	28	-5	15	-2	18
8	28	-2	18	6	26	1	21
6	26	2	22	-7	13	4	24
10	30	-4	16	-12	8	1	21
8	28	2	22	11	31	-4	16
12	32	5	25	1	21	2	22
8	28	-3	17	8	28	3	23
2	22	3	23	10	30	4	24
-16	4	4	24	-9	11	5	25
4	24	-4	24	2	22	0	20
6	26	-2	18	-2	18	1	21
0	20	4	24	10	30	0	20
6	26	-9	11	-6	14	0	20
10	30	4	24	11	31	1	21
9	29	9	29	-7	13	-2	18
6	26	3	23	14	34	-4	16
10	30	3	23	-8	12	0	20
2	22	-6	14	15	35	4	24
8	28	5	25	6	26	0	20
18	38	8	28	-4	16	0	20
6	26	2	22	16	36	0	20
4	24	2	22	14	34	0	20
-10	10	-2	18	-12	8	7	27
8	28	9	29	6	26	-4	16
0	20	9	29	-8	12	-4	16
-1	19	14	34	-1	19	0	20
-7	13	-2	18	6	26	3	23
9	29	10	30	-12	8	4	24
4	24	1	21	4	24	2	22
2	22	-6	14	0	20	7	27
-6	14	-2	18	2	22	0	20
0	20	-2	18	4	24	1	21
2	22	0	20	9	29	1	21

Table 5. The Difference in Pre and Post Achievement
For the Literature-Writing Group (Cont.)

Diff	Code	Diff	Code	Diff	Code	Diff	Code
2	22	6	26	6	26	-7	13
4	24	-6	14	10	30	3	23
1	21	4	24	5	25	0	20
7	27	7	27	13	33	5	25
3	23	12	32	28	48	-5	15
8	28	-4	16	5	25	3	23
-5	15	-2	18	-4	16	-5	15
2	22	6	26	1	21	2	22
-5	15	3	23	-4	16	4	24
4	24	7	27	-5	15	0	20
-8	12	17	37	5	25	3	23
2	22	1	21	2	22	3	23
-10	10	10	30	-5	15	2	22
2	22	12	32	-1	19	0	20
2	22	2	22	6	26	0	20
3	23	1	21	-12	8	-3	18
3	23	8	28	7	27	0	20
-12	8	6	26	12	32	-5	15
8	28	5	25	-11	9	3	23
-10	10	9	29	-6	14	3	23
-8	12	2	22	8	28	3	23
10	30	3	23	0	20	-2	18
-8	12	-5	15	9	29	0	20
-4	16	6	26	-4	16	0	20
-5	15	7	27	14	34	4	24

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