

A CRITIQUE OF THE OBJECTIVES OF
ENGLISH TEACHING IN THE
ELEMENTARY GRADES

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ELEMENTARY GRADES

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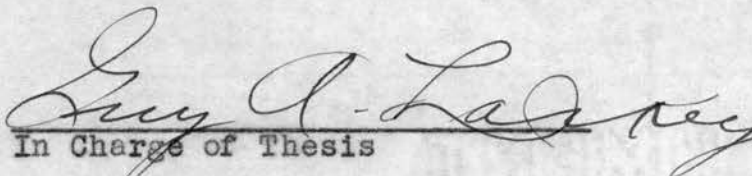
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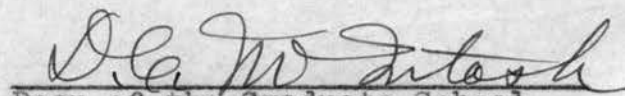
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IN THE ELEMENTARY GRADES

INTRODUCTION

The decade between 1910 and 1920 represents the period of active development of plans for putting the selection of textbooks on a more scientific basis. A perusal of educational periodicals in the latter half of this decade shows a considerable number of articles devoted to the problems of selecting and judging textbooks and courses of study. If we judge interests in terms of number of articles and books we should be led to infer that the last decade, 1920-1930, represents a further and considerable advance, for in this decade several books on the subject appeared, and the magazine articles increased approximately three-fold.

In the objectives of English teaching we see most clearly the attempt to adapt the schools to the changing character of the school population, but without carefully selected and worked-out details to hold cumulatively from grade to grade the finest statement of what ought to be done is of no immediate help to the teacher.

It appears that the important thing in the objectives of English teaching is that there be sequence, correlation, and cumulative holding. The exact grades to which items are assigned are less important, and depend on local conditions and other factors.

Uniformity cannot be found in textbooks, courses of study, and standardized tests because the authors have different aims, methods, and purposes. The objectives may differ to a large

extent because of a particular changing character of the school population. This disagreement may be caused by any of a number of reasons, such as contrasting philosophies of education, mobility of school population, or decrease of elementary school population.

In a report of English usage under the direction of Dr. L. J. O'Rourke, Charles H. Judd¹ makes the following statement, "The contention of the report of the study, that the essential principles of usage can be ascertained and can be arranged in a sequence calculated to produce greater mastery than is at present attained, seems to me fully supported by the findings of the research program."

If English teachers in successive grades will concentrate their teaching upon certain selected phases of English and will insure mastery in each grade of the principles assigned to it, pupils will learn, much more completely than they now do, correct ways of speaking and writing English.

The textbooks on methods of teaching English, the most representative courses of study in English, and the standardized tests in English are considered important tools, and determine to a great extent the outcomes of the objectives of English teaching.

The purpose of this study is to formulate the objectives of English teaching from selected sources, including textbooks on methods of teaching English and most recent and representative

1. L. J. O'Rourke, Rebuilding the English-Usage Curriculum to Insure Greater Mastery of Essentials, p. III.

courses of study and to present an accumulation of these different objectives which show, first, the number of desirable abilities to master, and second, to show the logical time to present these objectives at the various levels of the elementary grades.

CHAPTER I

THE METHOD USED IN COLLECTING THE OBJECTIVES

The first step in making this study on the objectives of English teaching was to make a survey of all available material. This included textbooks on methods written by specialists in the field of English and the most representative courses of study from outstanding school systems. From these materials the following textbooks and courses of study were selected for the analysis.

1. Paul McKee, Language in the Elementary School, Boston, Houghton Mifflin Company, 1934.
2. Thomas C. Blaisdell, Ways to Teach English, Garden City, New York, Doubleday, Doran and Company, 1930.
3. Bernard M. Sheridan, Speaking and Writing English, New York, B. H. Sanborn and Company, 1928.
4. Julia H. Wohlfarth, Self-Help Methods of Teaching English, Yonkers-on-Hudson, New York, World Book Company, 1927.
5. Oklahoma, Course of Study in Language Arts for Elementary Grades, State Board of Education, Oklahoma City, Bulletin 1938, No. 5.
6. Virginia. Tentative Course of Study for Virginia Elementary Schools, State Board of Education, Richmond, Virginia, Vol. XIX, No. 5, 1937.
7. Florida. Course of Study for Florida Elementary Schools, I, Grades I-VII, State Department of Public Instruction, Tallahassee, Florida, 1934.
8. Baltimore County, Maryland. Public Schools, Course of Study in Reading, Literature, Composition, Grammar, Spelling,

and Handwriting, Grades I-VIII, Baltimore, Maryland, Warwick and York, Inc., 1927.

The textbooks on methods of teaching English and the courses of study are listed in chronological order. This was done that the writer could gather a more scientific view of the trends in English teaching.

By a critical examination of the textbooks and courses of study, ranging in date from 1927 to 1938, the writer determined the frequency of mention of all the objectives which bear directly on the subjects of language, grammar, and composition. For each grade and all six grades combined of the elementary school, the writer made frequency lists to show the goals of instruction most frequently mentioned, and the number of times each was mentioned.

After the objectives were tabulated on separate sheets of paper, and when the task was finally finished, these separate items were classified and organized according to grades in Tables I, II, III, IV, V, and VI. It was impossible to get the exact wording of every objective in every case that would fit all the textbooks and courses of study which contained essentially the same idea, so that the writer had to use her judgment in determining synonymous expressions. The list for each grade could easily have been extended, but it is the opinion of the writer that no objective, either stated or inferred, has been omitted. There is unavoidably a certain amount of overlapping, but an effort was made to eliminate all apparent overlappings.

A description and characterization of the materials used is given in the following paragraphs.

Paul McKee, Language in the Elementary School. This book contains 464 pages of which Part I, the Introduction, and Part III, the Program in Composition, are concerned with English instruction. The author gives the consideration of teaching techniques and a most complete and practical treatment based on the results of recent scientific research. This volume deals with important problems concerned with the improvement of instruction in spelling, composition, and writing in the elementary school. It includes at least a notation and frequently an evaluation of important pieces of research in this field. Through the entire volume the value of scientific research in the solution of instructional problems is held paramount. In addition, there is present a plea for the use of common sense rather than superficial sentimentality in teaching children.

Thomas C. Blaisdell, Ways to Teach English. This book contains 556 pages, the first two parts deal with the teaching of oral and written composition, and the last part with the teaching of appreciation of literature. It deals with the principles upon which effective teaching of English must rest. It does not aim to present a definitely planned, carefully organized course of study for any special field, although definite references to such courses are given. Its purpose, rather, is to present a helpful study of fundamentals on which can be built really successful English teaching.

Bernard M. Sheridan, Speaking and Writing English. This book contains 218 pages and is divided into two parts, the first part is a preliminary discussion of general phases of language teaching, such as: the importance of language training,

inherent difficulties, difficulties of our own making, the problems of oral English, the problems of written English, specific aims and limitations of elementary work, one-paragraph compositions, the mastery of the sentence idea, removing the spelling blemish, selecting titles for compositions, and correcting and improving composition. The second part is a detailed description of the assignment of work by grades. This textbook has very good organization, definiteness as to objectives, methods, and materials for each grade, definite limitation as to content and in general is progressive in principles. It would be a valuable book for any elementary teacher to add to her library of professional material, as one could not fail to teach children the functional objective processes of English by following the procedure of this textbook.

Julia H. Wohlfarth, Self-Help Methods of Teaching English. This book contains 294 pages, and is divided into twelve chapters. The purpose of the book is to help teachers to improve their classroom procedure in English. This book seeks to offer a basis for the definite, systematic, and constructive study of the problems involved in fostering the most social of all activities--the use of language as a means of communication. The general topics dealt with are: first steps in composition, the teacher, the textbook, and the pupil, self-help activities, correct usage, oral language lessons in the third and fourth grades, written composition in the third and fourth grades, composition in the fifth and sixth grades, composition in the higher grades, informal language teaching, composition standards and measuring scales, and grade objectives in English.

Oklahoma - State Course of Study. This course contains 222 pages devoted to the study of language and composition. Only materials of proved social utility value were included and these were organized into what is believed to be a simple and easily followed graded outline. Three major divisions are presented: (1) Oral composition, (2) written composition, and (3) mechanics. These three divisions appear at each grade level, preceded by a list of "Outcomes to be Expected" from the work in that particular grade. Each of these is broken down into the instructional jobs which the pupils of that grade are expected to learn to do.

One should not get the impression that the instructional jobs as listed in the graded outline are to be regarded as grade standards, since no one knows just what a pupil should accomplish at each grade level, but are to be regarded rather as a sequence of jobs to be undertaken.

Virginia - Tentative Course of Study for Virginia Elementary Schools, Grades I-VIII. In outlining the scope of work for the Virginia curriculum, "centers of interest" are selected to serve as major limitations for the work of each grade. Four criteria were employed as a basis of selection.

The center of interest should exert significant influences on the functional phases of social life.

There should be numerous objects and activities within the areas of the centers of interest that are of interest to the children on the level for which the center of interest serves as a limitation.

There should be adequate instructional materials of suitable difficulty to develop the center of interest on the level for which it serves as a limitation.

The center of interest should provide for maximum

growth of desirable concepts and should offer opportunity for participation by the pupils in socially significant undertakings.¹

The centers of interest and points of emphasis derived from the major functions indicate the scope of work for the respective grades.

English is integrated in the language arts, using language in oral and creative expression and such functional grammar as may be necessary to meet the expressional needs of children.

Florida - Course of Study for Florida Elementary Schools.

This course of study has been built in conformity with certain definitions and principles of education:

"Education is the process of continuous adjustment and growth through worthwhile experiences which fit the individual both to live abundantly and to serve society to the maximum.

"Learning is the process of assimilation of the experiences necessary to educational growth.

"Subject-matter is that part of the group culture which is employed in formal education."²

This course of study is organized by grades to encourage integration of subject-matter from the various fields.

Close relationship of the work of all grades is necessary for the harmonious and continuous growth of the child. The past experience of the child determine his present needs and abilities,

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1. Virginia - Tentative Course of Study for Virginia Elementary Schools. p. 15.
 2. Florida - Course of Study for Florida Elementary Schools. pp. 5-6.

and so consideration of what has already taken place in his school experience is necessary. Likewise, each grade should anticipate the next stage in the growth of the child.

The content of this course of study was selected and arranged in such a way as it was believed (1) will encourage and assist teachers to organize instruction around child experiences that will result in outcomes compatible with the aims of education accepted for Florida elementary schools, (2) will help teachers to give effective direction in the development and fixation of skills and information that promise to be of somewhat permanent value, (3) will encourage modifications and revisions of materials to meet local needs, and (4) will encourage the incorporation of better practice as it is discovered.

Baltimore - The Baltimore Course of Study devotes seventy-nine pages to composition in the primary grades and composition and grammar in the intermediate grades.

In the primary grades this course states the aims, materials and method including sources of material, types of expression and technique, oral composition, written composition, type lessons, tentative standards in written composition, and a tentative list of minimum essentials in English.

The upper grades in this course gives the aims, materials for oral and written composition, letter writing, writing original poems and short stories, standards for judging a composition, technique including sentence, paragraph, criticism and correction, tentative standards and minimum essentials, and scientific testing for composition ability.

CHAPTER II

SURVEY OF RESEARCH STUDIES

Recent developments in the English curriculum have tended to make the statements of outcomes and skills much more specific and objective. The Curriculum Commission of the National Council of Teachers of English¹ presented a carefully formulated statement of standards of abilities in the creative, communicative, and corrective phases of English instruction. Newer courses of study and textbooks include much material indicative of a recognition of the need for further specification of skills. Much more needs to be done along these lines in the more exact determination of the particular skills which appear to carry the burden of social usage in language.

Modern statements of language objectives emphasize the social utility point of view. It is generally believed today that the function of the school is to provide experiences for the child which will enable him to live more effectively in the world which he is now and will ultimately become a part. This suggests that the place to secure suggestions and instructional materials to provide the child these experiences is largely in the world of the present day adult. The studies by Fitzgerald,² Horn,³ and Wilson⁴ of objectives of instruction

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1. W. Wilbur Hatfield, An Experience Curriculum in English.
 2. J. A. Fitzgerald, "The Vocabulary of Children's Letters Written in Life Outside the School", Elementary School Journal, XXXIV (January, 1934), pp. 57-69.
 3. Ernest Horn, Basic Writing Vocabulary,
 4. G. M. Wilson, "Locating the Language Errors of Children", Elementary School Journal, XXI (December, 1920), pp. 290-296.

in English have generally assumed a utilitarian point of view. However, in many of these studies the objectives appear to have been evaluated in terms of what selected groups of supposedly qualified persons have thought were important rather than in terms of what they themselves utilize in their daily life. For example, Bobbitt⁵ secured a weighted list of objectives based upon the opinions of teachers in Los Angeles. Zook⁶ checked objectives as stated in courses of study.

Somewhat in contrast with these procedures is the more modern method of analyzing the language activities of adults and of children to discover the abilities which really function in life situations. McKee⁷ compiled the vocabulary used by children in theme writing. Fitzgerald⁸ analyzed more than 3,000 letters written by children in an attempt to discover differences in content, form, and stimulus. Thorndike,⁹ Horn,¹⁰ Gates,¹¹ and many others have made extensive investigations in the reading and spelling vocabularies of adults and children.

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5. Franklin Bobbitt, "Curriculum-Making in Los Angeles", Supplementary Educational Monographs, No. 20. Elementary English Review, XVI, May, 1937, p. 190.
 6. Dott Earl Zook, "Language, Grammar and Composition in American Elementary Schools", Elementary English Review, XVI, May, 1937, p. 190.
 7. Grace M. McKee, "The Vocabulary of Children's Themes". Unpublished master's thesis, University of Iowa, 1924.
 8. J. A. Fitzgerald, op. cit.
 9. Edward L. Thorndike, The Teachers Word Book,
 10. Ernest Horn, op. cit.
 11. Arthur I. Gates, A Reading Vocabulary for the Primary Grades, Revised and Enlarged.

McKee¹² says:

There are two things which the teacher should know about the selection of the items to be taught in any given subject. These are: (1) the philosophical point of view behind most of the research which has sought to select the content of a given elementary school subject; and (2) the results of the research which has been carried on in order to make the selection of that content scientific.

Probably the most workable and the most widely applied philosophical point of view for determining what should be taught in a given subject is the theory of social utility. Stated in its simplest and briefest form this theory holds that what ever is taught in school must be of importance in life outside the school. Furthermore, this theory recognizes the idea that the school does not have the time to teach all that could be learned within a given subject, and that equal value is not placed upon the various items of that subject... For purposes of school instruction this means that the items within a given subject have relative value and the school should teach first and most completely those items that have the greatest value.

Language usages are in a constant state of modification.

The characteristic which distinguishes a live language from a dead language is the fact that the former is responsive to the demands of the current social conditions. That English is distinctly a live language is shown by the fact that it is in a constant state of change.

Harap¹³ says, "The school curriculum is constantly out of adjustment with its environment." This lack of adjustment operates in two ways. The first of these results in retaining in the curriculum much that is obsolete. The second is the failure of the curriculum to keep up with the changing demands of society and to anticipate these demands.

12. Paul McKee, Language in the Elementary School, p. 45.

13. Henry Harap, The Technique of Curriculum Making, p. 55.

Textbooks and current courses of study disagree widely as to instructional emphasis and content. Numerous analyses of textbook and curricular content indicate much emphasis on language and grammar skills which are no longer needed or are infrequently required by the demands of modern life. The effect of this situation is revealed in the confusion of the minds of students moving from one school to another using first one textbook and then another.

Correlation of the objectives of English skills with the content subject-matter provides the proper basis and motivation for activity. Language skills have no foundation of their own but rest upon other subject-matter for their development and use. Language is not a subject matter field but a highly interwoven fabric of skills which are perfected and used in dealing with other subject-matter fields.

The correlation of English skills with subject-matter content for instructional purposes makes it more likely that the skills will be introduced and used in life-like situations. When the learner feels that the situation is real, the motivation is greater and learning is more effective.¹⁴ Maude McBroom¹⁵ states that letter-writing may be taught in isolation or may be introduced purely on the basis of its intrinsic value, but it is more effective when it is made to function in the individual's own activities.

14. Harry G. Wheat, The Psychology of the Elementary School.

15. Maude McBroom, The Course of Study in Written Composition for the Elementary Grades. University of Iowa Monographs in Education, First Series, No. 10.

The social-utility theory of the objectives of English teaching, if accepted, implies that the school shall provide the child with control over the most important social situations which he meets as a child and as an adult. Importance of the language skills is defined generally in terms of frequency of occurrence and in terms of cruciality or great social significance even though the frequency may be low. Paul McKee¹⁶ stresses this principle in his recent textbook, Language in the Elementary School. The fact that letter-writing is one of the most vital forms of written expression makes it very important in the English curriculum. This principle in its general acceptance and application in teaching the objectives of English would mean much greater emphasis on the socially important oral language abilities, and a great deal more on such written language abilities as letter-writing in the elementary school.

Frequency of usage alone is not an adequate criterion of social importance. Applying the social utility principle to language curriculum implies that instructional emphasis should be measured in terms of the relative social importance of the language usage. The more frequently a skill is utilized, the more important it is that it receive adequate instructional emphasis. However, frequency alone is not enough. The importance of a skill must be measured in terms of its cruciality and its difficulty.

In general, there is no adequate, objective measure of

16. Paul McKee, op. cit.

cruciality. A survey made by Leonard¹⁷ of the reactions of people to the relative undesirability of certain incorrect usages is one type of attack.

Definite points of view for the establishment of levels of language usage have been proposed. One point of view assumes that a cross-section of common social usage is an adequate criterion for deciding all debatable language usage issues. Such a procedure may reveal the direction language uses are taking in response to social pressure, yet the effect is somewhat disconcerting to the average teacher, as found by Greene.¹⁸ It is believed that the uncritical application of the social utility point of view to the development of the language curriculum will result in lowering the general plane of language usage. While it is certain that English must be in a continuous state of adjustment to the demands of good social usage, it is also true that there must be certain leavening forces tending to prevent the too rapid decline of these usages below the level of social acceptability. It seems that some type of objective standards of usage for English teaching must be established, and that these standards must represent relatively high levels of control for the purpose of stimulating better and more effective expression.

The social importance of letter writing should place it high in instructional emphasis in the elementary school. A

17. Sterling A. Leonard, Current English Usage.

18. Harry A. Greene, "Improving the Elementary English Curriculum" Elementary English Review, XII, March, 1935, pp. 74-77.

practical recognition of the importance of this statement would produce a marked shift in the instructional emphasis on language in the elementary school. Teachers in the elementary school will find in letter-writing a high concentration of skills dealing with form, spelling, punctuation, capitalization, and paragraph as well as sentence structure as found by Greene.¹⁹ Therefore, it should receive great emphasis in the elementary school language instruction.

The fact that the written and oral expression of the same individuals on the same subject are different in vocabulary and in structure should be recognized in instruction as they are found in the objectives of English teaching in each particular grade of the elementary school. The relative fluency of oral and written production is observed in pupils at work in the language class. Lower grade children, handicapped apparently by the mechanics of writing, spelling, and form, will write brief and incomplete statements of topics on which they will talk at length. Studies by Betts,²⁰ Gregerson,²¹ and Jakeman²²

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19. Harry A. Greene, "The Social Importance of Certain Variations in Usage in the Mechanics of English", Study in Progress, Elementary English Review, XIV, October, 1937, p. 22.
 20. E. A. Betts, "An Evaluation of Certain Techniques for the Study of Oral Composition", Studies in Education, IX, Number 2.
 21. Alfred J. Gregerson, "The Relative Oral and Written Language Abilities of Certain School Children", Unpublished master's thesis.
 22. Frank W. Jakeman, "A Comparison of the Oral and Written Vocabularies of Certain Elementary School Children", Unpublished master's thesis.

show that when children are asked to write and to speak on the same topics they use almost twice as many running words in their oral compositions as in their written productions. They also use numerous words in their written expressions which do not appear at all in their oral compositions.

Skill in language expression is so much a part of the total life activity of the child that it is too much to expect that a brief period of instruction in the classroom in the elementary grades will make it permanently effective.

The pupil must be constantly stimulated to make the transfer of his language abilities from English classes into other subjects.

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Blaisdell says:

The teaching of English should do several things for boys and girls. First, it should give them considerable power of self-expression; that is, power to think clearly and to say simply and effectively, either orally or in writing, whatever they have occasion to say, but primarily to express their own thoughts and feelings. Next, it should give them power to appreciate literature; that is, power to get from the printed page all that was in the author's mind and heart when he was writing, much of which is not in the words themselves but is between the lines--suggested, not said. Finally, it should give them habits of accuracy in both oral and written work and so thorough a mastery of a small body of grammatical and rhetorical principles that each one will be able to say with confidence, "That is right, and I know it is right."

24

Driggs says, "Our language will be most effectively taught only as it is taught from the living viewpoint--taught, not for the sake of itself, but rather for the sake of service--and taught by truly democratic methods."

23. T. C. Blaisdell, Ways to Teach English, p. 1.

24. Howard R. Driggs, Our Living Language, p. 1.

Driggs would have language taught as English is, and not as it was. He states,²⁵ "Language is not something static, it is dynamic. It lives and grows. It is ever changing to reflect and shape the changing thoughts and feelings of the people that create and use it. It breathes their spirit; it is the chief medium through which their individual and social action is directed. If our schools are to be of any force in guiding the speech habits of our people, they must deal directly with this living, growing speech. Our language must be taught not as something developed, but as something constantly in the process of development."

McKee²⁶ says:

At the present time in the elementary school's program in composition is in rather a chaotic state. There is lack of agreement concerning what should be taught. There are also wide variations in grade-placement and methods of teaching. In addition, many textbooks and courses of study are encyclopedic in the sense that they ask children to learn an impossible number of items and to reach impossible standards of achievement. Probably this condition is due to a dearth of objective data concerning the items which children should learn in composition, the grade placement of these items, and the standards which pupils may reasonably be expected to reach. At least there is not much hope for the improvement of instruction in composition until the specific items which children should and can master at various grade-levels are discovered.

Furthermore, the scope of the program in composition is changing. For example, the inclusion of new content subjects in the elementary curriculum together with more progressive procedures in teaching these subjects have placed new demands upon the teaching of composition. Likewise, such progressive factors as activity curricula, functional language, and creative writing offer great possibilities for vitalized instruction in composition. All

25. Ibid, p. 3.

26. Paul McKee, Language in the Elementary School, pp. 161-162.

this means that the teaching of language is changing from the exclusive use of more or less formal drills and class periods to the wise utilization of natural and wholesome activities in which language serves a vital purpose.

CHAPTER III

ACTIVITIES

When a child enters school he is already started in his use of language. He has learned to use language in many situations. He has a vocabulary adequate for his simple experiences. He has some control over the sentence. With the many, wide, and varied experiences of nursery school, kindergarten, and first grade all of these language controls are increased.

According to the older type of discipline the burst of talk of the first grade child proved the weakness of the teacher. More careful analysis shows that it was the direct outcome of the situation of interest in an activity. Maturity is a factor in this wide experience of language.

The most noticeable gain in language control is in the use of new words to fit new ideas gained. Jenkins¹ says, "In learning the names of things the child at this stage believes that it is doing much more. It thinks it is reaching to the essence of the thing and discovering a real explanation. As soon as it knows the name, the problem no longer exists."

Quoting Gertrude Hildreth,² "Every teacher of young children realizes that to the young child the living process is a learning process. He is educated more by what he does and says than by what is done and said to him. Learning is

1. Frances Jenkins, Language Development in Elementary Grade, p. 23.

2. Gertrude Hildreth, Learning the Three R's, p. 30.

a functional process, the outward symbol of inner maturation of the nervous system, not passive receptivity of admonitions, rules or precepts of teachers."

As the life of the school has become more vital, English has lost its former artificiality in favor of its present functional use. English as it is taught and used in the modern elementary school has taken its legitimate place as an essential part of every activity which occupies children.

The readiness in using the abilities of English teaching is highest with activities within the scope of children's own understanding and experience. Realizing that learning takes place in a total situation rather than in isolated units, English used in every activity possible makes for greater understanding of the aims or objectives of instruction.

One may be sure that when a child wishes to talk or write about something, the particular happening has seemed important to him. It was once true in the traditional type of school that the child was forbidden to bring his outside experiences into the classroom. However, since the value of social utility is an outstanding principle, the life inside the school has attained the natural unstilted quality of outside life, and there has followed an interchange of experiences and feelings, tending to bring the child's day into a unified whole. The principle change within the school which has induced this is the increase in opportunity for natural social relationships among the children. Long has it been realized that certain skills must be developed through practice. It is the belief that social and psychological understandings must grow in

much the same way. Just as children must write sentences if they learn to use periods or question marks correctly, so they must be provided with practice in social relationships through natural social situations which form the foundation of the school life of today.

It is an amazing picture one gets in stepping into a modern classroom; it is one rich with situations which require real exchange of opinions and sharing of plans. The room reflects the interests and efforts of the children living in it. The decorations--the beautiful blue curtains, the pictures, the bulletin boards, the blue vases, the book-ends, the decorated easel, the open book shelf--all show the work of children. The very arrangement and kind of furniture suggest social use. Tables and chairs may be all pushed back to give space for a train built of blocks, or the dramatization of a story. A corner of the room may be a library, a secluded spot for boys or girls who wish to read or write by themselves, or an art corner for the easel and the necessary material needed to develop some interesting unit for an individual child or particular group.

These objective observations are signs of a creative and active life of the children in the group. It is a life which has included planning, and execution of plans. It has required discussion and the meeting of problems. Valuable time is spent in conversation which is one desirable ability to be attained early in the school life of the child. Above all, it has developed the ability to express one's ideas clearly for the sake of the achievement of important ends.

One of the richest activities in developing ability in oral expression of ideas is the conversation period. It is the time when children tell each other their experiences or bring in other objects of interest. In the classroom as in outside life-situations it means the social sharing of ideas, the learning to make one's contribution to the group. It brings about an unconscious building of vocabulary and gives a setting for the development of some of the most formal phases of English uses.

McKee³ says, "Conversation constitutes the most fundamental speaking activity in modern life." An examination of life activities will show that a wide variety of types of conversation is employed. For example, there are conversations carried on during introductions, at the dinner table, in reading discussion groups, in public places such as post offices and libraries, during conferences, and during social or business calls. In all these life-situations the abilities are not identical in requirements upon the part of the participant. Adequate training in conversation will consider all the important types of situations which children do and will meet.

McKee⁴ says:

Miss McBroom's analysis of the abilities required for adequate conversation is by far the most complete recital of content to be taught. Her list includes the following:

-
3. Paul McKee, Language in the Elementary School, p. 178.
 4. Paul McKee, Ibid, p. 179.

1. Have something to talk about.
2. The ability to be enthusiastic during conversation.
3. A knowledge of a pleasing vocabulary.
4. The ability to be a good listener.
5. A knowledge of sources of interesting material.
6. The ability to observe common courtesies in conversation.
7. The ability to change the topic of conversation.
8. The ability to talk without the use of mannerisms.
9. A knowledge of when and where it is not appropriate to talk.
10. The ability to make an introduction and to follow up with conversation.
11. A knowledge of conversation during calls.
12. The ability to carry on a business interview.
13. A knowledge of topics appropriate to certain occasions and people.
14. The ability to use correct speech techniques.
15. A knowledge of how to get interesting material.

These fifteen abilities represent the content which children should learn through exposure to an adequate program in conversation.

Just as each child in a classroom has an integral part in the direction of the activities and purposes which make up the life of the room, so does each room in the school play a vital role in the life of the whole school. Vital human experiences which characterize each classroom now characterize the whole school. Each child learns from those both older and younger than himself.

Study of social and scientific material from which children gain impersonal concepts and generalizations have a large part in the program of the school of today. Many of the same opportunities for social participation are found in the activities springing from children's interests and experiences. Many of the activities chosen in the modern school give opportunity for practice in certain forms of speaking and writing. The activity has met some need or purpose and the use of some form of expression of ideas or feelings has been necessary in

reaching that end. A typical procedure in the modern school is that there is no drill beyond that essential for the accomplishment of the need. The activity may show the need of a skill which only drill will develop, but is not in itself chosen for the sake of the drill or the skill to be developed. Drill in items that need further emphasis is given in periods separated from the activity.

Activities are in existence largely because they are of interest and value to the children. They motivate the interest in the learning of certain skills which should be developed.

The expression of feelings and opinions is an essential part of the modern school and English has taken a place as a functioning vital tool for oral and written expression. The modern school emphasizes the social growth of the child. The development of satisfactory social relationships and psychological understandings among children depend upon adequate ability in expressing ideas. The writing in which a child expresses his own feelings comes from situations which make him wish to write or talk; hence the modern school is giving more attention to children's own experiences.

CHAPTER IV

CUMULATIVE OBJECTIVES OF ENGLISH TEACHING

The objectives of English should be uniformly expressed in terms of the learner's goals. The specific, usable abilities to be developed in English are determined by the outcome of the cumulative objectives found in this study.

The task of producing objectives is a tremendously large and continuing one, in reality demanding the cooperative efforts of many individuals. Considering the largeness of the task to be performed and the training values to be derived from participation in such an adventure, every teacher of English in the elementary grades should plan to engage at some time in some phase of the program for determining the objectives of English teaching.

W. W. Charters was one of the first to make general use of the studies of errors, shortcomings, and difficulties as sources of objectives, method of determining the content, and the specific objectives of the course in language and grammar.

An analysis of the objectives found in the sources used in the study, indicate that they fall into two main divisions, (1) the objectives of oral English expression, and (2) the objectives of written English expression. Each of these two divisions is subdivided into two parts, (1) the objectives which come under the division of technical items, and (2) those which come under the division of functional items. By oral technical items the writer specifies such objectives as (1) clear enunciation and pronunciation in all speech activities, (2) pleasing tone of voice, (3) correct usage of words, and

(4) good sentence structure; by oral functional items the writer specifies objectives as (1) choosing content to be used in a specific selection, (2) talking with enthusiasm in conversation, (3) observance of common courtesies, (4) being a good listener, and (5) avoiding the use of mannerisms when speaking.

In the objectives of written language and composition the technical items include (1) capitalization, (2) punctuation, (3) correct grammatical usage, (4) an enlarged and vivid vocabulary, (5) definite use of sentence sense, (6) paragraphing, and (7) accurate manuscript form. The written functional items include the one most widely used objective in written English, which is that of letter-writing. Other items included in this group are: (1) keeping records, (2) filling in forms, (3) writing announcements, advertisements, reports, and summaries, (4) making a bibliography, (5) writing notes, memoranda and outlines, (6) creative writing, and (7) theme writing.

Each of the six tables that follow for each specific grade, shows the items classified in terms of the plan outlined in the preceding paragraphs. In every case the statement of the objective is not always in the exact wording as found in the source, but it is inferred or implied with the same meaning.

Table I shows the objectives for grade one listed by one or more of the sources examined. A mark or marks opposite an objective and under a given source indicates that this source lists that particular aim. Blank places in the columns

opposite the objectives indicate that the source appearing at the top of the column does not list said objective. If in the space in the column more than one mark appears, it is an indication that the said objective was listed as frequently as mentioned in the source.

This same method is used to indicate the objectives in grades two, three, four, five, and six as tabulated in Tables II, III, IV, V, and VI respectively.

Every source in Table I does not mention all objectives; however, in two instances every source of the oral technical items mentions two specific objectives. No one source lists every objective.

In the oral functional items, no one objective is listed by every source. This may be due to the fact that in tabulating the items, the inference or implication of the objective was too broad to be linked with any other item. Likewise, no one source mentions every objective stated in the list.

Two of the objectives which are listed in the written technical items are listed in every source. Only one source mentions every item.

No one objective, or aim, is listed in the written functional items by every source and neither does any one or more sources mention every item listed. The greatest number of objectives tabulated is six, found in McKee's textbook.

The objectives stated are exceedingly important in the development of oral and written language and composition in the first grade. The functional items, both oral and written, are greater in number than the technical items, which is a

TABLE I
OBJECTIVES FOR GRADE ONE

Objectives	MeKeo	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore	Total
I. Oral Expression									
A. Technical Items									
1. Ability to use a natural, pleasant tone of voice.	1	2	3	1	5	3			15
2. Ability to enunciate and pronounce words correctly.	3	1	2	3	5	3		1	18
3. Ability to recognize a complete statement or question.					2				2
4. Ability to pause at the end of each spoken thought.		1	2		2				5
5. Ability to form good English habits by drill.	1	1		3			3		8
6. Ability to learn correct usage of words.	2	1	1	4	5	2	1	1	19
7. Ability to speak in clear, accurate, and complete sentences.				1	1	2			4
8. Ability to avoid excessive use of and, but, and well.		1	1	1	3	1	1		8
9. Ability to make a two or three sentence story.	1	6	5	1	2	2	2	2	21
Total	8	13	14	14	25	15	7	4	100
B. Functional Items									
1. Ability to state definite information about one's self such as name, parent's names and address.	1		1	1	3		1		7

TABLE I (Continued)

Objectives	McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore	Total
2. Ability to sense the sentence as a unit for expressing thought.	2	3	2		3	2	2	2	16
3. Ability to take part in a story play and dramatization.		4	2	2	5	3	3	2	21
4. Ability to greet people politely and observe common courtesies.	2				2	1	3		8
5. Ability to listen courteously and attentively in an audience situation.	1	2	1		1	2	1		8
6. Ability to compose rhymes and jingles about familiar objects and experiences.	1					1	1	1	4
7. Ability to memorize and quote pleasingly a rhyme or poem.		1					1		2
8. Ability to make one, two, and three sentence oral stories growing out of experience.		3	2	3	3	3		1	15
9. Ability to begin to realize the importance of having something to talk about and to become acquainted with different ways of getting topics for conversation.	1	1			1	2			5
10. Ability to refrain from doing all the talking.	2		1		2				5

TABLE I (Continued)

Objectives	McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore	Total
11. Ability to choose a story interesting to the speaker and the audience.	1	1		1	2	2			7
12. Ability to relate series of ideas in proper sequence.	1	1	1		4	2		1	10
13. Ability to enlarge vocabulary.	3	1		3	2	3	1		13
14. Ability to know sources of good stories.	1				2				3
15. Ability to use the telephone correctly.	6				9		1		16
16. Ability to make announcements, explanations, and give directions.	1				2				3
17. Ability to make talks, speeches, and reports.	1				2	3			6
18. Ability to maintain poise in speaking.			1	1	1	3			6
19. Ability to contribute to group planning.					2	5			7
20. Ability to ask and answer intelligent questions.	1		2		3	2		2	10
21. Ability to use all forms of conversation intelligently.	1		1		2	3	1	1	9
22. Ability to talk without the use of mannerisms.	2				2	1			5
23. Ability to look at audience when speaking.	1	1	1	3	1				7
24. Ability to form correct habits by drill.	1	1		3			3		8

TABLE I (Continued)

OKLAHOMA
AGRICULTURAL & MECHANICAL COLLEGE

Objectives	LIBRARY								Total
	McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore	
25. Ability to make introductions.	2				1				3
Total	32	10	15	17	55	38	18	10	204
II. Written Expression									
A. Technical Items									
1. Ability to begin proper names and sentences with capital letters.	2	4	4	3	3	1	2	2	21
2. Ability to place a period at the end of a sentence.	2	7	4	3	3	4	1	1	25
3. Ability to place a question mark at the end of every question.	1	3		1	2	3		1	11
4. Ability to place period after numbers for words in spelling lists or any other list of items.	1				2				3
5. Ability to use correct punctuation in a friendly note or letter.	1				1				2
Total	7	14	8	7	11	8	3	4	62
B. Functional Items									
1. Ability to write name, address, and name of school.	1	1	1		2	3			8

TABLE I (Continued)

Objectives	McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore	Total
2. Ability to copy sentences from the blackboard.			1	3				1	4
3. Ability to write letters and notes.	2	3	1	1	4				11
4. Ability to realize the importance of accuracy in spelling.	1		2	1	1		1	1	7
5. Ability to make simple outlines and summaries.	1				2	2	1	1	7
6. Ability to fill in forms and keep records.	3				3		1		7
7. Ability to find and correct one's errors in writing.		2	1			2			5
8. Ability to set up standards and apply them to one's own speech and writing.	3	2		2		2			9
Total	11	8	6	6	12	9	3	3	58

definite indication of the trend of social usage in the school, as well as the need in out-of-school uses.

Judged by the results shown in Table II,--the objectives for grade two of the elementary school,--only two of the ten oral technical items are listed by all the sources. McKee and Sheridan mention at least one or more times, all the items listed.

One objective in the oral functional items is mentioned by all the sources; however, no source includes all the items listed.

Two of the objectives listed in the written technical items were found in every source included in this study. McKee is the only author who states every objective listed in this group. The objectives are very definite and well organized as to their content.

Only one objective of the written functional items is named in every source. The most fundamental instructional job in written composition is unquestionably letter-writing which is the objective named in every source. No one source mentions every objective.

Of the seventeen technical items and thirty-two functional items, a total of forty-nine items in the objectives of English teaching in grade two, indicates that the functional items were in greater number. There is a continued growth of the objectives stated in grade one.

TABLE II

OBJECTIVES FOR GRADE TWO

Objective	Source							
	McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore
I. Oral Expression								
A. Technical Items								
1. Ability to continue correct usage in all grammatical forms.	6	1	4	3	6	3	3	1
2. Ability to develop a pleasant, natural speaking voice.	2		2		4	4	1	
3. Ability to sense the sentence as a unit for expressing thought.	3	1	2	1	1	1	1	
4. Ability to exercise choice in the selection of words.			2		1	2	1	
5. Ability to use distinct enunciation and pronunciation.	3	1	3	1	3	1	1	
6. Ability to give orally a composition not exceeding three sentences.	1		2	1	1	1		
7. Ability to develop a strengthened "sentence sense".	2	3	2	1	1	1		1
8. Ability to improve characteristic weaknesses as in trite beginnings and trite endings.	1		3					
9. Continue to watch the and, so, and then habit.	1		1		3	1		
Total	20	13	10	6	13	6	11	4

TABLE II (Continued)

Objective	McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore	Total
10. Continue the objectives set up in the first grade.	1	1	1	1	2	1	1	1	9
B. Functional Items									
1. Ability to develop freedom and fluency in conversation and in speaking before a group.	4	1	3	1	4	2	2	2	19
2. Develop habit of being a good listener.	3				2		1		6
3. Ability to develop a habit of good posture and poise.	1				4	2	1	1	9
4. Ability to memorize poems and jingles that have been enjoyed.		1					1		2
5. Ability to indicate sentence endings by voice control.			1		1	1		1	4
6. Ability to express thought in rhymes and jingles.				1	1	1	1		4
7. Develop ability to tell a story in groups from a picture, and to use books, pictures, and materials for gaining information.	1			3	2		1	1	8
8. Ability to use a varied, pleasing, and meaningful vocabulary.	3	2	1	2	5	1		1	15
9. Develop a knowledge of sources of interesting materials.	1				1				2

TABLE II (Continued)

Objective	McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore	Total
10. Ability to observe common courtesies in conversation.	1				1				2
11. Ability to dramatize informally.	3	1		3	1	2	1	2	13
12. Ability to use the telephone correctly.	1				2				3
13. Ability to make announcements, explanations, and directions.	1				3	1			5
14. Ability to appreciate good literature.	1	3			1	1	1	1	8
15. Ability to ask and answer intelligent question.				1		1			2
16. Ability to relate series of ideas in proper sequence.					3	2		1	6
17. Ability to greet a caller courteously.	1				1				2
18. Ability to know what to do when two or more persons begin talking at the same time.	1				2				3
19. Ability to have an interest in conversation.	1				3				4
Total	23	8	5	11	37	14	9	10	117
II. Written Expression									
A. Technical Items									
1. Ability to develop correct use of capitalization and punctuation.	7	2	4	2	5	1	3	2	26

TABLE II (Continued)

Objective	McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore	Total
2. Develop neatness in the manuscript form.	2		3	1	1				7
3. Ability to continue development of correct grammatical usage.	1	1	1	1	1	1	1	2	9
4. Ability to write simple dictation.	2					1	2	1	6
5. Ability to know the correct letter-writing forms.	2	1		1	2	2	1	1	10
6. Ability to make simple one-paragraph summaries.	1				2	2	1		6
7. Ability to set up standards and apply them to one's own improvement in written English.	1	1	1	1	1	3	1		9
Total	16	5	9	6	12	10	9	6	73
B. Functional Items									
1. Ability to write a short informal note, letter, or invitation.	3	1	1	1	3	1	2	2	14
2. Ability to write two and three sentence stories of experiences after having been told orally.	1	3	6	1	2		1		14
3. Ability to write parent's name and address with proper capitals.	1	1		1					3

TABLE II (Continued)

Objective	McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore	Total
4. Ability to sense a "spelling conscience."	2		3		1				6
5. Ability to find and check own errors.		1	3			1		1	6
6. Ability to display reasonable skill in copying exercises.			1				1	1	3
7. Ability to assist in composing a composite letter.	2				2	1	1		6
8. Ability to keep various types of records.	1				2				3
9. Ability to fill in blanks calling for name, grade, sex, age, date, teacher's name, and name of school.	2				3				5
10. Ability to make a bibliography.	1				2	1			4
11. Ability to make a simple outline.	2				1	2		1	6
12. Ability to write a two or three sentence theme.	2			1	1				4
13. Ability to write original stories and poems, and to keep diaries.	1			1	1				3
Total	18	6	14	5	18	6	5	5	77

Table III shows the objectives listed by one or more of the sources examined for the items peculiar to grade three of the elementary school. In general, many of the items are a continuation of the objectives listed in Table I and in Table II for grade one and grade two respectively.

In the oral technical items of composition and language the writer tabulated six different objectives. Two of these were listed in every source used in this study. Three sources listed all the objectives, which is one more than has previously been listed in any other table.

Two objectives in the oral functional items were listed in each source, however, no one source listed every aim or objective tabulated.

Only one of the eight objectives listed in the written technical items was found in every source. One source, the Oklahoma course of study listed every objective.

In the written functional items one objective is listed in every source; however, no one source lists every objective. The fundamental functional item is that of developing ability in letter-writing.

While few new objectives were listed for this grade the abilities retained should be expanded and strengthened. The pupils should be taught to realize their knowledge of these abilities and their skill in using them will grow from grade to grade in proportion to their purposeful use.

TABLE III
OBJECTIVES FOR GRADE THREE

Objective	Source								
	McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore	Total
I. Oral Expression									
A. Technical Items									
1. Develop ability to use correct form of speech.	3	1	4	1	6	3	2	2	22
2. Develop habit of using a pleasant speaking voice.	2	1		1	4	1	2		11
3. Ability to enunciate and pronounce words correctly.	1	2	3	1	4	2	2	2	17
4. Develop a strengthened "sentence sense."	2	2	3		2	1	2	3	15
5. Ability to know that every sentence has two main parts, the naming part and the telling part.	1	1			2				4
6. Ability to avoid excessive use of interjections and connectives.	2	1			1	1	1	1	7
Total	11	8	10	3	19	8	9	8	76
B. Functional Items									
1. Ability to follow directions.	1		1		1		1		4
2. Ability to take part in class discussion with ease and courtesy.	1			1	1	1	1		5

TABLE III (Continued.)

Objective	McKee	Blaisdell	Sheridan	Wohlforth	Oklahoma	Virginia	Florida	Baltimore	Total
3. Ability to give main events in a story.	1				1		2	1	5
4. Ability to extend and enrich the experience of the child through literature and by use of the library.	2	2	1		1		5	2	13
5. Develop ability to participate in dramatization.	3	1	1	1	2	1	2	1	12
6. Ability to talk informally in conversation.	2	1		1	3	1			8
7. Ability to be a good listener.	1			1	4				6
8. Develop a knowledge of sources of interesting material.	1		1		1				3
9. Ability to observe common courtesies in conversation.	1		1		2	1	1		6
10. Ability to tell stories to entire class.	1		1	1	3		1	1	8
11. Ability to use the telephone correctly.	2				2	1			5
12. Ability to make announcements, explanations, and give directions.	1				3				4
13. Ability to talk with good posture and poise.	2				3				5

TABLE III (Continued)

Objective	McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore	Total
14. Ability to enlarge vocabulary.	1		1	1	5	2	2	1	13
15. Ability to study independently with the help of the textbook.			1	1				1	3
16. Ability to ask and answer questions and make comments that will enrich conversation.			1	1		2	1	1	6
Total	20	4	9	8	32	9	16	8	106
II. Written Expression									
A. Technical Items									
1. Develop increased ability in "sentence sense."	4	1	1		2	2	2	1	13
2. Ability to use capital letters correctly.	3	2	1	1	4	2	2	1	16
3. Ability to punctuate correctly.	3	1	1		3	1	4	1	14
4. Ability to make paragraphs.	2		1	1	1	1			6
5. Ability to use correct manuscript form.	1	1	2		2	1	3	1	11
6. Ability in maintaining a high quality of handwriting.					1				1
7. Ability to maintain correct grammatical usage.	2		1	1	2	1	1	1	9

TABLE III (Continued)

Objective	McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore	Total
8. Ability to enlarge vocabulary.	2		1		2	2	2	1	9
Total	17	5	8	3	17	10	14	5	79
B. Functional Items									
1. Develop ability in letter-writing.	2	1	1	1	3	2	2	2	14
2. Ability to make simple outlines.	1				2	1	1		5
3. Ability to write short compositions of from three to five sentences.	2	1	4		2	2	3	1	15
4. Develop habit of comparing written work with a model.	1				1		2	1	5
5. Ability to assist in composing a complete letter.	2				2	1	1		6
6. Ability to keep various types of records.	1				2	1	1		5
7. Ability to copy title and author of a book.	2				1				3
8. Ability to fill in blanks.	1				3	1			5
9. Ability to make one paragraph summaries.	1		1	1	1			1	5
10. Ability to make a bibliography.	1				2				3
11. Ability to write original stories and poems and to keep diaries of three-sentence length or longer.	2	2			2				6

TABLE III (Continued)

Objective	McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore	Total
12. Ability to write a short theme--one paragraph.	2		2		1				5
13. Ability to write simple dictation.		1		1			2	1	5
14. Continued growth of "spelling conscience."	1		2		1	1			5
Total	19	5	10	3	23	9	12	6	87

The tabulation here shown as Table IV provides information relative to the objectives listed in grade four of the elementary school. It will be noted that one aim, or objective, in the oral technical items is listed by all sources. One source, the Virginia tentative course of study for the elementary grades, lists every objective mentioned in the study. Every source lists the aim of developing the correct use of items studied in the previous grades. This is evidence that the objectives of English teaching are cumulative from grade to grade.

In the oral functional items two objectives are mentioned by seven of the sources, but no aim, or objective, is listed by all the sources. It appears that there is less agreement as to the objectives listed in this table than in any other table that has been examined.

The total number of written technical items is five. One objective is listed in all the sources. One source lists the five objectives, which was the Oklahoma state course of study in language arts.

Of the eleven written functional items, two objectives were listed by all the sources. One source lists all the objectives mentioned. The total number of functional items, which is twenty-seven, appears to carry a necessary knowledge of these abilities and the skill in using them.

TABLE IV
OBJECTIVES FOR GRADE FOUR

Objective	Source								
	McKee	Blaisdell	Sheridan	Wohlforth	Oklahoma	Virginia	Florida	Baltimore	Total
I. Oral Expression									
A. Technical Items									
1. Ability to enun- ciate and pro- nounce correctly.	2	2	2			2	1	1	10
2. Develop the correct use of forms studied in previous grades.	3	3	3	1	4	3	1	2	20
3. Ability to think a sentence through before expressing it.	2	2	1	1	3	1	2		12
4. Ability to speak with suitable pitch and tone of voice.	3	1			3	1	1	1	10
5. Ability to use correct forms of adjectives in making compari- sons.		1				2			3
Total	10	9	6	2	10	9	5	4	55
B. Functional Items									
1. Ability to use the dictionary with ease and accuracy.	1	2			1	2	1		7
2. Ability to participate in dramatization of stories, poems, and events.	1	2			2	1	1	1	8

TABLE IV (Continued)

Objective	McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore	Total
3. Develop an appreciation of good literature.	1	2			1		1		3
4. Ability to enter into topic discussion of interest with ease and fluency.	3	4	1	3	3	2	2		18
5. Ability to compose from three to five related sentences on a chosen topic.	1		2	1	2	1	2	2	11
6. Ability to use index, table of contents, and pronouncing list found in books.	1					1	1		3
7. Ability to present oral reports and reviews.	1				3	4			8
8. Ability to ask and answer questions clearly and to the point.				1		1	1		3
9. Ability to contribute to group planning.	1				1	1	1		4
10. Increased variety of words within spoken vocabulary.	3	3	2	2	1	1			12
11. Ability to use the telephone efficiently and courteously.	1				2				3
12. Ability to make announcements, give directions, make introductions, talks, speeches and reports in correct manner.	4				5				9

TABLE IV (Continued)

Objective	McKee	Blaisdell	Sheridan	Wohlforth	Oklahoma	Virginia	Florida	Baltimore	Total
13. Ability to improve story telling.	3	2		1	2	1		1	10
14. Ability to establish a closer relation between language and other school subjects.	2			1	2	3	1		9
15. Ability to carry on a business interview or conference effectively.	1				1				2
16. Ability to choose good titles.	2		3	1	1				7
Total	26	15	8	10	27	18	11	4	119
II. Written Expression									
A. Technical Items									
1. Ability to recognize and use the kind of sentences that have been studied.				1	2	1	1		5
2. Ability to use good form and observe the rules of punctuation and capitalization.	4	3	1	1	4	3	2	1	19
3. Ability to use correct manuscript form.	1		2		1	1	1		6
4. Ability to continue development of "sentence sense."	2		2		2	1	1		8

TABLE IV (Continued)

Objective	McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore	Total
5. Ability to use correct grammatical forms of words.	2	2	1		2		1	1	9
Total	9	5	6	2	11	6	6	2	47
B. Functional Items									
1. Ability to write varied forms of letters and address an envelope.	3	3	2	1	2	3	1	2	17
2. Ability to write with connected succession of paragraphs.	2		1		1	2		1	7
3. Ability to make topics, questions, and sentence outline as an aid in writing.	1	1		1		3			6
4. Ability to take notes as an aid in writing.	1				2	1			4
5. Ability to write minutes.	2				1	1			4
6. Ability to make and know the purpose and value of the outline and summary.	2		1		2	1		1	7
7. Ability to make bibliographies--name of author, title of book.	2		1		2	1			6
8. Ability to make good beginning and good ending sentences.	2	2	2	1	1	1	1	1	11

TABLE IV (Continued)

Objective	McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore	Total
9. Ability to find own errors and correct them.	1	2	1	1	1	1		2	9
10. Ability to write sentences from dictation.	1	2			1				4
11. Ability to do creative writing.	2				1	1	1		5
Total	19	10	8	4	14	15	3	7	80

As shown in Table V the objectives of grade five are fewer in number than in any table previously evaluated. The aims, or objectives, listed in the oral, technical items show only one listed by all sources. Three sources listed all the objectives mentioned.

In the oral functional items a total of ten objectives was listed. No aim, or objective, was listed by all the sources, however, two objectives were listed by seven of the sources. One objective listed is the ability to continue the work of the previous grades when and where needed.

The total number of written technical items listed was six. In this group of objectives one item is listed by all the sources. According to the survey five sources list all the objectives mentioned. It is interesting to note that there appears to be a greater agreement among the authorities of the sources of the objectives as to the definite items to be placed in this grade.

In the written functional items three objectives were listed in all the sources used in this study. Two sources listed all the objectives mentioned in this group for the fifth grade.

A total of thirty-one specific objectives was cumulated for grade five, as shown in Table V. The functional items, both oral and written, are greater in number than are the technical items.

TABLE V
OBJECTIVES FOR GRADE FIVE

Objective	Source							
	McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore
I. Oral Expression								
A. Technical Items								
1. Increased ability to use clear-cut sentences organized in logical sequence.	2		2	2	2	3	2	1
2. Ability to use correct forms of words.	1	2	5	1	1	1	2	1
3. Ability to continue development of clear enunciation, pronunciation, and right inflection.	1	1	2	1	1	2		1
4. Ability to continue development of a natural, pleasant speaking voice.	2			1	2	3	1	1
Total	6	3	9	5	6	9	5	4
B. Functional Items								
1. Develop creative ability by making observations and telling personal experiences.	1		1		1	1	1	
2. Ability to speak with ease and fluency before a group.	1		1		1	2	2	1
3. Ability to enjoy and appreciate good literature	1	1		1	2		2	1

TABLE V (Continued)

Objective	McKee	Blaisdell	Sheridan	Wohlforth	Oklahoma	Virginia	Florida	Baltimore	Total
4. Ability to speak from an outline in an interesting manner.	1				1		2		4
5. Ability to locate and use reference material.	1				1	2	1		5
6. Ability to improve three-sentence oral and written stories, sentences becoming more complicated.	1	1	3	1	2	2	1		11
7. Ability to make a talk or a report with enthusiasm.	1		1		1	1			4
8. Ability to be a good listener.	2		1		2	2	2		9
9. Ability to avoid the use of mannerisms.	1		1		2	1	1		6
10. Continue work of previous grades when and where needed.	1		1	1	2	1	1	1	8
Total	11	2	9	3	15	12	13	3	68
III Written Expression									
A. Technical Items									
1. Ability to use correct capitalization and punctuation.	2	1	1	1	2	2	2	1	12
2. Ability to write correctly and accurately a paragraph on a subject of interest to the pupil.	1		2	1	2	1	1	1	9

TABLE V (Continued)

Objective	McKee	Blaisdell	Sheridan	Wohlforth	Oklahoma	Virginia	Florida	Baltimore	Total
3. Increased ability to use clear-cut sentences organized in logical sequence.	1		1	2	2	2	1	1	10
4. Ability to use correct manuscript form.	2	1		1	2	1	1	1	9
5. Ability to continue to increase vocabulary.	2	1	3	1	3	1	1		12
6. Ability to use correct grammatical forms of words.	2		1	1	3	2	1	1	11
Total	10	3	8	7	14	9	7	5	63
B. Functional Items									
1. Ability to write a play, story, letter, song, or poem.	2	1	1	1	2	2	1	1	11
2. Ability to write a friendly letter correctly.	1	1	3	1	1	1	1	1	10
3. Ability to write a business letter correctly.	1	1	1	1	1	1	1	1	8
4. Ability to make an outline and write a paragraph from the outline.	2				2		3		7
5. Ability to use the dictionary and write the meanings of the appropriate words.	1		2	1	1		1		6
6. Ability to use correctly all mechanics of writing.	1	1	2	1	2			1	8

TABLE V (Continued)

Objective	McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore	Total
7. Ability to fill in forms, keep records, and make a bibliography.	1				1	1			3
8. Develop creative ability in writing.	1		1		1	1	1		5
9. Ability to write announcements and advertisements.	1				1				2
10. Ability to develop the habit of working over the first draft of every composition to make it as good as the pupil knows how to make it.	2		1		1	2	1		7
11. Ability to improve sentences and paragraphs by use of vivid words.	1		2	1	1	1		1	7
Total	14	4	13	6	14	9	9	5	74

The objectives of English teaching in terms of abilities to be mastered for grade six are shown in Table VI. Of the oral technical items tabulated, one objective is listed by all the sources used in this study. One source, McKee, lists all the objectives mentioned in this group.

Of the eleven oral functional items, two aims, or objectives, are listed by every source. No source mentions every objective which appears to bear evidence of the fact that the authorities do not agree on the specific objectives to be taught in a particular grade.

In the written technical items three objectives were listed by all the sources. Four of the sources list all the objectives mentioned in this part of the study.

One objective is listed by all the sources in the written functional items. Two sources list every objective tabulated in this group.

TABLE VI
OBJECTIVES FOR GRADE SIX

Objective	Source							
	McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore
I. Oral Expression								
A. Technical Items								
1. Ability to speak with proper pitch and tone of voice.	1				2		1	4
2. Ability to observe forms in good language usage.	1	1	1	1	1	3	2	2
3. Ability to enunciate distinctly.	1	1	2			1	1	1
4. Ability to use correct pronunciation.	1		2		1	1		
5. Ability to use good "sentence sense" in good sentence structure.	1		1		2	1	1	1
6. Ability to learn the parts of speech wholly as a means of more intelligent attack upon errors of usage.	1			1	1	2	1	1
Total	6	2	6	2	7	8	6	5
B. Functional Items								
1. Ability to choose content to be used.	5		2		2	5	1	1
2. Ability to talk with enthusiasm.	2	1			1	4	2	
3. Ability to observe common courtesies.	1			1	1	1	1	
4. Ability to speak with the absence mannerisms.	1				2	2	1	

TABLE VI (Continued)

Objective	McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore	Total
5. Ability to be a good listener.	2		1		2	2	1	1	9
6. Ability to increase the power of self-help by training the ears to become sensitive to oral mistakes.				2				1	3
7. Ability to use a library through the card catalog.	1		1	1	1	2	1		7
8. Ability to improve story-telling by additional training in description.	2	1	2	1	3	2	1	1	13
9. Ability to conduct a meeting observing simple parliamentary rules.	1		2		2	2	1	1	9
10. Develop the ability and desire to read good literature.	2	1	3	1	3	1	1	1	13
11. Ability to use the telephone with emphasis on common courtesies.	3				3	2	1		9
Total	20	3	11	6	20	23	11	6	100
II. Written Expression									
A. Technical Items									
1. Ability to use correct capitalization and punctuation.	2	1	2	3	3	2	1	3	17
2. Ability to enlarge the vocabulary.	2		3		3	4	1		13
3. Ability to use good "sentence sense."	3	2	2	1	2	3	1	1	15

TABLE VI (Continued)

Objective	McKee	Blaisdell	Sheridan	Wohlforth	Oklahoma	Virginia	Florida	Baltimore	Total
4. Ability to develop correct grammatical usage.	2	1	3	2	2	3	2	2	17
5. Ability to make a paragraph.	3		2	1	5	3	1	1	16
6. Ability to use correct manuscript form.	2	1	1		5	1		1	11
Total	14	5	13	7	20	16	6	8	89
B. Functional Item									
1. Ability to formulate and use simple outlines for stories and reports.	1		1	2	2	1			7
2. Develop skill in simple business and social correspondence.	2	1	2		3	2	1	1	12
3. Ability to write correctly, clearly, and in an interesting manner, short themes on subjects of pupil interest.	2	1	2		3	2	1	1	12
4. Ability to write brief, accurate reports, concise notices, and announcements.	3		1		2	2	1		9
5. Ability to master and apply needed rules of punctuation.	1	1	2	1	1	2	1	2	11
6. Ability to write reports and summaries.	1		1		1	2			3

TABLE VI (Continued)

Objective	McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore	Total
7. Ability to make outlines.	2				2				4
8. Ability to develop good work in creative writing.	2		1		2	2	1		8
Total	14	3	10	1	16	14	6	4	68

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From a study of the results of the cumulative objectives of English instruction, the number of different objectives tabulated in each source by grades is shown in Table VII.

An inspection of the totals at the base of Table VII reveals an almost staggering number of mentions of objectives. The totals at the right-hand side of Table VII show an equally great number of mentions for each objective.

It is evident that in all the grades, one to six inclusive, the Oklahoma state course of study reveals the greatest number of different objectives. There was tabulated by the writer two hundred fourteen objectives from this source. McKee followed closely with two hundred twelve mentions of objectives. The Virginia state tentative course of study is third in line with one hundred sixty-seven mentions of objectives. The Florida state course of study lists one hundred forty-one. Sheridan lists one hundred thirty-two; Blaisdell, one hundred one; and the Baltimore county course of study reveals a list of one hundred aims, or objectives. The total number of different cumulative objectives tabulated from the sources is one thousand one hundred seventy-four.

A review of the items in Tables I, II, III, IV, V, and VI most and least emphasized indicates that the functional items are stressed to a greater extent than are those of the technical items.

The difference of two hundred sixty-four objectives in the functional items emphasizes definitely the trend of utilizing the functional centers in language activities.

TABLE VII

NUMBER OF DIFFERENT OBJECTIVES IN EACH SOURCE

Grade		Source								
		McKee	Blaisdell	Sheridan	Wohlfarth	Oklahoma	Virginia	Florida	Baltimore	Total
1	Oral									
	A. Technical Items	5	7	6	7	8	6	4	3	46
	B. Functional Items	20	11	11	8	21	16	11	7	105
	Written									
	A. Technical Items	5	3	2	3	5	3	2	3	26
	B. Functional Items	6	4	5	4	5	4	3	3	34
2	Oral									
	A. Technical Items	9	5	10	6	9	9	6	3	57
	B. Functional Items	14	5	3	6	17	10	8	8	71
	Written									
	A. Technical Items	7	4	4	5	6	6	6	4	42
	B. Functional Items	11	4	5	5	10	5	3	4	47
3	Oral									
	A. Technical Items	6	6	3	3	6	5	5	4	38
	B. Functional Items	14	3	9	8	14	7	9	7	71
	Written									
	A. Technical Items	7	4	7	3	8	7	6	5	47
	B. Functional Items	13	4	4	3	13	6	7	5	55
4	Oral									
	A. Technical Items	4	5	3	2	3	5	4	3	29
	B. Functional Items	15	6	4	7	14	11	9	2	68
	Written									
	A. Technical Items	4	2	4	2	5	4	5	2	28
	B. Functional Items	11	5	6	4	10	10	3	5	54
5	Oral									
	A. Technical Items	4	2	3	4	4	4	3	4	28
	B. Functional Items	10	2	7	3	10	8	9	3	52
	Written									
	A. Technical Items	6	3	5	6	6	6	5	2	39
	B. Functional Items	11	4	8	6	11	7	7	5	59
6	Oral									
	A. Technical Items	6	2	4	2	5	5	5	4	33
	B. Functional Items	10	3	6	5	10	10	10	6	60
	Written									
	A. Technical Items	6	4	6	4	6	6	5	5	42
	B. Functional Items	8	3	7	1	8	7	6	3	43
Total		212	101	132	107	214	167	141	100	1174

Table VIII shows the frequency of mention of the objectives listed in each grade and in each source. The writer feels that no mention of any objective has been omitted.

One hundred sixty-two technical items and two hundred sixty-two functional items reveal the combined frequency of mention of the objectives indicated in grade one.

Judging by the number of one hundred eighty-two technical items and one hundred ninety-four functional items disclosed in grade two, there is a trend for the objectives of grade one to be continued in grade two without again being mentioned.

One hundred fifty-five technical items were revealed in the frequency of mention for grade three. One hundred ninety-three functional items is the number of combined frequency of mention.

As shown by Table VIII the technical items number one hundred two for grade four, and one hundred ninety-nine functional items.

For grade five, one hundred eleven technical items are revealed and one hundred forty-two functional items.

Grade six discloses one hundred thirty-one technical items and one hundred sixty-eight functional items.

The total number of frequency of mention by grades for the technical items is eight hundred forty-two; and for the functional items, one thousand one hundred fifty-eight, which makes a total of two thousand mentions.

The frequency of mention of objectives disclosed in the sources was found as follows: Oklahoma state course of study,

four hundred fifty-seven; McKee, three hundred sixty-two; Virginia state tentative course of study, three hundred one; Sheridan, two hundred thirty-seven; Florida state course of study, two hundred one; Blaisdell, one hundred sixty-six; Wohlfarth, one hundred forty-seven; and Baltimore county course of study, one hundred twenty-nine.

Table VIII reveals a trend toward a greater number of objectives listed in each grade. The two most recent courses of study and the one most recently published textbook used in this study support this trend. The oldest course of study used, the Baltimore, lists the smallest number of objectives.

Table IX indicates the total number of different objectives of English instruction in each grade. The column at the left of the table indicates the type of the objective. Forty-seven objectives were listed for grade one; grade two, forty-nine; grade three, forty-four; grade four, thirty-seven; grade five, thirty-one; and grade six, thirty-two, a total of two hundred forty objectives listed for the six grades of the elementary school. For all six grades a total of forty oral technical objectives were listed; ninety-five oral functional objectives; thirty-seven written technical items; sixty-eight written functional items, a total of two hundred forty objectives.

The trend is toward a multiplicity of objectives; many of the objectives stated in the first grade were carried consistently through to the end of the sixth grade. This should insure a thorough mastery of all items taught so continuously. Attention must be given to the technical items in all forms of oral and written composition, which are considered by some people to be the heart and soul of all language teaching.

It is obvious that the different types of performance in language involve certain technical or mechanical abilities in common. For example, the various and important forms of written composition, such as letter-writing, filling in library slips or questionnaires involve such common matters as capitalization, punctuation, and correct usage of words. Likewise, all the forms of oral composition, such as conversation, making speeches, and story-telling involve common abilities such as enunciation, pronunciation, sentence sense, and correct usage of words.

TABLE IX

THE TOTAL NUMBER OF DIFFERENT OBJECTIVES
OF ENGLISH TEACHING LISTED IN EACH GRADE

Type of Objective	Grade						
	1	2	3	4	5	6	Total
I. Oral Expression							
A. Technical	9	10	6	5	4	6	40
B. Functional	25	19	16	16	10	9	95
II. Written Expression							
A. Technical	5	7	8	5	6	6	37
B. Functional	8	13	14	11	11	11	68
Total	47	49	44	37	31	32	240

A standard of mention by at least five or more of the sources was used to determine the number of objectives to be included in the cumulative list of grade objectives. This list was formulated to show the desirable objectives to be taught and in the particular grade in which they are to be taught. The objectives are cumulative.

Cumulative Grade Objectives

Grade One

Oral Technical Items

1. Ability to use a natural, pleasant tone of voice.
2. Ability to enunciate and pronounce words correctly.
3. Ability to learn correct usage of words.
4. Ability to avoid excessive use of and, but, and well.
5. Ability to make a two or three sentence story.

Oral Functional Items

1. Ability to state definite information about one's self such as name, parents' name and address.
2. Ability to sense the sentence as a unit for expressing thought.
3. Ability to listen courteously and attentively in an audience situation.
4. Ability to make one, two, and three sentence oral stories growing out of experience.
5. Ability to choose a story interesting to the speaker and the audience.
6. Ability to relate series of ideas in proper sequence.
7. Ability to enlarge vocabulary.
8. Ability to ask and answer intelligent questions.

9. Ability to use all forms of conversation intelligently.

Written Technical Items

1. Ability to begin proper names and sentences with capital letters.
2. Ability to place a period at the end of a sentence.
3. Ability to place a question mark at the end of every question.

Written Functional Items

1. Ability to write name, address, and name of school.
2. Ability to write letters and notes.
3. Ability to realize the importance of accuracy in spelling.

Grade Two

Oral Technical Items

1. Ability to continue correct usage in all grammatical forms.
2. Ability to develop a pleasant, natural speaking voice.
3. Ability to sense the sentence as a unit for expressing thought.
4. Ability to use distinct enunciation and pronunciation.
5. Ability to give orally a composition not exceeding three sentences.
6. Ability to develop a strengthened "sentence sense".

Oral Functional Items

1. Ability to develop freedom and fluency in conversation.
2. Ability to develop a habit of good posture and poise.
3. Develop ability to tell a story.
4. Ability to use a varied, pleasing, and meaningful vocabulary.
5. Ability to dramatize informally.

6. Ability to appreciate good literature.

Written Technical Items

1. Ability to develop correct use of capitalization and punctuation.
2. Ability to know the correct letter-writing forms.
3. Ability to set up standards and apply them to one's own improvement in written English.

Written Functional Items

1. Ability to write two or three sentence stories of experience after having been told orally.
2. Ability to write a short, informal note, letter, or invitation.

Grade Three

Oral Technical Items

1. Develop ability to use correct forms of speech.
2. Develop habit of using a pleasant speaking voice.
3. Ability to enunciate and pronounce words correctly.
4. Develop a strengthened "sentence sense".
5. Ability to avoid excessive use of interjections and connectives.

Oral Functional Items

1. Ability to take part in class discussions.
2. Ability to extend and enrich the experience of the child through literature.
3. Ability to participate in dramatization.
4. Ability to talk informally in conversation.
5. Ability to observe common courtesies in conversation.
6. Ability to tell stories to entire class.

7. Ability to enlarge vocabulary.

Written Technical Items

1. Develop increased ability in "sentence sense".
2. Ability to use capital letters correctly.
3. Ability to punctuate correctly.
4. Ability to make paragraphs.
5. Ability to use correct manuscript form.
6. Ability to maintain correct grammatical usage.
7. Ability to enlarge vocabulary.

Written Functional Items

1. Develop ability in letter-writing.
2. Ability to write short compositions of from three to five sentences.
3. Ability to make one paragraph summaries.

Grade Four

Oral Technical Items

1. Ability to enunciate and pronounce correctly.
2. Ability to think a sentence through before expressing it.
3. Develop the correct use of forms studied in previous grades.
4. Ability to speak with suitable pitch and tone of voice.

Oral Functional Items

1. Ability to use the dictionary with ease and accuracy.
2. Ability to participate in dramatization.
3. Ability to enter into topic discussions of interest with ease and fluency.
4. Ability to compose from three to five related sentences on a chosen topic.

5. Increased variety of words within spoken vocabulary.
6. Ability to improve story telling.
7. Ability to establish a closer relation between language and other school subjects.

Written Technical Items

1. Ability to use good form and observe the rules of punctuation and capitalization.
2. Ability to use correct manuscript form.
3. Ability to continue development of "sentence sense".
4. Ability to use correct grammatical forms of words.

Written Functional Items

1. Ability to write varied forms of letters and address an envelope.
2. Ability to write with connected succession of paragraphs.
3. Ability to make and know the purpose and value of the outline and summary.
4. Ability to make good beginning and good ending sentences.
5. Ability to find own errors and correct them.

Grade Five

Oral Technical Items

1. Increased ability to use clear-cut sentences organized in logical sequence.
2. Ability to use correct forms of words.
3. Ability to continue development of clear enunciation, pronunciation, and right inflection.
4. Ability to continue development of a natural pleasant speaking voice.

Oral Functional Items

1. Develop creative ability by making observations and telling personal experiences.
2. Ability to speak with ease and fluency.
3. Ability to enjoy and appreciate good literature.
4. Ability to improve three-sentence oral and written stories.
5. Ability to be a good listener.

Written Technical Items

1. Ability to use correct capitalization and punctuation.
2. Ability to write a paragraph correctly.
3. Increased ability to use clear-cut sentences organized in logical sequence.
4. Ability to use correct manuscript form.
5. Increase vocabulary.
6. Ability to use correct grammatical forms of words.

Written Functional Items

1. Ability to write a play, story, friendly, or business letter, song, or poem.
2. Ability to use correctly all mechanics of writing.
3. Develop creative ability in writing.
4. Develop ability of working over first draft.
5. Ability to improve sentences and paragraphs.

Grade Six

Oral Technical Items

1. Ability to observe forms in good language usage.
2. Ability to use correct pronunciation and enunciation.
3. Ability to use good "sentence sense" in good sentence structure.

4. Ability to learn the parts of speech wholly as a means of more intelligent attack upon errors of usage.

Oral Functional Items

1. Ability to use content to be used.
2. Ability to talk with enthusiasm.
3. Ability to observe common courtesies.
4. Ability to be a good listener.
5. Ability to use the library.
6. Ability to improve story-telling and choose good literature.

Written Technical Items

1. Ability to use correct capitalization and punctuation.
2. Ability to enlarge vocabulary.
3. Ability to use good "sentence sense".
4. Ability to develop correct grammatical usage.
5. Ability to make a paragraph.
6. Ability to use correct manuscript form.

Written Functional Items

1. Ability to formulate and use simple outlines for stories and reports.
2. Develop skill in simple business and social correspondence.
3. Ability to write short themes.
4. Ability to master the needed rules of punctuation.
5. Ability to develop creative writing.

CHAPTER V

CONCLUSION

As a result of this study of the objectives of English teaching, the writer feels that she has gained valuable and profitable information and experience in the manner of formulating the objectives as to grade-placement and the desirable objectives to be taught in the elementary grades.

There is need for further research and constructive study in the field of formulating objectives of English teaching in the elementary grades. Certainly, means and methods of measuring improvement in the oral and written composition are needed. Until reliable measures are established, personal opinion must necessarily serve to estimate improvement.

In Table I to VI inclusive, the writer has attempted to show the desirable objectives to be taught in each grade and the logical time to present each objective at the specific level by means of the frequency of mention of each objective in each source.

The following specific conclusions were reached:

1. The objectives of instruction in English are far from agreed upon.
2. The need for particularized objectives of language instruction can best be met by activity analysis and investigations of errors.
3. The criterion of "social utility" for the various activities composing the English curriculum is assuming marked prominence.

4. A given item should be placed at that grade-level where it constitutes an important need.
5. A given item should not be placed in any grade before there is considerable hope of its being understood and learned.
6. Many specific items must be taught in several grades in order to insure thorough mastery.
7. Oral and written expression should be so taught as constantly to complement and reinforce each other.
8. The English curriculum must maintain a high standard of good usage.
9. The curriculum must, nevertheless, be broad enough to recognize acceptable current changes in usage.
10. The relative difficulty of all items, regardless of type, must be constant from grade to grade.
11. Standards are cumulative; they should be few but consistently carried forward.
12. More emphasis is placed on oral than on written English.
13. Agreements and differences were found to exist.
14. Language and composition were closely integrated with other subjects.
15. Activities hold a prominent place.
16. Continuous individual growth is the standard or goal of achievement in elementary English.

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