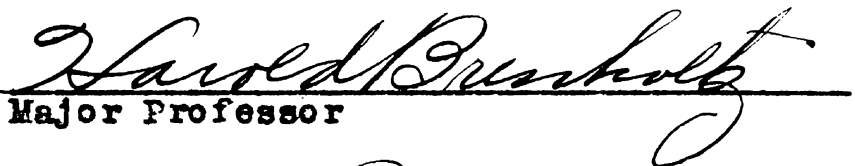
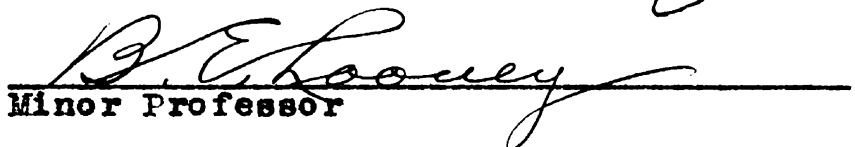
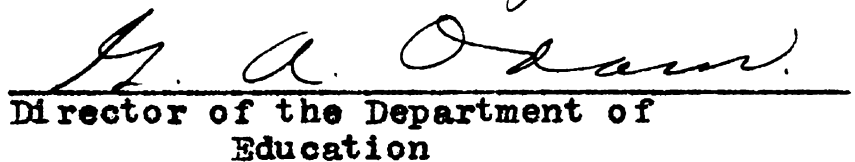


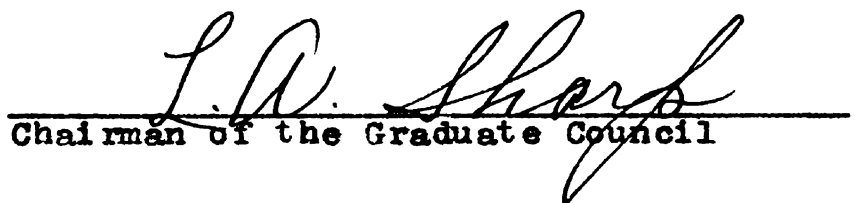
AN ANALYSIS AND EVALUATION OF TWO METHODS
OF TEACHING LANGUAGE ARTS

APPROVED:


Major Professor


Minor Professor


Director of the Department of
Education


Chairman of the Graduate Council

AN ANALYSIS AND EVALUATION OF TWO METHODS
OF TEACHING LANGUAGE ARTS

THESIS

Presented to the Graduate Council of the North
Texas State Teachers College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

Ruth Harrell, B. S.

Hillsboro, Texas

August, 1940

88309

TABLE OF CONTENTS

	Page
LIST OF TABLES	iv
Chapter	
I. INTRODUCTION	1
Statement of the Problem	
Background and Environmental Factors	
Related Studies	
Definition of Items	
II. ANALYSIS OF TRADITIONAL PRACTICES	11
Introduction	
Lesson Procedure	
III. ANALYSIS OF PROGRESSIVE PRACTICES	18
Introduction -- Theory, Aims, Explanation	
of Work, and Approach	
Lesson Procedures	
IV. MEASUREMENT OF RESULTS	29
V. CONCLUSIONS AND RECOMMENDATIONS	49
BIBLIOGRAPHY	52

LIST OF TABLES

Table	Page
1. Comparison of Sections I and II According to Median Chronological Age, Median Mental Age, and Median Intelligence Quotient . . .	29
2. Comparison of Median and Possible Scores Made by Sections I and II on the Harlow Achievement Tests in September and January.	30
3. Comparison of Sections I and II on the Basis of the New Stanford Reading Test, Form 5, for Paragraph Meaning	31
4. Comparison of Sections I and II on the Basis of the New Stanford Reading Test, Form 5, for Word Meaning	32
5. Comparison of Quartiles of Sections I and II on the Basis of the New Stanford Reading Test, Form 5, for Paragraph Meaning	33
6. Comparison of Quartiles of Sections I and II on the Basis of the New Stanford Reading Test, Form 5, for Word Meaning	33
7. Comparison of Average Reading Time and Comprehension Scores of Sections I and II	34
8. Comparative Average Grades on Dictation Exercise in Punctuation and Spelling	35
9. Amount of Time Spent by Section I in Reading for Recreation	39
10. Pupils' Attitudes Toward Reading	40
11. Reasons Given by Pupils for Reading Books . . .	41
12. Reasons Given by Students at the End of the Term for Their Selection of Books	42

Table	Page
13. Pupil Interest in Magazines and Newspapers in October, 1939	44
14. Pupil Interest in Magazines and Newspapers in March, 1940	44
15. Favorite Magazines of Sixth Grade Pupils in November, 1939	46
16. Favorite Magazines of Sixth Grade Pupils in April, 1940	46

CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this study is to evaluate the progress in reading interests of pupils who were taught by the traditional method in language arts, compared with those who were taught functional language. A further attempt is made to find out which method will arouse a willingness to enter into free discussion and to offer reasoned criticism.

This study was carried on in the sixth grade of the Junior High School of Hillsboro, Texas. This grade level was selected because it was the largest single grade section in the school, and it was assumed that a great number of final matchings with which to make a desirable comparison would be available at the end of the term. In a large section the normal fluctuation of enrollment would have less chance of invalidating the results than if the study were made in a small group.

The study is limited to a comparison of two groups of pupils as measured by the Otis Self-Administering Tests of Mental Ability. Its exact nature, therefore, is experimental.

and the results are recorded in the form of a direct comparison of findings obtained from practices and procedures used in teaching according to traditional and new-type functional methods, respectively.

The experiment was set up by dividing the pupils into two sections in which there were comparable matches of individuals from the standpoint of mentality. The tests were administered to ninety-eight pupils in two sections. Although it was impossible to test all of the ninety-eight pupils at the same time, the tests were given to the two groups on the same day; furthermore, the second group was tested immediately after the first one, and special care was taken to prohibit inter-group communication of any form until such time as both sections had finished the entire mental test. In addition to this, the same person administered the tests to both groups so that the factor of individual differences of two or more testers might be eliminated.

The results obtained from these mental tests then served as a basis for matching individuals and for setting up the sections used for this study. A simple but definite method was used in matching pupils with similar degrees of mentality: the intelligence quotients of all the pupils were ranked in descending form, from one to ninety-eight; then the pupils were numbered accordingly and separated into odd and even numbers, the odd numbers comprising one section, and the even numbers, the other. Before this time no attempt had been made

to set up any type of grouping in the sixth grade. Children were allowed to enroll in whichever of the two available rooms they preferred, but they were told that they might be moved later. However, after the above plan of grouping was put into force, there were many comparable pairs of individuals. On the basis of the intelligence quotients, there were forty-nine matches, each match having one member in each section. In the matching of the individuals, there were twenty-two pairs of boy and girl, fourteen of girls, and twelve of boys. The two sections were then organized as home rooms, and a specific teacher was delegated to each. However, it was not the duty of the individual teacher to direct all of the work of the pupils assigned to her home room.

The general scheme of the language arts classroom procedure for the two sections was defined in terms of traditional and functional methods. The traditional method was a systematized organization and presentation of the subject matter; that is, a definite outline of topics and the time to be spent on each was set up and carefully followed throughout the duration of the study. Discipline and other routine rules of order were dictated and enforced by the teacher. Likewise, homework, extra school periods, and carefully blocked amounts of subject matter to be learned by drills and rote were frequently prescribed. Each pupil was fully aware of the fact that there were certain rules and regulations set up, a certain amount of subject matter to be learned, and a certain schedule to be

followed -- all of which he was not to question.

The experimental or functional method group, on the other hand, had no definite schedule of class work. This section set up its own system or schedule of student participation -- a rather elaborate plan, and as it was creative work of the pupils themselves, a high degree of cooperation was secured. Under this plan the pupils cared for all the discipline problems which arose in their own home room, and, guided by their own teacher, they set up desirable things to be done and organized these into appropriate units of work which were centered around problems of mutual interest. These units were carefully planned in advance, but at no time did the experimental group have a specified number of pages in the textbook assigned as a lesson for the next day, nor were the pupils given any definite home work. In every instance that the teacher deemed feasible the units of work were pupil-originated, and very little formal matter was presented.

Background and Environmental Factors

As language arts is a correlated course in the arts of our language, drawing its subject matter from all fields of experience of the child, it should, consequently, be related to his personal and social needs. An experimental study of this type, therefore, would not be complete without a survey of the general background of the community, that is, the environment of the group of pupils.

Hillsboro is the county seat of Hill County, which is located in the productive cotton belt of the fertile blackland region of Texas. It has a population of 8,100 people, and it is one of the principal retail and wholesale markets located on the main highway between Austin and Dallas. It is the center of an agricultural community, and its industries are agricultural in character: a cotton compress, a cotton oil mill, cotton textile mill, two mattress factories, and a small machine shop or foundry.

Hillsboro has, therefore, little floating or transient population. The residents are, in the main, native-born Texans or American stock, and practically all of the older generation have come originally from the rural areas. Broadly speaking, the town has three distinct residential areas which may be grouped around the three elementary schools, Franklin, Travis, and Harris. At the beginning of the 1939-1940 term of school, ninety-eight pupils entered the sixth grade in the Junior High School. Of this number, twenty-five came from the Franklin school district where the most prosperous people live; thirty came from the Travis school in the central part of the city; and thirty-one came from the Harris school "across the tracks" in the mill district. The remaining twelve came from other schools, most of them from rural districts.

With the exception of the schools and the churches, the city offers little in the way of cultural, social, and recreational facilities. Until January of 1940, when the Works

Progress Administration established a traveling library, the community had no public library of any kind except the small ones in the schools, and these were available only to the pupils during the school term. There are no supervised playgrounds except those at the schools, and these are used only during the school term. There is an active Boy Scout organization, but its membership comes largely from that residential area surrounding the Franklin school -- the more prosperous section of the town.

As the sixth grade is composed of pupils from every section of the city and county, and as the above conditions exist in both city and county, the experiences of the pupils have varied greatly. Consequently, it might be concluded that this particular situation was ideal for a study of this kind.

Related Studies

For more than two decades studies have been made on the relationship between a knowledge of English grammar on the one hand and the correctness of usage on the other. F. S. Hoyt,¹ L. W. Roper,² W. Asker,³ and D. Segal and N. R. Barr,⁴ have

¹"The Place of Grammar in the Elementary Curriculum," Teachers College Record, VII (November, 1906), 467-500.

²"The Problem of Formal Grammar in Elementary Education," Journal of Educational Psychology, IV (March, 1913), 125-137.

³"Does Knowledge of Formal Grammar Function?," School and Society, XVII (January 27, 1923), 109-111.

⁴"Relations of Achievement in Formal Grammar to Achievement in Applied Grammar," Journal of Educational Research, XIV (December, 1926), 401-402.

all made correlation studies between formal grammar and functional language, and the general conclusion, to quote Segal and Barr, is that "formal grammar has no immediate transfer value so far as applied English grammar is concerned."

More recent studies of this problem have been made. Ellen Frogner paired groups in grades nine and eleven in the Bemidji, Minnesota, High School for the purpose of determining the relative value of the grammar method and the thought approach. She concluded that only thought approach contributed appreciably valuable increase in the powers of oral and written expression.⁵ Ellsworth Collins, who used pupils in the rural schools which he supervised, reported that the results from twelve standardized tests administered to eighty matched pairs of pupils in the experimental schools showed they were achieving the so-called basic skills in reading, writing, arithmetic, and language even better than the control school pupils.⁶ Crawford and Gray reported that as a result of content presented in various activities, a fifth grade class showed sixty per cent more gain on two standardized English tests than is normal for a semester. They concluded that through activities of a vital character it is possible to achieve normal or better results in the fundamental academic skills.⁷

⁵ "Grammar and Thought Approaches in Improving Sentence Structure," School Review, XLVII (November, 1939), 663-675.

⁶ An Experiment with a Project Curriculum, pp. 238-244.

⁷ "Measured Results of Activity Teaching," Journal of the National Education Association, XX (October, 1931), 270.

A more general intensive study was made by Hopkins and Mendenhall.⁸ Using results of intelligence tests administered over a period of ten years in the Lincoln School of Teachers College, Columbia University, they found that the children maintained approximately the same achievement quotient as that maintained by pupils in the usual older-type schools. In "A Study of the Ratio of Achievement of Factual Material to the Ability to Learn of Intermediate Children When Taught the Separate Subjects as Compared with Those Taught in Correlated Core Area Fields," W. P. Jones drew the following conclusions:

1. Since there is very little difference in the achievement ratio of learning to the ability to learn factual material under the traditional method of teaching and the new progressive method, as shown in this study, it can be recommended for use in the elementary school.

2. From the facts learned in this study and an acceptance of the data gathered by other investigators, it is safe to say, that, when all of the component parts of the child's experiences and learning are measured, the child in the new progressive activity school will learn the material as well or will excel the child in the traditional or conventional school.⁹

Definition of Items

For a thorough understanding of this study, the definitions of the various items mentioned must be kept in mind. They are as follows:

⁸Achievement at Lincoln School, chapter vii.

⁹Unpublished master's thesis, Department of Education, North Texas State Teachers College, 1939, p. 34.

Language arts, which is a correlated course in the art of our language, draws its subject matter from all fields of experience of the child and should be related to his personal and social needs. Its aim is to develop ideals, attitudes, skills, and power, rather than a knowledge of facts and principles.

Traditional grammar, which is a study of the form and syntax of our language, aims (1) to teach the pupil to write and to speak correctly, (2) to aid the child in the study of literature, (3) to teach appreciation of one's own language, (4) to aid in the study of foreign language, and (5) to develop a cultural element.

Functional language, which is a true expression of one's intimate experiences, is characterized by spontaneity, sincerity, and naturalness. It is a getting and a giving process which indicates a social response.

Reading interests means the pupil's own choices and tastes in books, magazines, and newspapers, and the type of materials he likes to read in each.

Techniques as applied to the art of expression may be explained briefly as a "ways and means" of organizing and manipulating materials to obtain desired effects.

Section I denotes the group taught by the new-type or functional method.

Section II denotes the group taught by the traditional method.

The matched pupils are those who compare in terms of mentality, the intelligence quotients being determined by the Otis Self-Administering Tests. The pairs of pupils will be designated by numbers throughout the discussion of the study. Match 1, for example, refers to pupil number one in Section I and pupil number one in Section II. Matches 21, 24, 32, 45, 46, and 47 do not appear in any table because one or the other or both did not complete the experiment. Leaving school and illness were the chief factors causing the elimination of these pairs.

A median is the point which half of the scores are above and half are below.

CHAPTER II

ANALYSIS OF TRADITIONAL PRACTICES

Introduction

Traditional practices of teaching language arts by the grammar method are based upon the old psychology which stressed acquisition, even drill, and minimized creative thinking. Learning under this idea, therefore, is largely a matter of repetition.

According to the definition of traditional grammar which was given in the preceding chapter, the aims of this course are (1) to teach pupils to write and to speak more correctly, (2) to aid the child in the study of literature, (3) to teach appreciation of one's own language, (4) to aid in the study of foreign languages, and (5) to develop a cultural element. In Section II, therefore, the traditional practices and methods were used. There were five language arts class periods of sixty minutes each per week. On Tuesday the hour was given to spelling; on Thursday, to reading; and the three remaining hours each week, to the teaching of grammar or construction.

Following the traditional procedures, emphasis was placed on textbooks. In the reading class the basal text was Reading to Learn, which was issued at the beginning of the term. Every

two weeks another reader was issued, until each pupil had been given seven books. They were The Texas Ranger, Pioneering in Texas, the Lone Scout of the Sky, Our National Parks, The Courageous Heart, Caddie Woodlawn, Trails Beyond, Smoky the Cow Horse, and On Jungle Trails. This required list of reading permitted no choice on the part of the pupils.

In the spelling class the lessons were followed in My Word Book. After each day's lesson was given out and graded, review drills covering all past lessons were given.

In the English class the lessons were planned in advance and carried out as outlined below, and much of the work was assigned as home study. Various drill devices were given during the class period, one of them being the favorite "ball game."

Lesson Procedure

The militaristic and formal procedures used in teaching language according to the traditional method are clearly in evidence in the outline of work scheduled for Section II of the low sixth grade:

1. First week

- a. Oral compositions, descriptions, stress on correct posture, speech, the use of effective describing, words and complete sentences. Teach antonyms and synonyms.
- b. Oral descriptions continued.
- c. The adjective.

2. Second week

- a. Classification of adjectives: descriptive, quantitative, demonstrative. Teacher read brief descriptions; class listed adjectives

from which definitions for the classes were formed. Suggestive description: There stood, tall and erect, that splendid figure of Samoset, naked except for a waistband of buckskin fringe. His skin was of a bright copper color, background for many varicolored paints with which it was adorned. His coarse, black hair, cut square above the eyebrows, fell upon his shoulders at the back, and was ornamented by three eagle feathers woven in its tresses. In one hand he carried a bow nearly as tall as himself, and two arrows. A sharp little hatchet, evidently of European make, was thrust into his girdle, but the keenness of the dark edge of this weapon was less than that of the glances with which he watched the slight movement of the armed men who started to their feet at his approach.

- b. Drill in classification of adjectives.
- c. Comparison of adjectives.
- d. Writing of descriptions according to suggested lesson plan

3. Third week

- a. Comparison of adjectives: weak, heavy, noble, vivid, western, critical, scholarly, bad, evil, ill, little, many, much, old, interesting, late.
- b. Review of material covered so far this term.
- c. Test.
- d. Discussion of and conference on paragraphs written during preceding week.
- e. Punctuation and capitalization drill. Dictation exercise, corrected on board during period, on period, capital letters, question mark, exclamation point:
 - 1a. They know that I wish to go.
 - 2a. He cried out, "Open in the name of the law!"
 - 3a. The English pray that God may save their ruler.
 - 4a. Will school start on the second Monday in September, the first fall month?
 - 5a. The train leaves at 6:35 a. m.

4. Fourth week

- a. Adjectives as plain modifiers and predicate words.

- b. Adverbs.
- c. Classification of adverbs; correct use of negatives; dramatization of sentences containing adverbs.
- d. Students' narratives of former classics read by the teacher; discussion of narratives.
- e. Two-paragraph narratives written in class.

5. Fifth week

- a. Adverbs compared: hard, slowly, fast, badly, well, often, little, much, beautifully, swiftly, early.
- b. Review of adverbs, using adjectives and adverbs correctly.
- c. Review of prepositional phrases as adjectives and adverbs; subjects, verbs, adjectives, adverbs.
- d. Conferences on compositions written during preceding week.
- e. Correction of themes handed in. Diagram simple sentences to help show distinction of adjectives and adverbs.

6. Sixth week

- a. Continue diagramming.
- b. Review of term's work.
- c. Test.
- d. Oral narratives told from outlines. Stress choice of words, content, correct speech, complete sentences.
- e. Oral narratives continued.

7. Seventh week

- a. Verbs, principal parts.
- b. Principal parts continued.
- c. Punctuation of direct and indirect quotations.
- d. Writing of imaginary conversations.

8. Eighth week

- a. Study of correct verb forms.
- b. Transitive and intransitive verbs, with definitions developed from study of verbs.
- c. Kinds of verbs continued; followed by study of direct object and object of prepositions.
- d. Writing of a three-paragraph narrative -- the setting, main incident, conclusion.
- e. Reading of narratives.

9. Ninth week

- a. Test.
- b. Review uses of nouns: subject, direct object, possessive modifier, object of preposition, name of person addressed, predicate word.
- c. Active and passive voice.
- d. Conferences on corrected themes.
- e. Students write and hand in friendly letters.

10. Tenth week

- a. Indirect object with transitive verb, active voice.
- b. Drill on indirect object; diagramming.
- c. Teacher reads expository paragraphs; class discussion; oral expositions.
- d. Oral expositions written in class. Indirect objects used in compositions. Necessary conferences on letters.
- e. Reading of expositions.

11. Eleventh week

- a. Teaching of objective complements, both noun and adjective.
- b. Objective complement continued.
- c. Reports on topics from studies.
- d. Reports on topics from studies continued.
- e. Review.

12. Twelfth week

- a. Test.
- b. Gender of nouns.
- c. Gender of pronouns.
- d. Uses of nouns, verbs, adjectives, and adverbs brought out in diagramming. Nominative of address, punctuated and diagrammed.
- e. Diagramming of simple sentences with compound elements.

13. Thirteenth week

- a. Pronouns, personal.
- b. Pronouns, compound personal.
- c. Teaching of the making outline for argument; writing arguments in class.
- d. Reading arguments.

14. Fourteenth week.

- a. Pronouns, interrogative.
- b. Pronouns, relative.
- c. Pronouns, indefinite.
- d. Writing of invitations, refusal and acceptance notes, "thank you" letters.
- e. Diagramming of pronouns.

15. Fifteenth week

- a. Diagramming continued.
- b. Review.
- c. Test.
- d. Oral compositions. Have students made improvement during term?
- e. Oral compositions continued.

16. Sixteenth week

- a. Analysis of simple sentences.
- b. Analysis of simple sentences continued.
- c. Dramatizations of materials from studies.
- d. Dramatizations of materials from studies continued.
- e. Dramatizations of materials from studies continued.

17. Seventeenth week devoted to review.

18. Eighteenth week devoted to closing of term's work.

Extra Work

1. Booklets written and illustrated:

- a. Hallowe'en.
- b. Thanksgiving or Christmas.
- c. Easter.
- d. Fire Prevention.

2. A class magazine containing copies of the best stories, poems, etc., written during the term.

Typical of the lessons assigned to Section II is the following, which is taken from a workbook that the pupils used:

Subject: Analyzing Adverbs

In the first column below list all the adverbs in the following sentences. In the second column write the word that each adverb modifies. In the third column name the part of speech of the word which the adverb modifies.

1. Angrily the speaker answered.
2. He is here.
3. The soldiers marched forward.
4. He arrived late.
5. Stubbornly he fought his way to success.
6. Then he dropped his load.
7. This is an exceedingly important matter.
8. He is well prepared.
9. Jack fell down and broke his crown.
10. This load is too heavy.
11. He is very much interested.
12. He was too greatly excited.

Sentence number	Adverb	Word modified	Part of speech of the word modified
1.....			
2.....			
3.....			
4.....			
5.....			
6.....			
7.....			
8.....			
9.....			
10.....			
11.....			
12.....			

CHAPTER III

ANALYSIS OF PROGRESSIVE PRACTICES

Introduction -- Theory, Aims, Explanation of Work, and Approach

Progressive education seeks the continuous development of functional attitudes, skills, and modes of living -- all predicated on an intelligent appraisal of specific situations. The mere knowledge of facts is not sufficient to ensure one the ability to cope with any and all situations that may rise in the future. Yet the progressivist acknowledges the fact that knowledge is necessary to life's problems; however, that knowledge, to be essential to life activity, must be objectified.

Learning may be induced, but it cannot be dictated; consequently, the point of departure for the learning program must lie in the pupil's expressed purposes. School procedure, therefore, must be made life procedure by incorporating in it the natural activities and responses made by the child.

To study life and how to enrich it, to study our customs and institutions and how to improve them, to educate youth so that they may grow up thus socially capable and disposed -- these things constitute the aims of any proper educational system.¹

¹William H. Kilpatrick, Remaking the Curriculum, p. 45.

Participation in the activities of society is, then, the goal of progressive educators. Pupils get this actual experience in the classroom when a cooperative instead of a competitive plan of work is established. Faced with problems which are sufficiently complex to make necessary the exercise of judgment, free discussion, and exchange of ideas, pupils call more and more upon those with whom they live for aid and advice.

Language is the all-important tool in achieving the ends of education. Problems can be clarified and attacked intelligently only when a person understands and uses correct English. One of the important ends of education is to enable the learner to make a living, and the ability to use correct English contributes much to the individual's economic and social efficiency.

To achieve necessary mastery we do not lay emphasis upon formal instruction in grammar and composition. We call for the use of English as he needs it in his present life activities. He is not interested in language, but is interested in his daily life. We, therefore, hitch his language interest to his school life, or his business life, not his life to his language interest.

The adolescent does not like grammar nor theories of writing but everyone does crave expression, naturally more in deeds than in words. We get him, therefore, to report what he has done or is doing or is proposing to do -- e. g., projects he is engaged in in school, or work done outside of school.²

Progressive education, therefore, instead of teaching

²J. H. Handschun, "Training in English as Integration with Life," Education, LIX (June, 1939), 631.

English as a disciplined subject which is organized as a stereotyped course, calls for functional language, which, as defined in Chapter I, is a true expression of one's intimate experiences and is characterized by spontaneity, sincerity, and naturalness. It is a getting and giving process which indicates a social response. This progressive theory or method of teaching language arts places the emphasis upon learning through use. Its aims are (1) to give the child real life experiences, (2) to begin where he is and to provide for a continuous growth, (3) to satisfy his immediate needs, and (4) to establish and to develop interests where he is most likely to be successful and happy.

The work of Section I was motivated entirely by these aims. The section had no definite schedule to be followed daily, and no reading periods or home assignments were given by the teacher. No readers were issued to the pupils unless they asked for them. This section had a freedom of action in direct contrast with that of Section II. The class set up a system of student participation, a rather elaborate plan created by the pupils themselves. As it was creative work in which many pupils participated, a high degree of cooperation was necessary not only during the organization period but also throughout the term.

Lesson Procedures

Keeping in mind the theory stated above, that learning

comes through use, and fitting procedures to the aims desired, Section I worked out its own plan of activities. These centered around what they felt to be social needs, and the following list is indicative of some of their interests, experiences, or needs. It is not a complete list of the activities which they originated, but it is typical of the work done by them during the term.

1. Discussing, planning, and perfecting a room organization.
2. Planning, preparing, and operating a room library.
3. Planning and collecting materials and conducting an exhibition of burying a treasure.
4. Discussing, planning, and exhibiting a "Book Week" program.
5. Planning and giving a Christmas party.
6. Discussing, planning, and making gifts for the children's hospital in Waco.
7. Discussing, planning, and organizing a Dr. I. Q. program for assembly.
8. Writing and giving a play in assembly.
9. Discussing, planning, making, and exhibiting an apple house containing fire hazards.
10. Discussing, planning, and exhibiting a "Better Citizen" program.

In the early part of September, Section I suggested and discussed plans for class organization. The idea of a city form of organization met with a ready response and promised plenty of activity and initiative on the part of each pupil. A municipal form of administration was established with the election or appointment of the following officials: mayor, city secretary, chief of police, four aldermen, civic committee, traffic officers, health officer, fire chief, city superintendent, postmaster, and city librarian. These officers composed a council which frequently met from 11:30 to 12:00

o'clock on Mondays, Wednesdays, and Fridays. Reports were made by the officers; records were kept; trials were held; programs were carried out; and parties were planned.

Early in October Section I discussed the presentation of a program that would be representative of the work done by the pupils. This demanded both initiative on the part of the individual pupils and the cooperation of all. All agreed that regardless of the nature of the program it should be entertaining and interesting yet thought-provoking. From the many ideas presented, the section chose a pantomime presentation of favorite characters from books with which junior high school pupils should be familiar. The question of characters as personalities was discussed; new books were read, and old ones, re-read. Then the problem of costume arose. This was left to each individual to work out.

After a week of reading, talking, discussing, the pupils came in costumes and appeared before three groups of student bodies: the Junior High School, the Senior High School, and the Junior College. Each group was provided with slips of paper on which were to be written (1) the characters' names, (2) the books, and (3) the authors. A theater ticket was given to the student in each group who made the highest score in this recognition test. The characters were presented individually, and the group members were allowed to ask them many questions, but the answers must be "yes" or "no."

As each pupil was responsible for the interpretation of

his character, he made a close study of the book and gave much time and thought to the setting of the story. The success of the pupils' impersonations and the knowledge of their subjects were evidenced in the score sheets of the judges -- the student bodies -- for fifteen per cent of them made almost perfect recognition scores.

In this project, interest in reading books was stimulated by a present need to read them, which was in accordance with one aim of functional language -- the aim to satisfy the immediate need of the child. Freedom in the choice of characters and materials was allowed them, and the democratic spirit of the project was exemplified in the criticisms and comments made by the pupils. Each pupil had the opportunity of appraising his own judgment by comparing his creation with the creations of others.

Another activity was centered around the establishment of a class library. Here again discussion preceded the decision that there should be a home-room library. Bookcases were provided; a librarian and assistant were chosen. Books were furnished by the children who could do so, and the school library let the teacher have books for a period of nine weeks. Books were checked in and out as they were in the Senior High School library.

After the library was organized, a free reading period was allowed the pupils. The teacher encouraged wide reading, although she never insisted on a certain amount of it. She

stimulated reading interest by various devices, such as displaying the book wrappers and posters made by students, making files of books read by each pupil, giving informal talks about the books, telling about parts of the books, and talking about an author's life.

The teacher discovered that a child's difficulty in the techniques of comprehension was frequently the result of the lack of certain skills in reading. This lack of reading skill had resulted, in turn, from dislike of reading, from insufficient practice in reading, or from maladjustment. The teacher, however, never forced a child to read anything, but she did stress interest, always introducing a new type of reading to the pupil. The slow readers were diplomatically supplied with readers written for a lower grade level.

That broader interests were developed through this method is shown in Tables 8 and 9. The time spent on reading by the pupils, however, was not entirely individualistic, for the teacher endeavored to stimulate and guide their reading by introducing new books and new sources of books. With an increase in proficiency in the operation of this program, however, there was a corresponding increase in voluntary reading; but at no time was a child in Section I asked to read an article or to search for material which either held no interest for him or had no bearing upon a class problem.

The fact that language arts draws its subject matter from all fields of experience of the child and should, therefore,

be related to his personal and social needs, was proved in the "Better Citizens" project. This activity was developed in Section I while the pupils were studying "Exploration and Colonization" in the social studies classes. The following problems are typical of those questions that came up for discussion in the language arts section:

1. How do the factors of character, climate, resources, and inheritance from other people influence us in Hillsboro?
2. What are some of the problems that we have met, and what ones are we now meeting?
3. What improved methods of living have been handed to us, and what will we pass on to others?
4. To be a good citizen, do we need to know the nature and problems of our government?

A discussion of the problems of citizenship was promoted by the use of a question box in which the pupils placed their questions. No student, however, could propound a question unless he was prepared to answer it himself, and the questions had to be related to the subject under discussion. A popular radio "quiz" program was copied, and four boys and four girls were selected by the group to answer the questions. Interest in the problems of citizenship was indicated by the many questions propounded. The following list is typical and shows the wide range of interests:

1. What is meant by the term "government?"
2. What is meant by "political parties?"
3. What is the Hillsboro plan of city government?
4. What city taxes are there? How are they levied?
5. What are the public boards and what are they doing?
6. What is meant by "efficiency" in state government?
7. How is an independent school district created, controlled, and supported?

8. What is the purpose of the Community Chest? Should there be changes made in it?
9. What are the churches doing with respect to the charities in Hillsboro?
10. Discuss racial distinction.
11. In what ways might attitudes of one race toward another be improved?
12. Does Hillsboro have an industrial problem?
13. What is the origin and function of the Chamber of Commerce?
14. Should people without children pay school taxes? Why?
15. Should a city maintain parks and playgrounds?

Another project, and one which provoked a great display of genuine interest, concerned "A Buried Treasure." Not only did the students become interested, but they aroused their parents' curiosity and secured the latter's cooperation.

The class selected a list of things to be placed in a box and buried in a selected spot. In order that no one else in the school should know what was being done, it was announced merely that this group was planning a tree-planting program, and a tree was actually planted in the hole in which the locked box was placed. Significance was attached to the project by handing the key of the box to one child's father, who placed it in his safety deposit box, where it was to be held until November 21, 1954. It was stipulated that on this date the box should be dug up and opened by the then living members of the class.

The selection of the things to be placed in the box involved much discussion and reasoning. That immediate interests were linked with plans for the future was indicated by the following things chosen for deposit in the box: history

of the class from the kindergarten to the present time; a group picture of the class; a list of class officers; an original class poem written by the class poet; a prophecy of the activities of each individual twenty-five years later; the class song; a list of the city officials; a list of faculty members; a picture of the school building; each pupil's desired vocation or profession; statement of each pupil's hobby; and any little trinket or keepsake, except money or a flag.

It will be seen that much oral discussion and writing had to be done. Each child was eager to put his thoughts in good form, knowing that his own paper would be opened for inspection by others in the future. Then other things were brought out in the discussion, among them being the problem of permanency of materials. This led to a study of the several kinds of paper and ink to be used. Here the parents' aid was solicited, and one father furnished the best quality of paper obtainable; another gave the best grade of ink.

It may be asked: "Just where in all of these projects did the pupils learn how to use correct English and how to use correct punctuation?" True, they did not learn formal rules of grammar, but they did talk and write with spontaneity and naturalness, and they desired to express their thoughts in the best way. Here, the guidance of the teacher is essential.

The teacher must know the children and help them, at their several levels, to call to their aid anything from the culture appropriate for them now to use. . . .

Then learning is joined fruitfully for the pupils with the meaningful cues of the situation rather than with the teacher's word.³

When, for example, a child learns to spell a word . . . for which he has no present use, learning it simply because it has been assigned as a task, such items of learning necessarily lack proper meaning connections. . . . When, however, under wise guidance the child is pursuing with hearty purpose some worthy aim and endeavor of his own, there will necessarily arise occasions when he must seek knowledge and skill that he does not possess.

When he has found what is seen by him to answer to his quest, the early acceptance of this on its own merits and with its recognized meaning connections does for him two things at one and the same time. First, the hearty satisfaction that arises for him fixes that matter in his mind and heart so that it remains more firmly implanted to abide for later and pertinent use, far and away better than would any possible learning based on a less inherent interest. . . . Second, what is thus learned is acquired in such thoughtful connections . . .⁴ as to constitute a more serviceable type of learning.

Furthermore, learning the "whys" of punctuation became play for the pupils when they had a lesson in which sentences were placed on the board and the pupils told to punctuate them according to the meaning conveyed to each one. As each sentence could have several interpretations, punctuation became a matter of sense, not rule. Typical sentences were:

1. What do you think Ill give you a hair cut for
twenty cents
2. Take that dress off Kate
3. Your father asked me to call you Jack
4. My teacher says he is the best reader
5. You are going to write John before you go to bed
6. Pupils do not complain of punctuation
7. Mr Scott your principal wrote that song
8. I hadnt heard that Frank was the guard on duty that
night
9. No amount is too much
10. This club thinks its sponsor is best

³Kilpatrick, op. cit., p. 63.

⁴Ibid., pp. 110-111.

CHAPTER IV

MEASUREMENT OF RESULTS

Throughout the year various tests were given to both Sections I and II to test the progress made in language arts by pupils who were taught according to the functional or progressive method and the traditional method, respectively.

As explained in Chapter I, an intelligence test was given to the entire sixth grade in order to divide them into comparable groups for the purpose of making this study. Then the median intelligence quotient, the median chronological age, and the median mental age of each section was established, as shown in Table 1.

TABLE 1

COMPARISON OF SECTIONS I AND II ACCORDING TO MEDIAN
CHRONOLOGICAL AGE, MEDIAN MENTAL AGE, AND
MEDIAN INTELLIGENCE QUOTIENT

Items of Comparison	Section I	Section II
Median chronological age in months.....	143.7	142.5
Median mental age.....	140.2	140.5
Median intelligence quotient..	96	95

Two Harlow Achievement Tests were given both sections, one

in September and the other in January. The first was the fifth grade test; the second, the sixth grade. These tests were given at the beginning and at the end of the term in order to compare the progress made by the two groups. The median results are shown in the following table:

TABLE 2
COMPARISON OF MEDIAN AND POSSIBLE SCORES MADE
BY SECTIONS I AND II ON THE HARLOW
ACHIEVEMENT TESTS IN SEPTEMBER
AND JANUARY

Items of Comparison	Section I	Section II
Median score in September.....	20	21
Possible score in September.....	31	31
Median score in January.	30	24
Possible score in January.....	38	38

From the data presented in this table, it is obvious that Section I made greater progress than did Section II during the four months that intervened between the two tests. In the January test, Section I registered a 10-point gain in the median score, as compared with the September score, but Section II showed only a 3-point gain. This is significant in view of the fact that both sections made almost similar median scores in September, when Section I rated 20 and Section II, 21. It will also be noted that out of a possible median score

of 38 in January, Section I made 30 while Section II made 24.

Early in March, during the second semester, the New Stanford Reading Tests, Form 5, for paragraph and word meaning, were given to both sections. Each child was supplied with a test booklet, and the test was carefully explained to the groups, and the test was given under the most satisfactory conditions; that is, a quiet room was provided and there were no distractions from within or without to interfere with the work of the pupils. A time limit of 25 minutes for the paragraph test and 10 minutes for the word test was allowed, but that was more time than most of the pupils required. The medians of the two groups in grade score, reading age, and school grade are given in the following two tables:

TABLE 3

COMPARISON OF SECTIONS I AND II ON THE BASIS
OF THE NEW STANFORD READING TEST, FORM 5,
FOR PARAGRAPH MEANING

Items of Comparison	Section I	Section II
Median class score....	86	81
Median reading age....	13 - 3	12 - 7
Median school grade...	7 - 5	6 - 8

TABLE 4

COMPARISON OF SECTIONS I AND II ON THE BASIS
OF THE NEW STANFORD READING TEST, FORM 5,
FOR WORD MEANING

Items of Comparison	Section I	Section II
Median class score....	85	79
Median reading age....	13 - 1	12 - 4
Median school grade...	7 - 4	6 - 6

The median class scores on both of these tests would seem to indicate that Section I had a better grasp of both word and paragraph meaning than did Section II. But it must be noted that the median reading age and median school grade of Section I were above those same medians of Section II. The median class score only is given in Table 3, but a study of the test results showed that out of the 43 matches, 30 matches of Section I scored above the paired students in Section II, while only 13 matches of Section II scored above their equivalents in Section I.

A more intensive study of these tests was made by comparing the median score, the median reading age, and the median school grade of the quartiles of the two sections, shown in the following two tables, which are read thus:
Quartile 1, median score, 101; median reading age, 15 years, 6 months; median school grade, 9th grade, 8th month.

TABLE 5

COMPARISON OF QUANTILES OF SECTIONS I AND II ON
THE BASIS OF THE NEW STANFORD READING TEST,
FORM 5, FOR PARAGRAPH MEANING

Quartile	Section I			Section II		
	Med. Score	Med. Read. A.	Med. Sch. G.	Med. Score	Med. Read. A.	Med. Sch. G.
1.....	101	15 - 6	9 - 8	98	15 - 4	9 - 3
2.....	92	14 - 5	8 - 6	87	13 - 5	7 - 2
3.....	84	13 - 0	7 - 5	78	12 - 3	6 - 5
4.....	69	11 - 8	5 - 4	66	11 - 5	5 - 1

TABLE 6

COMPARISON OF QUANTILES OF SECTIONS I AND II ON
THE BASIS OF THE NEW STANFORD READING TEST,
FORM 5, FOR WORD MEANING

Quartile	Section I			Section II		
	Med. Score	Med. Read. A.	Med. Sch. G.	Med. Score	Med. Read. A.	Med. Sch. G.
1.....	100	15 - 4	9 - 7	100	15 - 4	9 - 7
2.....	99	14 - 4	8 - 7	94	14 - 3	8 - 7
3.....	82	12 - 8	7 - 5	82	12 - 5	7 - 2
4.....	68	11 - 5	5 - 6	64	11 - 4	4 - 7

It is evident from these tables that Section I was superior to Section II. It is true that the first quartiles of both sections tied in the test on word meaning, but the higher ranking of the three lower quartiles of Section I seems to

indicate that the average or below average pupil profits more when taught by the free, cooperative method than when he is subjected to the compulsory, traditional type of teaching the language arts.

At intervals throughout the year, tests in reading were given the groups to check not only upon the time required by pupils to cover a certain amount of material but to test their comprehension of it. Table 7 presents data on these tests.

TABLE 7

COMPARISON OF AVERAGE READING TIME AND COMPREHENSION
SCORES OF SECTIONS I AND II

Items	Section I			Section II		
	October	December	March	October	December	March
Av. rd. time ^a .	17 - 10	16 - 9	15 - 10	17 - 8	17 - .09	17 - 00
Av. comp. score.	74	80	84	75	78	81

^aAverage reading time given in minutes and seconds.

The results shown above indicate not only that Section I increased its skill and comprehension in reading, but they also indicate another factor -- that as rapidity in reading increases, comprehension increases. In the first test, the two groups were approximately equal in reading ability, but in the subsequent tests, Section I not only had a better average

but showed a slightly higher percentage gain than did Section II. This would tend to prove that free reading of material that appeals to the interests of the children increases skill and ability in reading more than a prescribed, compulsory reading course does.

Shortly after the beginning of the second term, fourteen sentences were dictated to both sections to test spelling and punctuation. One point was taken off for each misspelled word or error in punctuation. As shown in Table 8, Section I had an average grade of 76; Section II, of 80. True, there was a 4-point difference in favor of Section II, but it had been drilled upon many of the words while Section I had learned to spell words that they had used. As for the use of punctuation marks, there was no appreciable difference in their use by the two sections, giving further evidence that the use of punctuation marks is not a function of rules of grammar.

TABLE 8

COMPARATIVE AVERAGE GRADES ON DICTATION EXERCISE IN PUNCTUATION AND SPELLING

Section I	Section II	Difference
76	80	4 points

The dictation drill on which the above table is based was as follows:

1. It's too late to catch the two-o'clock car.
2. Who's there?
3. Whose book is missing?
4. You're mistaken about your lesson.
5. You will lose your money if you carry it loose.
6. I was speaking to our congressman about his recent speech.
7. Although the baby was quite sick last night, she is quietly sleeping now.
8. He is always altogether courteous.
9. Let me advise you to accept John's advice.
10. He was conscious that his coarse language had disappointed her.
11. He is too tired to walk the two miles to the town.
12. Their parents had already arrived there.
13. Friends, are we all ready to go on altogether?
14. Wait until I put the undeveloped films into a separate package.

Early in April the following test on correct usage of grammar was given to both sections:

Cross out the incorrect word in each sentence:

1. Neither of the women wore (her, their) hat.
2. Ruth ran faster than (he, him).
3. Tommie sat between mother and (I, me).
4. He objected to (my, me) going.
5. (It's, Its) time to go home.
6. He plays the piano (well, good).
7. Which of the twins is (taller, tallest)?
8. I like (these, this) kind of berries.
9. (Almost, Most) all my friends are invited.
10. He is angry (with, at) me.
11. We are (sure, surely) glad you came.
12. Why (wasn't, weren't) you there?
13. She (doesn't, don't) like her new home.
14. One of our classmates (is, are) very ill.
15. Each boy on the team (observes, observe) strict training rules.
16. (Has, Have) either of you seen my sweater?
17. The little fellow (doesn't, don't) know the way home.
18. If I (were, was) he, I would resign.
19. Who (began, began) this argument?
20. Have you ever (drove, driven) your brother's car?
21. You have (broke, broken) your bookstrap.
22. I have (drew, drawn) three maps.
23. Have you (ate, eaten) an apple?
24. I have (drank, drunk) a glass of milk.

25. I have (rode, ridden) in an airplane.
26. Everyone stood while the Star-spangled Banner was (sang, sung).
27. My uncle (came, come) this morning.
28. Has George (came, come)?
29. Has the first bell (rang, rung)?
30. He (began, begun) to tell us about the accident.
31. Who (did, done) this?
32. The excited children (ran, run) down the street.
33. They had (rode, ridden) for hours in the blinding sleet.
34. Our telephone has (rang, rung) a dozen times this morning.
35. Our class has (chose, chosen) its president.
36. Have you (broke, broken) your fountain pen?
37. By the holidays the river will be (froze, frozen).
38. A task that is well (began, begun) is half done.
39. The oats (was, were) ruined by the rust.
40. Neither of us (knows, know) him.
41. It (doesn't, don't) make any difference to me.
42. Some of the pages (isn't, aren't) here.
43. The shears (is, are) broken.
44. The ashes (is, are) always emptied by the janitor.
45. (Was, Were) you in town yesterday?
46. She (doesn't, don't) know my sister.
47. Each of the boys (was, were) willing to go.
48. (Was, Were) you the only guest?
49. Where (is, are) my scissors?
50. Each of these answers (is, are) correct.

On this test Section II surpassed Section I by only 3 points, the former making an average of 87 and the latter, 84. But the test was not given to the sections under identical conditions, and, as a matter of fact, the very slight difference of three points would tend to show the lack of superiority of the traditional method of teaching if the situations of the two groups were compared. For two weeks Section II had been engaged in drill work on "Selecting Correct Forms," rules for punctuation, the use of most, almost, etc. During the same two weeks Section I had been engaged in preparing a program to be presented in the library at the Junior College.

Again, the slightly better average of Section II might possibly have been due to a few gifted students with high intelligence quotients, who might have been influenced by the rules of grammar, for the averages of the third and fourth quartiles of Section I showed a higher average than the same quartiles of Section II.

A comparison of the 44 pairs of pupils in the sixth grade showed that a knowledge of grammatical rules was not particularly essential to improvement in sentence structure, for in this test the functional method was found to be superior for all pupils who had intelligence quotients below 90. All of the differences in gains made by the pupils of average or below average intelligence favored the functional method, and in every instance the difference more than satisfied the lower level of statistical significance. There was little difference between the two methods among superior pupils, except for a tendency on the part of those in the highest range of intelligence levels to profit more from the conventional method. But the test showed that rules and definitions were too difficult for the average sixth grade child, for memorization did not imply application.

One of the aims of teaching language arts, according to the progressive theory, is to establish and to develop interests which will be a source of satisfaction to the child. A knowledge of reading interests is, therefore, important. As previously stated, a classroom library was organized and a

free reading period established each week. During this period approximately two-thirds of the students worked independently of the teacher, who was left free to devote most of her time to the individuals who showed retardation in reading skill, and whose weaknesses were of such nature that the teacher had to stimulate and guide interest by various methods. As this program of free reading progressed, there was a corresponding rise in the amount of voluntary reading done, as shown in the following table:

TABLE 9
AMOUNT OF TIME SPENT BY SECTION I IN
READING FOR RECREATION

Minutes Per Day	September			February		
	Boys	Girls	Total	Boys	Girls	Total
10 to 20...	3	1	4	10	2	12
20 to 40...	4	9	13	12	2	14
40 to 60...	5	2	7	2	7	9
More than 60.....	10	9	19	3	4	7

Discussions at the beginning of the school term revealed that four children had never read a book through; that 24 did not really enjoy reading at all and had read school assignments only. At the close of the school year, a survey was made of pupil attitudes toward reading, and the results appear in Table 10.

TABLE 10
PUPILS' ATTITUDES TOWARD READING

Items of Comparison	More Than Usual		Less Than Usual		About the Same	
	Section		Section		Section	
	I	II	I	II	I	II
Number of pupils who did recreational reading.....	32	22	3	8	8	11
Number of pupils who recommended books to others.....	20	15	10	7	12	16
Number of pupils who read books that were recommended to them.....	20	17	7	10	14	10
Number of pupils who used the dictionary.....	41	34	1	3	3	2
Number of pupils who enjoyed reading.....	40	26	1	4	5	11
Number of pupils who enjoyed discussions.....	37	28	5	3	4	8
Number of pupils who enjoyed taking trips.....	38	25	5	3	9	12

At the beginning of the term, in September, the pupils were asked to hand in a list of books that they had read and which they had enjoyed. They were also asked to state why they had selected the books. Space does not permit listing the books, but the average number of books read by the students in Section I was 5, and in Section II it was 6. The reasons given for selecting the books are presented in Table 11.

TABLE 11
REASONS GIVEN BY PUPILS FOR READING BOOKS

Reasons	Section I			Section II		
	Boys	Girls	Total	Boys	Girls	Total
Assigned by teacher.....	14	13	27	15	14	29
Recommended by friend.....	3	2	5	2	2	4
Knowledge of author.....	1	..	1	2	1	3
Subject of special interest.....	2	3	5	2	2	4
Saw book advertised.....	3	1	4	2	4	6
Saw book in library.....	2	1	3	4	1	5

At the end of the school year the same questions were asked. The difference between the two groups was striking, for Section I showed an average of 18 books read by each pupil, and Section II reported a pupil average of 10 books. The criteria for determining the quality of reading done were based upon the Children's Catalogue by Minnie Earl and upon the teacher's judgment. In other words, only books were counted that were judged desirable according to these standards. Table 12 gives the reasons assigned by the children for their selection of the books.

TABLE 12

REASONS GIVEN BY STUDENTS AT THE END OF THE TERM
FOR THEIR SELECTION OF BOOKS

Reasons	Section I			Section II		
	Boys	Girls	Total	Boys	Girls	Total
Assigned or suggested by teacher.....	16	18	34	9	12	21
Recommended by friend.....	10	14	25	8	8	16
Knowledge of author.....	12	11	23	4	7	11
Subject of special interest.....	15	17	32	14	15	29
Saw book advertised.....	10	8	18	2	3	5
Saw book in library.....	17	18	35	4	10	14

From the data presented in the two preceding tables, it is obvious that Section I showed a greater progress than did Section II in the amount of material read during the term. Since reading is universally recognized as one of the most important activities in the school program as well as in life activities, it would seem that the progressive method of teaching the language arts is more effective in developing the reading habit than is the traditional method.

Another significant fact is the increase in the number of books read on the recommendation of friends. Whereas in

September Section I reported a total of 5 books read because of this reason, the total at the end of the term was 25. Certainly this showed the development of a spirit of cooperative enjoyment of books and experiences.

According to this survey, Section I showed a gradual rise in voluntary reading, which fact might lead to the conclusion that desirable reading attitudes are developed through a program that permits choice of materials. Approximately all the pupils in Section I stated that they would continue reading for pleasure during the summer vacation. Of those not continuing their reading, two were Mexicans who had no opportunity to get reading matter out of school, and one child, because of weak eyes, had been advised not to read more than was necessary.

It must be admitted, however, that the validity of this survey and its results, which seem to establish proof of the superiority of the progressive method of teaching language arts, is open to question. There is some doubt as to whether the truth was ascertained in each instance. Children, like adults, are anxious to be in good standing with the teacher and are likely to give answers that are known to meet with her approval.

In order to gain some information concerning the reading interests of the pupils, the writer requested them to bring newspapers and magazines from their homes and to mark the articles which they thought worthy of discussion. The following

two tables give the results obtained in October and March from both groups:

TABLE 13

PUPIL INTEREST IN MAGAZINES AND NEWSPAPERS
IN OCTOBER, 1939

Interests	Section I			Section II		
	Boys	Girls	Total	Boys	Girls	Total
Comics.....	22	21	43	15	22	37
Sports.....	8	1	9	7	6	13
Front page.....	2	..	2	1	5	6
War news.....	15	9	24	8	6	14
Advertisements.	1	..	1	2	5	7
Continued stories.....	6	..	6	4	..	4
Radio programs.	11	11	22	4	15	19
Head lines only	6	6	12	2	1	3

TABLE 14

PUPIL INTEREST IN MAGAZINES AND NEWSPAPERS
IN MARCH, 1940

Interests	Section I			Section II		
	Boys	Girls	Total	Boys	Girls	Total
Comics.....	22	20	42	17	22	39
Sports.....	20	15	35	17	8	25
Front page and headlines....	20	21	41	5	7	12
War news.....	16	10	26	10	9	19
Advertisements.	9	8	17	3	7	10
Continued stories.....	18	19	37	4	3	7

TABLE 14 -- Continued

Interests	Section I			Section II		
	Boys	Girls	Total	Boys	Girls	Total
Radio programs.	17	21	38	6	15	21
Crossword puzzles.....	10	9	19	4	6	10
Travel.....	15	16	31	6	7	13
Articles on the South and Texas.....	21	20	41	11	10	21
Articles on other countries.....	14	16	30	6	5	11

This comparison of the development of pupil interest in various topics during the five-month period would indicate that Section I had a wider range of interests in March than did Section II. This is evidenced particularly in the number reporting interest in such things as travel, articles on Texas and the South, and articles about other countries. This survey will take on added significance when it is interpreted in the light of the environmental background of the pupils, which was discussed in Chapter I.

Another survey was made concerning the pupils' own choice and tastes in reading materials other than books. In November and again in April, each child was asked to turn in a list of his favorite magazines. The two lists are presented in Tables 15 and 16.

TABLE 15

FAVORITE MAGAZINES OF SIXTH GRADE PUPILS
IN NOVEMBER, 1939

Magazines	Section I			Section II		
	Boys	Girls	Total	Boys	Girls	Total
Farm and Ranch..	1	..	1	..	2	2
Saturday Evening Post.....	2	..	2	1	1	2
Life.....	2	3	5	1	3	4
Country Gentleman.....	2	..	2	2	1	3
Child Life.....	2	2	4	..	2	2
Boys' Life.....	3	..	3	4	..	4
Detective Stories.....	4	3	7	4	4	8
True Stories....	..	1	1	2	3	5
Movie Magazine..	9	10	19	7	12	19
National Geographic.....	3	..	3	2	3	5
Farmer-Stockman..	2	..	2
Holland's.....	1	1	2	2	1	3

TABLE 16

FAVORITE MAGAZINES OF SIXTH GRADE PUPILS
IN APRIL, 1940

Magazines	Section I			Section II		
	Boys	Girls	Total	Boys	Girls	Total
Farm and Ranch..	3	..	3	1	5	6
Saturday Evening Post.....	4	..	4	2	4	6
Life.....	12	19	31	12	9	21
Country Gentleman.....	3	..	3	2	1	3

TABLE 16 -- Continued

Magazines	Section I			Section II		
	Boys	Girls	Total	Boys	Girls	Total
Child Life.....	4	3	7	..	4	4
Boys' Life.....	6	2	8	5	..	6
Detective Stories.....	5	5	10	10	4	14
True Stories...	..	1	1	2	5	7
Movie Magazine.	12	11	23	3	14	17
National Geo- graphic.....	6	3	9	3	4	7
Farmer-Stockman	7	1	8
Holland's.....	3	6	9	2	1	3
Popular Me- chanics.....	6	4	10	4	2	6
Open Road for Boys.....	20	12	32	3	..	3
Junior Red Cross.....	13	18	31	4	6	10

Here, again, these surveys must be interpreted in the light of the environmental background, but it is significant that Section I evidenced more interest in such magazines as the National Geographic, Popular Mechanics, and the Junior Red Cross. The marked interest in the magazine Life gives evidence of an awareness of things beyond their immediate surroundings. As Hillsboro is the center of an agricultural community, the increase in the number of readers of Farmer and Stockman may indicate the development of an interest in the community's industry.

Any conclusions drawn from these surveys are, however, in the nature of surmises. But it would seem that an activity program of language arts centered around children's interests and depending upon voluntary participation will stimulate interest in reading.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study, the comparison and evaluation of the progress in the language arts made by children taught by the functional method in comparison with children taught by the traditional grammar method, was stated in Chapter I. The teaching procedures used in each group were outlined and described in Chapters II and III; and a comparison of results was made in Chapter IV. Using the results as the basis for evaluating the progress made by the children, the following conclusions may be drawn:

1. All teachers of language arts should pay less attention to the traditional standards and should pay more attention to the individual and social needs of the pupil.

2. Pupils who are studying formal grammar are not profiting from their studies in proportion to the time and energy devoted to them.

3. The method used in Section I of this study definitely brought about superior results in free expression.

4. This study contributes evidence toward solving an important problem in which further research needs to be centered: namely, the extent to which this method should be used.

5. That the carry-over of this experiment into the lives of the pupils is, of course, intangible and not subject to measurement, but that teachers and parents reported a noticeable improvement in the reading interests and social adjustment of the children in Section I.

A survey and recapitulation of the experiment carried on during the year reveals the problems involved in teaching language arts by the functional method, and it prompts the following recommendations, some of which apply to the specific situation in the Hillsboro schools, and some of which apply to the problem in general:

✓ 1. Since the library is not caring for the students' reading interests, the school should make changes in the library facilities to provide for child interests.

2. Since there are no regular library periods in the sixth grade, such periods should be provided to meet the students' needs.

3. Since there is a lack of good mystery and adventure books which are popular with boys and girls, more books of this type should be added to the library.

4. Since the needs of the sixth grade have been neglected thus far, more consideration should be given them while increasing the material in the library.

✓ 5. Since the functional method of teaching language arts seems to be more satisfactory than the traditional method,

that method should be continued and further evaluated.

6. Since there is a great need for changes, the teacher and the entire faculty should keep abreast of the times by continuing with professional and generalized reading.

7. Since the school is an agency of society, the general public should be better educated as to the aims, procedures, and results of the functional type of teaching.

BIBLIOGRAPHY

Books

- Collins, Ellsworth, An Experiment with a Project Curriculum, New York, Macmillan Company, 1924.
- Hopkins, Thomas, and Mendenhall, J. C., Achievement at Lincoln School, New York, Bureau of Publications, Teachers College, Columbia University, 1934.
- Kilpatrick, William H., Remaking the Curriculum, New York, Newsom and Company, 1936.

Articles

- Asker, W., "Does Knowledge of Formal Grammar Function?," School and Society, XVII (January 27, 1923), 109-111.
- Frognier, Ellen, "Grammar and Thought Approaches in Improving Sentence Structure," School Review, XLVII (November, 1939), 663-675.
- Handschin, J. H., "Training in English as Integration," Education, LIX (June, 1939), 631.
- Hoyt, F. S., "The Place of Grammar in the Elementary Curriculum," Teachers College Record, VII (November, 1906), 467-500.
- Rapier, L. W., "The Problem of Formal Grammar in Elementary Education," Journal of Educational Psychology, IV (March, 1913), 125-137.
- Segar, D., and Barr, N. R., "Relations of Achievements in Formal Grammar to Achievement in Applied Grammar," Journal of Educational Research, XIV (December, 1926), 401-402.

Unpublished Material

- Jones, W. P., "A Study of the Ratio of Achievement of Factual Material to the Ability to Learn of Intermediate Children

When Taught the Separate Subjects as Compared with Those Taught in Correlated Core Area Fields," Unpublished Master's Thesis, Department of Education, North Texas State Teachers College, 1939.