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A comparison of the responses of students and teachers concerning what was taught in high school senior English.

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**A COMPARISON OF THE RESPONSES OF STUDENTS
AND TEACHERS CONCERNING WHAT WAS TAUGHT
IN HIGH SCHOOL SENIOR ENGLISH**

**A Professional Paper
Submitted to the Faculty
Of the Graduate School of the University of Louisville
In Partial Fulfillment of the
Requirements for the Degree
Of Master of Education**

Department of Education

by

Beatrice Lewis Reynolds

Year

1954

NAME OF STUDENT: _____

TITLE OF THESIS: A COMPARISON OF THE RESPONSES OF
STUDENTS AND TEACHERS CONCERNING
WHAT WAS TAUGHT IN HIGH SCHOOL
SENIOR ENGLISH

APPROVED BY READING COMMITTEE COMPOSED OF THE
FOLLOWING MEMBERS:

NAME OF SPONSOR: _____

DATE: Aug 12, 1954

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CHAPTER I

Statement of the Problem

CHAPTER I

INTRODUCTION

STATEMENT OF THE PROBLEM. Each year teachers of English and other school people are becoming increasingly concerned about the attempt of students to move from high-school to college English with the least possible difficulty. And each year these teachers and school people set about trying to do something about the situation, each in his own way. College teachers and high school teachers of English have the same major objectives in mind. Their concern is whether the one can continue the training the other started with the least possible break.

Educators are concerned about the poor articulation among grades of the system. There is a lack of clarity as to each grade's function in relation to better communication. The defects are most prominent perhaps as the student moves from high school to college. This condition imposes wasteful repetition and makes for lack of continuity.

High-school teachers of English want to know what comprises the proper preparation of their students for college English. They want to prepare their students so that they can easily adjust at the college of their choice. In fact some teachers have said that they and their seniors are so busy reviewing grammar that there is no time left for teaching writing and reading themes.

College Teachers of English say that students need adequate preparation, but they do not agree concerning the best method of securing it. The colleges attempt to give the best education possible within their means. They face the difficulty of making their program flexible enough to accommodate the wide differences of ability, interest, and maturity of their students. As in the high school, their program is almost inevitably geared to meet the needs of the average student. Special attention is given to the poorer student, while the abler student remains the victim. Their abilities must be challenged or their interests in learning wanes.

Many students complain while taking Freshman English that they never covered a particular phase of "grammar" which they find difficult or that their English teacher took an entirely different approach. Many say they studied mechanics but were not required to write to put into practice what they had learned to recite. Meanwhile, students spend valuable college time remedying deficiencies while others waste time duplicating what they already know. The abler students seem to suffer most.

This study was made in an attempt to discover what is being taught by the high schools in senior English. Perhaps by finding out what the teachers taught as well as what the students say they were taught, some insight that will help high school seniors with Freshman Composition might be gained.

Perhaps the desires of teachers of high school English will be stimulated to meet with teachers of college English and plan some definite program that will help students move from high school to college English with the least possible adjustment. The purpose of this paper was to compare the statements of 155 college freshmen at the University of Louisville to the statements of 25 teachers of high school senior English in Louisville and Jefferson County, Kentucky, concerning what was taught in high school senior English.

HYPOTHESIS. The students' concept of topics covered in high school senior English as reported by 155 college freshmen will be the same as the concept the teachers of high school senior English hold concerning what they taught.

LIMITATIONS OF THE PAPER. Only a comparison of the responses of students and teachers concerning what was taught in high school senior English was considered in this study. Whether or not what these students studied in high school senior English had any relationship to their success or failure in Freshman Composition in college would make an interesting study in itself. However, the writer realized that this paper must be limited to the students' and teachers' concept concerning what was taught in high school senior English rather than branching out in too many directions.

CHAPTER II

A Review of Some Literature Related To the Problem

CHAPTER II

A REVIEW OF SOME LITERATURE RELATED TO THE PROBLEM

Hayden¹ says that only neglect allows a situation to develop in which students arrive at the college level so ill-prepared. In an effort to improve this situation, he suggests that teachers start with conditions as they are and build upon that, so that the first-year college course in English or communication will among other objectives carry on the same work the high schools have begun. What errors in reading, in writing, and in thinking do the students make? He suggests that English teachers should attempt to improve real conditions rather than think of English as an ideal language to be taught. Instead of selecting unusual examples as many texts do, or instead of trying to teach fine points of grammar, teachers should attack problems in the students' writing. What students study in grammar should arise naturally out of communication needs. Their study of high school English should be a preparation not an anticipation.²

¹Hayden, Donald E., "College English: Some Illustrations," School and Society, LXVIII (September 18, 1948), p. 188.

²Leach, MacEdward, "Logical Articulation," English Journal, XXX (November, 1941), p. 764.

There is a need for a more closely integrated English program from the earliest grades to college. Time is lost in duplication when it is unnecessary and in not duplicating when it is necessary. Instead of trying to teach everybody everybody's errors, special emphasis should be placed on the repeated errors of each student. This would mean more individual instruction and less generalization from textbooks. A lighter pupil load per teacher would be necessary. In this way the teacher would have the proper time for instructing each pupil as to the correction of his own errors, thus making "grammar" more meaningful to him in his own particular situation.³

There is some indication that college courses are being adjusted to high school backgrounds of students now, however. In consequence fewer freshmen encounter excessive overlapping and duplication of content as they move from high school to college courses in the same field.⁴

Adequate communication between college and high school teachers helps break down prejudices and misconceptions. Visits to the high schools by members of the college faculty are being encouraged. Also conferences between high school and college teachers to discuss their mutual problems can uncover some valuable information. Many solutions can be

³Hayden, op. cit., p. 188.

⁴Eckert, Ruth E., "High School and College Cooperation," National Education Association Journal, LXXVIII (February, 1949), p. 97.

reached by the removal of the high school and of the college from the isolation and vacuum in which each has worked in the past.⁵

Conditions under which teachers of English are expected to give training in expression have been altered greatly. The total effect of these altered conditions is that people must be more expressive. Change in itself, produces more conversation, more explanations, more discussions, probably more writing and more listening. In spite of these changing conditions, the administrators and the curriculum committees of the Denver Public Schools found when they looked closely at the total English program throughout the system that the program, as a whole, had undergone little change or revision since the early 1930's.⁶ Can such a program prove adequate?

The high schools have failed in the teaching of writing. English teachers in high school have taught "grammar" hoping in some way that it would reflect itself in better writing.⁷ The teachers of English has avoided having pupils write--frequently and purposefully. The

⁵Butler, M. C. and Hammock, R. C., "Continuity of Learning Through Cooperative Planning," Educational Leadership, VI (March, 1949), pp. 394-95.

⁶Reed, J. E., "Unified English Program for Denver," Clearing House, XXVIII (September, 1953), p. 10.

⁷Mills, Barriass, "High School Graduate and College English," School and Society, LXXI (February 18, 1950), p.104.

relatively small amount of writing done in some high schools is an important factor in assignment of large numbers of college freshmen to remedial work.⁸ Skills in writing come with practice. Learning to write is a matter of growth that must be sympathetically and carefully guided over a long period of time.⁹

Practice in writing is neglected because the curricula is too crowded; classes are too large; the teaching load is too heavy. Teachers are appalled at the prospect of reading sizeable amounts of student writing critically and sympathetically. Instead they seek the shorter method, drills and examinations.

Teachers of English have failed to make writing purposeful, meaningful, and interesting to the students. Artificial assignments are given, such as "themes." The dual function of student writing is self-expression and communication about things of interest to the writer.¹⁰ No techniques will be particularly successful unless the students have an idea to express and a desire to express it.¹¹

⁸Stewart S. Morgan, Chairman, et. al., "Integration of High School and College Teaching of Composition," College Composition and Communication, IV (October, 1953), p. 79.

⁹Grossman, Alfred H., "Preparing High-School Students for College Composition," California Journal of Secondary Education, XXVIII (February, 1953), p. 128.

¹⁰Mills, op. cit., p. 104.

¹¹Lawson, R. H., "Composition for Seniors," English Journal, XLI (February, 1952), p. 84.

Knowledge does not guarantee correctness and clarity in writing. Knowledge does not touch on clarity of purpose, effective selection and arrangement of material and forcefulness of expression. Grammar is sometimes taught as if all grammar rules and principles were of equal importance in achieving clarity and correctness. More will be accomplished if teachers mark as most important those errors that seriously interfere with the major purpose of writing. Unintentional sentence-fragments, failure of agreement between subject and verb and pronoun and antecedent, misused apostrophe, and wrong form of verb and pronoun are a few of the gross errors. These can be taught directly and used with success if clearly illustrated and related to dynamic pattern of English usage. Students need to be shown that grammar is far more than a matter of grammar and mechanics, that certain major aspects must be dealt with when they get out of hand. In this way the student morale will be better, and he can work progressively with hope.¹²

Students should write at least once every two weeks. Short papers written frequently are better practice than writing long papers occasionally. Most papers should be written in class. Of course, thorough preparation must precede the actual writing of the paper. Occasionally impromptu themes in class are most helpful, especially

¹²Mills, op. cit., p. 105

near the beginning of the term. These themes give the teacher some tangible source from which to determine the needs of the student.¹³

Teachers are cautioned against merely proofreading the pupil's paper, a fault that so many teachers of English cannot deny. The student's primary interest should be to communicate; and when he has been torn apart once, he is likely to either withdraw into his shell or find someone else who can be more appreciative of his efforts.¹⁴

There is more reading of every sort going on today than ever before.¹⁵ Provide a reason for reading, and students will read. Teachers can create an interest to which reading can contribute, making reading a means rather than an end. No book is dull or useless if a person likes or wants it; however, everyone does not have to like the same books. A piece of literature may be important and great for different people and for the same person at different stages of his life. Mechanics or optical instruments should not be depended on to solve reading problems. Helen Keller has read a library of books. A desire needs first to be created.¹⁶

¹³Gronmon, op. cit., p. 115.

¹⁴Ibid., p. 116.

¹⁵Hersberg, Max J., "The Teacher of English in The Modern World," English Journal, XL (February, 1951). p. 88.

¹⁶Ibid., p. 89.

Books should not be regarded as the sole medium of reading. Newspapers, cooking recipes, and knitting directions are reading, too. By encouraging the reading of various things, teachers make reading a pleasure. Reading skill is slowed down many times by tenseness. Teachers much show that reading is indispensable. The business of all teachers in all subjects is to teach reading, but English teachers better not expect many of them to do so unless they are looking for dissappointments.¹⁷

The proper placement of students makes for better adjusted students. Placement, however, is not the mechanical sorting of individuals with similar characteristics into groups. Placement is a learning experience, a method of helping the student see his own needs and of further developing his abilities. Each student should be placed on a temporary basis.¹⁸

Many colleges simply "separate the sheep from the goats" so to speak and place those who made an inferior score on the entrance examination in a non-credit English course. Eyster¹⁹ feels that at Marion College, Marion, Virginia, a plan has been discovered that works to a greater advantage for them. The English Department decided that a remedial course in English failed to bring the desired

¹⁷Ibid., p. 89.

¹⁸Bird, Donald E., "Individualized Placement in Communication Skills," College English, XIV (March, 1953), p. 341.

¹⁹Eyster, Elizabeth, "A Substitute for Remedial English," College English, XIV (May, 1953), p. 467.

results. They found that the remedial course without credit increases resentment.

Since the students who are in need of a remedial course are, invariably, those who rate as sixth- and seventh-grade readers in speed and comprehension, the English Department, decided to substitute a course in Children's Literature given for credit. This course integrates well with the freshman composition course in reading for speed and comprehension, evaluation of literature, oral presentation, and written work.²⁰

Aside from reading and writing our modern world expects teachers of English to give young people a due understanding of the new mediums of communication in which words are to a greater or a less extent involved. English teachers are apparently expected to take a hand in the establishment of sound criteria for the movie, radio, television, perhaps the comics and picture magazines as well. Walker²¹ admonishes teachers to keep in mind the great purpose of a democracy-- that each person is through the schools, to have access to an opportunity to learn a language which will not handicap him in finding his proper place in society.

²⁰Ibid., p. 467.

²¹Walker, A. J., "What Language Shall We Teach?" English Journal, XLII (November, 1953), p. 436.

Regular drills on vocabulary are most helpful in assisting students to clarify their understanding of words they already use. In addition each student should add say five new words each week from reading and other sources. Some agreement should be reached on minimum essentials to be given special attention during the year. These should be established on the basis of communication need in context with experience as shown by errors in themes and other writings.²²

Vocabulary study cannot be successfully carried on by the English teachers alone. Every teacher should be alert to its importance and should teach the vocabulary of his subject, including the meaning, spelling, and pronunciation of words.²³

Students read, write, or study vocabulary if an interest is created that makes sense to them. Perry²⁴ refers to the study of Bruner, Postman, and McGinnis who explored the relationship between a person's values and his skills. People were found to require less time to recognize words they like and longer to recognize words they do not like. Even the Students' resistance is not

²²Ibid., p. 117.

²³Durkee, Fred, "Competence in English: An Articulation Plan," Clearing House, XXV (November, 1950), p. 149.

²⁴Perry, William G., Jr., "The 600-Word Theme and Human Dignity," College English, XIV (May, 1953), p. 456.

fatal he suggests unless fought by the teacher. If 600 words is not set as a must for a paper, students do not mind so much developing the subject rather than counting words and feeling honor bound to write a certain number of words.

Workshop 12 of the CCCC²⁵ wondered whether language exercises might be crowding out of composition courses the actual writing of papers and actual communication. They agreed that language study is a means toward the improvement of communication and not an end in itself. Walker²⁶ reminded teachers of English that achievement of the goal is not so important as that the student when he leaves the class is aware of the goal and has the means and the desire to continue to strive toward it.

²⁵Stewart S. Morgan, Chairman, et. al., "Integration of High School and College Teaching of Composition," College Composition and Communication, IV (October, 1953), p. 96.

²⁶Walker, op. cit., p. 448.

CHAPTER III

Method and Subjects

CHAPTER III

METHOD AND SUBJECTS

Materials. A questionnaire, What You Studied in High-School Senior English, was devised for the purpose of this study. The questionnaire was prepared in an attempt to determine what students enrolled for freshman English at the University of Louisville thought they studied in high-school senior English.

The questionnaire contained eleven parts: (1) Written Work; (2) Grading and Revising of Themes; (3) Spelling; (4) Vocabulary; (5) Literature; (6) Grammar; (7) Remedial Reading; (8) Examinations; (9) Home Reading; (10) Difficulties; (11) Suggestions. A copy was included in the appendix.

Subjects. The subjects used in this study were 155 students enrolled for freshman English, the entire number who happened to be in the sections of English Composition chosen at random, and twenty-five teachers of high-school senior English from Louisville and Jefferson County, Kentucky.

Information from the Test Bureau records at the University of Louisville indicated that 203 of the 359 college freshmen surveyed at the University of Louisville for English studied in their senior year of high school

came from schools within the city of Louisville. Eighty-five of the freshmen came from county high schools or schools out in the state. Sixty-nine of the freshmen surveyed came from schools outside the state. Two students came from Kentucky Military Institute.

From the students' records also was taken and recorded in table form the ages of the students as of May 1, 1953, total percentile scores of each student on the Psychology, the English, and the General Culture Tests. The scores were part of the scores received on the general Achievement Test given the freshmen as entrance requirements at the University of Louisville.

Technique. The questionnaire, What You Studied In High-School Senior English, was administered to the subjects in May, 1953, in their regular Freshman English classes. No names were affixed to the questionnaires. The students were asked to answer the questions truthfully and as completely as possible.

The questionnaires were administered to the teachers of high-school senior English at the school in which he or she taught in May, 1953. Some of the teachers filled in the questionnaire immediately; while others asked to have time to complete them. These were returned by mail upon completion.

CHAPTER IV

Description of The Subjects

CHAPTER IV

DESCRIPTION OF THE SUBJECTS

A tabulation of the ages of members of the freshman class which was surveyed for knowledge of English taught in the senior year of high school was shown in Table I. The range in age of this group was from 16 years and 10 months to 45 years. The median age was 18 years and 10 months, and the mean age was 19 years and 10.77 months with a standard deviation of 36.78.

(See Page 20a)

The age distribution was not normal. About 49 per cent of the class was shown to be of the expected age level for college freshmen, the expected age being 18 years and 4 months to 19 years and 3 months as of May 1 of the school year. The tabulation showed 110 of the 359 freshmen as older than the expected age for college freshmen. One of the students was 45 years of age. There were six students above thirty years of age in this group. This was probably due to the fact that veterans were returning to school after serving in the armed forces. Sixty-one of the students in the group were younger than the expected age of college freshmen.

The percentile scores for the group of 359 college freshmen on the test by the American Council on Education

TABLE I

**TABULATION BY ONE-YEAR AGE PERIODS, SHOWING NUMBER OF 155
COLLEGE FRESHMEN IN EACH AGE GROUP**

Cronological Ages*	Number Freshmen
16-4 - 17-3	7
17-4 - 18-3	54
18-4 - 19-3	188
19-4 - 20-3	35
20-4 - 21-3	12
21-4 - 22-3	9
22-4 - 23-3	15
23-4 - 24-3	11
24-4 - 25-3	9
25-4 - 26-3	5
26-4 - 27-3	2
27-4 - 28-3	3
28-4 - 29-3	3
29-4 - 30-3	0
30-4 - 31-3	0
31-4 - 32-3	2
32-4 - 33-3	1
33-4 - 34-3	0
34-4 - 35-3	0
35-4 - 36-3	0
36-4 - 37-3	2
37-4 - 38-3	0
- 45	1
Total	359

*Ages as of May 1, 1953

Psychological Examination¹ was shown in Table II. The purpose of this examination was to appraise scholastic aptitude of general intelligence with special reference to the requirements of most college curricula. The Quantitative and Linguistic scores which were available were not used. The scores ranged from 0 to the 99th percentile.

TABLE II

A TABULATION SHOWING THE TOTAL PSYCHOLOGY SCORES OF 359 UNIVERSITY OF LOUISVILLE FRESHMEN WHO WERE SURVEYED FOR ENGLISH STUDIED IN HIGH-SCHOOL SENIOR ENGLISH

Total Psychology Scores	Number
90 - 99	32
80 - 89	27
70 - 79	25
60 - 69	38
50 - 59	33
40 - 49	31
30 - 39	35
20 - 29	52
10 - 19	38
0 - 9	48
Total	359

¹Thurstone, L. L. and Thelma Gwinn, The American Council on Education Psychological Examination. Princeton, New Jersey: Education Testing Service, 1948.

The median percentile score was 41.50. The mean percentile score was 44.88 with a standard deviation of 28.45. This seems to indicate that the group were of normal intelligence and capable of doing average work required of college freshmen.

The middle one-third of the class scored between 27 and the 65th percentile; the upper one-third of the class scored between 65 and the 99th percentile. The lower one-third scored between 0 and the 27th percentile. Forty-eight students from the group scored from 0 to the 48th percentile. The distribution of the test scores differed significantly from the expected scores, as the expected number was 35.9 in each decile. Forty-eight, more than the expected number of 35.9 college freshmen, scored from 0 to the 9th percentile. Thirty-eight scored from 10 to the 19th percentile, this also being more than the expected number. In the decile from 20 to the 29th percentile 52 scored, more than the expected number.

Fewer than the expected number ranked in each category from 30 to the 99th percentile with one exception, this being the category from 60 to the 69th percentile which had 38 students. Thirty-one scored from 40 to the 49th percentile. Thirty-five students scored between 30 and the 39th percentile, 31 between 40 and the 49th percentile, and 33 between 50 and the 59th percentile. Twenty-five or about two-thirds of the expected number scored between 70 and the 79th percentile. Twenty-seven scored between 80 and the 89th percentile; and 32, slightly less than the expected

number, scored in the category from 90 to the 99th percentile. The Chi square was 18.40, which was statistically significant at the 5 per cent level.

Table III showed the scores of the 359 college freshmen on the Cooperative English Test.² This test was made up of three sub-tests concerned with Mechanics of Expression, Effectiveness of Expression, and Reading Comprehension, either one of which could have been used alone. This makes possible the determining of whether the individual's greatest need is to improve his habits of usage, or to develop greater skill in organizing material and presenting it effectively in writing. The total test score was used in this study. The scores ranged from 0 to the 99th percentile.

TABLE III

A TABULATION SHOWING THE TOTAL ENGLISH SCORES OF 359 UNIVERSITY OF LOUISVILLE FRESHMEN WHO WERE SURVEYED FOR ENGLISH STUDIED IN HIGH-SCHOOL SENIOR ENGLISH

Total English Scores	Number
90 - 99	14
80 - 89	15
70 - 79	27
60 - 69	20
50 - 59	37
40 - 49	29
30 - 39	49
20 - 29	40
10 - 19	53
0 - 9	75
Total	359

²Frederick B. Davis et al., Cooperative English Test. 15 Amsterdam Avenue, New York: 1949.

The median percentile score for this group of freshmen was 30.70. The mean percentile score was 35.48 with a standard deviation of 26.59. This indicated a below average group in the comprehension of oral and written English.

The middle one-third of the group scored between the scores of 15 and the 45th percentile; the upper one-third of the class scored between 45 and the 99th percentile. The lower one-third scored between 0 and the 15th percentile. Only 29 students scored above the 80th percentile. This number was only .08 per cent of the total number who took the test. Over one-third of the group scored below the 19th percentile.

The distribution of the test scores differed from the expected scores, as the expected number was 35.9 in each decile. There were 75 of the 359 college freshmen who scored between 0 and the 9th percentile, over twice the expected number. Fifty-three scored between 10 and the 10th percentile. Forty scored between 20 and the 29th percentile; and 49 scored between 30 and the 39th percentile.

Fewer than the expected number of students ranked in each category from 40 to the 99th percentile. There were 29 in the category from 40 to the 49th percentile, 37 from 50 to the 59th percentile, 15 from 60 to the 89th percentile, and 14 from 90 to the 99th percentile. Only 29 students scored in the upper two categories. The Chi square was

90.10, which was significant at the 1 per cent level and indicated that the group surveyed differed significantly from the normal group.

The General Culture Test³ by the Education Testing Service consists of five 30-minute sections: History and Social Studies, Literature, Science, Fine Arts, and Mathematics. The content was arranged so that any course a student had had in one of the areas enabled him to answer some of the questions in that part of the test. The total achievement scores, which were used in this study, were totals of all the sub-tests.

The total scores of the group of 359 college freshmen from which the survey was made to determine English taught in the senior year of high school were shown in Table IV. These scores ranged from 02 to the 93rd percentile.

³Norman J. Blair, et al., Cooperative General Culture Test. Princeton, New Jersey: Educational Testing Service, 1949.

TABLE IV

A TABULATION SHOWING THE TOTAL GENERAL CULTURE SCORES OF
359 UNIVERSITY OF LOUISVILLE FRESHMEN WHO WERE SURVEYED FOR
ENGLISH STUDIED IN HIGH-SCHOOL SENIOR ENGLISH

Total General Culture Scores	Number
90 - 99	7
80 - 89	16
70 - 79	22
60 - 69	25
50 - 59	26
40 - 49	34
30 - 39	36
20 - 29	54
10 - 19	58
0 - 9	81
Total	359

The median percentile score was 26.20. The mean percentile score was 33.78 with a standard deviation of 25.70. This indicated a below the norm group in achievement in spite of the fact that their ability to learn was average.

The middle one-third of the group scored between 17 and the 42nd percentile. The upper one-third scored between 42 and the 93rd percentile. The lower one-third scored from

0 to the 17th percentile. Eighty-one of the 359 students scored between 0 and the 9th percentile.

The distribution of the scores on the General Culture Test by the Education Testing Service differed significantly from the expected distribution of 35.9 in each decile.

There were more than the expected number between 0 and the 39th percentile. Eighty-one scored between 0 and the 9th percentile; 58 scored between 10 and the 19th percentile; and 36 scored from 30 to the 39th percentile.

In each category from 40 to the 99th percentile fewer than the expected number scored. Thirty-four scored between 40 and the 49th percentile; 26 scored between 50 and the 59th percentile; 25 scored between 60 and the 69th percentile; 22 scored between 70 and the 79th percentile; 16 scored between 80 and the 89th percentile; and 7 scored between 90 and the 99th percentile. In Table IV the higher the score, the fewer the students ranking in each category. The Chi square was 125.12, which was significant at the 1 per cent level, and indicated that this group of students differed significantly from the normal group.

Two hundred three of the 359 college freshmen surveyed at the University of Louisville for English studied in their senior year of high school came from schools within the city of Louisville. Eighty-five of the freshmen came from county schools or schools in the state. Sixty-nine of the freshmen surveyed came from schools outside the state. Two students came from Kentucky Military Institute.

The freshmen coming from different schools in the state and outside the state probably would result in some variety in their study of English in senior high-school. Many of the schools have English classes with special emphasis on preparation for college. Other factors being equal these students should have a more thorough knowledge of the fundamentals than students who were taught without any thought of meeting college standards. Some of the high schools probably have only one class of high-school senior English which must meet the needs of all the students, a tremendous undertaking for any one class.

CHAPTER V

Written Work in the Teaching of High School Senior English

CHAPTER V

WRITTEN WORK IN THE TEACHING OF HIGH SCHOOL SENIOR ENGLISH

Language study should be a means toward the improvement of writing and not an end in itself. Teachers in the field of English sometimes wonder whether language exercises might be crowding out of composition courses the actual writing of papers. In answer to a questionnaire administered in May, 1953, 155 college freshmen and 25 teachers of high-school senior English in Louisville and Jefferson County, Kentucky, indicated how much writing of any kind was done in senior high school English. Table V showed how often these 155 freshmen were required to write while taking high-school senior English.

TABLE V

A TABULATION BY NUMBER AND PER CENT, SHOWING WRITTEN WORK DONE BY STUDENTS OF SENIOR HIGH SCHOOL ENGLISH COMPARED TO WHAT TEACHERS OF HIGH SCHOOL ENGLISH INDICATE THEY REQUIRED

How Often Written	English Teachers		College Freshmen	
Work Done	No.	per cent	No.	per cent
Almost daily	7	28	13	8.4
2-3 times each week	6	24	38	24.5
About once each week	10	40	45	29.0
Occasionally	2	8	45	29.0
Almost never			9	5.8
None			1	.6

Thirteen, or 8.4 per cent, of the students were required to write something almost daily, as indicated in Table V. Thirty-eight, or 24.5 per cent, were required to write from two to three times each week. Forty-five, or 29 per cent, indicated that they had to write about once each week; while another forty-five, or 29 per cent, almost never had to write. One, or .6 per cent, indicated that he or she was required to write every two or three weeks; one, or .6 per cent, indicated that he or she had to write every two weeks. One, or .6 per cent, indicated that no writing at all was required.

Students were divided in their opinion concerning how much writing was done in high-school senior English. Forty-five students wrote once each week. The same number wrote only occasionally. Nine students, or 5.8 per cent indicated almost never. According to indications of the students, the conclusion might be reached that some wrote often, some occasionally, some not at all. There was no general agreement concerning when students wrote in high-school senior English.

Of the group of teachers in Louisville and Jefferson County, Kentucky, who answered the questionnaire, seven, or 28 per cent indicated that written work was required almost daily; six, or 24 per cent, indicated two to three times each week; ten, or 40 per cent, indicated about once each week; and two, or 8 per cent indicated occasionally.

Teachers indicated more writing of some sort done in high-school senior English than did students. Ninety-two per cent of the teachers stated that writing was required once each week to daily, and 52 per cent stated 2-3 times each week to daily. Only 2 teachers, or 8 per cent, admitted that writing was done only occasionally. No teacher indicated that writing was done almost never or that no writing was done.

When the responses of the students were compared to the responses of the teachers, the teachers indicated that more written work was assigned than did the students. Ninety-two per cent of the teachers said that written work was assigned once each week or oftener. Of the group of students 35.4 per cent said occasionally or less. Only 8 per cent of the teachers indicated occasionally. No teacher said almost never; but nine, or 5.8 per cent of the students indicated almost never. The conclusion might be reached, therefore, from information in Table V that the majority of students and teachers indicate the experience of written work once each week or more. However, more students than teachers indicated occasionally and less.

Themes, as distinguished from written work of a general kind, are brief dissertations, as a scholastic exercise, essay, or composition. A student might be required to reconstruct faulty sentences. This exercise

would be written work, but it would not be called a theme. Table VI shows how often these 155 college freshmen wrote themes while taking high-school senior English.

TABLE VI

A TABULATION BY NUMBER AND PER CENT, SHOWING THEMES WRITTEN BY STUDENTS OF HIGH-SCHOOL SENIOR ENGLISH COMPARED TO THEMES TEACHERS OF HIGH-SCHOOL SENIOR ENGLISH TEACHERS INDICATED THEY REQUIRED

How Often Themes Were Written	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Almost daily	0		1	.6
2-3 times each week	2	8	6	3.9
About once each week	16	64	41	26.5
Occasionally	4	16	77	49.7
Almost never			20	12.9
None	2	8	5	3.2

Table VI shows that only one, or .6 per cent, of the students said that he or she wrote a theme almost daily. Six, or 3.9 per cent, said they wrote themes two to three times each week. Forty-one, or 26.5 per cent indicated that they wrote themes about once each week. Seventy-seven stated they wrote themes only occasionally. Twenty, or 12.9 per cent indicated that they almost never wrote themes. Five, or, 3.2 per cent said they wrote none at all. The majority of the students indicated writing themes about once each

week, or occasionally. Only 20.6 per cent checked other answers. Again, as in the writing of any sort, students showed no general agreement concerning when they wrote themes in high-school senior English.

Over one-half, 16, or 64 per cent, of the teachers indicated having required written themes about once each week; only 26.5 per cent of the students indicated having written themes once each week. The largest group of students, 49.7 per cent, answered occasionally; whereas, only 16 per cent of the teachers gave this answer. Information in this table seems to indicate that the majority of the teachers say the students wrote themes once each week or more often; whereas, the majority of students say only occasionally or less. Perhaps teachers remember more distinctly, as they teach the material more than once.

Whether the student writes a good or a poor paper is many times determined by the subject he chooses or is assigned. Ideas which the student considers remote and unrelated to himself rarely provide the fabric for a successful theme. On the other hand, if students write about subjects that interest them, they are more likely to communicate to the reader their thoughts and feelings. Table VII indicates the source of the subjects for themes written in high-school senior English.

TABLE VII

A TABULATION SHOWING THE SOURCE OF SUBJECTS FOR WRITTEN WORK IN HIGH-SCHOOL SENIOR ENGLISH AS INDICATED BY 155 COLLEGE FRESHMEN AND COMPARED TO THE SOURCE OF SUBJECTS AS INDICATED BY 25 TEACHERS OF HIGH-SCHOOL SENIOR ENGLISH

Subjects Taken From	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Lists found in text books	10	40	39	25.2
Personal experience	22	88	78	50.3
Teacher suggestions	18	72	111	71.6

Thirty-nine, or 25.2 per cent, of the students state that they found subjects for their themes from lists in the text book. Seventy-eight, or 50.3 per cent, state that personal experiences furnished subjects for their themes. Teacher suggestions furnished subjects for 111, or 71.6 per cent. Many of the students checked more than one source of subjects for themes, hence the total number of replies total more than 155.

Ten, or 40 per cent, of the teachers answered from lists found in text books; twenty-two, or 88 per cent, answered from personal experiences; eighteen, or 61.5 per cent, answered from teacher suggestions.

More of the students indicated that they wrote from teacher suggestions, and more of the teachers indicated that they required writing from personal experiences. A larger per cent of teachers than students indicated lists in text

books as source of subjects for themes. Teacher suggestions seem to be of more importance than the teachers themselves realize; perhaps the students try to please the teacher or write for the teacher.

In high-school senior English many types of writing are done. Table VIII showed the types done by the 155 college freshmen surveyed at the University of Louisville.

TABLE VIII

A TABULATION SHOWING TYPES OF WRITING DONE AS CHECKED BY 155 COLLEGE FRESHMEN AS COMPARED TO TYPES TEACHERS INDICATE THEY REQUIRED, TABULATED BY NUMBER AND PER CENT

Types of Writing	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Biography	8	32	60	38.7
Autobiography	12	48	58	37.4
Definition	6	24	32	20.6
Comparison	7	28	34	21.9
Book Reviews	23	92	121	78.1
Analysis	7	28	32	20.6
Summary or Précis	17	68	39	25.2
Descriptive	15	60	54	34.8
Character Analysis	15	60	36	23.2
Persuasion	2	8	7	4.5
Critical Analysis	8	32	19	12.3
Term Papers	13	52	66	42.6
Philosophical Discussion	2	8	8	5.2
Personal Experience	21	84	95	61.3
Outlines	19	76	59	38.1
Explanation of a Process	9	36	25	16.1

Describing the types of writing they did as seniors in high school, 38.7 per cent of the students indicated they wrote a biography as compared to 32 per cent of the teachers who required biographies. Slightly more than 37 per cent of the students stated they wrote an autobiography as compared to 48 per cent of the teachers who required autobiographies. Almost 21 per cent of the students said they wrote some sort of definition as compared to 24 per cent who required definitions. Almost 22 per cent of the students indicated that they made comparisons at some time during the senior year of high school as compared to 28 per cent of the teachers who required comparisons.

The highest number, 78.1 per cent of the students said they made written book reviews, as compared to 92 per cent of the teachers who required written book reviews. Almost 21 per cent of the students indicated that they made analyses, as compared to 28 per cent of the teachers who required analyses. About 25 per cent of the students indicated that they wrote a summary or precis, as compared to 68 per cent of the teachers who required a summary or precis. Perhaps the students wrote a precis but did not remember it by that name.

Descriptive writing was checked by 34.8 per cent of the students as compared to 60 per cent of the teachers; character analyses was checked by 23.2 per cent of the

students as compared to 60 per cent of the teachers. Only 4.5 per cent of the students said they wrote some persuasion as compared to 8 per cent of the teachers who required persuasion. Only 12.3 per cent of the students wrote a critical analysis, as compared to 32 per cent of the teachers who required a critical analysis.

A high percentage, 42.6 per cent indicated having to write a term paper as compared to 52 per cent of the teachers who required a term paper. Of the students, 5.2 per cent wrote some philosophical discussion, as compared to 8 per cent of the teachers who required philosophical discussion.

The largest number of all, 61.3 per cent wrote from personal experience, as compared to 84 per cent of the teachers indicating they required writing from personal experiences. About 38 per cent of the students made outlines, as compared to 76 per cent of the teachers indicating that they required outlines. About 16 per cent of the students indicated they made an explanation of a process, as compared to 36 per cent of the teachers who required the same.

On the whole the teachers checked a larger variety of required writings. The percentages were higher for the teachers on all except biography and philosophical discussion. Perhaps comprehension of the meaning of items listed was difficult for the students.

Preparation for the actual writing of a paper is of the utmost importance in effective written communication.

Teachers of English agree that indications of planning and organizing materials are desirable qualities in students. Table IX showed the preparation for writing of themes as indicated by 155 college freshmen at the University of Louisville and 25 teachers of high-school senior English in Louisville and Jefferson County, Kentucky.

TABLE IX

A TABULATION BY NUMBER AND PER CENT SHOWING THE PREPARATION FOR WRITING THEMES AS INDICATED BY 155 FRESHMEN AND COMPARED TO PREPARATION AS INDICATED BY 25 TEACHERS OF HIGH-SCHOOL SENIOR ENGLISH IN LOUISVILLE AND JEFFERSON COUNTY, KENTUCKY

Preparation	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Writing Outlines	16	64	50	32.3
Preparation of a 'Model'	10	40	23	14.8
Explanation of a Type of Writing To be done	17	68	76	49.0
No Preparation	0		15	9.7

In describing the type of preparation they had for the actual writing of themes, fifty, or 32.3 per cent of the students indicated that they made an outline. Twenty-three, or 14.8 per cent, indicated that they had studied a model paper; while 76, or 49.0 per cent indicated that they had some types of writing explained to them. Another 15, or 9.7 per cent, wrote in the word, "none," or "no preparation." Most of the students indicated preparation

of some kind; however, 9.7 per cent stated that they had no preparation. This probably accounts for some of the poor writing that teachers complain about.

Concerning preparation, sixteen, or 64.0 per cent of the teachers of high-school senior English in Louisville and Jefferson County, Kentucky, indicated that they required outlines; ten, or 40 per cent, listed preparing a 'model'; Seventeen, or 68.0 per cent indicated the explanation of a type of writing to be done. None said "no preparation."

When the responses of the students were compared to the responses of the teachers, the percentage indicating preparation for writing was higher among the teachers than the students. Fifteen, or 9.7 per cent, of the students indicated no preparation whatever; no teacher made that indication.

Grammarians are not agreed on which type of grading or revising of themes has proved most effective in the teaching of English. Some of the teachers insist that corrections should be written in; others say errors should be pointed out and corrections made by the students. The number and per cent of the replies made by the 155 college freshmen and of the replies made by the 25 teachers of high-school senior English regarding the manner in which grading was done is shown in Table X.

TABLE X

A TABULATION BY NUMBER AND PER CENT SHOWING THE METHODS OF GRADING AND REVISING OF THEMES AS INDICATED BY 155 COLLEGE FRESHMEN AND COMPARED TO THE METHODS INDICATED BY 25 TEACHERS OF HIGH-SCHOOL SENIOR ENGLISH IN LOUISVILLE AND JEFFERSON COUNTY, KENTUCKY

Methods of Grading and Revising	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
According to some 'Rating' or Numerical Grading System	11	44	80	51.6
By Writing in Corrections	18	72	102	65.8
By Supplying the Proper Punctuation	17	68	78	50.3
By Indicating places where Paragraphs should begin	17	68	66	42.6
By Indicating Proper Sentence Structure	17	68	61	39.4
By Indicating Proper Diction	15	60	38	24.5
Errors Marked			1	.6
Don't Know			2	1.3

Eighty, or 51.6 per cent of the responses checked that papers were graded by some sort of a 'rating' or numerical grading system. One-hundred two, or 65.8 per cent of the students indicated that teachers wrote in the corrections. Seventy-eight, or 50.3 per cent, said the proper punctuation was supplied by the teacher. Sixty-six, or 42.6 per cent said that teachers indicated paragraph beginnings.

Sixty-one, or 39.4 per cent, said that the proper sentence structure was indicated by the teacher. Thirty-eight, or 24.5 per cent, of the students said that proper diction was indicated. Only one student, or .6 per cent, answered by writing in the expression, "errors marked". Two of the group, or 1.3 per cent wrote in "don't know". Since the students checked more than one method of grading, the total number of replies was more than 155.

Various ways of checking and revising themes were used in the teaching of high-school senior English as indicated by 155 freshmen surveyed at the University of Louisville. Many of them checked more than one method of correcting themes. Only one student indicated that errors were marked. Two students, or 1.3 per cent indicated "Don't Know" as the answer. From indications of the students no certain way of checking or revising themes was used.

Of the group of 25 teachers of high-school senior English in Louisville and Jefferson County who answered the questionnaire, eleven, or 44 per cent, stated that they graded according to some 'rating' or numerical grading system; eighteen, or 72 per cent stated that corrections were written in; seventeen, or 68 per cent, stated that they supplied proper punctuation; seventeen, or 68 per cent stated they indicated paragraph beginnings; seventeen,

or 68 per cent stated that they indicated proper sentence structure; fifteen, or 60 per cent said they indicated proper diction.

A majority of the teachers checked a variety of ways of grading and revising of themes. Only one, "According to some sort of 'rating' or numerical grading system," was checked by less than 60 per cent of the teachers. This method of grading and revising themes received the vote of 44 per cent of the teachers.

When comparing the responses of the teachers to the responses of the students, again the teachers indicated a greater percentage of items corrected than did the students. Students have a higher percentage in one instance, the 'rating' or numerical grading system, where students had 51.6 per cent to 44 per cent for the teachers. On indicating proper diction, 60 per cent of the teachers checked "yes"; while only 24.5 per cent of the students checked "yes." Probably some of the students did not know just what was meant by the expression. In conclusion, teachers indicated that more detailed grading of themes was done than the students estimated in their replies to the same inquiry.

An effort was made to determine whether teachers in high-school senior English gave letter grades for the term. The 155 college freshmen and the 25 teachers of high-school senior English were asked if letter grades were given. Table XI showed the results of that inquiry.

TABLE XI

A COMPARISON OF THE RESPONSES OF THE 155 COLLEGE FRESHMEN CONCERNING WHETHER THEY RECEIVED LETTER GRADES IN HIGH-SCHOOL SENIOR ENGLISH TO THE RESPONSES OF THE 25 TEACHERS CONCERNING WHETHER THEY GAVE LETTER GRADES, TABULATED BY NUMBER AND PER CENT

Received Letter Grades	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Yes	21	84	115	74.2
No	3	12	28	18.1
No answer	2	8	12	7.7

Table XI showed that when asked whether or not they received letter grades (A, B, C, D, F, Etc.), 115, or 74.2 per cent, answered "yes"; while 28, or 18.1 per cent answered "no." Twelve, or 7.7 per cent, made no reply. Thus the majority of the students said they received letter grades.

Twenty-one, or 84 per cent of the twenty-five teachers of high-school senior English surveyed indicated that they gave letter grades. Only three, or 12 per cent, of the teachers said they did not give letter grades. Two, or 8 per cent did not answer this question. The total number of answers did not agree with the total number questioned as many times both answers were indicated. Perhaps on some papers they received letter grades and others numerical.

From the data in Table XI, the conclusion can be reached that most of the teachers of senior English gave letter grades. About 8 per cent of the teachers and students gave no answer as to whether they received or required letter grades.

Greater learning opportunities are likely to result from the early returning of papers. If a student has not lost his enthusiasm for the paper by the time it is returned, he is more likely to learn from corrections of his errors. One hundred fifty-five college freshmen and 25 teachers of high-school senior English were asked when themes were returned. Their answers were shown in Table XII.

TABLE XII

A COMPARISON OF ITEMS CHECKED BY 155 COLLEGE FRESHMEN CONCERNING TIME THEMES WERE RETURNED IN TWELFTH GRADE ENGLISH CLASSES TO ITEMS CHECKED BY 25 TEACHERS OF TWELFTH GRADE ENGLISH, TABULATED BY NUMBER AND PER CENT

Themes Returned	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
The day after they were written	9	36	24	15.5
The week after they were written	15	60	108	69.7
Not returned at all	0		14	9.0
Others	2	8	4	2.6

In response to the questions pertaining to the time themes were returned, 24 students, or 15.5 per cent listed the day after they were written, as indicated in Table XII. One hundred eight, or 69.7 per cent, indicated the week after they were written; fourteen, or 9.0 per cent said they were not returned at all. The majority of students indicated themes were returned the following week; however, 15.5 per cent indicated the day following; 9 per cent, not at all.

Nine, or 36 per cent of the teachers answering the questionnaire stated that themes were returned the day after they were written. Fifteen, or 60 per cent, stated that they were returned the week after they were written. No teacher indicated that themes were not returned at all; however, two, or 8 per cent, gave other answers.

When the responses of the students were compared to the responses of the teachers, more teachers than students indicated that papers were returned early. Fourteen, or 9.0 per cent of the students stated that themes were not returned at all. The percentage of teachers saying themes were returned the day following was 36 per cent, more than twice as great as that of students indicating they were returned the day following. Therefore, Table XII seems to indicate that teachers say papers were returned sooner than do the students.

Learning experiences from returned written work can be many when errors are pointed out. Many teachers simply point out errors and suggest corrections. Others leave the discussion largely to the students; while many take advantage of the audio-visual aids. Table XIII showed what 155 college freshmen at the University of Louisville and 25 teachers of high-school senior English in Louisville and Jefferson County indicated in senior English.

TABLE XIII

A TABULATION COMPARING ITEMS CHECKED BY TEACHERS OF TWELFTH GRADE ENGLISH ON THE HANDLING OF THEMES AFTER CORRECTIONS WERE MADE TO ITEMS CHECKED BY 155 COLLEGE FRESHMEN, BY NUMBER AND PER CENT

How Handled	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Class Discussion	2	8	34	21.9
General errors pointed out by the teacher	11	44	111	71.6
Audio-visual aids	18	72	1	.6
Re-written			1	.6
Nothing done			6	3.9

Table XIII indicated that 34, or 21.9 per cent of the students stated that a class discussion concerning errors made followed the correction and return of papers. Of the group, 111, or 71.6 per cent, said that the general errors were

pointed out by the teacher. One, or .6 per cent, indicated that the papers were re-written. Six, or 3.9 per cent, said that nothing was done. In other words, 93.5 per cent of the students indicated that there was class discussion or that the teacher pointed out the errors.

Of the group of 25 teachers of high-school senior English in Louisville and Jefferson County, Kentucky, only two, or 8 per cent, stated that themes were returned and discussed in class; eleven, or 44 per cent, indicated that the general errors were pointed out; eighteen, or 72 per cent, indicated that audio-visual aids were used. This last point seemed surprising since only one student indicated the help of audio-visual aids. No teacher indicated that themes were re-written or that nothing was done.

When comparing the responses of the teachers to those of the students, the majority of students, 71.6 per cent, stated that the errors were pointed out by the teacher; while only 44 per cent of the teachers gave this reply. About the same percentage of teachers claimed more use of audio-visual aids; whereas only one, or .6 per cent, of the students checked audio-visual aids. Perhaps teachers in Louisville and Jefferson County had access to more of these aids than average.

Students who have corrected errors made in the writing of themes are more likely to remember and profit by their mistakes than if no corrections had been required. Table XIV

showed the manner in which students were required to revise themes returned to them as indicated by the 155 college freshmen checking the questionnaire and compared to revisions which teachers indicated they required.

TABLE XIV

A TABULATION SHOWING HOW PAPERS WERE REVISED AS INDICATED BY REPLIES OF 155 COLLEGE FRESHMEN AND COMPARED TO ANSWERS OF 25 TEACHERS OF HIGH-SCHOOL SENIOR ENGLISH, BY NUMBER AND PER CENT

How Revised	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Students write in the corrections	5	20	50	32.3
Theme paper re-written by the student	16	64	37	23.9
Did the student make marginal correction	7	28	24	15.5
None			38	24.5
Others			4	2.6

Fifty, or 32.3 per cent, of the students indicated that they wrote in the corrections; while 37, or 23.9 per cent said the papers were re-written. Twenty-four, or 15.5 per cent of the students said they made marginal corrections. Thirty-eight, or 24.5 per cent, indicated that they made no corrections at all. This seems a large

number to have made no corrections. The largest per cent of the students indicated that they wrote in the corrections; whereas the next largest per cent indicated that they made no corrections.

From the group of 25 teachers of high-school senior English in Louisville and Jefferson County, five, or 20 per cent of the teachers stated that students wrote in the corrections; sixteen, or 64 per cent, said themes were re-written; seven, or 28 per cent said students made marginal corrections. Not one of the teachers indicated no corrections. The largest number of teachers said that themes were re-written; the next largest number said that students made marginal corrections.

When comparing the responses of the 25 teachers to the responses of the 155 college freshmen, Table XIV indicated that teachers claim more corrections than do the students. Eighty-four per cent of the teachers said that corrections were written in or that the student re-wrote the paper; whereas, only 56.2 per cent of the students gave that answer. Thirty-eight, or 24.5 per cent of the students said that no revision was required. More teachers than students claimed papers were re-written. Thirty-eight, or 24.5 per cent of the students said that no revision was required; no teacher claimed this.

The practice of correcting themes and making them accessible to the students has proved advantageous. Students profit by past mistakes and at the same time note their improvements in writing. Table XV showed what became of papers after corrections had been made as indicated by the responses of 155 college freshmen at the University of Louisville and 25 teachers of high-school senior English in Louisville and Jefferson County, Kentucky.

TABLE XV

A TABULATION BY NUMBER AND PER CENT COMPARING THE FINAL DISPOSITION OF THEMES AS INDICATED BY THE 155 COLLEGE FRESHMEN AND 25 TEACHERS OF HIGH-SCHOOL SENIOR ENGLISH

What became of themes	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Became a part of the Student's sch. record	9	36	21	13.5
Put 'on file' in the classroom	7	28	22	14.2
Destroyed by the student	9	36	74	47.7
Destroyed by the teacher	5	20	33	21.3
Don't know			7	4.5

Concerning the final disposition of themes, twenty-one, or 13.5 per cent, of the students answered that these themes became a part of the student's record. Twenty-two, or 14.2 per cent answered that they were put 'on file' in the classroom. The largest number, seventy-four, or 47.7 per cent,

answered that they were destroyed by the student. Thirty-three, or 21.4 per cent answered that they were destroyed by the teacher. Seven, or 4.5 per cent wrote in the words, "don't know."

Since students were urged to check more than one answer when necessary, the number of answers totals more than the 155. The largest percentage indicated that the papers were destroyed by the student; the next largest percentage which is less than half the first one mentioned indicated that themes were destroyed by the teacher. More students than teachers stated that papers were destroyed by the student.

From the group of 25 teachers of high-school senior English who were surveyed in Louisville and Jefferson County, nine, or 36 per cent, of the teachers said themes became a part of the student's record; seven, or 28 per cent said they were put 'on file' in the classroom; nine, or 36 per cent said they were destroyed by the student; and five, or 20 per cent said the papers were destroyed by the teacher.

Teachers were divided in their opinion as to what became of themes after corrections had been made; thirty-six per cent of the teachers claimed that themes became a part of the student's school record. The same number indicated they were destroyed by the student. However, more teachers than students claimed that themes became a

part of the student's school record.

When comparing the responses of the 155 college freshmen to those of the 25 teachers of high-school senior English, 64 per cent of the teachers said that the themes became a part of the student's school record or that they were put on file in the classroom; whereas, only 27.7 per cent of the students gave that answer. As many as 73.5 per cent of the students indicated that the papers were destroyed or gave "don't know" as the answer. A larger percentage of teachers than students indicated that papers became a part of the student's school record; whereas, a larger percentage of the students than the teachers indicated themes were destroyed by the student.

CHAPTER VI

Other Topics Related to the Teaching of English

CHAPTER VI

OTHER TOPICS RELATED TO THE TEACHING OF ENGLISH

Formal lessons in spelling are not offered in high school as in grade school, but they are included as part of the English course in many instances. The 155 college freshmen surveyed at the University of Louisville and the 25 teachers of high-school senior English were asked if formal lessons in spelling were taught in the senior year of high school. If so, was it written or oral. Table XVI shows the results of this inquiry.

TABLE XVI

A TABULATION SHOWING NUMBER AND PER CENT OF THOSE WHO INDICATED HAVING HAD FORMAL LESSONS IN SPELLING AS A SENIOR IN HIGH-SCHOOL ENGLISH AS COMPARED TO TEACHERS OF HIGH-SCHOOL ENGLISH WHO INDICATED HAVING TAUGHT FORMAL LESSONS IN SPELLING, AND WHETHER THAT SPELLING WAS WRITTEN OR ORAL

Spelling	English Teachers			College Freshmen		
		No.	per cent		No.	per cent
Formal Lessons	{ Yes	19	76		95	61.3
	{ No	5	20		47	30.3
Was Spelling	{ Written	18	72		98	63.2
	{ Oral	4	16		23	14.8

Ninety-five, or 61.3 per cent, answered that they had formal lessons in spelling as seniors in high-school English. Slightly under half the number who indicated they

had formal lessons in spelling 47, or 30.3 per cent, indicated that they had no formal lessons in spelling. When asked whether the spelling was written or oral, ninety-eight, or 63.2 per cent of the total group stated that they had written spelling lessons; while twenty-three, or 14.8 per cent, said they had oral spelling lessons. Some of the students probably had spelling; but they did not call it formal lessons in spelling, since the number saying they had written lessons in spelling is greater than the number saying they had formal lessons in spelling.

The conclusion can be reached that more of the students had formal lessons in spelling. Those who did not, had informal lessons in spelling. Of those who claimed to have had spelling, the majority had written spelling in preference to oral.

Nineteen, or 76 per cent, of the teachers indicated having taught formal lessons in spelling; five, or 20 per cent, said they did not. Eighteen, or 72 per cent indicated having had written spelling; four, or 16 per cent, indicated having had oral spelling. A larger percentage of teachers than students indicated having taught spelling.

Most of the teachers indicated having conducted formal classes in spelling. One teacher did not answer. Most teachers stated that the spelling was written rather than oral.

In this section an attempt was made to find out where spelling words were taken from. Have the students studied their own errors or everybody's errors? One hundred fifty-five freshmen and 25 teachers of high school senior English in Louisville and Jefferson County, Kentucky, were asked to indicate where they got the words for their spelling.

Table XVII shows the results.

TABLE XVII

A TABULATION COMPARING THE SOURCE OF SPELLING WORDS AS INDICATED BY THE 155 COLLEGE FRESHMEN AND 25 TEACHERS OF HIGH-SCHOOL SENIOR ENGLISH BY NUMBER AND PER CENT

Spelling Words Taken from	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Lists in texts	13	52	75	48.4
Lists outside text	8	32	30	19.4
Errors in Written Work	13	52	25	16.1
Lists made by student			3	1.9

The majority of the students who took spelling in high-school senior English classes used lists of words found in texts. Seventy-five, or 48.4 per cent of the freshmen indicated this source. Thirty, or 19.4 per cent, of the students indicated that they used words found outside the text. Twenty-five, or 16.1 per cent indicated that they

studied words taken from their written work. Only three, or 1.9 per cent, indicated that they studied words selected by the student.

Almost half the students indicated having taken words from lists found in texts. A small percentage indicated lists outside the text and errors from written work as the source of spelling words. Three students, or 1.9 per cent, indicated that they studied lists made by themselves.

Thirteen of the teachers, or 52 per cent, indicated taking spelling words from lists in texts; eight, or 32 per cent, indicated lists outside the text book; thirteen, or 52 per cent, of the teachers list errors in written work as the source of spelling words.

Fifty-two per cent of the teachers indicated that spelling words were taken from lists in texts. The same number of teachers indicated that spelling words were taken from errors in written work. A smaller number of the teachers indicated using words from lists outside the text. No teacher indicated that the student made his own list.

Fifty-two per cent of the teachers indicated that they taught words from errors in written work; whereas, only 16.1 per cent of the students indicated this source. Teachers knew what should be taught.

A larger percentage of students indicated that their words were taken from lists found in texts; whereas, most of the teachers indicated lists in texts and errors in

written work, both being selected by 52 per cent of the teachers. A larger percentage of teachers than students indicated that words were taken from lists outside texts. No teacher indicated that spelling lists were made by the student.

Do spelling errors afford an opportunity for learning? When teachers discovered what words students could not spell, what did they do to make the teaching situation real? The data in Table XVIII showed what the 155 college freshmen at the University of Louisville and the 25 teachers indicated was done about misspelled words.

TABLE XVIII

A TABULATION BY NUMBER AND PER CENT COMPARING ANSWERS OF 155 COLLEGE FRESHMEN TO ANSWERS OF 25 TEACHERS OF HIGH-SCHOOL SENIOR ENGLISH CONCERNING WHAT WAS DONE ABOUT MIS-SPELLED WORDS

Misspelled words	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Discarded			27	17.4
Ignored			5	3.2
Re-written	2	8	16	10.3
Re-tested	0		10	6.5
Marked	5	20	3	1.9
Penalized	1	4	2	1.3
Discussed	1	4	1	.6

Concerning the words that had been misspelled, twenty-seven, or 17.4 per cent, of the students indicated that they discarded words that had been misspelled. Five, or 3.2 per cent, indicated that the misspelled words were ignored. Sixteen, or 10.3 per cent, indicated that they re-wrote the words a number of times. Ten, or 6.5 per cent, said they were re-tested on the words. Three, or 1.9 per cent, said the words were marked. Two, or 1.3 per cent, indicated that misspelled words were listed and the student penalized. One, or .6 per cent, indicated that misspelled words were discussed.

Teachers did not indicate having done much about misspelled words except to mark, correct, or to discuss them. Only two teachers, 8 per cent, indicated the words were written. Students did not indicate being penalized. Sixteen, or 10.3 per cent, stated words were re-written; and ten, or 6.5 per cent, stated that words were used in a re-test of the students. The conclusion might be reached, therefore, that little was done about misspelled words.

The next area was concerned with whether or not senior classes had spelling matches. Table XIX showed the results.

TABLE XIX

A TABULATION BY NUMBER AND PER CENT COMPARING ANSWERS OF 155 COLLEGE FRESHMEN TO ANSWERS OF 25 TEACHERS OF HIGH-SCHOOL SENIOR ENGLISH AS TO WHETHER STUDENTS HAD SPELLING MATCHES

Spelling Matches	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Yes	4	16	30	19.4
No	16	64	90	58.1
Not answering	5	20	35	22.5

Concerning the question as to whether or not they had spelling matches as seniors in high school, thirty, or 19.4 per cent, of the students answered that they did. Ninety, or 58.1 per cent indicated that they did not have spelling matches.

Four, or 16 per cent, of the teachers checked having had spelling matches. Sixteen, or 64 per cent checked no. From information contained in Table XIX, the conclusion can be reached that most of the students did not have spelling matches. Sixty-four per cent of the teachers and 58.1 per cent of the students indicated this.

The next area was concerned with whether or not senior classes studied words that had been misspelled in themes. Table XXX showed how many studied these words from themes.

TABLE XX

A TABULATION BY NUMBER AND PER CENT COMPARING ANSWERS OF 155 COLLEGE FRESHMEN TO ANSWERS OF 25 TEACHERS OF HIGH-SCHOOL SENIOR ENGLISH CONCERNING WHETHER THEY STUDIED WORDS THAT HAD BEEN MISPELLED IN THEMES

Studied words mis- spelled in themes	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Yes	20	80	69	44.5
No	2	8	47	30.3
Not answering	3	12	39	25.2

When asked whether they studied words that had been misspelled in themes, sixty-nine, or 44.5 per cent, of the college freshmen indicated they did. Forty-seven, or 30.3 per cent indicated they did not.

Twenty, or 80 per cent of the teachers stated they taught words that had been misspelled in themes as part of the spelling. Only two, or 8 per cent, said they did not. Many more teachers indicated having taught words that had been misspelled in themes than did students indicate having studied. The percentage was almost twice as great. From data contained in Table XXX, the conclusion can be reached that students in senior English studied words that had been misspelled in themes, as indicated by 25 teachers in Louisville and Jefferson County and 155 college freshmen at the University of Louisville.

The next area included in the questionnaire in an attempt to determine what was taught in high-school senior English is that of vocabulary study. The scores for this area are shown in Table XXI.

TABLE XXI

A TABULATION BY NUMBER AND PER CENT COMPARING ANSWERS OF 155 COLLEGE FRESHMEN AND 25 TEACHERS OF HIGH-SCHOOL SENIOR ENGLISH CONCERNING TRAINING IN VOCABULARY IN TWELFTH GRADE

Vocabulary Study	English Teachers		College Freshmen	
		No. per cent	No. per cent	
Lessons in vocabulary	{ Yes	21 84	87 56.1	
	{ No	2 8	52 33.5	
Practice in pronunciation	{ Yes	19 76	51 32.9	
	{ No	3 12	86 55.5	
Practice in syllabication	{ Yes	17 68	58 37.4	
	{ No	7 28	73 47.1	
Study Meanings of words	{ Yes	24 96	102 65.8	
	{ No		34 21.9	

In response to the question pertaining to the study of vocabulary, Table XXI showed that eighty-seven, or 56.1 per cent, of the students said they had lessons in

vocabulary; while fifty-two, or 33.5 per cent, said they did not. Fifty-one, or 32.9 per cent indicated that they had practice in pronunciation; while eighty-six, or 55.5 per cent said they did not. Of the group fifty-eight, or 37.4 per cent, indicated that they had practice in syllabication; seventy-three, or 47.1 per cent indicated that they had not. The largest number, 102, or 65.8 per cent indicated that they studied the meanings of words; thirty-four, or 21.9 per cent indicated that they did not.

Twenty-one, or 84 per cent of the teachers indicated they gave lessons in vocabulary; two, or 8 per cent said they did not. Nineteen, or 76 per cent, indicated they gave practice in pronunciation; three, or 12 per cent, said they did not. Seventeen, or 68 per cent indicated having given practice in syllabication; seven, or 28 per cent said they did not. Twenty-four, or 96 per cent, indicated that they taught meanings of words. Three did not answer this question, but no teacher indicated that she did not teach the meanings of words.

In comparing responses of the students to responses of the teachers, students answered "no" more often than did teachers; in fact the study of pronunciation and syllabication had more answers "no" than "yes". Among the teachers 84 per cent reported having required lessons in vocabulary, as compared to 56.1 per cent of the students

who had studied vocabulary. Seventy-six per cent of the teachers reported having required practice in pronunciation, as compared to 32.9 per cent of the students who studied pronunciation. Sixty-eight per cent of the teachers reported having required the study of meanings of words, as compared to 65.8 per cent of the students who studied word meanings.

In the next area an attempt was made to find out how often literature was taught. Table XXII showed the results.

TABLE XXII

A TABULATION BY NUMBER AND PER CENT COMPARING ANSWERS OF 155 COLLEGE FRESHMEN TO ANSWERS OF 25 TEACHERS OF HIGH-SCHOOL SENIOR ENGLISH REGARDING AMOUNT OF TIME SPENT IN THE STUDY OF LITERATURE

Studied Literature	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
One semester	9	36	61	39.4
Entire year	6	24	41	26.5
Two days week	1	4	18	11.6
Three days week	6	24	19	12.3

Sixty-one, or 39.4 per cent, of the pupils checked one semester as the amount of time spent in the study of literature. Forty-one, or 26.5 per cent indicated that they studied literature the entire year. Eighteen, or 11.6 per cent,

indicated that they studied literature two days each week. Nineteen, or 12.3 per cent said they studied literature three days each week.

Nine, or 36 per cent of the teachers indicated that literature was taught one semester; six, or 24 per cent, said an entire year; one, or 4 per cent, listed two days each week; and six, or 24 per cent indicated they taught literature three days each week.

In regard to the study of literature teachers and students agreed that at most schools the indications were that literature was taught daily for one semester or three periods each week for the entire year.

Most schools included something during the year with the study of literature. Table XXIII showed what students and teachers indicated was studied in connection with literature during the senior year of high-school English.

TABLE XXIII

A TABULATION COMPARING ANSWERS OF 155 COLLEGE FRESHMEN TO ANSWERS OF 25 TEACHERS OF HIGH-SCHOOL SENIOR ENGLISH CONCERNING OTHER COURSES IF ANY TAKEN WITH LITERATURE, BY NUMBER AND PER CENT

Studied with literature	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Grammar	20	80	89	57.4
Others			7	4.5

Table XXIII shows what the students studied along with literature during the senior year of high school. A majority, eighty-nine, or 57.4 per cent, studied grammar. One, or .6 per cent, indicated that he or she studied usage; four, or 2.6 per cent indicated that they studied speech; and two, or 1.3 per cent indicated that they studied creative writing during the senior year along with the study of literature. Twenty of the teachers, or 80 per cent listed grammar as the subject studied with literature during the senior year in high-school English. Only a few students listed usage, speech, and creative writing.

In comparing the responses of the students to the responses of the teachers, the data in Table XXIII indicates that grammar has the highest percentage in both instances, 80 per cent for the teachers as compared to 57.4 per cent for the students.

After determining that grammar was taught with literature, the next step was included in the questionnaire to see what items were taught in the course of grammar. Table XXIV showed the results of this inquiry.

TABLE XXIV

A TABULATION COMPARING BY NUMBER AND PER CENT THE ANSWERS OF THE 155 COLLEGE FRESHMEN TO THE ANSWERS OF 25 TEACHERS OF HIGH-SCHOOL SENIOR ENGLISH REGARDING WHAT THEIR STUDY OF SENIOR HIGH-SCHOOL GRAMMAR INCLUDED

What included in grammar	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Parts of speech	19	76	112	72.3
Phrases	19	76	104	61.1
Clauses	19	76	105	67.1
Sentence Structure	23	92	105	67.1
Punctuation	20	80	113	72.9
None			4	2.6
On side			1	.6
Mistakes from writing	1	4	1	.6

Table XXIV shows what the students studied in grammar. A majority, 112, or 72.3 per cent, indicated that they studied the parts of speech, as compared to 19, or 76 per cent of the teachers who required the study of the parts of speech. Next, 104, or 67.1 per cent indicated that they studied phrases, as compared to 19, or 76 per cent of the teachers who required the study of phrases. One more, 105, or 67.7 per cent, indicated that clauses were a part of their grammar, as compared to 19

or 76 per cent, of the teachers who indicated the same. An equal number and per cent of the students studied sentence structure, as compared to 23, or 92 per cent, of the teachers who required the study of sentence structure.

The largest number 113, or 72.9 per cent of the teachers taught punctuation as compared to 20, or 80 per cent, of the students who studied punctuation. Four, or 2.6 per cent said they studied no grammar; while, one, or .6 per cent, said he or she studied grammar occasionally. One student, or .6 per cent, indicated the study of corrections made in his writings. These same indications seem to be prevalent among the teachers also. Teachers and students agree on what was taught, but teachers' percentages were higher than percentages of the students.

This section attempted to determine how often grammar was taught. Table XXV contains number and percentages indicating each item.

TABLE XXV

A TABULATION, BY NUMBER AND PER CENT, SHOWING HOW OFTEN THESE 155 COLLEGE FRESHMEN INDICATED THEY STUDIED GRAMMAR IN HIGH-SCHOOL SENIOR ENGLISH COMPARED TO HOW OFTEN THE 25 TEACHERS INDICATED THEY TAUGHT GRAMMAR

How often	English Teachers		College Freshmen	
	No	per cent	No.	per cent
One semester	9	36	55	35.5
Entire year			11	7.1
Three days each week	2	8	17	11.0
Two days each week	5	20	25	16.1
As errors showed need	4	16		
One-fourth year	1	4		
Five weeks	1	4		

Checking the time spent in the study of grammar in the senior year of high-school, fifty-five, or 35.5 per cent of the students indicated that they spent one semester; eleven, or 7.1 per cent, indicated that they spent the entire year; twenty-five, or 16.1 per cent, indicated they spent two days each week; and seventeen, or 11.0 per cent indicated they spent three days each week.

Nine, or 36 per cent, of the teachers indicated that grammar was studied one semester; five, or 20 per cent

listed two days each week; and two, or 8 per cent, stated that grammar was taught three days each week.

The percentages are similar when comparing responses of the teachers to the responses of the students. No teacher stated that grammar was taught the entire year; however, eleven, or 7.1 per cent of the students gave that answer. They were probably among those that studied literature and grammar all year.

The next area dealt with is what was done in remedial reading. Table XXVI showed what was done in the classes of these students and teachers surveyed.

TABLE XXVI

A TABULARION BY NUMBER AND PER CENT SHOWING WHAT WAS DONE IN REMEDIAL READING AS INDICATED BY ANSWERS OF THE 155 COLLEGE FRESHMEN COMPARED TO ANSWERS OF THE 25 TEACHERS OF HIGH-SCHOOL SENIOR ENGLISH IN LOUISVILLE AND JEFFERSON COUNTY

What done in Remedial Reading	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Audio-visual devices	3	12	12	7.7
Eye examinations	3	12	25	16.1
Reading tests	4	16	52	33.5
None			46	29.7

Table XXVI showed twelve, or 7.7 per cent, of the students indicated the use of audio-visual devices as an aid in remedial reading; twenty-five, or 16.1 per cent, had eye examinations; fifty-two, or 33.5 per cent, indicated that they had reading tests; and forty-six, or 29.7 per cent indicated that nothing was done for them in the way of remedial reading.

Three, or 12 per cent of the teachers indicated the use of audio-visual devices; three, or 12 per cent said the students had eye examinations in connection with remedial reading; four, or 16 per cent, indicated students had reading tests. One teacher named reading and the interpretation of passages.

In comparing the responses of the teachers to the responses of the students in regard to things done in the area of remedial reading, 12 per cent of the teachers indicated eye examinations as compared to 16.1 per cent for the students; sixteen per cent of the teachers indicated reading tests as compared to 33.5 per cent for the students. No teacher indicated that nothing was done; whereas, 29.7 per cent of the students gave that answer.

Whether examinations should or should not be administered has been debated many times. Table XXVII showed indications of the 155 students and 25 teachers concerning whether they had examinations in the senior year of high school.

TABLE XXVII

A TABULATION BY NUMBER AND PER CENT SHOWING ANSWERS OF 155 COLLEGE FRESHMEN COMPARED TO 25 TEACHERS OF HIGH-SCHOOL SENIOR ENGLISH CONCERNING WHETHER EXAMINATIONS WERE ADMINISTERED IN HIGH-SCHOOL SENIOR ENGLISH

Examinations?	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Yes	23	92	136	87.7
No	0		7	4.6
Not answering	2	8	12	7.7

Table XXVII showed the answers of the students and the teachers concerning whether or not the students had examinations in senior high-school English. Of the group, 136, or 87.7 per cent, stated that they had examinations; while seven, or 4.5 per cent said they did not. Twelve, or 7.7 per cent, of the students did not answer this question.

Twenty-three, or 92 per cent of the teachers indicated that examinations were administered; however, two, or 8 per cent, did not answer this question. The conclusion can be reached that most teachers of high-school senior English gave examinations or tests at some time during the year. However, a greater percentage of teachers indicated "yes" than did students.

The next area showed what type of examinations were administered in high-school senior English. Table XXVIII showed the results.

TABLE XXVIII

A TABULATION BY NUMBER AND PER CENT SHOWING WHAT TYPE OF EXAMINATIONS WERE ADMINISTERED AS INDICATED BY THE ANSWERS OF 155 COLLEGE FRESHMEN AND COMPARED TO ANSWERS OF 25 TEACHERS OF HIGH-SCHOOL SENIOR ENGLISH

Type Examination	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Essay	25	100	112	72.3
True-false	11	44	69	44.5
Multiple-choice	13	52	78	50.3
Completion	17	68	90	58.1

Table XXVIII showed that 112 students, or 72.3 per cent, indicated they took essay examinations; sixty-nine, or 44.5 per cent, true-false; seventy-eight, or 50.3 per cent, multiple-choice; and ninety, or 58.1 per cent completion.

Twenty-five, or 100 per cent of the teachers said they gave essay-type examinations; eleven, or 44 per cent, stated true-false; thirteen, or 52 per cent, stated multiple-choice; and seventeen, or 68 per cent, indicated completion.

From information set forth in Table XXVIII the conclusion can be reached that examinations of all four types were administered; however, the one named most often by the teachers and students was the essay examination.

Perhaps the essay-type examination is more adaptable to grammar and literature. The percentages of various types of examinations are higher among the teachers except in true-false where 44.5 per cent of the students indicated taking true-false examinations as compared to 44 per cent of the teachers who indicated giving the true-false examinations.

The next attempt was to find out how often these examinations were administered. Table XXIX showed the results of this inquiry.

TABLE XXIX

A TABULATION BY NUMBER AND PER CENT COMPARING HOW OFTEN EXAMINATIONS WERE ADMINISTERED AS INDICATED BY ANSWERS OF 155 COLLEGE FRESHMEN AND 25 TEACHERS OF HIGH-SCHOOL SENIOR ENGLISH

How Often Examinations Administered	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Weekly	3	12	32	20.6
Semi-weekly	3	12	27	17.4
Monthly	6	24	62	40.0
End of unit	4	16		
Once each term	2	8	15	9.7
Others	7	28	6	3.9

When asked how often these examinations were administered, thirty-two, or 20.6 per cent of the students replied weekly; twenty-seven, or 17.4 per cent, replied semi-weekly; sixty-two, or 40.0 per cent replied monthly; fifteen, or 9.7 per cent replied once each term. Six, or 3.9 per cent gave other answers as times when examinations were administered.

Three, or 12 per cent, of the teachers indicated that examinations were administered weekly; three, or 12 per cent, said semi-weekly; six, or 24 per cent indicated monthly; two, or 8 per cent, listed once each term; and seven, or 28 per cent named others. Four, or 16 per cent, of the teachers answered at the end of the unit of work. Monthly examinations received the highest percentage of votes from teachers and students.

The next area was concerned with the time the examination papers were returned. Table XXX showed results as indicated by 155 college freshmen at the University of Louisville and 25 teachers of high-school senior English in Louisville and Jefferson County.

TABLE XXX

A TABULATION SHOWING BY NUMBER AND PER CENT WHEN EXAMINATION PAPERS WERE RETURNED AS INDICATED BY RESPONSES OF 155 COLLEGE FRESHMEN COMPARED TO RESPONSES OF 25 TEACHERS OF HIGH-SCHOOL SENIOR ENGLISH

Examination Papers Returned	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Day following	13	52	31	20.0
Week following	8	32	96	61.9
Not at all	1	4	21	13.5

Upon being asked when examination papers were returned, thirty-one, or 20.0 per cent of the students answered the day following, as shown in Table XXX. Ninety-six, or 61.9 per cent, stated the week following. Twenty-one, or 13.5 per cent, said not at all.

Thirteen, or 52 per cent of the teachers indicated that examination papers were returned the day following; eight, or 32 per cent stated the week following; one, or 4 per cent stated not at all. Teachers stated they returned papers sooner than students as indicated by the above table. Only one teacher indicated "not at all" as compared to 20, or 13.5 per cent, of the students.

The next area is concerned with what became of the examination papers. Table XXXI showed the scores indicating what became of examination papers as indicated by 155

college freshmen and 25 teachers of senior English in Louisville and Jefferson County.

TABLE XXXI

A COMPARISON OF THE RESPONSES OF THE 155 COLLEGE FRESHMEN CONCERNING WHAT FINALLY BECAME OF THEIR EXAMINATION PAPERS WITH THE RESPONSES OF 25 TEACHERS OF HIGH SCHOOL SENIOR ENGLISH, TABULATED BY NUMBER AND PER CENT

How Papers Were Disposed of	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Part of permanent record	9	36	38	24.5
On file in the classroom	7	28	16	10.3
Destroyed by the student	5	20	55	35.5
Destroyed by the teacher	6	24	25	16.1
Don't know			8	5.2

Concerning the disposition of examination papers, Table XXXI indicated that thirty-eight, or 24.5 per cent of the students stated that examination papers became a part of the permanent record of the student. Sixteen, or 10.3 per cent, indicated that the papers were placed on file in the classroom. Fifty-five, or 35.5 per cent stated that the examination papers were destroyed by the student. Twenty-five, or 16.1 per cent stated that

examination papers were destroyed by the teacher. Eight, or 5.2 per cent, wrote in the expression, "don't know."

Nine, or 36 per cent, of the teachers stated that examination papers became a permanent part of the students' records; seven, or 28 per cent, stated they were put on file in the classroom; five, or 20 per cent stated they were destroyed by the teacher; and no teacher gave another answer. A larger percentage of students indicated papers were destroyed; whereas, a larger percentage of teachers indicated the papers became a part of the school records.

The next section was concerned with the method of selecting home reading. Table XXXII showed results as teachers and students checked answers to the inquiries.

TABLE XXXII

A TABULATION SHOWING HOW HOME READING WAS SELECTED AS INDICATED BY 155 COLLEGE FRESHMEN AND 25 TEACHERS OF HIGH-SCHOOL SENIOR ENGLISH, TABULATED BY NUMBER AND PER CENT

Books Selected From	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Published reading lists	13	52	50	32.3
Lists assigned by the teacher	11	44	73	47.1
Lists assigned by the school system	8	32	31	20.0
Others			1	.6

As shown in Table XXXII, fifty, or 32.3 per cent, of the students selected reading from a published reading list. Seventy-three, or 47.1 per cent selected readings from lists assigned by the teacher. Thirty-one, or 20.0 per cent, selected readings from a list assigned by the school system. One student, or .6 per cent, indicated that the selection of reading was left to the judgement of the student.

Thirteen, or 52 per cent, of the teachers stated their reading was taken from published reading lists; eleven, or 44 per cent of the students stated the lists were assigned by the teacher; eight, or 32 per cent, of the students stated that lists were assigned by the school system. Published reading lists, and lists assigned by the teacher were checked most often, but more students than teachers checked lists assigned by the school system.

The next area was concerned with how students were required to report on readings. Table XXXIII gives the results as indicated by the 155 students and 25 teachers.

TABLE XXXIII

A TABULATION SHOWING HOW STUDENTS WERE REQUIRED TO REPORT ON READING DONE OUTSIDE OF CLASS IN HIGH-SCHOOL SENIOR ENGLISH AS INDICATED BY 155 COLLEGE FRESHMEN AND COMPARED TO METHODS TEACHERS OF HIGH-SCHOOL SENIOR ENGLISH INDICATE THEY REQUIRED

Book Reports	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Oral reports	14	56	75	48.4
Written reports	15	60	103	66.5
Cumulative reading lists	3	12	6	3.9
None			4	2.6

With reference to reporting on outside reading, Table XXXIII showed that seventy-five, or 48.4 per cent made oral reports; 103, or 66.5 per cent, made written reports; six, or 3.9 per cent, made cumulative reading lists; and four, or 2.6 per cent, made no response.

Fourteen, or 56 per cent, of the teachers stated that they required oral reports on readings done by students; Fifteen, or 60 per cent, stated they required written reports; three, or 12 per cent, stated cumulative reading lists were kept. Some checked both or perhaps all three. Four students, or 26 per cent, indicated no report, no teacher indicated "none" as the answer.

An attempt was made to determine what motivated these students to read. Table XXXIV gives the responses of the

155 college freshmen at the University of Louisville and the 25 teachers of high-school senior English in Louisville and Jefferson County.

TABLE XXXIV

A TABULATION COMPARING ITEMS CHECKED BY 155 COLLEGE FRESHMEN CONCERNING MOTIVATION THAT ENCOURAGED THEM TO READ IN HIGH-SCHOOL SENIOR ENGLISH TO ITEMS CHECKED BY TEACHERS WHO TAUGHT HIGH-SCHOOL SENIOR ENGLISH, BY NUMBER AND PER CENT

Motivations	English Teachers		College Freshmen	
	No.	per cent	No.	per cent
Recordings	3	12	15	9.7
Reviews	10	40	37	23.9
Posters	5	20	11	7.1
Book Jackets	6	24	21	13.5
Movies	7	28	31	20.0
Parts related by teacher	11	44	64	41.3
Television	1	4	10	6.5
Radio	3	12	8	5.2
Home Library	1	4	9	5.8
Parts related by student	11	44	47	30.3
Assigned, required, force, compelled, etc.	1	4	9	5.8
None			10	6.5

Teachers and students alike checked many of the items listed as motivation for reading. Parts related by the teacher and parts related by the student were checked most often by the students and the teachers. Ten, or 6.5 per cent of the students stated there was no motivation. Nine, or 5.8 per cent, of the students stated reading selections were only assigned, required, etc. Only one teacher indicated assigned selections. Some students read only because it is required.

CHAPTER VII

Summary and Conclusions

CHAPTER VII

SUMMARY AND CONCLUSIONS

The purpose of the paper was to compare the statements of 155 college freshmen at the University of Louisville to the statements of 25 teachers of high-school senior English in Louisville and Jefferson County, Kentucky, concerning what was taught in high-school senior English.

Information was secured from the Test Bureau at the University of Louisville concerning ages; schools from which the freshmen came; total scores on the Psychology, the English, and the General Culture portions of the Achievement test which was administered to them upon application for entrance at the University. This information was secured for the entire 359 students enrolled in the freshman class for the fall and spring terms of the 1952-53 school year. The ages ranged from 16 years and 10 months to 45 years, with a mean age of 19 years and 10.77 months.

The mean percentile score for the group of 359 college freshmen on the test by the American Council on Education Psychological Examination was 44.88, which seemed to indicate that the group was of normal intelligence and capable of doing average work required of college freshmen. The Chi square was 18.40, which was statistically significant at the 5 per cent level.

The mean percentile score on the Cooperative English Test was 35.48. This indicated a below average group in the comprehension of oral and written composition. The Chi square was 90.10 which was significant at the 1 per cent level and indicated that the group surveyed differed significantly from the normal group.

The mean percentile score on the Cooperative General Culture Test was 33.78. This score indicated a below normal group in achievement in spite of the fact that the students' abilities to learn were normal. The Chi square was 125.12 which was significant at the 1 per cent level and indicated that this group differed significantly from the normal group.

The questionnaire, What You Studied in High-school Senior English was administered to 155 college freshmen chosen at random at the University of Louisville in May, 1953. These questionnaires were administered in regular English classes. The students were asked to answer the questions truthfully and as completely as possible.

The same questionnaire was administered to those teachers who taught high school senior English at the school in which they taught in May, 1953. Only one teacher failed to return the questionnaire. Some of them filled in the questionnaire immediately, while others asked to have time

to complete them. These were returned by mail upon completion. These teachers of high school senior English in Louisville and Jefferson County, Kentucky, were asked to answer the questionnaire from the standpoint of what they taught in high school senior English.

The responses of the 155 college freshmen were compared by number and per cent to the responses of the 25 teachers of high school senior English. Teachers and students did not agree concerning what was taught in high school senior English, teachers giving the more favorable responses. However, interpretation of terms used in the questionnaire was probably difficult for the students. Perhaps the students did not always recognize or remember what he had been taught. Many of the students had been out of school for a few years and did not remember too clearly what they had studied in high school senior English.

Conclusions. The following conclusions were reached:

1. The students' concept of topics covered in high-school senior English as reported by 155 college freshmen was not the same as the concept the teachers of high-school senior English hold concerning what was taught.

2. Teachers gave more favorable replies to the questionnaire than did the students.

3. The majority, 61.9 per cent of the students and 92 per cent of the teachers, indicated written work of some

kind was done once each week or more often; more students than teachers indicated occasionally, 29 per cent for the students and 8 per cent for the teachers.

4. The majority of teachers, 72 per cent said the students wrote themes once each week or more often; whereas, the majority of students, 65.8 per cent, said only occasionally or less.

5. Of the students, 71.6 per cent said teacher-suggestions furnished more topics for themes; of the teachers, 88 per cent said personal experience furnished more topics for themes.

6. Teachers checked a larger variety of types of writing than did students.

7. Percentages indicating preparation for writing was higher among the teachers than the students, 64 per cent of the teachers and 32.3 per cent of the students indicating they wrote an outline, 40 per cent of the teachers and 14.8 per cent of the students indicating they prepared a 'model,' 68 per cent of the teachers and 49.0 per cent of the students indicating they had a type of writing explained to them. No teacher indicated no preparation; whereas, 9.7 per cent of the students did.

8. Various ways of checking and revising themes was used; but judging from items checked by students, no certain way of checking and revising themes was used in the teaching of high-school senior English. Teachers indicated a more detailed grading of themes than did the students.

9. Letter grades were given in high-school senior English as indicated by 84 per cent of the teachers and 74.2 per cent of the students.

10. Teachers indicated that papers were returned more promptly than did the students; 96 per cent of the teachers said within one week or sooner, and 85.2 per cent of the students said within one week or sooner.

11. Most of the students, 93.5 per cent, indicated that class discussion followed the return of corrected papers or that the errors were pointed out by the teachers; 72 per cent of the teachers indicated audio-visual aid.

12. More teachers than students, 64 per cent as compared to 23.9 per cent indicated that papers were re-written; 24.5 per cent of the students indicated no revision.

13. More students than teachers, 47.7 per cent as compared to 36 per cent, indicated that themes were destroyed by the student; just as many teachers, 36 per cent, indicated that they became a part of the student's school record.

14. From the group surveyed 76 per cent of the teachers and 61.3 per cent of the students agreed that they had formal lessons in spelling; however, more teachers than students, 72 per cent as compared to 63.2 per cent, indicated that spelling was written.

15. Of the students, 48.4 per cent indicated that spelling words came from lists in texts; whereas, 52 per cent of the teachers indicated lists in texts and the same number said from errors in written work.

16. Students and teachers are not in agreement as to what is done about spelling errors. The largest number of students, 17.4 per cent, said discarded; the largest number of teachers, 20 per cent, said marked.

17. Teachers and students are in agreement that spelling matches were not held in high school senior English, 64 per cent of teachers saying no, and 58.1 per cent of the students saying no.

18. Almost twice as many teachers as did students indicated having studied misspelled words from themes, 80 per cent as compared to 44.5 per cent.

19. The number of teachers indicating study of vocabulary, pronunciation, syllabication, and meanings of words was much higher than that of the students, 84 per cent as compared to 56.1 per cent, 76 as compared to 32.9 per cent, 68 per cent as compared to 37.4 per cent, and 96 per cent as compared to 65.8 per cent, in that order.

20. Teachers and students agreed that in most instances literature was taught one semester, 36 per cent for the teachers as compared to 39.4 per cent for the students; in some instances both grammar and literature were studied

the entire year.

21. Students and teachers agreed that grammar was studied as a companion subject to literature, 57.4 per cent of the students and 80 per cent of the teachers saying yes.

22. Of the group surveyed 76 per cent of the teachers as compared to 72.3 per cent of the students indicated that the parts of speech was included in the study of grammar; 76 per cent of the teachers as compared to 61.1 per cent of the students that phrases was a part of the study of grammar; 92 per cent of the teachers as compared to 67.7 per cent of the students indicated that sentence structure was included in the study of grammar; and 80 per cent of the teachers as compared to 72.9 per cent of the students indicated that punctuation was included in the study of grammar.

23. Teachers and students were divided on their indications as to how often high school seniors studied grammar; however, the largest number, 36 per cent of the teachers and 35.5 per cent of the students indicated one semester.

24. A number of aids was helpful in remedial reading as indicated by teachers and students; however, 29.7 per cent of the students said nothing was done. No teacher indicated nothing was done.

25. Of the group surveyed, 87.7 per cent of the students and 92 per cent of the teachers agreed that examinations were administered.

26. Teachers and students indicated four types of examinations, 100 per cent of the teachers and 72.3 per cent of the students checked Essay; 44 per cent of the teachers and 44.5 per cent of the students checked True-False; 52 per cent of the teachers and 50.3 per cent of the students checked Multiple-Choice; and 68 per cent of the teachers and 58.1 per cent of the students checked Completion.

27. A large number, 48 per cent of the teachers and 78 per cent of the students indicated that examinations were administered monthly to weekly.

28. A majority, 61.9 per cent of the students indicated papers were returned the following week; whereas, a majority, 52 per cent of the teachers indicated papers were returned the day following.

29. Students and teachers were not in agreement as to the final disposition of papers, 35.5 per cent of the students saying they were destroyed by the students and 36 per cent of the teachers saying they became a part of the students' records.

30. Most of the teachers, 52 per cent, indicated that the majority of the reading was selected from a published

reading list; whereas, the largest number of the students, 47.1 per cent, indicated that reading was selected from lists assigned by the teacher.

31. Teachers, 60 per cent of the total surveyed, agreed with the students, 66.5 per cent of the total surveyed, that written reports on reading were used most often with oral reports next in line, 56 per cent of the teachers and 48.4 per cent of the students indicating this.

32. Teachers and students indicated a large variety in the motivation of reading; however, teachers checked the higher per cent in every type of motivation.

33. No teacher indicated lack of motivation.

This study was probably colored due to the fact that the teachers surveyed came from Louisville and Jefferson County; whereas, the students surveyed came from schools within the city of Louisville, from county high schools and from schools outside the state. Two hundred three of the 359 students came from schools within the city of Louisville. Eighty-five of the students came from county high schools or schools out in the state. Sixty-nine of the students came from schools outside the state. Two students came from Kentucky Military Institute.

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APPENDIX A

- (1) About how often was 'written work' (of some sort) required of you, in your high school (senior) English course?

Almost daily_____

2-3 times each Week_____

Only Occasionally_____

Almost never_____

None at all required_____

- (1b) About how many (approximate number) pieces of 'Written Work' (of some sort) were required of you during the full school year (senior)? _____

- (2) About how often were you required to write 'themes' during your senior English course in high school?

Almost daily_____

Only occasionally_____

2-3 times each week_____

Almost never_____

About once each week_____

None at all Required_____

- (3) About how many (approximate number) 'Themes' were required during the full school year (senior)? _____

- (3b) Were the subjects of these required 'themes' taken from-

Lists found in the textbooks_____

Personal experiences of the student_____

Suggestions made by the teacher_____

- (4) What types of 'written work' were required in your senior English course in high school? (Check as many of the types as apply.)

biography_____

character analysis_____

autobiography_____

persuasion_____

definition_____

critical analysis_____

comparison_____

term papers_____

book reviews_____

philosophical discussions_____

analysis_____

personal experiences_____

summary or précis_____

outlines_____

descriptive_____

explanation of a process_____

- (5) What sort of preparation preceded the writing of a 'theme' in your high school senior English course?

writing of an outline_____

a 'model' presented first_____

explanation of the type of_____

writing to be done_____

- (6) About how many of these 'themes' were written-
 - in class? _____ -outside of class? _____
- (7) What was the average length of themes written in class?
 -about _____ words -in _____ page(s)
- (8) What was the average length of themes written outside of class?
 -about _____ words -in _____ page(s)

GRADING AND REVISING OF THEMES

- (1) How did they 'grade' your 'theme' paper?
 according to some sort of rating, or numerical system? _____
 by writing in corrections? _____
 by supplying proper punctuation? _____
 by indicating places where paragraphs should begin? _____
 by indicating proper sentence structure? _____
 by indicating proper diction? _____
- (1b) Did you receive 'letter' grades--A, B, C, D, F, etc.
 Yes _____ No _____
- (2) Were your 'themes' usually returned?
 the day after they were written? _____
 the week after they were written? _____
 Not returned at all _____
- (3) How were 'returned themes' usually handled?
 Class discussion? _____
 General errors pointed out by the teacher? _____
 Audio-visual aids used? _____
- (4) How were these returned themes revised by the student?
 -did the student write in all of the corrections? _____
 -was the theme paper re-written by the student? _____
 -did the student make marginal corrections? _____
 -other comments _____

(5) What usually became of the themes, finally?

- did they become a part of the student's sch. record? _____
- were they put on file in the classroom? _____
- were they destroyed by the student? _____
- were they destroyed by the teacher? _____
- other comments _____

SPELLING

(1) Did you have formal lessons in spelling?

-yes _____ -no _____

(2) If you did, what type?

-Written _____ -Oral _____

(3) Spelling Lists were Taken from what sources?

- lists from a text _____
- lists outside text _____
- lists taken from errors in written work _____
- lists made by student _____

(4) Misspelled words were handled by-

-discarding _____
-ignoring _____

(5) Did you study misspelled words in themes?

-yes _____ -no _____

VOCABULARY

(1) Did you have lessons in vocabulary development?

-yes _____ -no _____

(2) Did you have drills in pronunciation of words?

-yes _____ -no _____

(3) Did you have practice in syllabication of words?

-yes _____ -no _____

(4) Did you study the meanings of words?

-yes _____ -no _____

LITERATURE

(1) How much time was given to the study of literature?

- one semester _____
- entire year _____
- two days per week one
- three days per wk. _____

(2) If your entire time was not devoted to literature, with what course was it combined?

GRAMMAR

(1) What was included in your study of grammar?

-parts of speech _____
 -phrases _____
 -clauses _____
 -sentence structure _____
 -punctuation _____

(2) How often did you study grammar?

-one semester _____
 -entire year _____
 -two days wk. _____
 -three days per week _____

REMEDIAL READING

(1) What attempts were made to improve your methods of reading?

-were audio-visual devices used? _____
 -did you receive an eye examination? _____
 -did you have reading tests? _____

EXAMINATIONS

(1) Were examinations administered during your high school (senior) English course?

-yes _____

-no _____

(2) What type examinations were you required to take?

-Essay-type _____

-Multiple-Choice _____

-True-False _____

-Completion _____

(3) How often were examinations administered?

-weekly _____

-semi-weekly _____

-monthly _____

-once per term _____

(4) Were the examination papers returned?

-the day following _____

-the week following _____

-not at all _____

(5) Were the examination papers discussed in class?

-yes _____

-no _____

(6) What finally became of the examination papers?

-did they become a permanent part of the student's school record?

-yes _____ -no _____

-were they put on file in the classroom?

-yes _____ -no _____

-were they destroyed by the student?

-yes _____ -no _____

-were they destroyed by the teacher?

-yes _____ -no _____

HOME READING**(1) Were you required to do outside reading?**

-yes _____ -no _____

(2) Required home reading was selected from-

-published reading lists _____
 -lists assigned by the teacher _____
 -lists assigned by the sch. system _____

(3) Were students required to give reports on readings?

-oral reports _____
 -cumulative reading lists _____
 -written reports _____

(4) What motivation encouraged students to read?

-recordings _____	-parts related by the teacher _____
-reviews _____	-television _____
-posters _____	-radio _____
-book jackets _____	-home library _____
-movies _____	-parts related by another student. _____

DIFFICULTIES**SUGGESTIONS**