

A PROGRAM IN LANGUAGE ARTS FOR TEACHING
THOSE STUDENTS WHO MAKE LOW GRADES ON
COLLEGE ENGLISH ENTRANCE TESTS

By

ERNESTINE LEVERETT

Bachelor of Arts

East Central State College

Ada, Oklahoma

1935

Master of Science

Oklahoma Agricultural and Mechanical College

Stillwater, Oklahoma

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THESIS AND ABSTRACT APPROVED:

W. Chauncey
Thesis Adviser

W. T. Smith
Committee Member

Willard Schuch
Committee Member

W. M. Zuber
Dean of the Graduate School

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PREFACE

Because language arts program in colleges and universities in the past have been developed to fill the needs of average or superior students, those Freshmen who have inadequately developed skills and habits in the language arts have been handicapped by being placed in classes which required knowledge which they did not possess and skills which they had not developed. To the writer was assigned the task of developing this program for those students who make low grades on college English entrance tests. Implications found in the literature, in college bulletins, and in questionnaires were used in determining criteria by which to evaluate the program, aims and objectives, emphases, areas of study, methods, and materials of instruction.

The writer desires to express deep gratitude to members of her committee who have been of such great help in this study. Much indebtedness is due to Dr. M. R. Chauncey, chairman of the committee, for his interest, kindness, and confidence; to Dr. Ida T. Smith, her faculty adviser, whose patience, guidance, and constant encouragement have been inestimable; and to the other members of the committee: Dr. James W. Richardson, Dr. Millard Scherich, and Dr. Raymond Young for their helpful suggestions and criticisms.

E. L.

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Chapter 1

THE PROBLEM

Introduction. English usage is widely regarded as the most important of all areas of study in the secondary school. Chief among the reasons for the high esteem in which it is held is that it is basic to all other areas, in that, in all other areas, English is employed as the medium of communication. It is through study of language arts that the student is enabled to establish contact with the vast stores of knowledge, acquired through the ages, and to transmit the important contributions of the present to future generations.

Training in the use of language is, thus, a vital factor in all education. If, when the student enters college, he is deficient in the use of language, the college clearly has the responsibility for assisting him in the acquisition of this essential skill. For it to do otherwise would be for it to ask the student to build a superstructure without either tools or a foundation.

Statement of the Problem. The main purpose of this study is to develop a program in language arts that will be most fruitful in improving the instruction of college Freshmen who are deficient in the fundamentals of English. The accomplishment of this main purpose has involved the realization of several minor purposes: (1) to show briefly the development of language study in America and to indicate trends in methods of instruction, materials, emphases, and objectives; (2) to show the present status of the language arts in college programs; (3) in the light of the research, to establish criteria on which the program is to be based and which are to be used in the evaluation of the program; (4) to develop a philosophy and

objectives which will determine methods of instruction and materials to be used; and (5) to evaluate the program in the light of the determined criteria and objectives.

Need for the Study. A survey of the educational literature has revealed criticism of the past and present programs in the language arts. The allegations contained in the criticism are important because they are concerned with conditions and factors which are usually considered essential to the proper development and administration of a basic course in language arts. Since the criticism indicates the failure of past programs to provide educative experiences for developing in the student the ability to express his ideas in a clear, direct, effective manner, then it is apparent that there is a need for a program which may succeed where the others have failed.

Limitations. The problem has been limited to that phase of the English program known on the college level as "Remedial English," and it concerns only those students who make low scores on the college English entrance tests.

Although enough of the educational literature has been surveyed to give a limited view of the history of language study, chief attention has been given to the development of language arts programs during the past two or three decades. Material was selected according to its pertinency to the problem.

Only a limited number of college and university programs have been considered in the study to determine the prevalence of remedial instruction and the elements most often included in remediation, but this number includes schools from all parts of the nation and schools of varying sizes and purposes.

Basic Assumptions. First, it is assumed that available literature will give a true picture concerning the development of language study in America

and of trends in methods of instruction, materials, emphases, and objectives.

Second, the assumption is made that the available literature gives a fairly accurate indication of the present status of the language arts in college programs.

Third, it is assumed that the results of research and experimentation in the field of language arts may be considered as a valid basis for determining the criteria which will be used in evaluating the program, for determining what elements of instruction should be included, and for selecting materials and determining methods of instruction.

Fourth, the assumption is made that philosophical principles found in the literature may be accepted as sound and can be properly used as a basis for establishing a program in language arts.

Definition of Terms. In ancient times the word, language, was used to refer only to oral communication; however, its meaning has been extended to include all intentional modes of communicative expression and will be used thus in this program. From the standpoint of school accomplishment, the language arts are usually considered as including "reading, writing and spelling, as well as the more definitely identified expressional skills of language, grammar, and composition."¹ Since composition includes both oral and written expression,² this would include training and practice in developing correct speech habits and more effective habits in listening.

1 Harry A. Greene. Encyclopedia of Educational Research. Walter Monroe, ed. New York: Macmillan Co., 1950, p. 383.

2 Willard F. Tidyman and Marguerite Butterfield. Teaching the Language Arts. New York: McGraw-Hill Book Co., Inc., 1951, p. 9.

The term, evaluation, will be used in the sense of appraisal by means of comparison. The proposed program will be evaluated by comparing it with the criteria developed from implications found in the literature.

The term, fundamentals, will be used to include grammatical factors (those which deal with words and their functions), rhetorical factors (those which pertain to adequacy of vocabulary, to organization, and to the suitability of materials), and mechanics (punctuation, capitalization, and errors in spelling).

The term, marginal students, will be used to refer to those students who make low grades on the college English entrance tests.

Procedures. Several steps were involved in the procedures:

1. The first step involved reading, analyzing, and evaluating approximately 475 publications concerning the historical development of language study; changes in methods, materials, and objectives; shifts in emphases; the effect of psychological and experimental research in the teaching of language arts; and the recent developments in the language arts in college programs. The research was based on listings in the Education Index, Encyclopedia of Educational Research, and the Journal of Educational Research. In addition, all volumes of College English, all volumes of the English Journal for the past five years, all volumes of School and Society for the past five years, all available copies of the Journal of Higher Education, and approximately forty English textbooks were examined for pertinent material. Included in the study of the literature were books, monographs, theses, year-books, bulletins, articles, and letters in the field of general education, psychology, philosophy, English, and related subjects, such as reading and spelling.

2. From this survey of the literature, an analysis of the present programs in language arts was made to determine in what ways colleges have been trying to meet the needs of the individual student. The literature and the responses to inquiries showed dissatisfaction with the traditional programs and the need for a new approach to language study.

Many colleges are experimenting with remedial instruction for the deficient student, as has been evidenced by the literature and by a study of 255 college bulletins, by personal interviews with faculty personnel, and by questionnaires sent to the state colleges of Oklahoma, Kansas State Teachers College, Drake University, the University of Washington, the University of Michigan, and the University of South Carolina. College bulletins used were selected because of geographical location, size of enrollment, and the purposes or emphases of the schools in question. Included in the study were the bulletins of 46 state universities (bulletins of the Universities of Rhode Island and New Jersey were not available), 61 State colleges (from 37 states), 11 technological schools (from 8 states), 17 agricultural colleges (from 12 states), 21 religious schools (representing Catholic, Methodist, Baptist, Presbyterian, Christian, and Mormon denominations from 12 states), 14 Junior Colleges (from 8 states), 12 schools for women (from 12 states), and 1 university for colored students.

3. From a study of the literature, a philosophy has been developed, and objectives have been determined. The objectives and the philosophy have served as bases for determining methods and devices of instruction, materials, and procedures to be used.

4. Criteria based on principles found in the literature have been established.

5. The program has been developed in accordance with the criteria thus derived.

6. The program has been evaluated in the light of the predetermined philosophy, criteria, and objectives, as determined by a study of the literature.

7. Conclusions have been drawn, and recommendations have been made for further study in the language arts.

SUMMARY

English usage has been shown to be important to all other areas of study. The statement of the problem has indicated that the development of a course in language arts for marginal students would involve the realizing of several minor problems, including a study of the history of the development of language study in America and of the present status of the language arts in college programs; establishing of criteria which may be used in evaluating the proposed program; developing a basic philosophy which will determine methods of instruction and materials to be used; and determining areas and elements to be included in the program.

The literature has shown that current programs in language arts have not been successful in achieving desirable ends for that class of students known as remedial and that there is a definite need for a program that may succeed where others have failed. The program has been limited to the instruction of that group of students who make below the 25th percentile on college English entrance tests. It has been assumed that the available literature can be used as a valid basis for determining the developments in language study in America and for showing current developments in the language arts programs. It is

further assumed that results of research studies may be considered a valid basis for determining materials and methods of instruction, criteria, and philosophy on which to base a sound program in language arts.

Terms to be used in the study have been defined in cases where terminology might seem ambiguous or vague or where it might be misunderstood.

The procedures involved in the study consisted of the reading, analyzing, and evaluating of approximately 475 items in the literature, of questionnaires, and of 255 college bulletins, which will provide data to serve as bases on which to develop the program; in analyzing the present programs in language arts to determine strengths and weaknesses; in developing a basic philosophy and objectives which will aid in determining methods and devices of instruction, materials, and procedures to be used; establishment of criteria; development of the program; the evaluation of the program; drawing conclusions; and making recommendations for further study in the field of language arts.

Chapter 11

SUMMARY AND ANALYSIS OF THE LITERATURE IN THE FIELD OF INQUIRY

A History of Language Study in America

The study of language has had a place in the school curricula of America almost since the founding of the first secondary school, and few subjects have caused so much dissension as to aims, methods, emphases, and subject matter.³

Language Teaching in Early American Schools. Early language study in the Latin grammar schools was confined largely to Latin and Greek, and the primary aim was the preparation of students for enrollment in college.⁴ Early methods of instruction consisted largely of lecture, prelection or memorization, and re-citation of long passages.

The first high schools included the study of English in their curricula,⁵ but it was not until Harvard College included English composition in its entrance examination that there was any widespread effort to develop abilities in English communication in the high schools.⁶ Instruction in English included grammar, rhetoric, and declamation; and the methods of instruction were governed by the aims, which were largely concerned with memorization of large numbers of facts. Persistent drill, memory work, quotation, and examination were the most widely used methods even in the last part of the eight-

3 Holland L. Boyd. English Grammar in American Schools from 1850 to 1890. (Abstract of doctor's thesis) Nashville: Geo. Peabody College. 1935, pp. 1 ff. James Hayford. "American Grammar," College English, IV (October, 1942), p. 38.

4 J. N. Hook. The Teaching of High School English. New York: Ronald Press Co., 1950, p. 3.

5 John S. Brubacher. A History of the Problem of Education. New York: McGraw-Hill Book Co., Inc., 1947, p. 436.

6 John J. DeBoer, Walter V. Kaulfers, and Helen Rand Miller. Teaching Secondary English. New York: McGraw-Hill Book Co., Inc., 1951, p. 3.

eenth century.⁷

Language Study in America in the Nineteenth Century. By the beginning of the nineteenth century, dissatisfaction with the college-preparatory program in English was responsible for the inclusion in the high school curricula of a second course of study designed to "prepare for life."⁸ While this seemed to be a step forward toward a more practical education in English, the great force of tradition so favored the college-preparatory program, and the colleges had become so insistent on certain standards for entrants that before the end of the century the emphasis was again shifted to preparing for college. As a consequence, when the enrollment in high schools began to show such great increases, a strain was placed on the schools because the great majority of the new high school population had no expectation of going to college.

Dissatisfaction became so acute that the National Education Association appointed a number of committees to study the situation. One of these was the Committee on College Entrance Requirements, which made recommendations for standard requirements for entrance into college.⁹ These recommendations included, among others, three units in English. English study still included much memorization of rules with very little practical application, and the content of High School English courses was still greatly influenced by the college entrance requirements. This fact kept the aims of education, at the high school level, constantly under discussion, because the original purpose

7 Hook, op. cit., p. 6.

8 Brubacher, op. cit., p. 436-437.

9 Ibid., p. 440.

of the high school was to prepare for life and not for college.

Language Study in America from 1900 to 1945

Changing Needs. Between 1890 and 1930, there was a 1900 per cent increase in high school enrollment, and students remained in school an average of three and one-half years longer in 1934 than they did in 1900.¹⁰ This great increase in enrollment created additional curriculum problems, for, not only was there a much wider range of interests represented by the various classes of students, but, with such a heterogeneous group, there was also a great range in ability; and, with such a diversified group, no single method of instruction could reach all equally, and educators were beginning to face the problem of the selection of methods and materials in accordance with individual needs.

Dissatisfaction Brings Changes. During the first half of the twentieth century, there was a constant shifting of emphasis in the teaching of English. A study by Comenisch¹¹ in 1924 showed that significant changes had already been made in aims, methods, and materials. During the periods in which one method was being discarded and another was emerging, disputes invariably arose concerning grammar. Always there has been the choice between an older technique or aim which has been entrenched in the curriculum, usually because of tradition, and a new process which was rising to challenge its validity. Written language is more formal and more conservative than is oral language, and it resists changes until new methods have been tried, recognized as valid,

10 Dora V. Smith. "Problem of Articulation in the Teaching of English." College English, II (November, 1940), p. 145 ff.

11 Sophie C. Comenish. "Some Recent Tendencies in the Minimum-essentials Movement in English." English Journal, XV (March, 1926), pp. 181 ff.

and accepted universally.

By 1915, there was much criticism of the English programs. Methods of teaching were ineffective largely because the work was monotonous, had little or no practical value, and had no definite emphasis. Goals were vague, multitudinous, and inapplicable; consequently, they were seldom achieved.

The main problem with which the schools seemed to be concerned was what kind and how much grammar to teach. Several studies had been made to determine the value of the study of formal grammar, but they were largely concerned with grammar as discipline, and the results were of little value.¹² A study by W. W. Charters¹³ seemed to show that certain principles should be taught, but those who favored "usage" were slow to accept this evidence.

Seegers¹⁴ and Shepherd¹⁵ found that pupils showed more improvement in grammar and language usage when they were told of their own deficiencies and remediation was based on their own individual problems.

Very little attention, however, was being given at this time to individual differences as a basis for study, although the studies by Seegers and Shepherd mentioned above show agreement with the evidence on the psychology of learning to the effect that motivation is more easily achieved in learning if the student is studying to correct his own deficiencies.¹⁶

12 James Fleming Hosc. "The Essentials of Composition and Grammar." School and Society, I (April 24, 1915), pp. 15-19.

13 W. W. Charters. Teaching the Common Branches. New York: The Macmillan Co., rev. ed., 1924 pp. 96-98.

14 J. C. Seegers. "Improvement in Language Work." Elementary School Journal, XXIV (January, 1923), p. 191-196.

15 Edith E. Shepherd. A Preliminary Experiment in Teaching English Usage. Supplementary Educational Monographs, No. 26, Univ. of Chicago, 1925, pp. 91-108.

16 Greene, op. cit., p. 392.

Aims. A study of the aims and objectives of language study shows very little agreement. In 1929, Lyman,¹⁷ after studying the research which had been made relative to aims and objectives of instruction in language, concluded that aims had been vague and uncertain and that "apparently English teachers are not certain what they need to accomplish." This statement seems to be corroborated by the diversification of aims which are listed in research studies, in grammars, and other text-books used during the first three decades of the twentieth century.¹⁸

Grammar Study. Lyman,¹⁹ in his summary of research studies in grammar, found that drill in grammar still dominated the language work but that more attention was being given to the functional value of grammar. Segel and Barr²⁰ and Asker²¹ made studies which seemed to indicate that grammar study consisted largely of memorization of rules which, in most instances, the students were unable to apply either in judging grammatical correctness or in writing clear, effective sentences. Parker²² made a study to determine the

17 Lyman, R. L. Summary of Investigations Relating to Grammar, Language, and Composition. Univ. of Chicago, 1929, p. 12, 69.

18 Charles S. Pendleton. The Social Objectives of School English. Nashville: George Peabody College for Teachers, 1924, pp. 36-41; Franklin Bobbit. Curriculum Making in Los Angeles (Supplementary Education Monograph, No. 20). Chicago: University of Chicago, 1922, p. 92; Dott E. Zook. Language, Grammar, and Composition in American Elementary Schools. (Unpublished Master's Thesis). Chicago: University of Chicago, 1923, pp. 6-26.

19 Lyman, op. cit., pp. 44-63, 70.

20 David Segel and Nora R. Barr. "Relation of Achievement in Formal Grammar to Achievement in Applied Grammar." Journal of Educational Research, XIV (December, 1926), p. 402.

21 William Asker. "Does Knowledge of Formal Grammar Function?" School and Society, XVII (January 27, 1923), pp. 109-111.

22 R. E. Parker. "The English of High School Students." English Journal, XV (February, 1926), 107-110.

extent to which training in high school English was influencing the grades of college Freshmen and found that, in a paper of approximately 500 words, there was an average of one error for every ten words, or an average of 49.5 errors in every paper. This was further confirmation of the prevalent idea that something was wrong with the English program and called for a re-evaluation of the program, with a definition of emphases, aims, and methods.²³

These studies seem to show a certain degree of uncertainty on the part of educators concerning the relative importance of the various parts of the English program and a lack of coordination between high school and college English programs.

Textbooks and Usage. By 1925, the problem of usage had become a concern of many, because educators were aware that all items in an English course of study were not of the same importance and that certain items were responsible for more composition errors than other items were. Lyman,²⁴ in his analysis of textbooks and in his survey of research in the field of English, found that, before 1850, the "language curriculum had been dominated almost entirely by grammar." Composition had been added as a subsidiary subject, but it had gained only limited recognition before 1850.

Carr²⁵ made a study of early textbooks and reported that, from 1860 to 1925, drill in formal grammar still was the dominant factor in the English textbook, although a study of letter-writing had increased, and written and

23 John M. Clapp (Chairman). "Report of the Committee on Place and Function of English in American Life." English Journal, XV (Feb., 1926), pp. 110-134.

24 Lyman, op. cit., p. 40.

25 William G. Carr. "The Evolution of the Junior High School Textbook in English." English Journal, XVI (February, 1927), p. 127.

oral composition had gained in emphasis in the Junior High School.

Stormgard and O'Shea,²⁶ however, made an analysis of textbooks to determine changes in content and found a definite trend toward functional language work. They stated that the first need in grammatical revision was to eliminate all but the basic elements of technical grammar; they concluded that the content of an English grammar course should be largely determined by the relative frequencies of usage.²⁷ They summarize their findings and list those elements which they believe should be included in the study of grammar.

Methods. Lyman²⁸ drew certain conclusions from his study of the research concerning methods of teaching. He stated that individual instruction had been found superior to group instruction; that gifted students were often as capable of criticizing their own papers as were their teachers; that "personal-experience topics" were the most popular but not necessarily the most valuable for educational purposes; that intensive drill was of inestimable value in producing immediate results; that pressure for acceptable writing and speaking could improve language habits materially; and that the laboratory method in the study of English could be very profitable. Price²⁹ and Billet³⁰ made studies which seemed to indicate that failures among college

26 Martin J. Stormgard and M. V. O'Shea. How Much English Grammar? Baltimore; Warwick & York, Inc., 1924, pp. 194 ff.

27 Ibid., p. 205.

28 Lyman, op. cit., pp. 253-254.

29 E. D. Price. "A Plan of Classifying Pupils." Journal of Educational Research, XII (December, 1925), pp. 341-348.

30 Roy O. Billett. The Administration and Supervision of Homogeneous Grouping. (Ohio State University Studies, Contributions in School Administration, No. 4), 1932, pp. 19 ff.

Freshmen could be greatly reduced if those students deficient in the fundamentals of grammar were grouped homogeneously according to ability. They believed that the "chief claim" of ability grouping was the possibility that it afforded of adapting content, method, and time to the needs of pupils of different levels of achievement.

Stephens³¹ made a study of 22 experimental plans and methods for individual instruction and found that the "scope of individualized activities" should include drill in grammar, vocabulary building, and sentence and paragraph study; such study, he stated, should stimulate the imagination and give information concerning appearance, manners, and personality.

In a study to determine the effects of drill, Conkling³² found that 90 per cent of the students in the study were benefited by drill; and, over a two-year period, improvement in the eliminating of mechanical errors was 68/ per cent.

Smith,³³ in a study of 156 courses of study, found that two-thirds of the schools studied emphasized drill as the method of teaching the fundamentals of grammar.

So during the first three decades of the twentieth century, it was found that the English courses of study were still filled with many superfluous grammatical details, and endless drill (some of value; others questionable as

31 Stephen DeWitt Stephens. Individualized Instruction in English Composition. (Harvard Studies in Education), Cambridge: Harvard Univ. Press. 1928, p. 88 ff.

32 F. B. Conkling. "Student Self-Help in Composition Drill." English Journal, (Col. ed.), XX (January, 1931), 50-53.

33 Dora V. Smith. Instruction in English. (English Mon. No. 20), U. S. Dept. of Interior, Office of Education, National Survey of Education, pp. 1-89.

to value) was the predominating method of teaching. Results of the teaching were far from satisfactory, and, although much research and experimentation had been done, very few questions concerning methods, aims and objectives, content, and emphasis had been answered satisfactorily.

Remediation Begins. Lyman³⁴ made another study (concluded in 1932) which showed that schools were already doing remedial work in reading and related areas by an attempt to adapt the materials of instruction to individual needs, by expanding the reading program, by selection of materials "close to life-interests," by planning the promotion of pupil initiative, and by abolishing "stilted book reports." This study also showed that more emphasis was placed on individual progress according to ability rather than on the promotion of groups of students at the same rate--from grade to grade, regardless of varying abilities.

Maddox³⁵ in a questionnaire to thirty-four colleges found general agreement of the belief that, if college Freshmen did not have an adequate knowledge of the fundamentals and mechanics of English, then the college should use any remedial measures necessary to give them that knowledge.

Fountain³⁶ made a survey, largely of technological schools, and found that 76 colleges were offering some kind of "sub-Freshman" work in English; credit for this work ranged from "0" to three hours.

34 R. L. Lyman. The Enrichment of the English Curriculum. (Supplementary Educational Monographs). Chicago: Univ. of Chicago Press, 1932, pp. 11-23, 56.

35 Notley S. Maddox. "Thoughts from Thirty-Four Colleges Concerning Freshman Composition." English Journal, XXVII (October, 1938), pp. 661-669.

36 Alvin M. Fountain. "The Problem of the Poorly Prepared Student." College English, I (January, 1940), 309-322.

Grey, Lorch, et al³⁷ made a survey of 292 colleges and found that 137 grouped Freshmen homogeneously, on the basis of English entrance test grades, in order to adapt the remediation to individual needs.

Studies of Deficiencies and Methods of Correcting. Within the past two or three decades, many studies have been concerned with learning more about the specific deficiencies of Freshmen in college and with special remediation necessary to correct the deficiencies and establish adequate habits in the language arts.

Elliott and Kuyper³⁸ found that clinical procedures were preferable to group instruction for the deficient student, and they recommended homogeneous grouping. This substantiated a report, made in 1936 by the National Society for the Study of Education, which published the results of a study which seemed to show that "ability grouping" would result in more effective teaching than had heterogeneous grouping.³⁹

Shifting Emphases. Reading began to appear in the college curricula because studies had shown that a reading deficiency was often the cause of the failure of college Freshmen, both on the entrance tests and in regular college work.⁴⁰ Some educators believed that reading should not only be included in

37 Lennox Grey, Fred W. Lorch, et al. "Report: Summary of a Survey of Inquiry into Required English Courses, 1940-1941." College English, III (March, 1942), pp. 584-586.

38 Una B. Elliott and George Adrian Kuyper. "Remedial Reading--Group Treatment." College English, II (October, 1940), pp. 58-62.

39 Warren W. Coxe (Chairman). The Grouping of Pupils. Thirty-Fifth Yearbook of the National Society for the Study of Education. Bloomington: Public School Pub. Co., 1936, p. 297.

40 Charlotte E. Crawford. "Reading and Comprehension as Related to Problems of Freshmen English." College English, V (March, 1944), 329-333; Frances Oralind Triggs. "Current Problems in Remedial Reading for College Students." School and Society, LIII (March 22, 1941), pp. 376-379.

the language program but that it should receive more emphasis than any of the other language arts in the program designed to develop in the deficient student those skills and habits which would enable him to continue, more satisfactorily, his college work.⁴¹ The National Council of Teachers of English published a report, based on the contributions of 274 teachers of English, in which they stated that "a moderate amount of rather intensive study of literature"⁴² was being required of schools in order to teach students how to read and that this intensive reading program was being supplemented by an extensive reading program. From a study of the writing of more than twenty educators in the field of reading, De Boer et al⁴³ concluded that, "The development of reading abilities remains one of the most important responsibilities of the school."

Other educators believed that the emphasis should be placed on writing for improving language deficiencies. Hatfield⁴⁴ advocated the use of writing clinics and laboratories for those in need of remediation in language arts. Stanley⁴⁵ made a study which seemed to indicate decided value in the use of writing for increasing the efficiency of those students who needed remedial

41 John R. Wittenborn. "Classes in Remedial Reading and Study Habits." Journal of Educational Research, XXXVII (April, 1944), 571-586; Roland D. Carter. "The Significance of the Reading Clinic." English Journal, XXVII (May, 1938), 380-388.

42 Angela M. Broening (Chairman). Conducting Experiences in English. (A Report of a Committee of the National Council of Teachers of English). New York: D. Appleton-Century Co., Inc., 1939, p. 11-12.

43 De Boer et al, op. cit., p. 161.

44 Wilbur W. Hatfield. "The Writing Clinic and the Writing Laboratory." English Journal (Col. ed.), XX (January, 1931), 50-53.

45 Carrie Ellen Stanley. "The Game of Writing: A Study in Remedial English." College English, IV (April, 1943), 423-428.

instruction.

Many educators believed that, in order for students to be able to recognize their own mistakes, they must first learn the elementary rules of grammar to serve as guide posts.⁴⁶ These advocates of instruction in grammar, almost without exception, believed that many items which were receiving attention in the basic program in English might well be omitted, and emphasis should be placed on the teaching of those elements which had been found to cause much of the trouble in Freshmen English.⁴⁷ Fries⁴⁸ made a study of the writing of three thousand adults, from all classes of society, and tabulated the results according to usage, "standard and vulgar." He found that 92 per cent of the errors in the use of prepositions were made in the use of nine words; that only twelve words caused 93 per cent of the trouble with conjunctions; that less than 5 per cent of plural nouns are formed irregularly; and that only forty-six verbs have different forms for the past tense and the past participle. It would seem, then, that these elements which have been found to be "trouble-makers" should receive the emphasis in any study of grammar.

Anderson⁴⁹ was chairman of a group which experimented with various methods of teaching English; they agreed, in part, with Fries; they, however,

⁴⁶ Egbert S. Oliver. "Review Grammar in Freshmen English." English Journal (Col. ed.), XXV (October, 1936), 653-655.

⁴⁷ Porter G. Perrin. "Maximum Essentials in Composition." College English, VIII (April, 1947), 353-360.

⁴⁸ Charles Carpenter Fries. American English Grammar. (A Report of an Investigation Financed by the National Council of Teachers of English), New York: D. Appleton-Century Company, 1940, p. 26-33, 283 ff.

⁴⁹ Harold A. Anderson (Chairman). Instruction in English in the University High School. (Publications of the Laboratory Schools of the University of Chicago, No. 9). Chicago: Univ. of Chicago Press, 1941, pp. 62-70.

included a study of modifiers, parallelism, faulty sentence structure, pronoun agreement and case, clarity, punctuation, and levels of usage, as important elements of study.

Colodny⁵⁰ found that 14 per cent of the colleges in his study were offering courses in vocabulary building.

Grisner,⁵¹ Hughes,⁵² and O'Conner⁵³ believed that not enough emphasis had been placed on the development of an adequate vocabulary to permit meaningful reading experiences and a variety of expression desired of the student. They made studies which seemed to indicate a definite relation between the size of one's vocabulary and his success in college and in life.

After making a study, Thorndike published a list of ten thousand words which should be in the reading vocabulary of young people.⁵⁴

In 1935, Hatfield⁵⁵ completed a survey which he believed indicated the importance of corrective work in reading, in speaking, and in grammar as related to writing.

50 I. Colodny. "Usage for College Freshmen." College English, III (May, 1942), 753-755.

51 Frank A. Grisner. "Vocabulary and Grade." English Journal (Col. ed.), XXII (January, 1933), 35-45.

52 Hardin W. Hughes. "Relation of Intelligence to Vocabulary and Language Training." English Journal, XIV (October, 1925), 621-625.

53 Johnson O'Conner. "Vocabulary and Success." Atlantic Monthly, CLIII (February, 1934), 160-166.

54 Edward L. Thorndike. The Teacher's Word Book. (2nd.) New York: Teacher's College, Columbia University, 1927, 134 pp.

55 W. Wilbur Hatfield (Chairman). An Experience Curriculum in English. New York: D. Appleton-Century Co., 1935, pp. 241, 262-271, 289-290.

SUMMARY

Language study has had a significant place in the curricula of American schools for more than a century; but at no time has there been complete agreement among educators concerning materials, methods, aims, or emphases. Regarded first as important only in its oral aspect, the study of language has been broadened to include writing, reading, and listening, as well as speaking.

In reflecting over the years which represent the "life-span" of language teaching in America, one can discern many interesting and significant facts. Each new decade has added to the grammatical phenomena in modern English. Always there has been change; sometimes this change has been almost imperceptible; at other times, conflicts concerning aims or methods or emphases have been evidenced.

The constant confusion and disagreement which have been so apparent in the literature have been the impetus which urged the almost constant experimentation and research in the field of language arts. Rapidly changing speech patterns have resulted in much confusion concerning standards of usage and have created additional problems for the language teacher.

Research studies have resulted in an increasing emphasis on the need for recognition of individual differences, on the problem of grouping according to individual needs and interests, on the value of motivation and interest to comprehensive study, and on the need for remediation for a certain group of students.

Scientific studies have been made in teaching techniques, in the evaluation of various devices used in teaching, and in the comparative value of certain

subjects. Surveys of pupil progress, of pupil deficiencies, and of diagnosis of pupil needs have been made repeatedly during the past three decades.

Much effort has been made to evaluate the college Freshman English program in terms of the achievement of objectives and in terms of its adequacy in meeting the needs of all students. It has been increasingly apparent that either college Freshmen were not receiving the kind of instruction which they needed for achieving success in college and in life, or they were not retaining and applying the principles in a functional manner. It has also been quite apparent that many Freshmen enter college without the knowledge and skills believed necessary for successful participation in college activities; and the colleges have been slow to change their programs to meet this inadequacy.

Always apparent has been the constant conflict of view-points concerning the value of teaching the fundamentals of grammar and the value of drill in such instruction.

An increasing amount of recognition has been given to the importance of efficient habits in reading. Research studies have shown that a large per cent of college Freshmen do not have adequately developed skills in reading, and many colleges are including reading instruction in their curricula.

Writing, reading, and listening have each been receiving an increasing amount of emphasis in the college program, and many colleges have been experimenting with methods, devices, and materials in an effort to improve the programs on the basis of individual needs.

The importance of instruction in and emphasis on the development of more nearly adequate vocabularies has been indicated, and many studies have seemed to indicate a relationship between one's vocabulary and his grades.

Previous to the beginning of the twentieth century, college students were high school graduates of high intelligence or those whose families possessed a certain amount of wealth. By the fifth decade in the twentieth century, neither wealth nor unusually high intelligence characterized the college Freshman. This fact has, of course, changed the status of the student personnel in colleges and, therefore, the needs of the college curriculum.

Chapter III

LANGUAGE STUDY SINCE 1945

As has been shown in the literature, teaching students to write clear and effective prose has become one of the most important tasks of higher education. Experiments which have ranged from an exuberant rejection of many disciplines to a combination of all language arts in one course indicate the intense interest of educators in discovering methods for making the task of the English teacher more rewarding.

Methods. Methods of instruction differ according to the viewpoint of the administrators of the school. A study of the programs of various schools shows the prevalence of such methods as the problem method, group instruction, individualized instruction, drills, laboratories and clinics (writing, reading, and speaking), and supervised study;⁵⁶ but there is still much disagreement concerning method.

Aims. Aims and objectives in the language arts programs are also many and varied. Drake University alone lists twenty-one objectives.⁵⁷

The difference in aims and objectives seems to indicate a difference in emphases and criteria which determine methods and materials of instruction in different schools.

Reasons for Deficiencies. Results of numerous studies show many weaknesses in the present college English programs. Although many educators believe that high school teachers are to blame for the deficiencies evidenced by college Freshmen, there is no evidence which proves conclusively whether

56 Brubacher, op. cit., pp. 241-248.

57 This information received in a letter from T. F. Dunn, Dept. of English, Drake University (March, 1951).

the fault lies in the teaching, the methods, the materials, the retention of items learned, the inability to apply principles learned, emotional stability, fear, or any one of many factors which might influence what the student writes on an entrance examination or in subsequent papers.

Special Areas of Instruction. Bear,⁵⁸ Dowling,⁵⁹ Garrison,⁶⁰ Gellerman,⁶¹ and many other educators have conducted experimental studies which seem to indicate the need for instruction in reading and the development of more efficient reading habits in college Freshmen. Emphasis should be placed, Garrison believes, upon proper motivation to create interest. He also stressed the importance of diagnosis of difficulties before remediation. Garrison and Gellerman stressed the importance of auditory and visual discrimination in word study, spelling, or vocabulary building. Bear found that students could increase their reading rate from 230 to 500 words per minute after only a few weeks in a reading clinic, especially after they had been made conscious of their own difficulties, which knowledge is an aid in motivation. He indicates several methods for improving reading rate. The problem of grammar is still a cause of conflict, but an examination of approximately twenty new grammars and eight older ones indicate that, as far as textbook writers are concerned, the traditional approach to the study of English grammar is still being used, although there are changes in terminology as a result of the decrease in inflections

⁵⁸ Robert M. Bear. "Organization of College Reading Programs." Education, LIX (May, 1950), 575-581.

⁵⁹ Kathleen B. Dowling. "Reading to Grow." English Journal, XL (September, 1951), 392-393.

⁶⁰ Karl C. Garrison. The Psychology of Exceptional Children (rev. ed). New York: Ronald Press, 1950, pp. 139-141.

⁶¹ Saul W. Gellerman. "Causal Factors in the Reading Difficulties of Elementary School Children." Elementary School Journal, XLIX (Nov. 1949), 523-530.

of nouns and of some verbs.

A study was made at New York University and reported by McCloskey and Hornstein,⁶² who stated that remedial students need instruction in organization, in the elements of grammar (especially in verbs), and in diction. They recommended drill for marginal students and grouping in very small groups for instruction, after diagnosis of difficulties.

Pooley⁶³ states that his study showed the importance of a knowledge of sentence structure and of certain grammatical elements, such as correct verb usage, agreement of subject and verb, recognition of parts of speech, tense, case, number, and correct use of pronouns. He emphasizes the importance of constant practice in the use of principles learned in writing and in speaking and of constant self-appraisal of errors.

Frost⁶⁴ states that her study has indicated that grouping on the basis of deficiencies resulted in improvement when diagnosis was made and used in determining instruction in the mechanics of writing, reading, spelling, and vocabulary building. She also found a need for instruction in the use of the dictionary, and she recommended drill in the application of the principles of composition; but she indicated that individual instruction should be given when possible and practicable in removing specific deficiencies.

62 Frank H. McCloskey and Lillian Herlands Hornstein. "Subfreshmen Composition--a New Solution." College English, II (October, 1949), 331-339.

63 Robert C. Pooley. Teaching English Usage. 1946: Appleton-Century-Crofts, Inc., Chapters IX and X.

64 Inez Frost. "An English Testing and Guidance Program." Journal of Educational Psychology. XVII (February, 1947), pp. 234-243.

Moore⁶⁵ found that remediation in spelling, punctuation, grammar, and organization was most successful when based on diagnosis of individual weaknesses; and he recommends writing as a method for learning correct expression. This was corroborated by Sensabaugh and Whitaker,⁶⁶ whose text book is based on their findings. They list elements of learning which should be included in a successful program in language arts. These include a study of prefixes, suffixes, and root words.

Feinstein⁶⁷ found that the acquisition of a functional knowledge of grammar, punctuation, mechanics, syntax, and idiom was important for college Freshmen.

Stagner's⁶⁸ psychological studies have resulted in the conclusion that the slow student is under constant strain of unfair competition from those who are more capable, and he advocates ability grouping and individual instruction, when practicable, based on diagnosis of weaknesses. He also emphasizes the importance of motivation as an aid to learning and to self-evaluation of deficiencies.

Tidyman and Butterfield⁶⁹ found that educators regarded as important a

⁶⁵ Robert H. Moore. "The Writing Clinic and the Writing Laboratory." College English, X (April, 1950), 388-393.

⁶⁶ G. F. Sensabaugh and V. K. Whataker. Purposeful Prose. New York, Henry Holt and Co., Inc., 1951, preface, pp. 1-11.

⁶⁷ George W. Feinstein. "What Are the Aims of Freshman English?" Journal of General Education, III (January, 1949), 121-127.

⁶⁸ Ross Stagner. Psychology of Personality. New York: McGraw-Hill Book Co., Inc., 1948, Chapter 6.

⁶⁹ Tidyman and Butterfield, op. cit., pp. 303-308.

knowledge of certain grammatical principles, such as the parts of a sentence, tense, number, agreement, case of pronouns, comparison of adjectives and adverbs, and phrases and clauses. They have also found that a knowledge of sentence structure was of value. They emphasize the importance of practical application of rules rather than mere memorization.

Edland⁷⁰ made a survey of students at Phoenix College to learn their desires concerning certain skills and understanding. The results showed that the students believed that instruction in grammar, reading, spelling, and vocabulary building were important, especially for marginal students.

Moore⁷¹ made a survey of colleges and universities and found that 87 per cent of them were giving some kind of remedial instruction; 20 per cent were using writing clinics or laboratories for development of skills in reading, spelling, punctuation, and the organization and development of sentences and paragraphs, in order to provide supervised individual instruction, when necessary, and practical applications of all principles learned.

Studies by Freeman⁷² seemed to indicate that enough attention had not been given to developing adequate listening habits.

Surveys. Surveys in the field of the language arts have provided some information on the problems which confront teachers of English and of related subjects. Dunn et al.⁷³ found that college students needed sufficient command

70 Wayne Edland. "What College Students Want to Learn in Freshman English." College English, X (April, 1950), 406-408.

71 Robert H. Moore, op. cit., 388-393.

72 Bernice Freeman. "Listening Experiences in the Language Arts." English Journal, XXVIII (December, 1949), 78-82.

73 Thomas F. Dunn, Charles A. Hanous, and Harold B. Allen. Learning Our Language. New York: Ronald Press Co., 1950, preface, pp. 1-v.

of reading, writing, listening, and speaking. In writing, they emphasize the importance of a knowledge of the correct use of nouns, pronouns, and verbs; of case, gender, person, number, modifiers, and plurals; of sentence structure and punctuation. Bennett⁷⁴ found that remediation in reading depended upon diagnosis and analysis of difficulties and emphasis on such factors as auditory and visual discrimination, eye-movements, regression, and vocabulary. He emphasized the importance of vocabulary on comprehension.

Hook⁷⁵ concluded that a knowledge of correct and effective sentence structure and consistent practice in building sentences were of primary importance to the college student. He stresses the importance of a knowledge of grammatical principles and their use, of remediation in reading, and of special instruction in spelling.

Shaffer⁷⁶ studied the work of marginal students and found that a lack of knowledge of English grammar was a significant factor in determining grades in English, economics, foreign language, history, the laboratory sciences, psychology, and sociology. He emphasized the importance of self-evaluation in writing.

Educational Research: Specific Skills. According to Bowyer, Bond, et al,⁷⁷ the Human Engineering Laboratory and other testing agencies have found

74 M. E. Bennett. College and Life. New York: McGraw-Hill Book Co., Inc., 1946, p. 170.

75 J. N. Hook. The Teaching of High School English. New York: Ronald Press, Co., 1950, p. 65 ff., 275-277, 346 ff.

76 Robert H. Shaffer. "The Effect of an English Deficiency Upon a Student's Adjustment in College and Resulting Implications for Counselors." (Ph. D. Dissertation), Indiana University Press, 1948, pp. 1-24.

77 John Wilson Bowyer, George Bond, et al. Better College English. New York: Appleton-Century-Crofts., Inc., 1950, p. 153.

a definite correlation between the size of one's vocabulary and his success in business and professional life. They believe that there is a need for placing more emphasis on vocabulary development. This belief was substantiated by a study by Bushman,⁷⁸ and they corroborated studies, previously mentioned, by Grisner, Hughes, and O'Conner.⁷⁹

Aiken and Carleton⁸⁰ state that their five-year study indicates that students cannot be taught to write correctly if they do not know the fundamental rules governing relationships of words in sentences and if they do not have adequate practice in applying the rules or principles which they have learned.

Many studies have been made relative to the teaching of spelling. Most of them agree that spelling instruction is necessary for students, but there is little agreement concerning the proper method of instruction. Reigner,⁸¹ Johnson,⁸² De Boer et al.,⁸³ and Tidyman and Butterfield⁸⁴ have made studies which they believe indicate that instruction in spelling is a basic necessity. All emphasize the importance of diagnosis as a basis for remediation and the practical application of the principles learned, rather than mere memorization

78 John Bushman. "The First Few Weeks in English I." College English, XIII (May, 1951), 448-452.

79 See Footnotes 52, 53, 54 above.

80 Wellington E. Aiken and Phillip D. Carleton. "Freshman English at the University of Vermont." College English, III (December, 1949), 280-284.

81 Charles G. Reigner. College Spelling Studies. (2nd ed.), Chicago: H. M. Rowe Co., 1951, p. 4.

82 Louise Hening Johnson. "That Abomination, English Spelling." College English, X (December, 1950), 159-162.

83 De Boer et al., op. cit., p. 43.

84 Tidyman and Butterfield, op. cit., pp. 359.

of rules. De Boer emphasizes the value of self-evaluation in overcoming difficulties.

Various studies have been made concerning the teaching of punctuation and the frequency of occurrence of the various marks of punctuation. McGann⁸⁵ made a study which indicated the frequency of errors in the use of punctuation by college Freshmen.

Lokke and Wykoff⁸⁶ found that persistent practice in writing was an aid to remedial students in developing desirable punctuation habits and in increasing efficiency in written expression. They emphasize the importance of self-evaluation as an aid in motivation.

Deficiencies and Related Experimentation. The Harvard Report stated that 30 per cent of college Freshmen were handicapped by defective reading habits and by a lack of knowledge of the fundamental principles of grammar.⁸⁷ This belief was corroborated by Crawford⁸⁸ who stated that his study showed no uniformity in college reading programs. Lewis⁸⁹ experimented with various techniques for improving reading skills and found that great improvement could be made in a short time by emphasizing comprehension, sensitivity to sentence

85 Mary McGann. "Diagnostic Teaching and Remedial Teaching for Common Errors in Mechanics of English made by College Freshmen." Journal of Educational Psychology, XXXVIII (December, 1947), 499-503.

86 Virgil Lokke and George S. Wykoff. "'Double Writing' in Freshman Composition--An Experiment." School and Society, LXVIII (December 18, 1948), 437-439.

87 General Education in a Free Society. Report of the Harvard Committee. Cambridge: Cambridge University Press, 1945, pp. 198-213.

88 Crawford, op. cit., pp. 330-333.

89 Norman Lewis. "An Investigation into Comparable Results Obtained from Two Methods of Increasing Speed Among Adults." College English, IX (December, 1949), 152-156.

structure, and constant practice in rapid reading.

Weeks⁹⁰ found that high school graduates did not have adequate knowledge of sentence structure or of punctuation for clear, effective expression in writing.

Wykoff⁹¹ participated in a study of remedial instruction at Purdue and found that from 15 per cent to 20 per cent of Freshmen needed remedial instruction; he also stated that results of the study showed that failures were reduced 66 per cent by special instruction in writing. He stressed the importance of grouping according to difficulties determined by diagnosis.

McGann⁹² found that the most common errors in the papers of 97 college Freshmen concerned agreement of subject and predicate. She also found drill effective in elimination of errors, and she recommended homogeneous grouping, according to deficiencies, in instruction in grammar and the mechanics of writing.

Millhauser⁹³ found that most of the writing of college Freshmen was unsatisfactory because of carelessness, rather than ignorance, and that improvement was shown after the faculty refused to accept papers which contained errors in grammar or mechanics. He recommends, however, that marginal students be given instruction in the fundamentals of writing, after diagnosis of weaknesses. He regards knowledge of deficiencies as motivation in learning.

90 J. D. Weeks. "An Evaluation of the High School Graduate." School and Society, XVI (June 14, 1947), 441-442.

91 Earl James McGrath (editor). Communication in General Education. Dubuque: William C. Brown, 1949, pp. 143ff.

92 McGann, op. cit., pp. 500-503.

93 Milton Millhauser. "The Universal English Program at the University of Bridgeport." School and Society, LXVIII (Sept. 11, 1948), 174-180.

These studies seem to indicate a growing awareness of the problem of the marginal student; and they seem indicative of the value of remedial instruction in reading, spelling, grammar, mechanics, and vocabulary building. They also indicate that there is still much disagreement concerning emphases, methods, and aims and objectives of instruction in the language arts. Nor is there any general agreement on the relative importance of certain learnings and skills.

Methods of Instruction. Mursell⁹⁴ stresses the importance of usage as a basis for determining what elements of grammar should be taught. He found drill to be a valuable method of instruction when concentrated on the specific difficulties or needs of the individual. This was corroborated by Olson⁹⁵ and by studies summarized by Greene in the Encyclopedia of Educational Research,⁹⁶ which also indicated the growing trend away from uniformity of instruction and toward individualized instruction. In all cases the value of persistent practice in applying knowledge and skills learned was considered important in the formation of desired habits. Monroe also states that training in listening and a recognition of the importance of developing listening skills are being seen in the college English programs.

Remediation. More and more colleges and universities are beginning to realize that some provision should be made for that group of college Freshmen who make unsatisfactory grades on the college entrance examinations. Data

94 James L. Mursell. Developmental Teaching. New York: McGraw-Hill Book Co., Inc., 1949, pp. 119, 219.

95 Helen F. Olson. "Teaching Basic Language Skills." English Journal, XXXIX (May, 1950), 243-249.

96 Greene, ed., op. cit., 391.

obtained from questionnaires sent to various colleges and from an examination of 255 college and university bulletins (representing schools of all sizes, of different emphases, and from all parts of the nation) give some indication as to what courses are offered to marginal students in the present language arts programs. Of the courses of study indicated in 255 bulletins, 134, or 52.5 per cent, offer remedial instruction; some, as required work; others, as optional. Of these, 81 give no credit for any of the sub-Freshman work, and classes meet from one to five times weekly. Fifty-three schools give from one to five hours credit and meet from one to five times a week.

One hundred twenty-one schools offer no course, as such, in remedial work, but 51 of the 121 include in their Freshman English course the study of the basic elements which other schools teach on a sub-Freshman level. This would mean that 72.5 per cent of the schools studied make some provision for remediation.

Elements taught most frequently include the fundamentals of grammar, reading, punctuation, spelling, and vocabulary.

Of 82 bulletins which stated specific training in the development of special skills and habits in the various language arts, 62 emphasize writing; 55, reading; 30, speaking; 11, listening; 8, thinking; and 3, understanding.

Sixteen schools state frankly that they use the drill method in teaching marginal students, and some of them even use drill in the regular Freshman English classes.

For several years, various schools have used clinics and laboratories for training deficient students in reading, writing, and speaking. Seven bulletins of schools which have no scheduled remedial classes indicate the use of personal

conferences for acquiring a better understanding of the needs of marginal students; four mention use of special tutors; five indicate the use of the laboratory method in remediation; and two have clinics.

SUMMARY AND IMPLICATIONS TO BE DRAWN FROM THE LITERATURE
AND FROM AVAILABLE DATA CONCERNING
LANGUAGE ARTS PROGRAMS

The vast changes in the student personnel in colleges and universities have necessitated many changes in the curricula. One of the most important of these changes has been the growing recognition of the need for remedial instruction for those Freshmen who enter college inadequately prepared to do college work according to college entrance tests. The wide range of ability, of social and economic status, of interests, and of needs of Freshmen have made necessary a more diversified program in Language Arts and one which will begin "where the student is," and not at some set level where all students begin doing the same things at the same time. This kind of traditional program has resulted in many failures because no regard was shown for the uniqueness of each individual as a teaching problem. Mass instruction, all on the same level, does not satisfy the basic needs of the majority of the students. Instruction should be as individualized as possible, and its aim should be the elimination of the special deficiencies of each student. Efficient work skills should be developed so that each student may, to the limit of his capacity, make the most effective use of his time.

Every teacher should, to the best of his ability, strive for accurate diagnosis and remediation of any disabilities which might cause the student to be ineffectual in his work. Concentrated drill may be used successfully in

teaching the basic principles of grammar, but the student must recognize the need for it as a result, on his part, of a certain deficiency which the drill will help him to overcome. To be effective, drill must exemplify the purposeful process of exploration which is characteristic of good instruction.

When individualized instruction is not practical, grouping according to individual needs has been found more satisfactory than heterogeneous grouping for marginal students. Three reasons have been given for this belief: (1) grouping according to ability eliminates unfair competition which lowers morale; (2) it permits use of material more nearly at the level of understanding of the deficient student; and (3) it gives more consideration to individual differences and difficulties.

Three reasons have been found for permitting the student to earn some credit for remedial instruction. (1) Credit aids in motivation; (2) it is unfair to penalize a student for a fault which is not entirely his; and (3) credit indicates that the college recognizes the value of the course.

A survey of the literature indicates that most of the educators believe that remedial instruction should include certain elements in the fundamentals of grammar, not as such, but as a basis for determining correct levels in written and oral language; a study of capitalization and punctuation, not as mechanical rules, but according to thought; vocabulary building, based on individual needs; certain elements of sentence structure; training in developing adequate spelling skills; practice of oral and written composition; and improvement of reading skills.

Writing and reading clinics are being used successfully for giving individualized remedial instruction; but interest must be aroused by identification of the material in question with the needs of the student, because the stimulus

and motivation that come from real needs lead to greater effort on the part of the student.

Although many innovations have been made in Freshmen English programs and although there is some agreement concerning many of the areas of learning regarded as necessary, there is still very little agreement on methods, on exact emphasis, on the best organization of the units of instruction in the proper sequence for the most effective learning, on the degree of difficulty of certain skills, or on the relative importance of the areas of learning. Some educators believe that reading and spelling skills should be developed in the elementary school and that no emphasis should be given to them in college. Other educators believe that these skills are basic and that, if college Freshmen are deficient in them, no satisfactory progress can be made until the deficiencies are corrected.

So, it has been shown that a few of the answers to the problems of the deficient student have been found, but many problems are still unsolved. It has also been implied that a successful program for marginal Freshman should eliminate many of the deficiencies in the use of grammatical principles, should develop skills in reading and spelling, should aid in the development of an adequate vocabulary based on individual need, and should aid in the formation of better habits in sentence building.

The marginal student presents one of the greatest instructional problems facing the college faculty; and it is the duty of the college to provide educational experiences by which marginal students may receive the opportunity for developing skills and acquiring knowledge needed or desired for successful participation in college activities and in noncollege life.

Chapter IV

LANGUAGE ARTS FOR MARGINAL STUDENTS

Philosophical Basis

Social Implications. Language, which arises from man's past history and results from his present needs as an individual member of society, is a form of social behavior.⁹⁷ Since words are symbols, language is a system of signs used to convey meaning to others. To man, language is a means to an end, and it has meaning and value only in a social setting. One of the greatest problems of education is to discover methods and techniques by which the student can be taught to learn and to organize his knowledge so that he might live ever more intelligently in a complex social order, and, the more complex society becomes, the greater is the need for a "higher level" of communication. Students today live in a dynamic and rapidly expanding social order, and, through the forms of rapid communication (such as radio, television, and moving pictures), many citizens are faced with problems which were totally unknown at the beginning of the century. To understand many of these problems, citizens must engage in a two-way process of communication: to receive and to give information.

The student of the language arts should be shown that he is developing skills and acquiring knowledge which will widen his understanding and make increasingly possible the intelligent control of social forces. It should be pointed out to him that adequate skills in the use of certain basic elements in language will be of inestimable value to him as an individual and as a member of society.

97 McGrath, op. cit., pp. 38-39.

He should understand that language has been changing and will continue to change constantly, that there are different "levels" of usage for different classes of people, and that it is social pressure which makes "standard English" the obligation of the schools. A student should know that the "most striking difference between the language" of the educated and of the uneducated lies in the fact that "vulgar English seems essentially poverty-stricken."⁹⁸

Emphasis in each learning situation should be based on the needs of the student; when an element is vital to the learner, it will, in turn, be vital to society, because no social modification can be enduring unless it enters the action of a people through needs and purposes. The student should be shown that he can never achieve the full increment of his own self-realization while he remains his own and his only evaluative audience. His interaction with society will come, in part, by means of language, with which he will seek to engender in others attitudes comparable to his own.⁹⁹ This interaction is the process of self-realization, because any individual must have opportunity, attitudes, and skills of interaction with other members of society in order to discover, mature, or maintain self.¹⁰⁰ A student should realize that his maturity at any time is proportionate to his readiness for consistent, comprehensive response to the varied phases of his environment and that he will grow through "group action employed consciously as method and context for personal-social

98 Fries, op. cit., p. 288-289.

99 George H. Mead. Mind, Self, and Society. Chicago: University of Chicago Press, 1934, pp. 75-82.

100 Earl James McGrath (editor). op. cit., pp. 232-234.

maturity."¹⁰¹

The history of language study has shown that the less capable or the less adequately prepared student has received far too little attention, when, in reality, it is the less able who should receive the most attention.¹⁰² The deficient student is as much a potential member of society as is the better prepared student, and education should aim at the development of these future citizens in order to inculcate the desire for the preservation of democratic ideals and principles. The will and the desire to learn are often of more value than greater intellectual ability, and the student with undeveloped skills or with limited mental capacity is the one who should enlist the ingenuity of every college and university in the nation in planning a program which will meet his needs.

This belief is basic to the program in language arts which will seek to provide learning experiences for the less capable or the less efficient students, in order that they might have opportunities for developing skills and acquiring knowledge which will make them more efficient and more active members in society.

Implications for the Individual. America is a democracy. The basic value in a democracy is self, and the goal of life is self-realization.¹⁰³ Preparation for living is the goal of education, and language is one of the mediums by which each individual, according to his desires and abilities, will ultimately shape the universe of his personal experience and achieve full self-realization.

101 Idem.

102 McCloskey and Hornstein, op. cit., pp. 331-332.

103 McGrath, op. cit., p. 231.

The maturity of the student is proportionate to his readiness (or ability) for consistent, satisfactory response to varied phases of his environment. There are, however, in the colleges many students whose background of experiences has provided very limited knowledge and entirely inadequate skills for further exploration and extension of knowledge. These limitations set the patterns which determine, in part, the student's preparation for successful participation in college and in society; and it is the duty of the college to provide the learning experiences by which each student may develop requisite attitudes and skills for interaction with other individuals and for greater self-realization.

The democratic faith recognizes and asserts the right of each individual to the opportunity for the ultimate realization of his potentialities.¹⁰⁴ In the study of the literature relative to the history of language development, one fact has been noticeable: during the past few decades, there has been a growing unanimity concerning the supreme worth of the individual. It is the recognized right of all people to grow and develop physically, intellectually, morally, and spiritually; and it is the duty, and the privilege, of the school to aid each student in developing to his capacity skills and understandings which are basic to the learning situation.

The philosophy of this program in language arts is "student-centered." The function of the instruction will be to begin "where the student is," to utilize what knowledge he has, and to train him in those values and skills which will permit him to continue his college education with satisfaction and to contribute eventually to the improvement of society.

104 William H. Kilpatrick (editor). The Educational Frontier. New York: D. Appleton-Century, Inc., 1933, p. 69.

Psychological Implications. It is recognized that each student moves in a special environment and that recognition of individual needs, capacities, and interests are necessary for aiding in the adaptation of each student to his special environment. "Learning is essentially purposive."¹⁰⁵ The student must see each learning situation in the light of his own needs as an aid to him in developing desired skills or habits which will aid him in the achievement of some desired goal, immediate or delayed. The success of remedial instruction depends on the pupil's desire to succeed, his analysis of his deficiencies and difficulties and of his degree of success or progress toward his goal, his ability to apply in real life situations the principles which he learns in the classroom, and the satisfaction which he receives from the approval of others.¹⁰⁶

"Correct language habits are developed in accordance with the general laws of learning."¹⁰⁷ An effective language arts program will create learning situations in which the student will be able to produce, repeatedly, the correct response under conditions which are pleasantly motivated. Ineffective language habits, like incorrect responses in other fields, create a two-fold problem: (1) the faulty response must be "eradicated," and (2) the correct response must be substituted. So, when many students enter college, they have developed faulty language habits which must be "broken" before more satisfactory response habits can be formed; and, in making substitutions, individual mastery of the correct response will require repetition if the habit is to

105 James L. Mursell. Successful Teaching. New York: McGraw-Hill Book Co., Inc., 1946, p. 78.

106 Angela M. Broening (chairman), op. cit., p. 293.

107 Greene, op. cit., p. 391.

persist.¹⁰⁸

To be most effective, exercises used in drill should be based on the student's own errors in usage and mechanics because they call attention to his own deficiencies, and it has been shown that students improve most when they work toward the elimination of their own errors. In this way the need will serve as a stimulus and motivation which will lead to greater effort, since it has been shown that motivation is based ultimately on interest.¹⁰⁹

The results of extensive studies indicate that "special supervisory drives in language instruction generally result in significant improvement in expressional skills."¹¹⁰ When a method, such as drill, is used for developing skill and efficiency in establishing a desired persistent response in a language situation, the student will be shown that the experience will be an aid in perfecting that skill and making it more useful. Drills will be used only after the student has become aware of the problem and of the value of the practice to him.

A program of diagnostic testing will be begun during the first week of school, and remediation will be based on individual needs. In the reading program, each student will proceed at the rate best suited to his capabilities, so that those students with the most ineffective reading habits will not become victims of their own disabilities. Failure and defeatism must never characterize the education of the slow student; therefore, he must not be placed in learning situations which are beyond his comprehension. The result achieved

108 Ibid. p. 392.

109 Leo J. Brueckner and Ernest O. Melby. Diagnostic and Remedial Teaching. New York: Houghton Mifflin Co., 1931, pp. 247-408.

110 Greene, op. cit., p. 395.

by learning is understanding or insight into the problem in question. If a problem is too complex or if the learning activity is not gauged by the limitations of the student, then there can be little insight and, consequently, only limited learning.

Another important factor in learning is attention, which is closely related to interest.¹¹¹ Unless the teacher is successful in attracting and holding the attention of the students during vital explanations, then results will tend to be disappointing. Again, the wants, interests, and attitudes of the students will be utilized in determining the best methods of getting attention. Not only is attention important in determining what is learned, but valuable time may be saved in the learning process if attention is elicited at the beginning of each recitation. Factors which will be utilized in holding attention will be variety of approach, in order to avoid monotony and over-simplification; frequent change of material or devices; meaningful repetition or drill for increased intensity of the stimulus; concrete illustrations, rather than abstract, to insure definiteness of mental pictures; novelty in introducing new elements; and emphasis on the importance of each learning situation to the learner.

In all phases of instruction, the purpose of the teacher will not be simply to obtain correct answers, but to educate, by stimulating and directing the minds of the students to reach conclusions which are consonant with facts and are within the limits of understanding of the individual, and to encourage further exploration and discovery of related problems.

¹¹¹ John Eisenson. The Psychology of Speech. New York: F. S. Crofts & Co., 1936, p. 233.

Criteria for a Program in Language Arts for Marginal Students

A survey of the literature has shown that certain factors are important in remedial instruction in the language arts; that certain accepted philosophical ideas help to determine methods, materials, and emphases of instruction; and that certain knowledge and skills are desired of Freshmen for successful participation in college courses and for satisfactory adjustment in adult life. Both general and special principles which are fundamental to a language arts program for marginal students are apparent.

General Criteria.

1. Is provision made for adequate diagnosis of individual difficulties as a basis for determining the learning activities? Bear, Dowling, Garrison, and Moore have shown that the most desirable instruction is that which considers the preparedness of the student for consistent satisfactory response to varied phases of the environment. Gellerman and others point out that limitations of the student set patterns which will determine his success in each learning situation and in subsequent situations. The literature shows a definite trend away from standardization and uniformity of instruction. No longer do educators believe that human values and achievement can be graded and labeled as boxes of apples are sorted according to size and quality. (Supra, footnotes 58, 59, 60, 61, 65, 71)*

2. Is provision made for individual instruction, when necessary, for equality of opportunity, and for recognition of individual capacities? Feinstein, Moore, and Monroe stated that a good remedial program must provide

* A few references are given for each criterion, but they are merely representative of the trend and are by no means conclusive.

instruction which will enable even the most deficient students to develop, to the maximum of ability, attitudes and skills which permit more satisfactory social interaction and greater self-realization. There is general agreement that the concept of democracy implies a recognition of the uniqueness of each individual as an instructional problem and that the importance of the full development of each individual cannot be over-emphasized. (Supra, footnotes 67, 71, 96, corroborating 35, 37.)

3. Is provision made for instructional problems and activities which are related to the needs and interests of the students? Olson, in a study, and Monroe, in a survey, found the most satisfactory learning experiences to be those which were appealing, purposive, and vitally related to the needs and interests of the students. McGrath was chairman of a group which found language to be a form of social behavior by which man makes adjustment to his environment, and the development of adequate skills in communication will aid in greater self-realization and a more satisfactory relation with his fellow man. (Supra, footnotes 94, 95, 96, 100.)

4. Is provision made for adequate practical application of the knowledge and skills perfected, so that the problems have functional value? Bennett and others found that memorization of facts and rules is of very little value to the student if he is unable to apply them to his everyday problems. Lewis and Monroe found that subject matter and rules were of value only if they provided knowledge basic to the problem-solving from which learning results. (Supra, footnotes 70, 74, 81, 82, 83, 89, 96, which corroborated 26, 35.)

5. Is provision made for motivation necessary for creating interest and holding attention until the student develops the desired insight into his problems? Eisenson and Bear found that the most satisfactory methods used in

remedial instruction to be those which attract and hold the interest of the student until he has acquired insight which will permit the learning to be transferred to actual situations. Stagner says that the value of insight or understanding in problem-solving cannot be over-estimated, and its importance has been emphasized repeatedly. Millhauser has found that there can be little insight when there is neither interest nor attention, that attention is dependent on interest, and that insight or learning is dependent on both attention and interest. Unless the learning experience results in understanding on the part of the student, then learning cannot take place, and the activity has no value. (Supra, footnotes 58, 68, 98.)

6. Is provision made for adequate, continuous self-evaluation by the student? The most satisfactory remedial program is one which provides for self-evaluation by which the student's own interest serves as motivation for intensive study and greater desire for improvement, according to studies made by Pooley, Stagner, and Millhauser. These corroborated earlier studies and surveys by Leyman, McGann, and Shaffer. De Boer has found that a sense of responsibility for one's own work and the ability for objective self-appraisal are important educational outcomes, and good instruction will utilize and promote personal responsibility and ability in self-evaluation. (Supra, footnotes 63, 66, 77, 85, 86, 93.)

7. Is provision made for meaningful practice and drill in developing habits and skills in certain areas and on certain items instead of inadequate, purposeless drill on many non-essentials? McCloskey and Hornstein, Pooley, Frost, and McGann made studies or surveys which they believed indicated repetitious practice or drill to be effective only when it develops habits and skills that aid in the basic processes of problem-solving. Trabue found that

the problem of drill has been constant, and he emphasized the importance of meaningful drill in the development of certain skills and habits. According to Mursell, psychologists have aided education by showing that repetitious drill, to be effective, must develop habits and skills which the student recognizes as important to him for solving present and future problems. (Supra, footnotes 62, 63, 64, 85, 86, 94, 97, which corroborate 26, 33, 34.)

8. Is provision made to limit work in usage to matters of usage at the present time, as revealed by the literature, in order that the activities might have practical value to the student? Feinstien found that many items and problems in the traditional program in language arts to be of little or no value to the present day student of language; consequently, a satisfactory remedial program should include only those items which have been found to be fundamentally related to the development of skills in the use of present day language and which have been shown to be most vital in remediation. Studies by Pooley and Mursell substantiate these findings. (Supra, footnotes 63, 67, 94, corroborating 20, 27, 28, 48.)

Special Criteria.

All the special criteria have been determined by recent research studies in the field of the language arts. Each of these criteria has been evaluated in terms of the needs of college students as determined by the literature, which has indicated the prevalence of certain weaknesses on the part of college Freshmen; and experimental studies and surveys have served as a basis for determining learnings needed by college Freshmen for successful participation in learning experiences in college and for success in later life.

It has been shown that the most fruitful remedial instruction in the language arts is that which results in satisfactory improvement of certain basic

skills and the acquisition of certain important knowledge which can be used functionally. According to the literature a course in Language Arts should emphasize four areas of learning regarded as important in training students in the language arts of reading, writing, listening, and speaking.

Reading. 1. Does the program in reading provide for diagnosis of difficulties and for teaching essential skills in reading?

2. Does the program provide for self-evaluation by which the students can note their own progress toward a goal and aid in diagnosing hindrances which do not permit achievement of desired ends?

3. Does the program provide for learning experiences and for challenge for the slow learner as well as for the more capable one?

Studies by Bear, Dowling, and others have indicated that reading is regarded as one of the basic skills in any program in Language Arts, because most of the learning of a college student is dependent on his reading skills. A successful program in reading must provide learning activities based on diagnosis of the individual deficiencies of all students, not just a select few; and, to be meaningful, a reading program should be based on the needs of the students.

The importance of these criteria has been indicated in such studies as those of Bear, Dowling, Garrison, Gellerman, Frost, and others. (Supra, footnotes 58, 59, 60, 61, 62, 64, 69, 70, 71.)

Writing. 1. Grammar:

A. Are grammatical items selected because of their relation to actual language situations?

B. Is adequate opportunity given for the application, in practical situations, of the grammatical principles learned?

C. Is emphasis placed on function rather than classification?

D. Has the content been chosen on the basis of function as has been determined by scientific and educational studies?

Studies by Pooley, McCloskey, Hornstein, and others have shown that certain grammatical principles as taught in the traditional program are of no practical value to the student and that a satisfactory remedial program should emphasize only those factors which have functional value. (Supra, footnotes 62, 63, 72, 94.)

2. Punctuation and capitalization:

A. Does the program provide for functional application of marks of punctuation and capitalization instead of mere memorization of rules?

B. Is provision made for constant use of the skills mastered in actual writing situations?

C. Is emphasis placed on the development of skills which the literature has shown to be most essential in present day writing activities?

Studies by Tidyman and Butterfield, McGann, Smith, and others have shown the value of teaching the mechanics of writing "according to thought" rather than according to rule, that memorization of rules of punctuation and capitalization does not indicate ability to apply the rules functionally, and that some of the marks of punctuation should receive more emphasis because they are used much more extensively than are the other marks. These studies show that the comma, the semicolon, and quotation marks should receive the most emphasis, because most of the errors in punctuation seemed to result from the incorrect use of these marks. These educators emphasize the importance of constant practice in the use of the mechanics of writing in order to form correct habits. (Supra, footnotes 84, 85, 90, which corroborate 33.)

3. Sentence structure:

A. Is ability to express thought relationships with exactness emphasized more than ability to classify sentences according to forms?

B. Is sentence structure taught as an aid to writing clear, effective sentences with emphasis on arrangement of words, variety of structure, and thought progression as the literature suggests that it should be taught?

C. Does the program provide for practice in sentence construction so that practical application may be made of the principles learned?

Studies by Aiken and Carleton, Weeks, and Lewis have shown that knowledge of "labels" in language study is relatively unimportant; the functional value of a knowledge of sentence structure is its only criterion in present day education. They indicate that a knowledge of the kinds of sentence structure has been found to be relatively unimportant. They emphasize the importance of constant practice in building sentences in order to develop desired writing habits. (Supra, footnotes, 80, 75, 89, 90.)

4. Spelling:

A. Is provision made for diagnosis of spelling habits and skills, and is remediation determined by the extent and kind of deficiencies found in the students?

B. Is the proposed method of instruction one that will aid in the development of adequate skills and habits rather than in learning rules which have little practical value?

Studies by Reigner, Johnson, De Boer, and others have shown that spelling needs differ with the individual student to a certain extent, although it is generally agreed that all college students should be able to spell a "core" of words which are common to all language activities on the college level. All

found that diagnosis of spelling difficulties was an aid in remediation. All state that they believe instruction in spelling to be a basic necessity, and all emphasize the importance of the practical application of the principles learned, rather than the mere memorization of rules. (Supra, footnotes 81, 82, 83, 84, 85.)

5. Vocabulary:

A. Are instruction and practice given in the development of a vocabulary which will permit the student to participate more effectively in college work?

B. Are the needs and interests of the students used as a basis in determining vocabulary building procedures?

C. Is adequate practice provided for, in the use of new words, so that they might become a part of the student's vocabulary?

Garrison, Gellerman, O'Conner, and Bowyer found that an adequate vocabulary is an aid in any learning situation where language is required; and many colleges are finding that Freshmen have vocabularies which are totally inadequate for satisfactory progress in college. All of these studies emphasize the importance of developing one's vocabulary in accordance with his needs and interests. (Supra, footnotes 59, 60, 64, which corroborated 51, 52, 53.)

Speaking. 1. Does the program in speaking provide for diagnosis of individual deficiencies and mannerisms and provide remediation as far as possible in the limited time available?

2. Is provision made for practice in oral communication for all students to develop greater self-confidence and greater fluency in speaking?

3. Does the program seek to develop skills which will be used by the students in "out-of-school" situations as well as in those in college?

Lyman's survey showed that many colleges have found that Freshmen are ineffective speakers because they have speech deficiencies, unpleasant mannerisms, ineffective speech habits, or not enough self-confidence. Pooley and Dunn found that great improvement can be made if diagnosis is made of speaking deficiencies and if instruction is given in corrective measures. (Supra, footnotes 64, 74 which corroborate 29.)

Listening. 1. Does the program provide for instruction and practice in developing listening skills?

2. Is instruction given in such aids as note-taking, selection of important items, and organization?

Greene, in the Encyclopedia of Educational Research, has found a growing tendency on the part of educators to put some emphasis on the development of listening and related skills, because only now have they seemed to recognize the importance of effective listening habits to the entire college program.

Freeman states that students are often not good "listeners," and, since much of a student's success in college is due to his ability to acquire information from lectures, the importance of developing effective listening habits cannot be overemphasized. She found training in taking notes, in selecting of important items, and in organizing material to be important in developing skills in listening. (Supra, footnotes 72, 96.)

A Proposed Program in Language Arts for Marginal Students

A study of the literature relating to programs in the language arts has revealed certain important implications for areas of study and methods of instruction to be used in serving marginal students. A survey of the literature and of reports from the various colleges surveyed showed that no completely satisfactory program had been developed for marginal students; therefore, the following program is proposed.

Aim: The aim of any part of the Language Arts Program is successful participation in the activities in which language has a vital part and in which demands upon communicative ability are imposed by the duties of informed, active, democratic citizenship.

Ultimate General Objective: To aid the student deficient in the language arts to reach a level of achievement desired of Freshmen for successful participation in social living.

Specific Primary Objectives:

1. The development of efficiency of performance in such basic elements as grammar, sentence structure, and the mechanics of writing;
2. The development of a vocabulary adequate for the special needs of each student.
3. Satisfactory improvement of skills in reading, spelling, and listening;
4. Correction of speech deficiencies and development of effective speech habits.

Secondary Objectives:

1. To develop effective study habits;
2. To create a desire for continuous improvement in all language activity.

(Supra, footnotes 107, 109, 110, 112.)

OTHER INTERNA

Course Title: English 100

Materials of Instruction:

1. Mimeographed materials for instruction in the fundamentals and mechanics of writing.
2. A standard dictionary
3. Improve Your Reading, by Triggs¹¹²
4. Time, Readers' Digest, and other magazines

In addition to the above-mentioned materials, students will be asked to make and keep drill charts showing frequency of errors in sentence structure, variety of sentence structure, and errors in spelling and grammar; vocabulary building lists; and graphs showing improvement of rate in reading, as suggested by the literature, as an aid in self-appraisal. (Supra, footnotes 63, 68.)

Scope. In the course, particular attention will be given to the provision of experiences in the language arts of writing and reading; because of lack of time and because this course is one of remedial instruction which will be followed by instruction in regular Freshman English and speech classes, where other language arts skills will be emphasized, less time will be given to listening and speaking.

PROCEDURES

This is, primarily, a skills course; and students for whom the course is

112 Francis Oralind Triggs. Improve Your Reading. Minneapolis: Univ. of Minn. Press, 1942, 127 p.

intended will be deficient in the knowledge of correct grammatical usage, in reading skills, in spelling habits, in speech habits, in the use of punctuation, in ability to construct clear, effective sentences, and/or in vocabulary. They will differ in their ability to profit by instruction, in their desire for improvement, and in the effort which they will put forth to raise and maintain a desired level of skill. Several procedures are, therefore, suggested for their improvement: (1) Diagnostic testing, (2) adaptation of the materials and methods of instruction to individual differences, (3) use of motivation, (4) use of functional methodology, and (5) evaluation of achievement by both the teacher and the student. (Supra, footnotes 64, 65, 66, 67, 68, 70, 83.)

DIAGNOSTIC TESTING

Every Freshman who enters the college will be given a series of tests from which will be obtained information concerning deficiencies in grammar, spelling, vocabulary, reading, the mechanics of writing, and sentence structure. In a private conference, speech habits and skills will be analyzed, deficiencies noted, and corrective measures suggested for improving speech habits. The information gained will be used in determining remedial instruction. Tests to be used will be: Iowa Silent Reading Test, Advanced; Purdue English Placement Test for College Freshmen; Bell Adjustment Inventory; American Council on Education Psychological Test for College Freshmen.

ADAPTATION

After an analysis has been made of the strengths and weaknesses of each student, instructional procedures will be determined. In order to utilize the social values in group instruction, common problems in grammar, mechanics

of writing, and sentence structure will be studied by the entire group, except in extreme cases where private conferences will be used for individual help. Special conferences will be used, at the beginning of the course, to orientate the student to his particular tasks in reading, speaking, vocabulary building, and spelling. Since all students concerned will be adults, each will be informed concerning his deficiencies unless it is believed advisable not to do so.

MOTIVATION

Knowledge of one's particular weaknesses will aid in creating interest and providing motivation; diversification of methods will help to hold interest. Self-evaluating charts will be used to sustain interest and aid in motivation. Variety will be used to hold interest by alternating experiences in listening, in library assignments, in oral discussions of topics of general interest, criticisms of current magazine and newspaper articles, and "black-board" drills. Situations parallel to those experienced in society will be developed—such as "round table" discussions, telephone conversations, presentation speeches, acknowledgment of introductions, making introductions, letter writing, written descriptions, short written expository or narrative articles, and development of all types of sentences to show variety of expression.

METHODOLOGY

Philosophy of Method. Instruction will be as individualized as possible; however, when a problem concerns the general needs of the entire class, group instruction will be more practical, as time will be saved which can be used more profitably in other ways.

The goals and objectives of every assignment will be within the abilities

of the students. For a student to attain the highest individual development, the subject matter, the methods, and the purposes in group instruction must always be appropriate to the ability level of the group for whom the assignment is made. Individual instruction will be based on individual needs. The aim will be classroom activities that are purposeful, stimulating, and productive of results.

At all times, an effort will be made to aid the student in seeing that the elements in the learning experiences are valuable to him as aids in the achievement of valuable ends and that attainment of them is within his abilities. Education of marginal students must not be characterized by failure and an attitude of defeatism, which will result if this group of deficient students is expected to follow the regular curriculum set up for more capable and/or better-prepared students.

Reading:

A. Diagnosis. Since it is known that the range of reading ability in any class may be several grades and that the process of helping the student to reach a satisfactory reading level should start "where the student is,"¹¹³ then diagnosis or appraisal of reading habits is necessary. Diagnosis will be a continuous process, designed to guide the student in the improvement of his reading skills.

Several steps will be observed in diagnosis:

1. Results of standardized tests (Iowa Silent Reading Test--Advanced, Purdue English Placement Test for College Freshmen) will be considered.

¹¹³ Constance M. McCullough, Ruth M. Strong, and Arthur E. Traxler. Problems in the Improvement of Reading. New York: McGraw-Hill Book Company, Inc., 1946, p. 233.

2. Individual conferences will be scheduled for informal reading to check vision, reading rate, comprehension, eye span, vocalizing, student's interest in reading, and his reading habits.

3. The selected text, Improve Your Reading,¹¹⁴ and the exercises for testing rate and comprehension will be used. This will serve as a reading inventory by which self-evaluation can be emphasized. Each student will be made aware of his own deficiencies in reading and will be encouraged to keep a check chart or graph in which he will record, weekly, his improvement in reading rate.

4. Oral reading tests to check vocabulary and comprehension will consist of a series of paragraphs graduated from the easy to the difficult. Other subject matter areas will be used in development of these tests; these will aid in determining weaknesses in subject matter vocabulary.

5. In an effort to improve rate, students will be encouraged to read twenty or thirty minutes daily, from material other than regular classwork and from articles or stories of interest to them. (Supra, footnotes 60, 64, 69, 70.)

B. Remediation. Method of arrangement and selection: reading experiences will be arranged according to the relative dominance of the external motivation of each. Motivation for the various kinds or purposes of reading differs, and each kind will be impelled by the same kind of drive on which it will depend out of school; i. e., it will be emphasized that reading for recreation or entertainment should yield enough information and thought stimulation to justify the time spent on it. Reading must be accepted as a necessary tool for learning in other fields and as a means to an end. Emphasis will be on purposeful

114 Triggs, op. cit., p. 127.

reading in areas of particular interest to the pupils, in order to encourage the development of personal initiative. Group reading and discussion will serve to check comprehension.

Research projects will be used to encourage evaluation of the writing of others and to aid in growth toward maturity in handling this type of reading activity.

Method for improving self-confidence: special classes in corrective work, differentiated assignment, grouping according to reading levels in the development of skills in the reading laboratory (for one period, each week) will be used in addition to individualized assignments and free reading suggestions. Students will be encouraged to keep a chart to indicate improvement in reading.

Interests and drives of the student will be used to extend and improve his reading standards; however, certain group assignments will be made to broaden the scope of knowledge and to guard against any student's reading only one type of material, which would tend to limit his reading experiences.

Method of approach: the approach to the reading problem will be psychological in that it will be made in terms of reading skills, or lack of them, which have been universally recognized as being of value in doing work which requires reading. Students will be taught

1. To find the central ideas in paragraphs;
2. To read for finding specific answers to questions;
3. To outline as an aid to remembering what has been read;
4. To skim for specific information (in newspapers or periodicals)
5. To read rapidly, by span, alert for specific knowledge;
6. To discriminate between well-written and poorly-constructed paragraphs;

7. To read at varying rates for varying purposes;
8. To look for different uses of words, to analyze words, and to consult a dictionary if the meaning is unknown. (Supra, footnotes 58, 60, 61, 89.)

Vocabulary:

A. Diagnosis. Sight vocabulary normally grows rapidly without the method of memorization of new words or without much word analysis or consultation of the dictionary, because word-meaning is often made clear by the context; also, all work in language activities necessarily aids in vocabulary building. Each student will be encouraged to keep a vocabulary chart and to develop his vocabulary according to his own needs. The following methods will be employed:

B. Remediation.

1. A core of words will be used as a basis for group instruction in vocabulary building. These will be taken from Thorndike's word list.¹¹⁵

2. Students will be encouraged to find colorful and vivid words to replace the vague and often "overworked" words in their own papers. Example: A student might write a short paragraph of this kind. "We went to the best party last night and had the best time; the best possible care had been used in inviting the guests, and only the best people were there. The music was the best ever; and the hostess served the best refreshments. Coming home was the best of all." This may be somewhat exaggerated, but any teacher of English knows that the average Freshman paper is characterized by "poverty of expression." In this kind of paragraph, the student would be asked to find and use a greater

115 Thorndike, op. cit., pp. 128-134.

variety of adjectives which would, more adequately, convey exact meaning. Clear thinking will be emphasized for exact expression.

3. Lists of new words will be made from unfamiliar words found in newspapers. Students will be encouraged to select words which will be of value to them both in and out of school, such as names of occupations, of colors, and of foods.

4. Periodic tests will be given to show retention of new words. Multiple-choice tests will be used to show knowledge of synonyms and antonyms.

5. Ability to discriminate between words that are similar in appearance or sound will be stressed.

6. Instruction in use of common prefixes, suffixes, and root words will be given.

7. Emphasis in using newly acquired words in the student's own written and oral expression. (Supra, footnotes 60, 61, 64, 66, 70.)

Spelling:

Training in the development of spelling skills will be given as an integral part of all language activities that require context writing. Since it has been found that adults misspell difficult words repeatedly, students will be encouraged to keep a work list of those words which are misspelled on their papers. This will facilitate composition work and aid in self-evaluation.

At the beginning of the semester, the teacher with the aid of all students will make lists of words from which a weekly test in spelling will be given. In this way, students will be motivated by feeling that they have chosen the words which they believe all college students should be able to spell, and it will be their responsibility to defend the choice of words by learning them.

The first step toward effective spelling is the diagnosis of present

habits and basic abilities which are important in forming effective spelling habits. (Supra, footnotes 64, 65, 66, 67, 70.)

Methods of diagnosis and remediation: Certain information must be obtained before diagnosis of difficulties can be made.

1. Attitude.

A. Diagnosis. One of the most important factors in learning to spell is the desire to learn, because desire is the most satisfactory motivation that one could find. Personal conferences and special tests will be used to learn the students' attitude toward spelling. After determining the spelling difficulties of the students, group remediation will be used when practical; in extreme cases individual instruction in remedial procedures may be necessary.

B. Remediation. Several methods of improving attitudes may be necessary before satisfactory achievement is evidenced. An effort will be made to build interest in words (a) by showing some of the values to be obtained, such as ability to write without constant fear of appearing illiterate because of one's spelling; as an aid in understanding the written page; and as an aid in the use of the dictionary, indexes, and references files; (b) by showing that employers value correct spelling and that correct spelling is a requisite when one is writing a letter of application or other business letters; (c) by praising improvement whenever possible; (d) by suggesting that the student keep a graph showing his improvement in spelling.

2. Meaning.

A. Diagnosis. Difficulty with individual words is one of the basic causes of ineffective reading, and development of spelling skills will facilitate the reading program. A student's ability to spell may be dependent on

the richness of meaning which words have for him. This will be learned by these methods: (a) paragraphs will be chosen for timeliness, interest, terminology, and color. (b) Words will be selected for a study of connotation and word association. If a word calls out few or no satisfactory responses, then that word will be placed on the board and an attempt will be made to make it more meaningful to the students. (c) News items will be discussed to learn the students' ability to understand current events in terms of popular usage.

B. Remediation. When it seems that a student's spelling difficulties are caused by inability to use words meaningfully, the following methods will be used in remediation: (a) Passages which can be made more colorful by changing certain words will be read, and students will be encouraged to substitute more meaningful words, without changing the initial meaning, in order to gain practice in word association. When students are unable to suggest different words, then a study in synonyms will be given. Passages will be selected on the basis of words in the new spelling lists. (b) Students will be asked to make sentences using words which are similar in spelling or are pronounced alike. Repetitious drill and testing will be given on such assignments until each word and its spelling have been formed into a habit pattern which can be used at will in sentences. (c) News items and articles from periodicals will be read and discussed in order to strengthen the student's ability to recognize, in context, words which should be familiar to all college students. Certain words will be selected for the spelling lesson, and practice will be given in using them in sentences or paragraphs.

3. Auditory Discrimination.

A. Diagnosis. Often a student is a poor speller because he has little

or no ability in auditory analysis of words. This will be determined by (a) dictating selected, unfamiliar words for determining ability to recognize (1) initial letters, (2) final letters, (3) letter combinations. If a student cannot tell with what letter a word begins, then, ordinarily, he will need special, private instruction in ear training; (b) having the students pronounce words to learn their ability to reproduce sounds.

B. Remediation. After determining the extent of errors which are due to faulty habits in auditory analysis of words, methods of remediation will include (a) pointing out similarities in word sounds or letter sounds in relation to spelling; (b) a study of syllabication, by pronouncing words in an exaggerated manner to emphasize the various syllables; for instance, if the word history is pronounced clearly so that the sound of the o is heard, students would omit that vowel less frequently; if the word February is pronounced so that the r is heard, then it would not be omitted so often; (c) a study of prefixes, suffixes, and root words, so that the student will make fewer errors in spelling such words as re-vok-able, which will be analyzed for prefix, suffix, and root; (d) emphasis on sounds as keys to spelling and to word-recognition. Words will be emphasized which are not spelled as they sound; for instance, much study will be given to such words as pneu-
monia, diphtheria, though, through; also emphasized will be "letter combinations," such as ch in church, churn; str in strange, string; sh in re-
freshment, flashing; ate in separate, liberate; (e) insistence on correct pronunciation as an aid to correct spelling; for instance, if students will say athletics instead of athaletics, they will add the superfluous a less often.

4. Visual Discrimination.

A. Diagnosis. Visual discrimination will be tested by writing unfamiliar words on the board. The students will be told to look at the word for five seconds; then, the word will be erased, and they will be told to write it. This will be done with ten or twelve words dissimilar in make-up; then, the papers will be collected and checked for (1) omission of letters, (2) addition of letters, (3) the number of visual elements which each student has seen, and (4) the grasp of the word visualization according to syllables, prefixes, or suffixes. For instance, if the student has seen the word department as ten separate letters, he will have more difficulty with spelling than the student who sees the same word as three units, de-port-ment. Ability to visualize units is important in development of efficient spelling skills.

B. Remediation. Remediation in improving visual discrimination will be given by (a) division of the word into syllables to note grouping, prefixes, suffixes, and roots; the blackboard will be used in showing these letter relationships; (b) noting the consonants that rise above the line and those that fall below; for instance, in the word exaggerate, if the student notices that two letters drop below the line and one rises above, he will not make the mistake of spelling the word with one g and two t's; (c) noticing kind and variety of vowels in a word; for instance, if the student notices that the word, separate, has two different vowels and that there are two of each, he will not put in three e's and one a (seperate), as is too often the custom; (d) noting the doubling of a letter; for instance, if a student knows that innumerable is a combination of the prefix in, the root numer, and the suffix able, he will not omit one of the n's, as often happens.

5. Ability to use words in writing.

A. Diagnosis. Regardless of how good one's spelling habits may be,

words are of little value if the student cannot use them functionally. Remediation in this phase of the program will be accomplished through practice in building sentences and paragraphs in which are used the words which are being emphasized. Special practice will be given in using words that are often confused because of similarities in pronunciation or spelling, such as affect and effect. These will be used in sentences which show differentiation in meaning. Tests will be given, periodically, to note retention of information.

B. Remediation. Often a student has formal knowledge of a word but is unable to use it in his composition. This may have been as a result of having learned the word as an isolated spelling word or as a result of inadequate mastery of the word. Ability to transfer will be taught by dictating sentences that include words that are pronounced exactly like other words that are spelled differently and have entirely different meanings. For instance, such as right-write, their-there, principal-principle, capital-capitol are among those which cause much difficulty.

6. Systematic errors.

A. Diagnosis. A study made for Corson¹¹⁶ showed that 80 per cent of spelling errors were a result of confusions due to phonetic spelling irregularities, and 67 per cent of these were due to consonant errors, such as doubling unnecessarily, failing to double, and omission or addition of letters. Diagnosis of such difficulties will be made by the simple method of giving spelling tests that include words which are "trouble-makers" because of conso-

116 Hazel Corson. Individual Differences in the Writing Vocabularies of Intermediate-Grade Children. (Unpublished Ed. M. thesis), Boston: Boston Univ., 1938, pp. 1ff.

nants, such as committee, misspelled, government.

B. Remediation. Since it has been found that most of these errors result from consonants, most of the emphasis will be on words whose spelling has been found difficult. Remediation will emphasize (a) auditory and visual discrimination; (b) syllabication; (c) prefixes, suffixes, and roots, as have been explained above.

In such common "trouble spots" as ie and ei, students will be encouraged to formulate rules for application to such words as receive, deceive; believe, relieve; neighbor, weigh. When rules are taught inductively, they have been found very effective in the forming of correct spelling habits.

Grammar:

Since language study should always be connected with the student's acting and thinking and feeling, the students will be made aware of the importance of achieving certain standards of correctness in speaking and writing which are desired of all members of society.

A. Diagnosis. The elements of grammar will be taught, not as isolated facts, but as functional parts of the communicative process. The problems of determining standards and of improving the mechanics of composition are ever-present, and only the program which gives attention to individual needs can be successful. An "error file" will be kept on every student, whose errors will be taken from compositions, tests, and oral conferences. On one side of the card will be listed errors in speech (which will be discussed under Speaking), and on the other side will be listed errors which the student makes in written composition. These errors will serve in diagnosing spelling habits, punctuation faults, vocabulary limitations, and grammatical and rhetorical errors. Entrance test results will also be used in diagnosis, although objective tests may not

yield a true picture of abilities because students are on guard, are frightened, or are nervous to the point of being unable to think clearly when they take a test on which their status as Freshmen may depend. Discussion of topics which may be interesting to the students will afford opportunity for observing and recording usage habits, and short compositions will show technical deficiencies in written composition.

B. Remediation. Since the majority of marginal students neither recognize nor practice effective usage, the first steps in remediation will of necessity be the development of insight into what constitutes effective English and the instilling of the desire to speak effectively and correctly on all appropriate occasions. To aid the student in understanding what is meant by "effective English," a brief period will be given to a discussion of the levels of usage; recordings will be used as examples of clear, effective expression; the students will be encouraged to give their opinion of what constitutes correct usage; comparisons of good and "vulgar" usage will be made, and an effort will be made to create interest in learning to speak and write effectively by stressing general opinion concerning usage, the practical value of clear expression, and the personal satisfaction which results from doing anything well.

Grammar: Elements. Grammatical elements to be emphasized have been selected on the basis of research studies made to determine the relative value of various items. Emphasis will be placed on acquisition of good language habits rather than on memorization of abstract statements of rules. (Supra, footnotes 63, 69, 73, 83.)

1. Nouns:

A. Classes. Classification of nouns will be emphasized in only two phases: (1) recognition of proper nouns, for purposes of capitalization;

(2) recognition of collective nouns as "trouble-makers" in respect to subject and predicate agreement. Proper nouns will be taught as names of particular persons, places, or things, and adequate practice will be given in their use. Students will be encouraged to refer to their dictionaries when they are in doubt concerning the usage status of a noun.

In giving practice in the use of collective nouns, a list of the most commonly used collective nouns will be placed on the board, and the student will be asked to transfer them to his notebook with the notation that they are to be used, largely, with singular verbs. Examples will be given to show when a plural verb would be preferable. For instance, in the sentence, The jury are taking their seats, the verb are would be correct because the word, jury, is not regarded as representing a unit, but twelve persons, each of whom is to sit in a separate chair; but in the sentence, The jury is leaving, the jury is regarded as a unit.

B. Cases. Since nominative and objective cases of nouns are no longer inflected differently, they offer no special difficulty to the student of language. The possessive case, although it is used less frequently than the other cases of nouns, shows a high frequency of error; therefore, some attention will be given to the use of nouns in the possessive case and the forming of possessives. Slight attention will be given to nouns which do not form their plurals regularly: data, criteria, memoranda. Constant drill exercises, in sentence context, for correct use of possessives will be given until insight is developed and satisfactory achievement is reached.

2. Pronouns: Case. Nearly one-half of all pronouns used are in other cases than the nominative; consequently, emphasis will be placed largely on the possessive case before gerunds and on the objective. In teaching these

cases, the following guides will be used:

Before verbals ending in <u>ing</u> , such as going, talking, walking, leaving	Use his, her, its, your, their, my
--	--

After these words	Use
to	me
for	him
with	her
by	them
of	us
from	whom
on	
between	
upon	

After these words	Use
it is	I
it was	he
it will be	she
it has been	
it had been	

Much practice will be given in building sentences that contain pronouns. Since one source of much difficulty results from the use of two pronouns together, practice will be given in writing sentences which contain such usage as the following:

I will go—She and I will go—Henry, she, and I will go.
They told me—They told Joe and me—They told him and me.
You may go with me—You may go with him and me—You may go
with them, him, and me.

Adequate practice will also be given to writing sentences which contain such problems as indefinite pronouns and pronoun reference. The pronouns take a singular verb: anybody, anyone, each, either, everybody, everyone, neither, nobody, no one, somebody, someone. (Each of the boys has his own gun). Note that each is the subject of has and that of the boys is merely a modifier of

each and, therefore, has no effect on determining the number of the verb. A verb agrees in number with its subject, regardless of how many words, phrases, or clauses may be placed between the subject and verb. Also, notice in the sentence, Each of the boys has his own gun, that his own is used instead of their own, because the singular pronoun, his, refers back to each, which is a singular pronoun; whereas, their is plural.

3. Verbs;

A. Past tense and past participle discrimination. For remediation in this phase of verb usage, the following guides will be used:

After the words	Use
is	gone
was	seen
will be	sung
has	drunk
has been	come
have	known
have been	given
had	written
had been	ridden
	risen
	begun
	stolen
	done

Since only forty-six verbs have different forms for the past tense and the past participle, the entire list of these will be given to the student, so that he may have them for constant reference until usage habits are formed.¹¹⁷

B. Agreement. All parts of the sentence will be emphasized in relation to all other parts. Agreement of subject and predicate will, of course, be emphasized in all oral and written composition; errors in agreement will be

¹¹⁷ Fries, op. cit., p. 287.

indicated in the student's personal file, and drill in building sentences will stress agreement. Since 80 per cent of all verbs used are in the active voice,¹¹⁸ less practice will be given in using the passive voice. In sentences which begin with there, emphasis will be placed on "finding the subject" before indicating the correct form of the verb.

Items of incorrect verb usage will be discussed both individually and collectively, to the entire group. Every composition must be rewritten and returned with all corrections made. Practical written assignments, such as letter-writing and papers on material from other subject areas, will be utilized as much as possible.

4. Adjectives. Most of the errors in the use of adjectives result from incorrect use of adverbs for adjectives (or visa versa), from position given to the adjective in relation to the noun it modifies, or from comparison of adjectives. In teaching differentiation between adjectives and adverbs, emphasis will be given to the word which the modifier "describes." For instance, in the sentence, He sings that song good, what is it that is good—he, the song, or the singing? Obviously, the answer will be "the singing"; therefore, since sings is a verb, it cannot be described or modified by the adjective, good; therefore, it is necessary to substitute the adverb, well, for the adjective, good. Some practice will be given in using adjectives after verbs of sense to indicate the relation of the adjective to the subject.

In explaining position of modifiers, examples will be used to indicate the need for placing the adjectives before or after the words they modify in order to clarify the meaning. For instance, in the sentence, Never buy a calf from a farmer that hasn't been weaned, the question arises concerning the adjective clause, that...weaned; students will be asked to state the sentence in such

118 Stormgand and OShea, op. cit., p. 125.

a way that the relation of the "calf to the weaning" will be clear. The students will be given many such sentences for rewording; and they will be asked to bring sentences with misplaced modifiers to class for the others to correct.

Comparison of adjectives will be studied in relation to one thing, two things, or more; and much practice will be given in writing sentences using all three degrees of comparison.

5. Adverbs. The position of adverb modifiers is important only as regards a few words, such as only and almost. These will be corrected by practice, as will be the use of adverbs in forming double negatives, such as not—hardly, seldom—ever.

6. Conjunctions. Emphasis in correct conjunction usage will be placed on the twelve conjunctions which Fries¹¹⁹ found as causing more than 92 per cent of errors in functions words.

The following method will be used for remediation in the use of conjunctions.

In the sentence, The accident was when we neared the bridge, what is the purpose of when? Does it introduce a clause? If so, is the clause the same thing as the accident? Obviously not, the clause tells when the accident occurred. Reword the sentence so that the proper meaning is conveyed. Many sentences of this kind will be used to teach the use of such connectives as when, where, and while; always, emphasis will be on meaning or clarity rather than on the mechanical aspects.

Since many errors result from over-use of and, practice will be given in building sentences with special attention given to the use of and and other

119 Fries, op. cit., p. 208.

conjunctions which aid in making clearer, more effective sentences.

7. Prepositions. The preposition will be studied only as a word which joins its object to the other parts of the sentence. The position of prepositional phrases will require slight emphasis to insure clarity.

Sentence Structure:

A. Diagnosis. In the construction of sentences, each student will be asked to keep a check chart which will show the kind and variety of sentence structure used in his papers. He will be urged to strive for variety in the opening words of his sentences and in the structure which he uses, in order to avoid monotony. The check charts will be discussed in individual conferences, and suggestions will be made to aid in improvement.

B. Remediation. The first problem in teaching sentence structure will be to determine the students' ability to differentiate between a complete sentence and a fragment. Diagnosis will be necessary before remediation can result. If the difficulty lies in the fact that the student uses a period where he should use a comma, then the remedy lies in giving better insight into the uses of punctuation. In this study, the student will be asked to read his paper, aloud, in a conference exactly as it is punctuated. This will enable him to see where to place complete stops (periods) and where to place pauses (commas).

If, however, the student's sentence fragments are a result of his undeveloped ability to regard himself as the speaker and the reader as an audience, then no mere definition of a sentence as a "complete thought" will help him, because to him the fragment may be a complete thought. As an approach to this problem, students will be asked to write sentences as though they were answers to imaginary questions and contain the wording of the questions in them. The

test depends on whether they can make a complete question from the sentences they have written. For instance, from the sentence, When they arrived late in the afternoon, he was not here, the question, Was he here when they arrived? could be formed. However, in the fragment, When they arrived late in the afternoon, no question could be formed that did not sound awkward, did not change the meaning conveyed, or did not need extra words.

In further remediation in sentence structure, students will begin by building sentences with only subjects and predicates. (This part of the program will be correlated with study of parts of speech, agreement, and other usage problems.) Simple subjects and verbs will be changed to compound elements; with the compound elements will begin the emphasis on parallelism; from subject-verb combinations, students will add noun modifiers and, then, verb modifiers; from this will evolve the complex sentences with emphasis on modifiers placed for clarity and on correct use of conjunctions. From complex sentences, students will build compound sentences, but emphasis will be placed on the effectiveness of the sentences rather than on the classification; complex technical grammatical knowledge is of very little value in building effective sentences. The importance of unity, accuracy, and variety will be emphasized in all practice in writing. (Supra, footnotes 63, 64, 65, 69, 71.)

Punctuation and Capitalization:

A. Diagnosis. Punctuation will, largely, be taught inductively by the thought method, although marks of punctuation are, probably, the most nearly mechanical elements of composition. Students will be given a list of sentences which have no punctuation at all and asked to add punctuation marks for clari-

fyng meaning. Then, they will be asked to explain their punctuation. Following this, will be asked such pertinent questions as, "Why do we have periods?" "or commas?" "or other marks?" Constant practice will be given in using those marks which are the cause of most of the errors; all papers will be checked for errors in punctuation and capitalization, and frequency of errors will be kept on the student's file card and on his own check chart which he will be asked to keep. From the ninth week, no papers which have errors in mechanics will be accepted; they will be returned to the student for revision. It is hoped that, by this time, the student will have developed his own rules for punctuation and capitalization.

B. Remediation. The students will be told that capitalization is a signal to the reader, just as punctuation marks are. It tells the reader, "This word begins a new sentence," or "This is a proper noun or a title." Uses of capitals will be emphasized as the need arises; then, they will be discussed, and reasons will be given for using them. For instance, when the assignment is the writing of a letter, there will be a discussion of capitals in the heading, the date, the place, the street number, the salutation, and the conclusion, as well as those needed in the body of the letter.

As a motivating device, occasionally a "tricky" sentence will be written on the board; then, the students will "take turns" going to the board and punctuating or criticizing another student's punctuation of the sentence. For example, this sentence might be written: "That that is, is; that that is not, is not. Is not that it? It is."¹²⁰

Newspaper and magazine articles will be discussed as to correctness of

¹²⁰ Hook, op. cit., p. 343.

punctuation, and students will be encouraged to collect sentences in which incorrect punctuation "clouds" the meaning. Emphasis in punctuation will always be on achieving clarity. (Supra, footnotes 78, 89, 90, 91.)

Speaking:

Most of the principles of written composition apply equally well to oral composition. The organization, application of correct grammatical constructions, and sentence structure of writing do not differ materially from those of the informal talk. As far as speech is concerned, pronunciation and voice are important; and, in writing, spelling and punctuation are significant.

The intention of this course is not to make platform speakers, but to develop effective speech habits which will enable the average citizen to participate satisfactorily in everyday situations that require oral language. In oral discussions, the aim will be to encourage all members of the class to make contributions. Errors in speech will be discussed, unless believed impractical.

Practice will be given in using the telephone, in giving directions, in making introductions, in presenting speakers, in telling stories, in making short reports, and in reading aloud.

In cases where clinical methods seem indicated, private conferences will be used for diagnosis, and remedial exercises will be planned so that the student can work on the removal of his deficiencies at home. Tongue depressors will be used to place the articulators in the desired position if the student seems to be unable to reproduce accurate sounds. Instruction will be given in ways of overcoming nervousness and in achieving a "stage presence" which is free from annoying or distracting mannerisms. (Supra, footnotes 76, 123.)

Listening:

Since 45 per cent of the time devoted to communication by adults is spent in listening,¹²¹ some time will be given to developing efficient listening habits. Diagnosis of listening habits will be obtained by the simple process of testing the students over material covered in a lecture. The students will be reminded that various activities require different kinds of listening, that one may wish to acquire various experiences from listening, and that listening for information requires the concentration of an alert mind.

Short lectures will be given on topics of general interest, and the students will be asked to take notes, which will be collected and read to determine the students' ability to discriminate between the important and the unimportant. Then the class will discuss the lecture and make suggestions for improving listening habits. Practice in listening will be correlated with vocabulary building because students need to know word-meanings before understanding can result in listening.

Emphasized in the listening program will be practice in note-taking, with study given to analyzation and structuralizing speeches to determine the main points of interest; techniques for improving comprehension; and physical conditions related to efficient listening.

By way of evaluating the extent of the learning activity and of stimulating listening experiences and thoughtful note-taking, tests will be given over material not to be found in the textbook but to be learned only from lectures. This will help to focus attention on the need for full concentration

121 McGrath (ed.), op. cit., p. 45.

on what is being said.

Basic Problems in the Areas of Learning

Basic problems have been determined by the research studies found in the literature. Although exact agreement has not been found concerning the relative value of certain elements, there is general agreement on the principles which should determine, at least in part, the items to be emphasized. It has been seen that there is much agreement that a program for marginal students should be based on the needs, abilities, habits, and interests of the students and that instruction should be as individualized as possible after diagnosis has been made.

Reading. Poorly developed reading habits is no indication of inability to learn, of "natural perversity," or of "inherent incapacity for the reading task."¹²² Generally speaking, any person with a "Binet I. Q. of 50 or over" can be taught to read materials of varying levels of difficulty, and his reading ability can be improved.¹²³ The following problems will be considered in the reading program:

1. Diagnosis of difficulties and deficiencies
 - A. Articulation
 - B. Head movement
 - C. Eye movement
 - D. Eye span
 - E. Unnecessary bodily movements
 - F. Timing to determine rate
 - G. Testing to determine comprehension

2. Create interest in improving reading habits
 - A. Emphasize the importance for self-realization
 - B. Give opinions of others: teachers, employers
 - C. Show value of information received

¹²² De Boer, op. cit., p. 174.

¹²³ Idem.

3. Give information concerning kinds of reading
 - A. Skimming or scanning
 - (1) Locating key words and ideas
 - (2) Reading by span or word-groups instead of by words
 - B. Reading thoroughly
4. Utilize reasons for reading
 - A. Recreation
 - B. Acquisition of information
 - C. Observation of style
5. Develop abilities needed in effective reading
 - A. Locating material
 - B. Selecting and evaluating material
 - C. Organizing material
 - D. Understanding complex meaning
 - E. Retaining
6. Use additional remedial techniques
 - A. Outside daily reading of a wide range of material
 - B. Timed reading followed by oral or written tests to determine improvement in comprehension
 - C. Frequent testing to determine improvement of rate
 - D. Regular conferences to discuss progress and self-evaluation

(Supra, footnotes 59, 60, 62, 75.)

Vocabulary. There is fairly general agreement concerning the value of an adequate vocabulary for continuation of college work, but there is limited information based on research concerning basic problems in vocabulary building. The problems selected seem, however, to be of unquestionable value and to be inclusive of all elements that have been found important in vocabulary study. These are:

1. Awareness of new words
2. Approach to new words
 - A. Syllabication
 - B. Pronunciation
 - C. Attempt at determining by context
 - D. Use of the dictionary
 - E. Repetitious use of new words in sentences
3. Appreciation of word meanings
 - A. Synonyms and antonyms
 - B. Figurative speech in various levels of usage
 - C. Connotation and denotation

- D. Abstract and concrete words
- 4. Levels of usage
 - A. Idiom
 - B. Trite or archaic expressions
 - C. Colloquialisms
 - D. Slang

(Supra, footnotes 60, 61, 64, 73.)

Spelling. Educators are consistent in the belief in the importance of good spelling habits, and in this field there has been much research which has served as a basis for determining these basic problems in spelling:

1. Creation of a desire to improve spelling habits
2. Diagnosis of spelling habits
3. Instruction in perception of words
 - A. Division into syllables
 - B. Pronunciation
 - C. Auditory and visual discrimination
 - D. Meaning of a word in context
4. Instruction and practice in word forming
 - A. Plurals (of irregular formation)
 - B. Prefixes and suffixes
 - C. Roots
 - D. Similarities
 - E. Synonyms and antonyms
 - F. Possessives
5. Rule formation and application (where desirable)
6. Other remedial measures
 - A. Persistent practice by checking all papers for spelling
 - B. Individual attention to systematic errors
 - C. Self-evaluation

(Supra, footnotes, 60, 61, 64, 65, 74.)

Grammar. Since this course is designed to help the marginal student, it will include those elements of grammar which research studies have found to be important. Evidence is fairly conclusive that many elements regarded, traditionally, as important to every student of language are of no functional

value in writing or speaking; consequently, emphasis will be placed on those items which studies in the frequency of usage have indicated as the most valuable in developing adequate skills for writing and speaking effectively.

Instruction will be emphasized in the fundamentals of grammar as functional tools to be used in the formation of language patterns by which it is hoped that linguistic maturity and sensitivity to correct language behavior may be achieved. Items of grammar to be emphasized in this program will be selected on the basis of implications found in the literature. To be considered specifically will be the suggestions of Fries,¹²⁴ whose report was based on an investigation for the National Council of Teachers of English, who considered the studies made by more than sixty educators, and who examined certain files of informal correspondence in the possession of the United States Government from which two thousand complete letters and excerpts from one thousand more were used; of De Boer et al.,¹²⁵ who based their suggestions for the teaching of grammar on observation and on the studies of more than twenty experts in the field of English instruction; of Pooley,¹²⁶ who lists ninety-four bibliographical references used in his deductions; of Tidyman and Butterfield,¹²⁷ who based their suggestions on the studies of fifteen educators; and of the contributors of the Forty-Third Yearbook of the National Society for

124 Fries, op. cit., pp. 25-39, 283-292.

125 De Boer, op. cit., pp. 78-112.

126 Pooley. Teaching English Usage, op. cit., pp. 43-77.

127 Tidyman and Butterfield, op. cit., pp. 293-309.

1. Motivation and Creation of interest
2. Nouns
 - A. Kinds
 - (1) Proper
 - (2) Collective
 - B. Case-possessive
 - (1) Formation
 - (2) Use before gerunds
3. Pronouns
 - A. Case
 - (1) Nominative--after intransitive verbs
 - (2) Objective
 - (a) As direct objects
 - (b) With prepositions
 - (3) Possessive--before gerunds
 - B. Agreement with antecedent
4. Verbs
 - A. Differentiation between past tense and past participle
 - B. Agreement
 - C. Troublesome verbs
5. Adjectives
 - A. Differentiation between adjectives and adverbs
 - (1) As modifiers
 - (2) As subjective complement
 - B. Comparison
 - C. Position in the sentence with relation to the word modified
 - (1) Words
 - (2) Phrases
 - (3) Clauses
 - (4) Participles as adjectives
6. Adverbs
 - A. Position of only, almost
 - B. As double negatives
7. Conjunctions
 - A. Correct use of 12 conjunctions found to be most important in elimination of errors in connectives.
 - B. Stress on avoidance of "overuse" of and
8. Prepositions
 - A. As connectives

B. As related to other parts of the sentence

(Supra, footnotes 63, 67, 69, 73.)

Sentence Structure. Sentence structure is important from the standpoint of clarity of meaning, and certain factors govern the structural unity of a sentence.

1. Factors important in structure
 - A. Ability to differentiate between complete sentences and fragments
 - B. Parallelism
 - C. Position of modifiers
 - D. Connectives and transitional words
2. Factors important in organization
 - A. Variety
 - B. Logical order
 - C. Unity
3. Factors important in achieving clarity
 - A. Accuracy of expression
 - B. Correct punctuation

(Supra, footnotes 63, 66, 71, 73, 75, 92.)

Mechanics of Writing. Fairly general agreement among educators has been found concerning practice in capitalization, abbreviation, and punctuation; and most research done in these fields indicates that the comma, the semicolon, and quotation marks are the elements with which students have the most difficulty. These will receive special attention; and the students will have additional practice in their use.

1. Capitalization
 - A. Proper names
 - B. Words that begin sentences
2. Abbreviation--emphasized functionally
3. Punctuation
 - A. End
 - (1) Period
 - (2) Question mark
 - (3) Exclamation Point
 - B. Internal
 - (1) Comma

- (2) Semicolon
- (3) Colon
- (4) Dash
- C. Enclosing
 - (1) Quotation marks
 - (2) Brackets
 - (3) Parentheses

(Supra, footnotes 66, 85, 86, 90.)

Speaking. Although many schools have special classes for developing skills in speaking, certain fundamental problems should be considered in the language arts program. These include

1. Diagnosing of speech deficiencies
2. Developing self-confidence
3. Aiding in decreasing nervousness
4. Improving habits and skills in
 - A. Enunciation
 - B. Articulation
 - C. Pronunciation, with emphasis on
 - (1) Vowels
 - (2) End consonants
 - D. Voice quality
 - (1) Pitch
 - (2) Rate and rhythm
 - (3) Variety

Listening. Instruction in developing skills in listening is a relatively recent part of the language arts program, and very little research has been found which indicates any definite procedure to be followed, and only a few studies indicate elements which should be included in such work. Emphasis in listening experience will be on "creative listening" to show that mental response is essential. Students will be shown that effective listening is "conscious powerful registration," on the mind, of sounds that lead to further mental activity.¹²⁹ Basic problems to be considered will be as follows:

¹²⁹ Hook, op. cit., p. 216.

1. Diagnosis of listening skills
2. Developing different listening skills for different purposes
3. Related skills to be emphasized
 - A. Note-taking
 - B. Selecting important points by analysis
 - C. Organizing
 - D. Developing a "listening vocabulary"
 - E. Improving comprehension
 - F. Showing importance of physical conditions to effective listening

(Supra, footnotes 72, 96.)

EXTERNA

Recitation Periods. Classes will meet five days a week, for fifty minutes each. Periods will be divided according to the relative importance of the skills to be developed and the extent to which the student needs help in mastering necessary knowledge. At the beginning of the term, much of the emphasis will be on developing reading and writing skills, which will include study and practice in correcting errors in grammar, sentence structure, the mechanics of writing, and vocabulary building. It is hoped that interest and motivation will be such that most of the work in reading will be done outside the classroom. Listening and speaking will be emphasized in the latter part of the term, although all areas of learning will be integrated and the relationship between them will be indicated.

Credit. Three hours credit shall be given at the successful completion of course requirements.

Comparison of the Proposed Program With the Criteria

This comparison is an evaluation of the proposed program in terms of the criteria given on pages 45 to 53 in order to determine its merits.

Evaluation of the Seven Areas of Study with the Special Criteria:

Reading.

1. Criterion 1 emphasizes the importance of diagnosis of difficulties and of teaching the essential skills in reading. The proposed program provides for diagnosis of reading habits and skills by use of the Iowa Silent Reading Test--Advanced and the Purdue English Placement Test for College Freshmen and by individual conferences to check vision, eye-span, vocalizing, reading rate, comprehension, and interest. For teaching the essential skills in reading, provision is made for a planned reading program based on the needs and abilities of the student and for persistent evaluation of progress.

2. Criterion 2 states the need for self-evaluation of difficulties and of progress made. The proposed program provides for self-evaluation by having students check their own reading rate at regular intervals and by their keeping a check chart to show improvement.

3. Criterion 3 indicates the importance of recognizing individual difficulties as a guide for study. The proposed program meets this Criterion by proposing individual reading programs for each student based on diagnosis of his ability and need. Each student will aid in the selection of material for his own reading program.

Writing.

1. Grammar:

A. Criterion 1 emphasizes the importance of usage as a basis for determining grammatical elements to be taught. The proposed program recognizes the importance of usage as a basis of study, and elements of grammar to be stressed have been selected on the basis of studies in usage made by Fries,

Poolley, McCloskey, and other educators. (Supra, footnotes 63, 64, 73, 95.)

Recordings are to be used as examples of clear, effective expression.

B. Criterion 2 recognizes the importance of practice in forming desirable writing habits. The proposed program meets this criterion by proposing constant practice in building sentences which apply the principles of correct usage.

C. Criterion 3 stresses the importance of application rather than mere classification of elements. The program meets this Criterion by emphasizing relationships of words rather than words as isolated elements. In no instance does the proposed program place any emphasis on mere memorization of rules or classification as such.

D. Criterion 4 states the value of using the research of other educators as a basis for determining the relative importance of elements of grammar. As has been stated in Criterion 1, this entire program has been based on implications found in the literature and in reports from various colleges and universities.

2. Punctuation and Capitalization:

A. Criterion 1 states the importance of a functional use of the mechanics of writing. The program recognizes the importance of this Criterion by teaching punctuation by the "thought" method rather than by rule. The mechanics in letter writing, in newspaper articles, and in magazines will be discussed.

B. Criterion 2 states the value of practice in developing skills in the use of the mechanics of writing. The proposed program conforms to this Criterion by giving constant practice in the use of punctuation and capitalization after diagnosis has indicated the student's ability to use such marks

4. Spelling:

A. Criterion 1 shows the importance of diagnosis of spelling habits and skills as a basis for remediation. The program provides for diagnosis by conferences to determine student's ability to see, hear, and repeat certain sounds.

B. Criterion 2 recognizes the value of practice in developing skills and habits rather than memorization of rules. The program provides for regular tests in spelling based on the actual needs of the student. The only rules to receive any emphasis are those which the students, themselves, develop.

5. Vocabulary:

A. Criterion 1 states the importance of developing a functional vocabulary. The proposed program meets this Criterion by having the students determine what words shall be placed on the proposed vocabulary lists to be learned. These words will be taken from newspapers, magazines, and textbooks in other courses.

B. Criterion 2 shows the value of using the needs of the students in determining vocabulary building procedures. As has been stated, this Criterion is met in the proposed program by having the students make their own vocabulary lists.

C. Criterion 3 shows the need for practice in the use of new words to make them a part of the student's active vocabulary. The proposed program meets this Criterion by providing constant practice, both oral and written, in the use of new words.

Speaking.

1. Criterion 1 shows the importance of diagnosis of speech difficulties

to provide a basis for remediation. The proposed program recognizes the importance of this Criterion by providing for conferences in which the articulation, enunciation, pronunciation, and voice quality of the student are studied and discussed with the student.

2. Criterion 2 indicates the importance of practice in developing effective speech skills. The proposed program meets this Criterion by providing for oral discussions to create speech situations and by listening to recordings to be used as examples of effective expression.

3. Criterion 3 shows the value of giving practice in developing skills to be used in "out-of-school" situations. The program provides for meeting this Criterion by giving practice in using the telephone, in giving directions, in making introductions, in telling stories, and in placing students in other situations similar to those to be found in out-of-school activities.

Listening.

1. Criterion 1 provides for instruction and practice in developing listening skills. The program meets this Criterion by giving the students practice in listening to speakers in various situations and by testing to determine listening habits.

2. Criterion 2 states that note-taking, the ability to select items according to importance, and skill in organization are important. The program provides for the students to take notes on and to organize items according to importance in the speech of chapel speakers and of other available lecturers.

General Criteria Compared With the Proposed Program

1. Criterion 1 emphasizes the importance of diagnosis of individual difficulties as a basis for remediation. The proposed program meets this Criterion by providing for diagnosis by the use of objective tests, by

satisfactorily. It also provides for evaluation of such skills by means of charts which will show frequency of error and progress made.

C. Criterion 3 recognizes the importance of research studies in determining the relative value of skills in the mechanics of writing. As has been stated above, the items to receive the most emphasis in the proposed program are those which research studies have shown to be the cause of most of the errors in the mechanics of writing, and the student's own writing will serve as a basis for determining his most urgent needs.

3. Sentence Structure

A. Criterion 1 states the importance of expressing thought relationships rather than recognizing form in sentences. The program recognizes the value of this Criterion by emphasizing thought and word relationships in sentences and by placing very little emphasis on classification of sentences. Remediation will be based on diagnosis of skills.

B. Criterion 2 indicates the value of teaching sentence structure as an aid to clear, effective expression, with emphasis on arrangement of words, variety of structure, and thought progression. The program provides for meeting this Criterion by diagnosing to determine difficulties, by showing the importance of thought relationships, by using check charts to encourage variety of sentence structure, and by use of models to show the effectiveness of well-developed sentences.

C. Criterion 3 states the value of practice in developing skills. The proposed program provides for constant practice in developing various types of sentences. The student will begin writing very simple sentences and progressing to the more complicated types of sentence structure, with emphasis on word relationship and thought progression.

conferences, and by oral tests to determine effectiveness of skills in reading, spelling, speaking, writing, and listening.

2. Criterion 2 stresses the value of individual instruction to provide for equality of opportunity and for recognition of individual capacities. The program recognizes the importance of this Criterion by providing for a reading program in which each student works on the improvement of his own skills at his own rate; by a program in vocabulary building and spelling in which the students determine the vocabulary and spelling lists to be studied; by individual conferences to determine speech habits and correct remediation based on individual difficulties; and by constant evaluation based on records to be kept for each student.

3. Criterion 3 suggests that activities and problems should be related to the needs and interests of the students. The program meets this Criterion by planning activities which are similar to those out of school, such as practice in making introductions, in note-taking, in making speeches, and in letter writing.

4. Criterion 4 stresses the importance of practice for developing desirable habits and skills. The proposed program recognizes the value of this Criterion by providing for constant practice in writing and reading; for persistent use of new words (oral and written) to make their use automatic; and for meaningful drill for increasing the intensity of the stimulus in all learning situations.

5. Criterion 5 recognizes the value of motivation for creating interest and holding attention. This program meets this Criterion by providing for variety of approach, in order to avoid monotony; by frequent change of devices; by use of concrete illustrations; and by relating all learning

experiences to the needs and interests of the students.

6. Criterion 6 suggests the value of self-evaluation. The program meets this Criterion by use of self-rating charts to show progress in reading and related skills; by conferences for discussion of progress; and by use of recordings, lectures, and speeches for comparison.

7. Criterion 7 recognizes the importance of meaningful practice for developing habits and skills. This Criterion is reached in the program by showing the student that in all activities the drill used is valuable to him in removing incorrect responses and establishing correct patterns in all learning situations which are important to him.

8. Criterion 8 states the value of usage as a yardstick for determining the content of a course in language arts. The proposed program meets this Criterion by basing the selection of the elements of grammar to be emphasized on research and experimentation in the field. All items to be stressed have been selected according to suggestions made by Fries, Hatfield, Butterfield, Tidyman, Mursell, and other educators.

SUMMARY OF THE PROGRAM

The program in Language Arts has been developed around one important problem: the need for remediation for a large group of college Freshmen who are found to be deficient in knowledge and skills in the language arts. Bases for determining length and number of recitation periods, amount of credit to be given, criteria, aim, objectives, and basic problems of instruction have been found in the literature, in questionnaires, and in college bulletins.

The philosophical basis has been developed from a study of the literature which concerns philosophy as related to the problems in the language arts; by

a study of experimental research, in psychology and education, which has been of such great value in solving some of the problems which concern the teaching of Language Arts; and by an evaluation of philosophical thinking which has helped in the crystalization of certain fundamental principles concerning the educational problems of a teacher of Language Arts.

The scope of the course has been determined largely by the deficiencies of college Freshmen, as determined by frequent experimental studies and by the extent of time needed for various problems of instruction. Because other departments in colleges give much attention to the removal of speech deficiencies and to the creating of skills in speaking, more attention will be given to the development of skills in writing and reading. Also, since this is a one-semester course, time will limit the problems which may be considered.

Materials of instruction and basic problems to be considered have been selected on the basis of research studies which have indicated their relative importance in providing maximum aid in developing skills and habits, in imparting needed knowledge, and in aiding the marginal student in attaining a desirable level of achievement which will permit his successful participation in college and "noncollege" activities.

Chapter V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

Summary of the History of Language Arts. A review of the history of the development of the language arts has shown many interesting facts. The programs have been characterized by constant change in emphases, in methodology, in aims and objectives, and in materials of instruction; but the changes have been characterized by growth and an increasing awareness of the importance of studying the needs of the student in determining the content of courses.

Experimentation and scientific research have helped to evaluate techniques and methods of instruction and the comparative value of certain subjects. Studies have shown the importance of diagnosis of individual needs before remediation can be of value. Experimentation has shown the importance of adequate reading, speaking, listening, and spelling skills, of the functional knowledge of certain grammatical principles, and of the value of a large vocabulary.

By 1925, it was apparent that many college Freshmen had not reached the level of achievement desired of beginning college students; their reading habits were inadequate; they knew little or nothing about constructing clear, accurate sentences; they could make no practical application of many of the rules of grammar which they had been taught in high school; they could not spell; their speech habits were inadequate; they had had insufficient training in listening; and their vocabularies were totally inadequate for successful continuation in college.

Many colleges have recognized the need for remedial instruction for those

students who are deficient in any of the skills desired of college Freshmen, and courses in Remedial English have been included in many college curricula. Other colleges are using conferences, clinics, laboratories, and special tutors to aid the marginal student.

From an early emphasis on oral expression, the Language Arts program has been broadened to include writing, reading, listening, and thinking, as well as speaking.

CONCLUSIONS

Many college Freshmen are inadequately prepared to participate successfully in college experiences. One of the greatest evidences of deficiencies has been found in the field of Language Arts. Freshmen know little about practical application of grammatical principles; they can neither read nor speak effectively; they cannot spell; they have had little training in listening; they punctuate chaotically; they know practically nothing about correct sentence structure; and their vocabularies are totally inadequate for successful participation in college activities.

For those students who are deficient in any skills and learnings needed by college students, it is the duty of the college to provide remedial instruction which will permit them to reach a level of achievement desired of college students. Remediation can be effective, but it must be as individualized as possible, and it must be determined by the needs, interests, and abilities of the student.

If that group of students who need remedial instruction are not recognized as special problems, many of them will be "casualties" of Freshmen English, will become discouraged, and, believing themselves failures, will become victims of their own inadequacies.

Evidence indicates that traditional programs in Language Arts have not been successful because they have not achieved their objectives; many programs do little or nothing to remove deficiencies or develop and strengthen skills; they show little regard for individual differences; and learnings consist largely of isolated rules, with no practical application made of them in relation to the needs of the students.

By recognition of the weaknesses of other programs, by utilizing the data from experimental research and study, by considering the philosophical principles evidenced in the literature, and by emphasizing those learnings which educators believe necessary to college students, it will be possible to develop a program which will succeed where others have failed.

RECOMMENDATIONS

Research in language study has accomplished many things. Many of answers to problems concerning the study of the language arts have been found; but many more are still answered.

There is need for additional research in the organization of units of instruction to determine proper sequence for the most effective learning and to determine the relative learning difficulties connected with the acquisition of certain skills.

Additional research to determine the relative value of certain elements of grammar and to learn which parts of the English program should be emphasized is needed.

Research in the field of listening has been totally inadequate, and there is practically no information concerning skills to be developed for more effective listening. There is a definite need for study in this phase of the language arts program.

Experimentation is needed for the evaluation of certain methods of instruction to determine weaknesses and strengths of the different methods; and it is possible that new methods will be discovered which will be more practical than those now in use.

To date, many of the studies show bias and not enough objectivity. More valid tests should be developed for measuring errors in language, objectively, because there is little general agreement concerning emphasis or content of the Language Arts programs.

The continuing agitation which has been evidenced in the Language Arts program for a century or more is certainly an indication of growth and of the great interest which educators have had in giving to all students educational opportunities which will aid them in learning, organizing, and applying all knowledge for the achievement of full self-realization; and as long as such interest is evidenced, experimentation and research will continue until the ultimate in educational practices and opportunities is reached.

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APPENDIX

Questionnaire form sent to various colleges to elicit information concerning remedial instruction.

Shawnee, Oklahoma
(Date)

(Name of Head of Dept. of English)
(College)
(Location)

(Salutation)

We are desirous of making some changes in our Freshman English program and should be glad to learn something of the program at (name of college). Do you offer a course in remedial English? If so, what does it include? How much credit, if any, is given for such work? If you do not have such a course, what are you doing to meet the needs of that group of Freshmen who are deficient in skills needed for pursuance of college work? Are you satisfied with your present program? We shall be glad to receive any information which you care to give us concerning your Freshman English Program.

Yours, truly,

VITA

Ernestine Leverett
candidate for the degree of
Doctor of Education

Thesis: A PROGRAM IN LANGUAGE ARTS FOR TEACHING THOSE STUDENTS WHO MAKE
LOW GRADES ON COLLEGE ENGLISH ENTRANCE TESTS

Major: Secondary Education

Biographical and Other Items:

Born: May 2, 1902 at Cheyenne, Oklahoma

Undergraduate Study: East Central State College, 1932-1935; 1941.

Graduate Study: Okla. A. and M., 1941-1942; 1943, 1944, 1950, 1951.

Experiences: Teaching: 1942-1943, Norfolk, Okla.; 1943-1944,
Cleveland, Okla.; 1944-1945, Fairfax, Okla.; 1945-1946, Shaw-
nee, Okla.; 1946-1952, O. B. U., Shawnee, Okla.

Member of American Association of University Women, American Association
of University Professors, National Council of Teachers of English,
Modern Language Association, Sigma Tau Delta, English fraternity,
Kappa Delta Pi, Educational society, Delta Kappa Gamma.

Publications: General Language, a textbook; "Freshman English is Camou-
flaged," an article in College English (Nov. 1951); "A New Approach
to Freshman English," an article in The Educator (June, 1951).

Date of Final Examination: May, 1952.

STRATHMORE PARCHISE
U.S.A.

THESIS TITLE: A PROGRAM IN LANGUAGE ARTS FOR TEACH-
ING THOSE STUDENTS WHO MAKE LOW GRADES
ON COLLEGE ENGLISH ENTRANCE TESTS

AUTHOR: ERNESTINE LEVERETT

THESIS ADVISER: DR. M. R. CHAUNCEY

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U.S.A.

TYPIST: KATHRYNE MCCREERY