

A PROPOSED LABORATORY PLAN OF  
ENGLISH INSTRUCTION FOR BELOW-AVERAGE CHILDREN

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## PREFACE

For many years it has been my task and privilege to teach English. This English has included literature, oral and written expression, and correct usage. The classes have ranged from the fourth grade to the eleventh grade, and the members of these classes have been boys and girls who have heard no language but English considerably misused and corrupted. The mentality of the individuals has ranged from that of a moron to that of a very superior type.

At no time has the writer been able to find a text book in English that would actually function as a guide to the activity of the class unless it was supplemented with much explanation and other work. A great need was felt for a text that would be a guide, that would stimulate, and that would set up standards.

The classes in the Junior High Schools of Kansas City, Missouri, were segregated into ability groups and the children who were below-average were placed in "C" groups. As a teacher of those duller children, it seemed practical to make a set of lessons that would interest that particular type of pupil and at the same time would function in his English.

Little by little the assignments and exercises were developed until finally there came into existence an entire course in 'Extra English' based upon the laws of logic and psychology. The lessons were mimeographed and given to the pupils who literally "devoured" them at their maximum rate. The slowest children began to "see the light" and their faces beamed with real joy which comes with success.

At the close of the term there were these results: the children registered fewer failures, greater general knowledge, and a keener desire for an education; the teacher had developed a method and technique of individual English instruction for a group of thirty-five below-average pupils.

This thesis is not an attempt to prove the proposed technique superior to other techniques of teaching English to below-average pupils. It is merely a guide to an end, offered in the hope that it may help some teacher to make a hard task more interesting and give slow-thinking boys and girls an opportunity to find themselves.

The writer is substantially indebted to Miss Jessie Baker, Principal of the Westport Junior High School, Kansas City, Missouri, for the deep interest shown and the friendly, whole-hearted support given throughout the

experimentation and development of the laboratory technique of English instruction for below-average children in the Junior High School, and to Dr. Bert A. Nash, Associate Professor of Education, University of Kansas, both for important suggestions and for continuous encouragement extended during the writing of this thesis.

A PROPOSED PLAN OF LABORATORY INSTRUCTION  
IN ENGLISH FOR BELOW-AVERAGE CHILDREN

Chapter 1.

INTRODUCTION

Historical Background Of The Plan

It is not at all accidental that the teaching profession should at the present time be deeply interested in Junior High School Problems. There is adequate reason for such interest. Attention usually focuses on the most troublesome group of problems, so throughout the country, adjustments are being made in the curriculum, the methods, and the administration of Junior High Schools.

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The wide spread use of intelligence tests and achievement tests during the past few years has made every educator realize forcefully that children vary greatly as individuals and that any one school grade contains children of an astonishingly wide variety and

1 Kocs, Leonard V.: "The Junior High School," Chap. 2, Harcourt, Brace, and Howe - 1920.

achievement. Throughout the educational world there has, therefore, awakened a desire to find some way of adapting schools to the differing individuals who attend them.

Individual instruction and individual technique seem lately to be a key to the interest of educational philosophers and practitioners everywhere and at every level. One finds a number of educational activities that are revealing and constantly refining the differentiation between individual pupils; and, almost as rapidly as these individual differences are revealed, we find progressive administrators and teachers making experimental provisions for adjusting the work of the school to these individual differences.

The Teacher's Problem Of Teaching English  
To A Below-Average Group

In May, 1923, a questionnaire, prepared by teachers of the English Department of the Rockford High School, Illinois, was sent to the teachers of English in that state. The replies to the question, What means have you found helpful in improving the composition of pupils who are far below standard? are interesting.

(1)

"One teacher frankly admitted that she had not found any panacea for those pupils and several said, "I do not know." If we are honest, most of us will have to confess as much. Personal assistance was mentioned more frequently than any other method. I am sure we all say, "Amen," and then add with a sigh, "If I only had the time!" How we wish we had time for frequent conferences with all our pupils."

The English teacher faces a far different situation from that which confronts the teacher of history or mathematics. In the first place, the range of material to be studied and the varieties of technique to be acquired are wider and more diverse. Oral expression, written composition, literature, and grammar are distinct though interrelated subjects, each demanding its own treatment and having its own aim. In the second place, it is difficult to provide steps of progress in English and to be sure of the results attained. Even in testing by such devices as composition scales, there is a lack of definiteness and a dependence upon the teacher's judgment, so the classification of a

1 "Report Upon Methods of Teaching English In Illinois." Bulletin Vol. 8, Illinois Assn. of Teachers of English

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pupil's work is far less accurate than a similar grading by scales in mathematics.

Every English teacher is familiar with the numerous and baffling difficulties in oral English. <sup>1</sup> "Environment exerts a powerful influence upon speech habits, and every school will be confronted with particular problems dependent upon the speech standards of its community. Even within the same grade individual differences may be so marked that the teacher must be concerned with the needs of each pupil rather than with a systematic presentation of a course of study." Literature involves the power to read freely, easily, and understandingly, without thought of the mechanics involved; but the reading process has not been mastered by every pupil when he reaches Junior High School. Too often, methods of composition have been careless and unformulated. Too many written exercises undertaken without vital interest and without conscious effort to improve have resulted in poor sentence structure, poor form, poor spelling, poor penmanship and an abiding hatred of composition.

1 McGregor, A. Laura: "Supervised Study in English," p. 123. MacMillan, 1921.

The teacher of English knows <sup>1</sup> "these below-average children have not in themselves anything to say, no new points of view, no generalizations, no understanding of the meaning of experience. Few of the backward pupils have done much reading. Many of them come from homes where books are rare and magazines uncommon." The slow thinking children have poor work habits; they lack organization, neatness, and accuracy. The quality and the quantity of their preparations are effected by overage, irregular attendance, inadequate supplies and lack of interest. Very often these pupils are the ones who resist school authority and cannot be trusted to "carry on" as loyal boys and girls unless under strictest discipline.

Methods That Have Been Used

Dr. Wm. Harris was the first administrator to break the lock step system and adjust the school to the needs of the individuals. Many methods have been tried since then: Cambridge, Denver, Elizabeth, Batavia, and

1 McDonald, Louise A.: "English For The Inferior Section Of The Ninth Grade." The English Journal, Vol. 13 - Nov., 1923, - pp. 612-614

Pueblo. None of these plans of adjustment were ever widely adopted, yet efforts have not ceased to reach the individual pupil and progress him at his own rate. In Mt. Vernon, New York,<sup>1</sup> Dr. Holmes, inspired by John Kennedy is adapting individualized instruction to the class system of organization along Batavia lines.

<sup>2</sup>"This plan provides for the atypical children by special coaching of the slower and plus assignments for the brighter ones." In Detroit, homogeneous grouping is being tried. Each group is subdivided into ability groups, - a bright group, an average group, and a slow group. Mr. Carleton W. Washburne organized the schools of Winnetka, Illinois, so that<sup>3</sup> individual subject promotion is substituted for class promotions. Each child moves forward at his own rate in the mastery of the common essentials of each subject. The Dalton Laboratory Plan is a socialized rather than a curricular experiment.

- 1 Palmer, J. T.: "Adapting Individual Instruction To The Class System Of Organization," Elementary School Journal, - Nov., 1925, - pp. 199-200
- 2 Holmes, William H.: "The Batavia Plan," 24th Year Book, N.E.A., Part 2, pp. 77-78
- 3 Logan, S. R.: "The Winnetka School," N.E.A. Journal, - June, 1929, - pp. 173-176

It claims to socialize the school and keep its life from becoming mechanical. It emphasizes a change in the conditions of the life of the school instead of concentrating upon the curriculum as do most other educational experiments in individual teaching.

### The Dalton Laboratory Plan

Miss Helen Parkhurst, who has interested so many English Schools in this plan, says, "The Dalton Plan should be considered as a vehicle for the curriculum. To enumerate the three fundamental principles, viz., - First, Freedom; Second, Cooperation and Interaction of Group Life; and Third, The Proportion of Effort to Attainment." Under the Dalton Plan, a pupil can truly become "an efficiency expert" of his own affairs. The plan combines classwork, spontaneous groupwork, and individual work, and above all it is designed to give pupils training in handling a job, to teach a pupil to manage time and to plan his work; and at each step of the way to take himself and his needs into account in order to assure individual development at each point.

1 Parkhurst, Helen: "The Dalton Laboratory Plan," American Foundation For The Blind - Gratis.

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John Adams, in his study of Educational Move-  
ments and Methods, says the Dalton Plan results in in-  
creased interest, a greater sense of responsibility,  
a more harmonious relation between teacher and pupil,  
and a forming of sound judgments. In an experiment  
of using the Dalton Plan with dull pupils, H. H. Abalson  
reports <sup>2</sup> "The indications are that the Dalton Plan be-  
sides whatever else it may accomplish, succeeds in  
teaching the school subjects to the duller pupils about  
as well if not better than to the brighter pupils."

3

"Teachers of English have to be sure, always  
contended that the individual method was the best by  
which to teach composition, but the Dalton Plan proves  
conclusively that it is also the best method of teach-  
ing formal grammar." From the numerous favorable re-  
ports of schools that have adopted this particular plan,  
it seems that a modification of this Dalton Laboratory  
Plan to fit the needs of English instruction to below-  
average pupils might prove the panacea for which the

1 Adams, John: "Educational Movements and Methods,"  
pp. 46-47, D. C. Heath & Company, 1924  
2 Abalson, H. H.: "Achievement Of Dull Pupils Under The  
Dalton Plan," School and Society,  
Aug. 10, 1926, pp. 211-212  
3 Durkin, Margaret: "The Teaching of English In England  
Under The Dalton Plan."  
English Journal, Vol. 15, p.256

class room teachers and school administrators are  
persistently searching.

## Chapter II

### THE PROBLEM

While teaching in the elementary schools of Kansas City, Missouri, the writer became deeply interested in the duller boys and girls in her classes, and so was very happy to receive an appointment to teach English to the below-average pupils in the seventh grade at Westport Junior High School. The change of position prompted an investigation and study of text books, methods, and technique that would yield satisfactory results, as required by the course of study, for a class made up entirely of the below-average pupils.

The children were segregated into ability groups: very bright and bright, A group; average, B group; dull and very dull, C group. The C group was made up of the below-average pupils.

The interest and encouragement manifested by the administrators in the building and the whole-hearted cooperation of the boys and the girls in the class room made possible the development of these problems:

1. To develop a technique of English instruction that will yield:

- (a) satisfactory achievements for low-grade students,
- (b) a more wholesome attitude toward reading and expression,
- (c) greater pupil initiative,
- (d) increased independence of effort,
- (e) a more harmonious and intimate relation between teacher and pupil.

2. To determine the comparative accomplishments of a group instructed along the lines of the new technique suggested and a controlled group taught on traditional lines, computed on the basis of the scores on a standard achievement test.

#### Present Status Of The Problem

Other teachers who are interested in a technique for teaching English to a group of below-average children, will probably be surprised to learn that very few objective studies have been made which have a direct bearing on the problem. Many reports and studies which deal with plans for grouping children, minimum essentials in English, and experiments in method and technique have been made. However, the writer found no record of a

specific plan for individual instruction by a laboratory procedure, in the field of English.

An experiment in teaching English usage in a seventh grade of thirty pupils and in a Freshman Class at the University of Chicago High School was made by Edith E. Shepherd<sup>1</sup> during the school year of 1922-23. Two of the conclusions have an interesting bearing on the problem: (a) the majority of errors in general usage were not general, but individual; and (b) the group method of teaching was not effective.

<sup>2</sup>In "The Problem Of Teaching High School Pupils How To Study," Butterweck presents a problem: (1) "Can we improve the study habits of high school pupils by giving them a thorough knowledge of what constitutes good habits?" (2) "Can we improve their study habits by subjecting them to a systematic practice in the elements of a particular study situation?" The problem shows the trend toward method analyses, and the results

1 Shepherd, Edith E.: "A Preliminary Report Of An Experiment in Teaching Usage," Studies in Ed., University of Chicago, - 1925, - pp. 91-108

2 Butterweck, J. S.: "The Problem Of Teaching High School Pupils How To Study," Teachers' College, Columbia University, Contributions to Education, No. 237, p. 116.

favor the supervised study period.

<sup>1</sup>  
A report by Louis P. Slade tells how the schools of New Britain, Conn., adopted a partial Dalton Plan, laid out the subject matter into five-week assignments, and used an individual plan of instruction. The summary shows that (a) the pupils worked better and (b) there were fewer failures.

<sup>2</sup>  
In Scarsdale, eighteen miles from New York City, the schools were organized so that the work could be presented on mimeographed sheets, in four-week units. Provision was made for a pre-recitation discussion, recitation, and supervised study.

<sup>3</sup>  
Mabel C. Hermans has written a text book for teaching grammar by problems. In the preface, she calls her book a laboratory in which the average boy and girl will gain ability to express themselves correctly. A chapter is devoted to directions for individual class procedure. A set of Tests and keys to the Tests accompany each text. The aim of her book, the arrangement of the contents into problems, and the series of Tests represent

1 Slade, Louis P.: "Individualized Work In New Britain, Conn." School & Society, - May 15, 1926

2 Underhill, Ralph: "Scarsdale Plan," Nat. Ed. Assn. Journal March, 1929

3 Hermans, Mabel C.: "Studies In Grammar," Henry Holt Co., -1928.

a step beyond mere theory or experiment.

The most recent contributions toward the problem as stated in this thesis is a text by Bowlin,<sup>1</sup> "English Mastery, A Laboratory System." In his foreword he says, "English mastery seeks to develop language adaptation by means of mastery of twenty-five units. Each unit presents four stages: Problem, Preparation, Practice, and Recitation."

The twenty-fourth year book of the N. E. A. contains material on the individual plan of instruction as it has been adopted by schools over the country. The "Elementary School Journal" and the "School and Society" contain many articles on experimentation in individualized instruction as it is being carried on by superintendents, supervisors, and teachers. The index of any English Journal shows the sincere effort that is being made to improve the methods of teaching this particular subject.

Validation Of The Problem

An examination of the literature on the junior

1 Bowlin, William R.: "English Mastery, A Laboratory System," Chas. E. Merrill Co.,-1930

high school shows that it continues to be the field of extensive experimentation. The fact of variation and the need of making some adjustments in instruction is recognized by the administrators. Supervised study has become an innovation of class room procedure in the grades of the junior high school. Emphasis is placed upon the training of the pupils in the technique of study peculiar to the subject and upon the recognition of individual differences.

The numerous reports of experiments and studies in methods and technique contain splendid ideas and helpful suggestions for the teachers who are interested in the below-average pupil.

The movement toward individual laboratory instruction has gone beyond the stage of trial and experimentation. It has become a definite, well established plan of procedure in all subjects.

In the particular field of English, the recent text books arranged especially for laboratory use show that a more adequate adjustment of the curriculum to the child-problem is desirable.

## CHAPTER III

AN OUTLINE OF A LABORATORY PLAN  
OF INDIVIDUAL INSTRUCTION FOR EXTRA ENGLISH

Individual experimentation with a variety of teaching methods, old as well as new, is the large present-day problem of classroom teaching for which teachers and supervisors of instruction are seeking a solution. Success or failure with any one method may lie in the method itself, or it may depend on the teacher; or one method may be more efficient with one type of subject matter or one type of pupils, and another with other types of material or abilities. The problem of the development of a method of English instruction in the junior high school to meet the requirements of the below-average group is the problem that confronted the experimenter.

In this chapter an effort is made to give clear, practical descriptions of the important features of the plan; the materials that were used, a detailed account of the classroom procedure, and some special, valuable devices which grew out of the experimental investigation in the Westport Junior High School of Kansas

City, Missouri. The name, <sup>1</sup>Extra English, was used to distinguish this particular course from the regular course in English. Throughout this account, "Extra English" refers to the special technique devised by the writer.

1. Materials Used In Extra English

Text, - The adopted text book in English could not easily be used in a laboratory plan of instruction, so readers were chosen to furnish the work material. These particular readers were selected because they have been regarded as possessing superior mechanical and content material:

- (a) Lewis & Rowland, Silent Reader #7,
- (b) Lewis & Rowland, Silent Reader #8,
- (c) Elson, Heck, Junior High School Literature,
- (d) Lyman, Hill, Living and Literature Book I.

Books (a) and (b) were used in the 7B classes, and (c) and (d) were used in the 7A classes.

1 This course of 'Extra English' is now called 'Laboratory English' in the Westport Junior High, Kansas City, Missouri

Cards,- The reading material in each text was divided into forty assignments that would develop skill in reading and organizing what was read, and joy in extensive reading. Then, forty exercises or tests which checked the reading, were carefully worked out so that emphases fell on sentence sense, unity, and a reasonable degree of accuracy. As a convenient way of handling the lessons, the assignments and exercises were written on forty cards  $4\frac{1}{2} \times 6$ . One exercise was placed on the front of the card and one assignment on the back of the same card. A sample set of the cards made on the Silent Reader #7 has been placed in the Appendix of this thesis.

Filing Case,- Ten complete sets were mimeographed and filed numerically in a strong box  $5\frac{1}{2} \times 12$ . The four boxes holding the cards for the four readers were placed on the shelves and referred to as the 'filing case.' Index cards marked Exercise #1, Exercise #2, etc., to Exercise #40 were made to separate the lessons. The pupils handled all the cards in the filing case. They learned from experience the fundamental principles of filing.

Records,- A large sheet of squared paper was placed on the bulletin board. The names of the pupils were written alphabetically down the left hand side and numbers repre-

sending the exercises to be completed were written above the squares along the top as illustrated below.

	1	2	3	4	5	6	7	8	9	10
<i>Alter, John</i>										
<i>Brown, Ellen</i>										
<i>Carter, William</i>										
<i>Dobbs, Janet</i>										
<i>Clowns, Jack</i>										

Each child recorded his progress of achievement as the exercises were properly completed.

The teacher kept a record in her daily class book as follows:

	Sept. 3	4	5	6	7	10	11	12	13	14
<i>Alter, John</i>		1		2	3	4			5	6
<i>Brown, Ellen</i>			1		2	3	4	a/	5	
<i>Carter, William</i>		a/	a/		1	a/	a/		2	
<i>Dobbs, Janet</i>	1			2			3		4	
<i>Clowns, Jack</i>	1	2		3	4	5			6	7

This record showed achievement, rate of achievement, attendance, and the exercises which caused general retardation.

Working Facilities,- A work table was placed in the room, and on it were paste-jars, ink-bottles, pens, and small

scissors. Many picture magazines, such as Ladies' Home Journal, Woman's Home Companion, Pictorial Review, Vogue, and House and Garden, were made available, and the children were urged to browse through them and cut out any pictures that had a bearing on Extra English.

Each pupil furnished his own work paper  $8\frac{1}{2} \times 11$  and enough colored paper for a cover to a note-book in which he preserved his completed lessons.

Red gummed stars, gold gummed stars, and a red recording pencil were used for stimulation and emulation. While these were not necessary, they were found to be very effective.

#### An Account Of The Typical Classroom Procedure

First Day, - On the very first day of school, an attempt was made to impress the pupils with the fact that Extra English was something very new and very different and extremely interesting. The "Introduction" as found on card #1 was read to the class, the various steps were discussed, and then, step by step, it was written on the board. This constituted a sort of working agreement. The principal, Miss Baker, visited the room and

in a charming manner explained that their class was one in which she was particularly interested, that she wanted them as members to report to her personally just how well they liked Extra English. She mentioned the lovely note-books, the record sheet, and the contests, in such an enthusiastic way that by the close of the period, each pupil seemed to be interested and willing to do his best work.

Second Day, - On the second day, the pupils were given a review of the rules that had been laid down on card #1, then "The General Plan" card #2 was presented.

The directions on the card were read, demonstrated, and finally written on the board slowly and carefully so that each pupil might understand how it was to be done. Exercise #1 was to copy the "Introduction" exactly as it appeared on the board, and as soon as it had been O.K.'ed by the teacher, Exercise #2 was to make an exact copy of the "General Plan." A challenge of "who would be among the first five to get 100 percent" prompted an immediate attack on a job which had assumed the elements of a contest or game.

#### Routine Work

Each day the teacher deliberately remained in the

hall as her class came to her. The children entered the room, proceeded directly to their seats and sat still. Monitors for each row passed out the work materials and everybody was busy at his job before the teacher entered the room. Immediately after she entered the room, the attendance was checked by the monitors who reported anyone absent from their rows. Then, the teacher made personal contacts as she passed up and down the aisles, giving encouragement to some child who was having a particular difficulty, offering suggestions to anyone who needed special help, or advising a pupil who had failed to live up to the working agreement presented on card #1 at the beginning of the course. As soon as the teacher sat down at her desk, those pupils who had exercises ready for checking passed to the front of the room and waited for their turn to have a personal conference with the teacher.

#### The Check Up

It took but a moment or two for the teacher to look over and check the work sheet, so the child stood by the teacher and observed the checking of the paper.

Errors were carefully pointed out, suggestive corrections were offered, and the paper returned to the pupil. He passed to his seat for another trial, and another pupil stepped into his place for a conference with the teacher. If there were no errors in spelling, punctuation, or content, the paper was marked O. K., and placed in the drawer of the teacher's desk and kept until near the close of the five-week term, when all perfect papers were returned.

Sincere gratification was expressed by the teacher as she recorded the exercise in her record book as shown on page #19. The members of the class were asked to observe the record on the bulletin board as the successful pupil "marked up his score." After this formality, the class resumed its work and the pupil who had completed and recorded his exercise went to work on his next assignment.

The teacher checked papers and recorded the completed exercises, and the children read assignments, secured exercise cards from the filing case, prepared work sheets, or kept the bulletin board record up to date until five minutes before the time for the period to close. At that time the monitors collected all work materials

and quickly put them away in a neat, orderly fashion. Then the class engaged in an informal discussion of any problem which interested the members. They enjoyed relating particular instances where their Extra English had helped them, and often they would compliment each other on some especially outstanding exercise. The pupils were encouraged to say nice things to each other about the work done in the class room.

No Home work was ever required from this group, so when the bell rang, they passed from the room.

#### Other Features Of The Plan

An attractive note book was required instead of a formal examination at the close of the five-week term. The cover was to be artistic in color, with a picture related to the subject matter pasted on the front in poster style, and 'Extra English' printed at the bottom. Inside the cover were two blank pages, an inscription, table of contents, four illustrations, and all of the O. K.'ed lessons arranged in proper order. A new cover was not required each term, but credit was given to any pupil who would make the cover for his note book more attractive.

Various competitive features were introduced: a red star placed upon the bulletin board chart upon the completion of five perfect lessons developed a group of star pupils, and a gold star was given when twenty lessons were done. Each pupil brought a small picture of an airplane and these airplanes were moved forward on a frieze around the room, according to the rate of the owner's progress on the class chart.

A class manager was elected to assume the responsibility of the class work in case the teacher should be absent. He was responsible for the order in the room during the class period when the teacher was busy checking at her desk.

An assistant manager for each row was appointed by the class manager. Each assistant kept score for the row and reported from time to time, the total number of exercises completed by the pupils in his row. Any pupil could go to the assistant manager of his row at any time for help.

A monitor was chosen for each row and assigned to the front seat so he could serve the row with greatest dispatch. Pride was taken by the rows in getting to work and putting away materials after work in the least time.

A courtesy committee of the two best pupils in the class received the visitors who came into the room. The responsibility was assumed in a way which was convenient to the committee. Sometimes only one served, other times both served. It was their task to explain the general plan of Extra English, to show note books, records, cards and work sheets, and to invite the visitor to sign the guest book.

Any favorable comments made by the visitors were reported to the class during the five-minute period at the close of the recitation.

### Grades

Grades were computed objectively. At the close of the first five-week term, each exercise was worth 5 points and the cover was worth from 5 to 15 points depending upon its quality; at the close of the second five-week term, each exercise in the note book was worth  $2\frac{1}{2}$  points; at the close of the third five-week term, each exercise of the first set of forty cards was worth  $2\frac{1}{2}$  points to those who completed their exercises during that period and each exercise of the second set of forty cards was worth 5 points; at the close of the fourth five-week term, a semester grade was computed on a basis which best measured

the progress of the class.

Above 97	=	E plus
96 - 93	=	Excellent
92 - 90	=	E minus
89 - 87	=	S plus
86 - 83	=	Superior
82 - 80	=	S minus
79 - 77	=	M plus
76 - 73	=	Medium
72 - 70	=	M minus
69 - 67	=	I plus
66 - 63	=	Inferior
62 - 60	=	I minus
Failure		

## CHAPTER IV

### A JUSTIFICATION OF THE TECHNIQUE IN TERMS OF EDUCATIONAL AND PSYCHOLOGICAL PRINCIPLES

#### Justification of the Technique

Every group of individuals, no matter how homogeneous, consists of people who possess different abilities and capacities. In School, pupils differ not only in the way they acquire knowledge, but also in the rate at which they learn. The aim of the psychologist is to help to make the school more nearly conform to the child's needs and not merely to classify him. He knows that children can be happy only when properly adjusted to their environment. It becomes the responsibility of every conscientious teacher to make provisions for the variation in abilities, - that is, to see that every boy and every girl has an opportunity to receive instruction at his own rate of learning.

Individual instruction saves time for both the bright and the dull child. The more alert pupil gains the information and passes on to other work while the backward pupil progresses at a slower rate and eventually gains the information that he must possess.

1

"Laboratory method usually means one or two things: (1) the introduction of some form of illustrative reality, - exhibits, models, products, and the like; or, (2) it may mean a carefully planned series of direct instructions for the pupil's activities, and having pupils carry out these instructions under supervision and with supplementary suggestions..... But there is an advantage to be gained for a teacher of English or history or any other non-science subject, in attempting to introduce the method and spirit of laboratory work into the class exercises, especially if a conscientious effort is made to combine both of the alternative conceptions suggested above, - 'illustrative realities' and 'a carefully planned series of pupil instructions.' "

The laboratory method is based on the three psychological principles: (1) the vividness of reality against symbols, (2) impression through several senses, (3) learning by doing.

Adaptation to English Instruction

2

"Perhaps greater strides forward have been taken

1 Stormzand, Martin I.: "Progressive Methods of Teaching," p. 214, Houghton Mifflin Co., -1924.  
 2 Touton and Struthers: "Junior High School Procedure, Chap. 5, Ginn & Co., - 1926.

in scientific construction of the English curriculum than in any other subject. The present controlling factor in the English course of study is the urgent demand for English living."

In Kansas City, Missouri, two formal divisions are made for Junior High School English: <sup>1</sup> (1) expression, which includes oral and written composition and correct usage, and (2) literature which includes work-type reading and literature.

The children who are below-average are very poor readers, so it seemed wise to use a reader rather than the regularly adopted text for the subject. The stories were interesting and attractive. Too often the slow worker shows little or no concern for the task at hand, so the writer felt justified in substituting the more appealing content material.

Gates states, <sup>2</sup> "The individual tends to repeat and learn quickly those reactions which are accompanied or followed by a satisfying state of affairs. The individual tends not to repeat or learn quickly those reactions which are accompanied or followed by an annoying

1 Course of Study for English in Junior High Schools.

2 Gates, Arthur L.: "Psychology for Students of Education," p. 230, MacMillan, - 1925.

state of affairs. These statements constitute the law of effect."

In Chapter 7 of "Pupil Adjustment in Junior and Senior High Schools," there is a case study of the deficient child. <sup>1</sup> "In English, he is a sly, timid, non-social type of boy. He likes to be alone, and he doesn't care to mix a great deal. He is not much interested in school, and he doesn't feel the responsibility of contributing to class discussion. He is untidy with his work, is lacking in originality, and has difficulty in expression."

Motivation with below-average pupils is more difficult than with superior pupils, and it is also more important. The writer tried to build interesting and unusual exercises from the reading material that this particular group would enjoy doing. The wording on the cards was deliberately kept simple and clear. The exercises contained no tasks that involved complications which might tend to confuse and discourage the pupil.

#### Justification of the Materials Used

The stiff cards on which the exercises and as-

1 Reavis, Wm. Claude: "Pupil Adjustment in Junior and Senior High Schools," Chap. 7, D. C. Heath & Co., - 1926.

assignments were written were durable and practical. They were convenient to leave in the reader and marked the place for the pupil. Taking these cards from the file and replacing them in the proper order was splendid training and added something of educational value to the course. The assignments were written in a personal, almost intimate tone, so that each pupil would be impressed with the plan of individual instruction and remain interested in receiving his different cards. Care was taken to increase the difficulty of the exercises, to offer opportunities for a variety of responses, and to encourage initiative and originality. This method of instruction means that the pupils progress at varying rates according to their several abilities and habits. However, ten cards of a kind were found to be sufficient when they were properly handled and filed by the pupils.

Any person receives a sense of satisfaction from a good record, but the below-average pupil is thrilled with every achievement. He enjoys the interest and appreciation which are shown every time he "marks up" his record. Children like to see their grades and compare them with the other grades in the class, so the teacher's

class book may very profitably be an open book. The interpretation of the data as shown in the record often proved helpful in assisting the individual child. For instance, the effect of absences was very evident, and from the class record it was easy to determine which exercises were generally difficult and which exercises were comparatively easy.

The large chart was of great interest to the pupils and as they passed it, they observed the length of the lines in which they were particularly interested.

O'Brien suggests the use of a class chart, as shown on page #19, showing the rate of reading and the quality of comprehension, to enable each pupil to watch his progress from week to week, and to stimulate a desire for improvement in silent reading. <sup>1</sup> "To secure the best effect the class chart should be large and be placed conspicuously in the class room where pupils can easily see it. They should also be encouraged to look at the chart of other classes in order to see where their class stands in comparison."

The red pencil was used to fill in the square when an exercise had been completed. This made the line

1 O'Brien, John A.: "Silent Reading," p. 76, MacMillan, - 1926.

of progress very plain. The red and gold stars added distinction and honor which pleased the children very much. They put forth an extra effort for the stars. The competitive games proved helpful in that it was another way of recording successes. Each child knew his own airplane and was interested in watching it move along as one of the group. Among the ninety children who took Extra English, there were very few who did not enter into the spirit of the course and put forth earnest efforts. Below-average children require much motivation and variety in the presentation of subject matter.

#### Justification of Procedure

Past experiences play an important part in present attitudes, and too often the past experiences of the below-average children in the subject of English has made them dislike it very much. In an effort to change that mental attitude of dislike, the instructor deliberately planned to introduce the course in Extra English in an unusual way. The formal working agreement given on card #1 was a new idea to the pupils. It was different from every other course and challenged their best response. The special visit from the principal made an

impression on the children which helped to establish a friendly attitude toward a subject they were determined to dislike.

The definite, clear-cut directions given in the General Plan, card #2, on the second day gave the child the plan and the purpose of the course in "Extra English." It is useless for any child, especially a dull child, to spend time in "doing exercises" unless he understands what he is to do and how he is to do it.

Extra English became a different proposition when the pupil realized that his success or failure depended entirely upon his own efforts, that he could not lose himself in the group and escape individual responsibility. He found that the directions in assignments and exercises, when carefully and accurately followed, led to a satisfactory response, but if they were carelessly and inaccurately carried out, they reacted against the child's progress.

All teachers know how difficult it is to develop judgment in children of the adolescent age and especially in those children who are of below-average mentality. The direction, "when prepared," was purposely used to force a decision from the child. In time he learned to distinguish between being prepared and not being prepared;

he thought about his preparation and formed some opinions.

Many of these below-average pupils had been content with mere passing grades. They had never aspired to excellent or even average work. The requirement of repeating the preparation until it was perfect, set up new standards and cultivated the work habits of neatness, carefulness, and accuracy.

The freedom in the class room activity gave opportunity for training and development. The filing cases were visited whenever it was necessary and the cards had to be handled properly or trouble would come later. The work-table was used freely and advantageously. The materials there supplied the need of many of the children. The magazines were enjoyed by the boys and the girls. They learned to study pictures, read advertisements and often read the stories.

The system of checking the papers was a strong teaching factor. It created an ideal situation for individual instruction and placed the responsibility of mastery on each child. As soon as experience taught him that every error was an individual matter and affected no one but him, then real progress was made.

#### Justification of Freedom from Home Work

The poorest and most unsatisfactory work that a

teacher receives from a below-average pupil is that which has been assigned for home work. Miss A. Laura McGregor, in her text, "Supervised Study in English," says that when the period is longer than fifty minutes,<sup>1</sup>

"It is a sane conclusion that the work of the school should be confined to school hours. To use the evening hours is to over-emphasize the importance of schooling and to discount those equally important educative influences which come from social contacts of home, church, and community."

Many other teachers are of the same opinion expressed by Miss McGregor. More and more, this idea of no home work for the duller pupils has been approved and accepted.

#### Justification of Other Features

The note-book gave the children an opportunity for individual originality. The covers were artistic and clever. The illustrations for the lessons encouraged the use of the pictures in the magazines and offered another means of individual expression. In a letter from a patron we find this particular phase of the course em-

<sup>1</sup> McGregor, A. Laura: "Supervised Study in English," MacMillan, 1921

phasized,- "the finished work has been a revelation to John himself, to his father and to me. We have seen John use imagination, discrimination and artistic sense to a degree we had not seen before. We are amused to see that every picture in magazine and paper holds value to him,- historic, narrative, decorative, etc., and he has a desire to appropriate each to his use in Extra English."

The perfect work-sheets were given to the children so they could put them into the note-book. Sometimes these pages were carefully recopied. This offered another handling of the perfect work-sheets. The red and gold stars were the immediate reward which is the incentive for learning for the below-average child,<sup>1</sup> "who does not respond as does a normal to action of remote rewards and punishments. He learns that a certain act will bring a certain immediate reward and he continues to perform this act with excessive persistence."

The various pupil officers who were appointed and elected to assume certain definite responsibilities handled the problems of assistance and discipline in a very creditable manner. It has been found in Westport Junior

1 Morgan, John J. B.: "The Psychology of the Unadjusted School Child," p. 251, MacMillan,-  
1927

High School that the slower children make dependable monitors in the halls and the cafeteria. It is good training for these pupils to do many of the teacher's routine duties.

Justification of the Results  
in Terms of the Problem

(a) Satisfactory achievement for low-grade pupils.

Satisfactory achievement involves a quality that can be measured in some subjective way only. Achievement may be determined by the teacher's mark or by some standard test. The quantitative results as measured by The Stanford Achievement Test are given in the following chapter. They show that as a class the pupils in the experimental group equalled and in most instances excelled the scores made by the pupils in the control group. This achievement was satisfactory in that the children used a reader for a text, followed individual assignments, progressed at their individual rate, and at the close of the term had learned more of reading, language, and spelling than the group which followed another method.

The results would indicate that the children of

the experimental group were interested and happy in their work, and put forth every effort to accomplish the maximum amount of work. The teacher's marks for the year following this experiment might be taken as an another indication of the attitude of pupils in terms of satisfaction: in the control group, eleven received a lower grade; six received the same grade; thirteen received higher grades; in the experimental group, only four received a lower grade; twelve received the same grade; fourteen received higher grades.

(b) A more wholesome attitude toward reading and expression.

It is rather difficult to show how this wholesome attitude was expressed. The librarian at the Public Library issued cards to the Extra English classes and reported that the children were making splendid use of their cards. She seemed especially pleased with the type of books they selected and reported many interesting incidents in regard to the reading which made the writer feel that the children were reading more and better stories. A careful check on the library work done in the building was made and it was found that the Extra English pupils had made splendid use of the books and magazines there. The improvement made in reading

during the year indicated a greater joy in the reading. The number of books that were received as Christmas gifts by these pupils showed that a more wholesome attitude toward reading was recognized by their parents and friends.

With the joy of reading there seemed to come a desire to appear in public. Many of the Extra English pupils enrolled in the Expression Departments and did good work. The teachers in the Department of History remarked about the changed attitude and increased ability of this particular group of children.

A follow-up study of these below-average pupils would show definitely the reading habits and tendencies, but present indications based upon subjective measures would lead one to believe that the technique as proposed, yielded satisfactory results in developing wholesome reading.

(c) Greater pupil initiative.

Initiative is a quality that can be determined only through an original response to an opportunity. In Extra English there were many opportunities for individual reaction. The pupils were asked to do things that they had never done before, for example, "Plan a movie of Atalanta's Race," or, "Write the dialogue between Poca-

hontas and Captain John Smith," or, "Find a picture to illustrate the poem, 'In Flanders Field.' " Every child used initiative, but there were some who were outstanding in their results. One boy illustrated his notebook with free-hand drawings which were so interesting and clever that it attracted the attention of every visitor. In High School he received the honor of illustrating the Year Book, and came back to Junior High to tell the principal and the writer that he owed this recognition and honor to the work he had been allowed to do in Extra English.

A visitor from an eastern school was so impressed with the clever covers that he asked to have the books arranged so he could photograph them and take the picture back to his teachers.

Where the children found the clever, suitable illustrations was always a wonder to the writer. It was a great joy to go through the booklets because they were so interesting and different.

Subjective measures are not always reliable or constant, but the display of note-books at the close of each term represented initiative and originality from every pupil in the class. At the beginning of the term the children were timid and hesitated to offer any sugges-

tions, but by the close of the term they were "bubbling over" with ideas of various kinds.

(d) Increased independence of effort.

The nature of the class room procedure developed independence of effort. Each individual was required to do work by himself. He had to get his own cards, prepare his lesson, make his decisions, observe his work as the checker read it and record his progress. Every phase of the work required individual response and that necessarily made independent workers of the children. Visitors to the class always mentioned the independence of the children; how they came into the room quietly and waited for their work materials to be passed to them; how they acted as though they were eager to work their exercises, and how well they conducted themselves during the period, getting cards, consulting the dictionary, looking at magazines, or doing anything that needed to be done for the completion of the work-sheet. Several of these Extra English pupils were elected to offices in their Home Rooms and in the Student Council of the school. They assumed responsibilities in the Christmas Gala Week, the Field Day, and the Spring Play, so it would seem that these below-average children became more independent in their efforts.

(e) A more harmonious and intimate relation between teacher and pupil.

The teacher found the work pleasant, interesting, and satisfactory. She felt a nearness to her pupils and a personal responsibility that made teaching a greater joy. The conferences gave splendid opportunities for real instruction and the children seemed to respond in a harmonious way.

A reporter for one of the leading newspapers in Kansas City observed the work of the class and published an account of the procedure as it impressed her. Her article is quoted in part, "The old time schoolmaster with a scowl on his face and a rod in his hand would have pooh-poohed the idea of a schoolroom where the pupils prepared their lessons according to their own sweet will without the fear of his every ready birch. But the same schoolmaster, if he suddenly were given the visitor's seat in a certain class room in Westport Junior High School, would blink his eyes in astonishment and be forced to admit the success of a system under which the children study in their own way and the teacher does not scold..... Instead of the old formula, 'Now, children, tomorrow's lesson will be,' the Extra English class gets its assignments in prize packages, one for each boy and

girl. The packages are cards taken from a file of forty cards for each student.... Faces light up and a few giggles are suppressed as they find the exercise.... One girl with blonde hair is a bit puzzled over the difficult task, 'Tell how the Girl Of The Limberlost earned her education.'... The many letters of congratulation from out-of-town visitors praise the work of the class as interesting and valuable."

One day a young lady asked to borrow a booklet to take to her college and show it to the instructors, but not a child was willing to part with his note-book until the teacher interceded and promised that the booklet would be returned. Often children do not care for the school work that is returned to them at the close of the term, but the Extra English children cherish their note-books. They recommend the course to so many of their friends that each year there are more children who wish to enroll than the Department can care for. It is considered a special privilege to be allowed to take Extra English. Patrons seem pleased with the results and each year they send letters telling of the benefits that their children have received from the course.

Miss Baker, the Principal, convinced of many helpful features in Extra English, persuaded the superintendent

to grant her permission to include the special type of English in the curriculum of Westport Junior High School. Plans are being made to offer Freshman English by the laboratory method for the coming school year in several below-average classes.

In the discussion given above, an attempt has been made to show how the laboratory plan of individual instruction yielded satisfactory achievement and the qualities of wholesome attitude, initiative, independence, and harmonious cooperation which are coming to be recognized as essential factors in modern education.

## CHAPTER V

A QUANTITATIVE STUDY OF THE RESULTS  
OF THE EXPERIMENTAL TECHNIQUE AND THE  
TRADITIONAL METHODS OF INSTRUCTION

## The Criteria

Scientific method, accurate measurement, and controlled experimentation have come into the field of class room method, as they have into the fields of school supervision and mental measurement. So, an attempt has been made to discover comparative results on the basis of standard tests, of the performance of a group of slow pupils taught by the laboratory technique as described in previous chapters and a group of slow pupils taught by the traditional group method. During the period of the experiment, the control group of ninety children met daily with a teacher who ranked high in the Kansas City School System, and who used, to quote her, "old-fashioned methods." The experimental group of ninety children met daily with the writer. The ninety children met in three groups for fifty-minute periods.

At the time of enrollment, the principal organized the classes according to ability, past accomplishment,

and attitude. Each section was of a fairly homogeneous group of pupils except in attitude. Those children who very frankly declared that they just hated English, they never had gotten a decent grade in the stuff, or they couldn't see anything to reading and writing, were assigned to the experimental group. In September, the pupils of the two groups were paired on the basis of sex and chronological age, and because of the wide range of age only thirty in the experimental group could be matched satisfactorily with a like number from the control group. The desirability of a larger number is recognized by the experimenter, but the organization of the school did not permit of larger enrollment in the groups involved in this study.

A careful measurement was made at the beginning of the experiment, October 7, 1926, by the Research Department of the Kansas City Schools. The Stanford Achievement Test, Form A, was used.

The section on Arithmetic and Science were omitted because the data was considered to be of little significance in determining the value of a technique in English instruction.

## PRESENTATION OF THE DATA

Table 1

Representing the Pupils As They  
Were Paired in Sex and Chronological Age

<u>Control Group</u>		<u>Experimental Group</u>	
Sex	Age	Sex	Age
1 boy	15- 3	1 boy	14-11
2 boy	14- 8	2 boy	14- 4
3 girl	14- 3	3 girl	14- 4
4 boy	14- 1	4 boy	14- 2
5 boy	14- 0	5 boy	14- 1
6 boy	13- 9	6 boy	13-11
7 girl	13- 9	7 girl	13-10
8 boy	13- 9	8 boy	13-10
9 boy	13- 9	9 boy	13- 8
10 boy	13- 8	10 boy	13- 7
11 boy	13- 5	11 boy	13- 6
12 boy	13- 5	12 boy	13- 6
13 boy	13- 4	13 boy	13- 5
14 boy	13- 4	14 boy	13- 4
15 girl	13- 3	15 girl	13- 3
16 boy	13- 3	16 boy	13- 2
17 boy	13- 3	17 boy	13- 1
18 boy	13- 1	18 boy	13- 1
19 boy	13- 0	19 boy	13- 0
20 boy	12-10	20 boy	12-10
21 girl	12-10	21 girl	12- 9
22 girl	12- 8	22 girl	12- 8
23 boy	12- 8	23 boy	12- 9
24 girl	12- 8	24 girl	12- 6
25 girl	12- 7	25 girl	12- 4
26 girl	12- 5	26 girl	12- 9
27 boy	12- 3	27 boy	12- 2
28 girl	12- 3	28 girl	12- 3
29 girl	12- 0	29 girl	12- 2
30 boy	11-10	30 boy	11-10

The pupils of the control group and the pupils of the experimental group were paired in sex and age. The average age of both groups was 13 years and 3 months.

Table 2

Presenting the Raw Scores And the Gain of the  
Two Paired Groups in the Initial Test, Form A,  
And in the Final Test, Form B, of Paragraph  
Meaning in the Stanford Achievement Test

Pupil	Form A		Form B		Gain	
	Control	Exper.	Control	Exper.	Control	Exper.
1	80	76	96	92	16	16
2	58	50	72	64	14	14
3	82	68	88	72	6	4
4	76	78	80	92	4	14
5	88	76	100	88	12	12
6	80	74	82	86	2	12
7	78	70	86	76	8	6
8	86	64	84	80	-2	16
9	82	84	94	104	12	20
10	80	74	92	82	12	8
11	56	88	84	96	28	8
12	58	76	76	84	18	8
13	86	78	88	82	2	4
14	82	80	84	88	2	8
15	68	72	80	74	12	2
16	80	84	94	88	14	4
17	78	74	78	98	0	24
18	100	100	96	108	-4	8
19	68	70	88	86	20	16
20	76	80	88	84	12	4
21	94	76	92	82	-2	6
22	92	66	106	72	14	6
23	66	78	72	76	6	-2
24	80	92	88	98	8	6
25	98	88	98	96	0	8
26	84	78	98	100	14	22
27	82	74	64	84	-18	10
28	98	94	98	92	0	-2
29	82	82	66	90	-16	8
30	98	66	106	76	8	10

Mean Gain                    6.73    9.3

Difference of Means            2.6

This table should be read as follows: Pupil #1 of the control group made a score of 80 points on the initial test and a score of 96 points on the final test, thus making a gain of 16 points. Pupil #1 of the experimental group made a score of 76 points on the initial test and a score of 92 points on the final test, thus making a gain of 16 points. The rest of the table read in this way will show the comparison of the groups as paired. The summary at the bottom of the table shows the average gain of the control group to be 6.73 points and of the experimental group the average gain to be 9.3 points. The difference of the means of 2.6 points is in favor of the experimental group in Paragraph Meaning.

The greatest individual gain of 28 points comes in the control group, but as the pupil made a very low score on his initial test, this was evidently an incorrect score or he did not do his best work on this first test. This as compared to the greatest gain of 24 points in the experimental group is not as significant of improvement as the latter because that pupil made a score of 80 in his first test.

The greatest loss was made by pupil #27, -18, as compared to a -2 made by pupil #23 and pupil #28 in the experimental group.

The scores of the control group range from a positive 28 to a negative 18. This might be expected as a result of group teaching since the teacher is inclined to neglect the two ends of the group, those who are above and those who are below the average of the group.

The scores of the experimental group range from a positive 24 to a negative 2. This might be expected as a result of the individual teaching because of the teacher's working with each pupil there will be a tendency to bring the below-average pupil up to the average of the group.

The control group shows eight zero or negative scores of gain and the experimental group shows only two scores of negative points of gain. This would indicate that there are eight pupils in the control group who are losing ground as compared to two pupils in the experimental group.

This larger number of negative scores may be found in all the tests of the control group.

Tables 3, 4, 5, 6, 7, 8, and 9 may be read and analyzed in the manner given above.



This table shows the mean gain of 4.6 points for the control group and a mean gain of 4.9 points for the experimental group.

The difference of means, of .3 points, favors the experimental group in Sentence Meaning. This small gain is not significant as it may have been a result of chance.

Table 4

Presenting the Raw Scores And the Gain of the  
Two Paired Groups in the Initial Test, Form A,  
And the Final Test, Form B, of Word Meaning  
In the Stanford Achievement Test

Pupil	Form A		Form B		Gain	
	Control	Exper.	Control	Exper.	Control	Exper.
1	59	61	62	61	3	0
2	39	31	45	51	6	20
3	47	42	46	44	-1	2
4	43	47	46	61	3	14
5	50	51	64	65	14	14
6	50	55	52	57	2	2
7	51	43	59	61	8	18
8	51	43	55	54	4	11
9	54	67	63	76	9	9
10	56	41	56	51	0	10
11	52	70	53	84	1	14
12	44	47	42	52	-2	5
13	52	49	58	62	6	13
14	62	58	68	63	6	5
15	54	48	56	56	2	8
16	58	58	65	65	7	7
17	50	55	52	59	2	4
18	80	71	77	77	-3	6
19	50	56	63	63	13	7
20	46	62	51	66	5	4
21	53	54	65	70	12	16
22	74	51	78	61	4	10
23	62	56	64	61	2	5
24	55	71	62	75	7	4
25	73	58	73	70	0	12
26	72	66	66	86	-6	20
27	47	57	54	59	7	2
28	58	64	69	66	11	2
29	53	45	62	61	9	16
30	68	58	70	65	2	7
			Mean Gain		4.4	8.9
			Difference of Means			4.5

This table shows a mean gain of 4.4 points for the control group and a mean gain of 8.9 points for the experimental group. The difference of 4.5 points is in favor of the experimental group.

The word meaning or vocabulary test shows no negative scores in the experimental group, so it may be assumed that each pupil was developing his knowledge and use of words under the individual laboratory plan of instruction.

Table 5

Presenting the Raw Scores And the Gain in the  
Two Paired Groups in the Initial Test, Form A,  
And the Final Test, Form B, of Total Reading  
Score in The Stanford Achievement Test

Pupil	Form A		Form B		Gain	
	Control	Exper.	Control	Exper.	Control	Exper.
1	189	203	224	221	35	18
2	122	115	157	149	37	34
3	172	147	183	158	11	11
4	159	174	170	222	11	48
5	195	184	228	202	33	18
6	179	185	192	195	13	10
7	190	154	219	192	29	38
8	198	145	195	183	-3	38
9	198	222	225	246	27	24
10	197	169	220	181	23	12
11	164	220	176	250	12	30
12	130	172	164	195	34	23
13	199	186	200	208	1	22
14	215	196	220	217	5	21
15	171	171	198	189	27	18
16	197	204	217	221	20	17
17	184	191	191	207	7	16
18	252	237	247	257	-5	20
19	174	170	217	203	43	33
20	183	202	200	216	17	14
21	207	188	231	201	24	13
22	233	165	260	185	27	20
23	191	196	188	201	-3	5
24	209	233	216	249	7	16
25	239	206	241	234	2	28
26	223	205	232	254	9	49
27	185	176	164	213	-21	37
28	213	226	230	232	17	6
29	181	184	198	221	17	37
30	231	172	250	191	19	19

Mean Gain                      15.8              23.1

Difference of Means                      7.3

This table shows a mean gain of 15.8 points for the control group and a mean gain of 23.1 points for the experimental group. The difference of 7.3 points is in favor of the experimental group. One purpose of the laboratory plan as discussed in Chapter III is to teach children to read by having them read. This data shows an appreciable increase in reading by each pupil of the experimental group.

Table 6

Presenting the Raw Scores And the Gain of the  
Two Paired Groups in the Initial Test, Form A,  
And the Final Test, Form B, of History and  
Literature in the Stanford Achievement Test

Pupil	Form A		Form B		Gain	
	Control	Exper.	Control	Exper.	Control	Exper.
1	43	41	61	49	18	8
2	36	31	41	32	5	1
3	33	27	50	35	17	8
4	32	58	40	62	8	4
5	48	40	58	50	10	10
6	21	47	47	60	26	13
7	40	25	50	41	10	16
8	47	25	63	44	16	19
9	55	51	50	73	-5	22
10	58	38	59	39	1	1
11	41	51	58	64	17	13
12	39	49	52	62	13	13
13	41	36	56	45	15	9
14	71	64	74	74	3	10
15	44	39	36	54	-8	15
16	70	59	67	69	-3	10
17	43	56	58	62	15	6
18	83	73	77	78	-6	5
19	39	27	50	56	11	29
20	38	66	54	62	16	-4
21	41	47	54	67	13	20
22	61	51	72	76	11	25
23	63	29	67	61	4	32
24	47	65	58	79	11	14
25	53	49	64	77	11	28
26	44	79	42	84	-2	5
27	49	57	62	64	13	7
28	53	52	79	64	26	12
29	32	35	46	55	14	20
30	52	49	73	58	21	9

Mean Gain                      10.      12.6

Difference of Means                      2.6

This table shows a mean gain of 10 points for the control group and a mean gain of 12.6 points for the experimental group. The difference of 2.6 points is in favor of the experimental group. The material in this test did not measure the achievement in English as it is required by the course of study, but it does measure a growth in general knowledge of historical characters and events as well as of authors and stories. The positive scores show that twenty-five of the control group had improved vs. twenty-nine of the experimental group.

Table 7

Presenting the Raw Scores And the Gain of the  
Two Paired Groups in the Initial Test, Form A,  
And the Final Test, Form B, of Language Usage  
in The Stanford Achievement Test

Pupil	Form A		Form B		Gain	
	Control	Exper.	Control	Exper.	Control	Exper.
1	26	29	30	40	4	11
2	26	17	30	22	4	5
3	28	26	40	32	12	6
4	28	10	34	32	6	22
5	24	26	28	32	4	6
6	26	24	30	32	4	8
7	44	32	36	28	-8	-4
8	38	12	50	18	12	6
9	30	40	34	50	4	10
10	34	31	34	45	0	14
11	24	40	34	48	10	8
12	18	26	8	42	-10	16
13	30	29	40	50	10	21
14	25	28	40	34	15	6
15	34	37	34	38	0	1
16	32	42	38	40	6	-2
17	40	26	42	34	2	8
18	36	42	46	44	10	2
19	27	26	38	38	11	12
20	30	38	32	40	2	2
21	36	28	38	38	2	10
22	38	42	50	46	12	4
23	25	25	36	42	11	17
24	32	44	36	46	4	2
25	52	28	54	44	2	16
26	44	40	42	46	2	6
27	42	44	40	44	-2	0
28	43	42	48	52	5	10
29	36	35	38	46	2	11
30	41	24	40	48	-1	24

Mean Gain                      4.5        8.6

Difference of Means                      4.1

This table shows a mean gain of 4.5 points for the control group and a mean gain of 8.6 points for the experimental group. The difference of 4.1 points is in favor of the experimental group. The nature of this test measures the objectives as set forth in the course of study. The data presented here is of the greatest significance as far as English is concerned.

Table 8

Presenting the Raw Scores and the Gain of the  
Two Paired Groups in the Initial Test, Form A,  
And the Final Test, Form B, of Dictation in  
The Stanford Achievement Test

Pupil	Form A		Form B		Gain	
	Control	Exper.	Control	Exper.	Control	Exper.
1	164	132	163	154	4	22
2	160	102	174	104	14	2
3	130	134	132	136	2	2
4	136	162	138	164	2	2
5	130	124	150	126	20	2
6	114	138	150	144	36	6
7	152	134	148	140	-4	6
8	122	140	148	148	26	8
9	162	118	178	146	16	28
10	148	144	166	160	18	16
11	112	158	126	168	14	10
12	106	142	102	164	-4	22
13	128	170	140	174	12	4
14	178	180	164	180	-14	0
15	138	140	158	168	20	28
16	158	150	160	174	2	24
17	138	122	148	130	10	8
18	140	136	176	148	36	12
19	116	134	134	154	8	20
20	114	162	138	184	24	22
21	158	156	174	182	16	26
22	176	148	198	178	22	30
23	168	160	164	172	-4	12
24	158	176	176	190	18	14
25	198	154	198	192	0	38
26	146	166	150	190	4	24
27	132	182	162	172	30	-10
28	178	158	190	166	12	8
29	156	156	138	178	-18	22
30	168	166	196	170	28	4

Mean Gain                    11.6    13.7

Difference of Means            2.1

This table shows a mean gain of 11.6 points for the control group and a mean gain of 13.7 points for the experimental group. The difference of 2.1 points is in favor of the experimental group. This test did not measure the ability to spell the words that are on the required list so the results are interesting in that they really show general growth in spelling.

Table 9

Presenting the Total Raw Scores And the Total Gain of the Two Paired Groups in the Initial Test, Form A, And the Final Tests, Form B, in The Stanford Achievement Test

Pupil	Form A		Form B		Gain	
	Control	Exper.	Control	Exper.	Control	Exper.
1	422	405	483	464	61	59
2	344	265	404	307	60	42
3	363	334	405	361	42	27
4	355	404	382	480	27	76
5	397	374	464	410	67	36
6	340	394	419	431	79	37
7	426	345	453	401	27	56
8	405	322	465	393	51	71
9	445	431	487	515	42	84
10	437	382	497	425	42	43
11	341	469	394	530	53	61
12	293	389	326	463	33	74
13	398	421	436	477	38	56
14	489	468	498	505	9	37
15	387	387	426	449	39	62
16	457	455	482	504	25	49
17	405	395	439	433	34	38
18	511	488	546	527	35	39
19	356	357	439	451	83	94
20	365	468	424	502	59	34
21	442	419	497	488	55	69
22	508	406	580	485	72	79
23	447	410	455	476	8	66
24	446	518	486	564	40	46
25	542	437	557	547	15	110
26	472	490	500	574	28	84
27	408	459	428	493	20	34
28	487	478	547	514	60	36
29	405	410	420	500	15	90
30	492	411	559	467	67	56

Mean Gain                    42.86      58.16

Difference of Means                    15.3

This table shows a mean gain of 42.86 points for the control group and a mean gain of 58.16 points for the experimental group. The difference of 15.3 points is in favor of the experimental group. The data would indicate an advantage in the individual laboratory method over the traditional group method.

Table 10

Presenting the Means and the Standard  
Deviation of the Control Group

	Test 1		Test 2	
	<u>Means</u>	<u>S. D.</u>	<u>Means</u>	<u>S. D.</u>
Para. Mean.	81.8	11.97	88.4	10.83
Sent. Mean	57.1	11.67	61.8	9.6
Word Mean.	55.6	9.57	57.9	8.97
Tot. Read.	193.8	28.05	208.5	26.25
Hist., Lit.	47.5	12.21	57.6	11.01
Lang. Usage	33.5	7.47	37.9	8.4
Dictation	145.5	22.45	157.	22.

Table 10 (continued)

Presenting the Means and the Standard  
Deviation of the Experimental Group

	Test 1		Test 2	
	<u>Means</u>	<u>S. D.</u>	<u>Means</u>	<u>S. D.</u>
Para. Mean.	77.5	10.05	87.2	10.53
Sent. Mean.	55.9	9.75	60.5	9.26
Word Mean.	55.	9.63	63.9	9.
Total Read.	187.3	26.85	209.2	26.10
Hist., Lit.	47.7	15.33	60.2	14.28
Lang. Usage	31.4	9.18	40.	7.83
Dictation	147.6	19.35	161.2	20.75

The Standard Deviation shows the relative homogeneity of the groups in the beginning of this experiment. The range of the grouping around the central tendency is about the same in both groups for all the tests. The Standard Deviations as shown in the final tests indicate a slightly greater range in the control group than in the experimental group, but this is not large enough to be of great significance.

Table 11

Presenting the Differences of Means  
and the Advantage of the Experimental  
Over the Control Group

	Control Group	Experimental Group	Advantage
	<u>Diff.</u>	<u>Diff.</u>	<u>9.7-7.3 - 2.4</u>
Para. Mean.	7.3	9.7	9.7-7.3 - 2.4
Sent. Mean.	4.7	4.6	4.6-4.7 - -.1
Word Mean.	2.3	8.9	8.9-4.7 - 4.2
Tot. Read.	14.7	21.9	21.9-14.7 - 7.2
Hist., Lit.	10.1	12.8	12.8-10.1 - 2.7
Lang. Usage	4.4	8.6	8.6-4.4 - 4.2
Dictation	11.5	13.6	13.6-11.5 - 2.1

This table shows that the experimental group made a gain in all of the tests, and a gain over the control group in all tests except Sentence Meaning.

### Interpretation of the Data

The basis for equating the two groups of below-average pupils in this study was the chronological age and sex of the pupils.

Two methods of teaching English were used during the school year. The control group was taught by the traditional text-book method, and the experimental group was taught by the new individual laboratory plan described in Chapter III of this thesis. On October 7th, 1926, both groups were given an initial test, Form A of The Stanford Achievement Test, and on May 2nd, 1927, both groups were given a final test, Form B of the Stanford Achievement Test. The raw scores made in each test except Arithmetic and Nature-Science were used as a basis of comparison. The gain for each pupil in each test was figured and the mean gain was found.

In Paragraph Meaning, Table 2, the control gained 6.73 points and the experimental group gained 9.3 points. The difference of 2.6 points is in favor of the experimental group. This might be expected since the nature of the procedure gave daily purposeful practice in reading for paragraph meanings.

In Sentence Meaning, the difference, as shown in

Table 3, is .3 points in favor of the experimental group. This gain is too small to be really significant; however, it might be expected that the control group would show a greater gain since their work was presented by the sentence as a unit of reading.

In Word Meaning, Table 4, the difference of 4.5 points is in favor of the experimental group. The practice of requiring each child to overcome his individual errors increased the use and understanding of words.

The Total Reading gain of 7.3 points, as shown in Table 5, in favor of the experimental group might be anticipated from the assignments in reading and the rereading of papers that were an essential part of the training of the pupils in the experimental group.

The History and Literature Test, Table 6, may not have a direct bearing on the achievement in English, but the difference of 2.6 points in favor of the experimental group shows a broader knowledge and wider reading scope on the part of the pupils of that group.

The Language Usage Test, Table 7, is of major importance because it is the test of the use of English as a tool. The control group gained 4.5 points and the experimental group gained 8.6. The difference of 4.1 points in favor of the experimental group is very significant in com-

paring the accomplishment of the two groups.

The Dictation Test, Table 8, shows a gain of 2 points for the experimental group. This is probably the result of making each pupil spell every word on his paper correctly before it could be O.K.'ed, as explained on Page

The test, as a whole, shows 42.86 points of gain by the control group and 58.16 points of gain by the experimental group. The difference of 15.3 points is in favor of the experimental group and represents the superiority of the individual laboratory plan over the traditional group plan.

Inasmuch as the groups concerned contained only thirty cases each, no claim for the reliability of these data are made. It is probable that the scores indicate only the general direction which a larger number of cases would take.

This study was undertaken with two questions in mind, - the first, regarding the establishment of a new technique, has been answered in Chapter 5, and the second, concerning the quantitative results, was answered in the preceding paragraphs. The differences in accomplishments were found to be in favor of the experimental group.

### Conclusion

In conclusion, the data presented in this chapter indicates a small gain in achievement in favor of the experimental group. The small gain represents a great many improvements. The below-average pupils used in the experimental group were, in the beginning, decidedly opposed to English. A reader was substituted for the regular textbook and the children were obliged to get all assignments and lessons through individual reading and understanding of the material read. The number of exercises completed showed an effort on the part of every child and an especial interest and faithfulness on the part of many of the pupils. Reports to the principal and to the teacher would lead one to believe that Extra English was appealing and practical for below-average children.

Measured by The Stanford Achievement Test, the scores show that the majority of the class learned to read with much more ease and understanding, the vocabulary of every child was developed, and the use of language was improved.

The limited number of negative or zero scores shows that only a few pupils did not show improvement. The poorest work in the class room was done by the pupils who made the lowest scores in the test.

The Standard Deviations show that the bulk of the scores of the experimental class were grouped more closely around the central tendency of the class. This might be expected for individual instruction tends to make a group more homogeneous than group instruction does.

The means show some increase in favor of the experimental group in all the tests but one, Sentence Meaning. The greatest gain was made by the experimental group in Word Meaning and Language Usage.

Considering the mental attitudes and the mental capabilities of the pupils in this experiment, it would seem reasonable to assume that Extra English aroused interest, commanded effort, and developed a more wholesome attitude and greater initiative from the pupils.

## Chapter VI

### SUMMARY AND CONCLUSION

In the foregoing chapters, an attempt was made to show that a wide-spread interest in the problem of teaching English exists and that a new method of laboratory instruction for below-average pupils in junior high school English is desirable. The comparative results of accomplishment from a group of thirty pupils taught by such a method and from a group of thirty pupils taught by the traditional method, may lead to the justification of the proposed plan of instruction.

#### Summary of the Background of the Problem

1. Administrators who recognize the individual differences in children are organizing the schools to meet the varying needs of the child. The Denver Plan, The Batavia Plan, The Winnetka Plan, and The Dalton Plan are some of the best known plans used in organizing schools to meet the needs of the child.

2. Supervisors and teachers are experimenting under these various group plans to discover the best method of adapting the subject matter to the child and the plan.

3. Current literature contains articles which confirm the opinion that a wide spread interest in theory and practice exists in the field of English for ability groups.

4. The Dalton Laboratory Plan provides for (a) the work to be divided into units, (b) the child to master these units under supervision, (c) the child to progress at his own rate depending on complete mastery of the unit, (d) the teacher to instruct individually. This particular plan suggested possibilities for a technique that would yield (a) satisfactory achievement for low grade pupils, (b) a more wholesome attitude toward reading and expression, (c) greater pupil initiative, (d) increased independence of effort, and (e) a more harmonious and intimate relation between teacher and pupil.

#### Summary of the Proposed Plan of Instruction in English

5. The essential elements involved in the suggested technique are summarized as follows:

(a) The pupil reads the introduction to the course and learns the plan and purpose of Extra English.

(b) The pupil studies an assignment as suggested

(i) The success of the plan depends largely upon the spirit of emulation, the desire to exceed a previous record, or vie with progress of another member of the class.

(j) If the student finishes the exercises before the allotted time, he should be allowed to do extra work and possibly gain extra credit. This extra work may be (a) extra outside reading, (b) assisting some backward pupil in the class, or (c) checking papers for the teacher.

(k) If a pupil works conscientiously, he will complete the exercises necessary to pass him. However, at the end of the five-weeks period, he continues with the exercises not yet completed and tries to catch up with the average pupils in the group.

#### A Summary of the Conclusions

6. The proposed plan of laboratory instruction has shown such satisfactory results in interest, attitude, and achievement, that Miss Baker, principal of the school, has asked the writer to adapt the same plan in three Freshmen Classes for the coming year and to supervise the plan in the below-average seventh grade classes.

7. The comparative results in accomplishment, of a

but he does not know the manner in which he will be tested on that material until he gets the exercise card which follows the assignment card.

(c) When the pupil feels he has mastered the assignments, he returns that card to its proper place in the files and takes the exercise card he needs.

(d) Now, the pupil copies the exercise neatly and prepares the lesson<sup>on</sup> the regular theme paper. When he has completed this to the best of his ability, he goes to the teacher for a check-up, or conference.

(e) The work sheet is of such a nature that it takes but a moment or two for the trained eye to look over and correct it. Time spent in correcting a paper away from the pupil who wrote it is worse than profitless.

(f) If the pupil has demonstrated that he has mastered the subject matter in the exercise, credit is given and he takes a new assignment. This same procedure continues throughout the course of forty lessons.

(g) If the pupil fails to meet the requirements in his first exercise, he works again, correcting errors or rereading the assigned material. When he feels that he has done this satisfactorily, he returns to the teacher.

(h) Every pupil should work at his maximum capacity and progress at his maximum rate.

group instructed by a traditional text-book method and a group instructed by the individual laboratory method were determined in The Standard Achievement Test.

(a) The pupils were paired according to sex and chronological age. An initial test, Form A,<sup>1</sup> was given to both groups of "C" pupils.

(b) During the school year the two methods of teaching were used by two different teachers.

(c) At the end of seven months, the final test, Form B,<sup>2</sup> was given to both groups. The raw scores were used as a basis for comparing the gain of each pupil in each test. The mean gain and a difference of the means were found for the two groups.

(d) The comparison of the two groups showed superior achievement by the experimental group and indications that every child was receiving and profiting by individual instruction.

(e) It may be assumed that whatever differences were found, were in some degree due to the difference in the method or technique of instruction.

1 The Stanford Achievement Test, Form A

2 The Stanford Achievement Test, Form B

(f) It is the judgment of the writer that a plan of individual laboratory instruction may be established which will yield such outcomes as better study habits, more regular attendance, a finer spirit of cooperation and a more wholesome attitude toward school in general as well as improved skill in reading, spelling, and language usage.

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## APPENDIX

The following lessons were planned from Silent Reader  
<sup>1</sup>  
 #7, by Lewis & Rowland:

## EXTRA ENGLISH

(Card 1)

Introduction

Exercise 1.

This course in English is something new and different. In fact, Westport Junior is the only school in Kansas City which offers it. Therefore, it is a privilege for me to be in this class and I am going to do my very best to make the work a success.

My part will be:

- (a) To follow all directions cheerfully.
- (b) To rewrite each exercise until it is correct.
- (c) To offer suggestions that will make the course interesting and helpful.
- (d) To assist in checking papers.
- (e) To record progress made.
- (f) To advertise the plan by
  - (1) Talking freely about the parts I like.
  - (2) Talking only to the teacher about the parts I do not like.

---

 (Name)

## (Card 2)

## General Plan

## Exercise 2

1. Copy correctly.
2. Read all instructions carefully.
3. Do all that the card says to do.
4. When prepared, secure Exercise card #3.
5. Prepare the work sheet.

Heading, - Extra English

Date

Exercise

Name

6. Copy the exercise.  
Prepare the answers.
7. Read the work sheet and correct all errors, -  
spelling, punctuation, etc.
8. Present the finished sheet to the teacher.
9. When your paper is perfect, turn the card over  
and study the next assignment.
10. If your paper is not perfect, return to your  
seat and prepare it all again. Repeat this until the  
paper is O. K.

\_\_\_\_\_  
(Name)

Assignment 3.

(On back of card #2)

Read the part of the Introduction to Silent Reading, called, "Reading to Learn." This introduction will

tell you about the book just as our introduction tells about our new course in English. It is very important as your next exercise will be taken from it. Use your dictionary if you find any unusual words.

(Card 3)

Exercise 3. (Front)

1. When did you learn to read?
2. Why must you use your reading time wisely?
3. What is meant by "cursory reading?"
4. In using this book what should you do?
5. Copy three sentences that are important to you.

Assignment 4. (Back)

1. Read the introduction to "Black Dog Appears and Disappears."
2. Read the story.
3. Notice the descriptions of the people. Can't you almost see them?
4. After reading the story, what is wrong about the picture? Something isn't right.

(Card 4)

Exercise 4. (Front)

1. Who wrote "Treasure Island?"
2. When does the story take place? Copy the sentence that tells you.

3. Name the principal characters.
4. Give five words that describe the stranger.
5. What was tattooed on the captain's arm?
6. What error did you discover in the picture?

Assignment 5. (Back)

Read (1) "A Spinner of Yarns."

(2) Stevenson, Robert Louis (in the "World Books").

(Card 5)

Exercise 5. (Front)

Write a little story about Robert Louis Stevenson. Tell something about his grandfather, his early companions, his poor health, and his writings. This should be at least one page long. Try to express yourself clearly. Mr. Stevenson always did.

Assignment 6. (Back)

Read (1) "In the Scout Camp," page 13.

(2) "The Hidden Drama of The Surrender," page 25.

(3) "Barrage," page 27.

Notice the questions at the end of each story!

(Card 6)

Exercise 6. (Front)

Now for some questions, - how well can you answer-

Question 3 and question 4 on page 17?

What two surrenders did Foch witness?

Answer the question at the bottom of page 27.

Assignment 7. (Back)

Read the introduction to "Feudal System," on page 18.

Now read the story closely and thoughtfully.

Read "The Other Fellow," on page 28.

(Card 7)

Exercise 7. (Front)

1. What way of preparing your history lesson is given in the second paragraph of the introduction?
2. Who were the Normans?
3. What was called the feudal system?
4. What is another name for "the fellow inside of you?"

Assignment 8. (Back)

Read "Old Rusty," page 35.

"King Canute," page 29.

(Card 8)

Exercise 8. (Front)

1. Take questions, page 33.
2. Why was "Old Rusty" made to haul freight?
3. Why was Maitland so proud of the engine?

4. How far and how fast was "Old Rusty" to carry the president's private car?

5. Was Hepburn's or Maitland's engine traveling faster - at the curve at Berry Hill?

6. What injuries did Hepburn receive?

Assignment 9. (Back)

Read (1) "A Glimpse at China." Imagine you are there seeing it.

Read (2) "Atalanta's Race." Imagine you are a witness.

(Card 9)

Exercise 9. (Front)

1. Work out question 1, page 46. (Five scenes)
  - 2, page 46. (Three parts)
  - 3, page 46. (More than one)

2. Take the test of good thinking, page 56.

3. What automobile has Atalanta on its radiator cap?

Assignment 10. (Back)

Read, "The Story in a Rifle."

(Card 10)

Exercise 10. (Front)

Watch out!

1. Take the first half of question 3, page 64.

2. Take "mixed sentences," page 65.

Assignment 11. (Back)

You will like this assignment.

Read "Friar Bacon and the Brazen Head."

Is the story possible?

(Card 11)

Exercise 11. (Front)

Write a letter to a friend. Tell him about the story you just read. Ask if he has read it, and if so, what he thinks about parts of it? Be sure to have some chatty news in your letter, as though you were really talking to him.

Assignment 12. (Back)

Read (1) "Jack Pershing and The Bully."

By the way, do you know anything about Pershing?

Read (2) "The Three Useful Maxims."

(Card 12)

Exercise 12. (Front)

1. Take "Classification," page 74.

2. What is a maxim?

3. Write three maxims.

4. What is the meaning of "little heed?"

Assignment 13. (Back)

Read (1) page 78.

Read (2) page 84.

(Card 13)

Exercise 13. (Front)

Write a short story, - let the action be around fireman, ladder, child, reward. (Start right off, - lead up to interesting point and stop rather abruptly)

Assignment 14. (Back)

Read, "King Robert of Sicily."

(Card 14)

Exercise 14. (Front)

Take #1 and #2 on page 95.

Take "contrasted words" on page 97.

Assignment 15. (Back)

Read, "The Tree Month."

Read in Living and Literature Book I, - "Trees," by Joyce Kilmer.

(Card 15)

Exercise 15. (Front)

Make a tree poster.

Copy the poem neatly, and paste a picture on it attractively. Study the model on the bulletin board.

Assignment 16 (Back)

Read (1) page 103

(2) page 104

(3) page 109, "The Flower's Secret."

(Card 16)

Exercise 16. (Front)

Take the test, page 110.

Assignment 17. (Back)

Read, "A Chair Ride in China."

Make a list as suggested in the introduction. You should have at least fifteen things on your list.

(Card 17)

Exercise 17. (Front)

Write a letter to me as though you were in China. Perhaps you can find some pictures and cut them so they look like kodak pictures. They would make your letter more interesting. Remember you are in China. Tell me all about yourself.

Assignment 18. (Back)

Read (1) "The Rise of Robert the Bruce," page 116.

(2) "How We Get the Time."

(Card 18)

Exercise 18. (Front)

Tell the story of the names of the days of the week, - Monday, Tuesday, etc., as told in the "World Books."

Assignment 19. (Back)

Study, "Names and How They Grew."

Read, "The Nine Days' Queen." Why is the story named that?

(Card 19)

Exercise 19. (Front)

1. Tell how these names started:

John Thompson,

Harry Baker,

Henry Moore,

Charles Strong.

2. What is a biography?

3. Write a short biography of your life.

(a) Birthplace (location).

(b) Early childhood (incident).

(c) First school (location).

(d) Unusual event (illness, travel, etc.)

Assignment 20. (Back)

Read, "Princess Elvira's Three Trials."

(Card 20)

Exercise 20. (Front)

1. Take "Clear Thinking," page 147.

2. Questions 1 and 2, page 151.

Assignment 21. (Back)

1. Read, "Martha Washington," page 152.

2. Read of some other woman who made herself famous.

(Only one)

1. Joan of Arc
2. Clara Barton
3. Betsy Ross
4. Florence Nightingale
5. Rosa Bonheur

(Card 21)

Exercise 21. (Front)

1. Write a paragraph of 7 or 8 sentences about Martha Washington and a paragraph about the other woman you read about.

2. Take "Which are related?" on page 184.

Assignment 22. (Back)

Read (1) page 154.

(2) page 159.

(Card 22)

Exercise 22. (Front)

Make out a set of questions for these two readings just made.

Assignment 23. (Back)

Read (1) "Why Am I an American?"

(2) "A Great American."

(Card 23)

Exercise 23. (Front)

Write a "peppy" composition of a hundred words on the subject, "Why I am a Westport Booster."

Mention the things that are unusual, that are pleasant, that are helpful, etc.

Assignment 24. (Back)

Read (1) "Fair Play."

(2) "The Selfish Giant."

(3) "The Cod Fisherman."

(4) "The Three Fishers," in Elson, Heck, Junior High School Literature, Book I.

(Card 24)

Exercise 24. (Front)

Make out a set of questions on the reading just done, - two questions on each one.

Assignment 25. (Back)

Read (1) "Bumble Goes Roving."

(2) "Robinson Crusoe's Raft."

(Card 25)

Exercise 25. (Front)

1. Write a short story about "Bees," telling the difference between (1) honey bees and (2) bumble bees and (3) queen bees and (4) drones. 100 words will do.

2. Answer #2 and #4, page 203.

Assignment 26. (Back)

Study, "The Library."

(Card 26)

Exercise 26. (Front)

Answer all the questions on page 208.

Assignment 27. (Back)

Study page 221.

Read page 225.

(Card 27)

Exercise 27. (Front)

1. "Opposites," page 220.

2. "Tangled sentences," page 222.

Assignment 28. (Back)

Read, "Charlemagne," page 233.

(Card 28)

Exercise 28. (Front)

1. Tell where Roland got the horn.

When was he to use it?

Did he ever have to use it?

2. Take "Relationships," 236.

Assignment 29. (Back)

Read (1) page 238.

(2) page 243, "Pocahontas."

(Card 29)

Exercise 29. (Front)

Make up a dialogue or short scene where Pocahontas saves the Captain.

Use this style:

- |                  |              |                                       |
|------------------|--------------|---------------------------------------|
| 1. Speaker,----- | speech,----- | (See some plays, - examine the style) |
| 2. Speaker,----- | speech,----- |                                       |
| 3. Speaker,----- | speech,----- |                                       |

Assignment 30. (Back)

"The First Gang," page 245.

(Card 30)

Exercise 30. (Front)

Answer all the questions at the close of the story just read.

Assignment 31. (Back)

Read, "The First Chief."

(Card 31)

Exercise 31. (Front)

Make a list of 10 clauses found in this story.

Make a list of 10 transitive verbs found in this story. (Remember a transitive verb has an object.)

Assignment 32. (Back)

Read, "The Lady of the Land."

(Card 32)

Exercise 32. (Front)

Give the meaning of (1) prosperous, (2) uninhabited,

(3) mariner, (4) eerie, (5) chalice, (6) crypt, (7) marauding.

Assignment 33. (Back)

Read a story from the magazine, "Child Life," or "American Boy."

(Card 33)

Exercise 33. (Front)

Review your short story.

1. Tell the name and author.
2. What is the principal incident?
3. Where is it laid?
4. Did you like it? Why?

Assignment 34. (Back)

Read, "Life in the New World."

(Card 34)

Exercise 34. (Front)

Put the sub-topics under the main headings as it suggests.

Assignment 35. (Back)

Read page 291.

(Card 35)

Exercise 35. (Front)

Write 5 statements from the story.

Write 5 questions from the story.

Write 5 nouns from the story.

Write 5 verbs from the story.

Assignment 36. (Back)

Read (1) page 298.

(2) page 312.

(Card 36)

Exercise 36. (Front)

Name the 3 men.

What sort of adventure was sought by each?

Answer the last question on page 320.

Assignment 37. (Back)

Read, "The Deadly Feud."

(Card 37)

Exercise 37. (Front)

Answer all the questions at the end.

Assignment 38. (Back)

Read, "The Battle of the Tanks."

(Card 38)

Exercise 38. (Front)

What are tanks?

What is meant by "great nobility?"

Explain "surmount the obstacles."

What saved the men in the Vampire?

Assignment 39. (Back)

Read, "A Letter from a Taxpayer."

(Card 39)

Exercise 39. (Front)

Give an example that you know of, that shows the value of cooperation.

Answer questions #3 and #6.

Assignment 40. (Back)

Think about Extra English.

What is it?

How has it been done?

Do you like it?

Recommend it to some seventh grade child.

(Card 40)

Exercise 40. (Front)

(EXTRA CREDIT FOR THIS)

Write a paper or essay in which you talk about Extra English along the lines outlined in Assignment 40.