Inquiry into the attitudes of high school students toward the subject English

Frances Guy Martinson

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AN INQUIRY INTO THE ATTITUDES OF HIGH SCHOOL STUDENTS
TOWARD THE SUBJECT ENGLISH

by

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B.A. Carleton College, 1932

Presented in partial fulfillment
of the requirements for the degree of
Master of Arts
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1955

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CHAPTER I

INTRODUCTION

Since high school English is one of the required subjects for at least three years in most secondary schools throughout the United States, the writer, as a teacher of this course for sixteen years, wanted to investigate the attitude of students to find out just what made the student like or dislike this field of knowledge. English, being the mother tongue, should be spoken and written correctly. The literary heritage of our country, one of the finest in the world, should be read with pleasure. Considering the Objectives of Self-Realization, one is directly concerned with the development of the individual as a learner.

SPEECH - The educated person can speak the mother tongue clearly.

READING - The educated person reads the mother tongue efficiently.

WRITING - The educated person writes the mother tongue effectively.

INTELLECTUAL INTERESTS - The educated person has mental resources for the use of leisure 1.

Just how can this matter be approached in order to gain the most satisfaction for the student as well as the community in which he

will live? Discovering the likes and dislikes of the student with reference to the subject matter of English is conspicuously absent in professional literature. The purpose of this thesis is to let the students speak for themselves. The material was organized and presented to serve that purpose. In Chapter V, the compiler will seek to draw together the more pertinent conclusions and to discuss their possible application to the end that teaching of English may be improved and that both teachers and pupils may find their school experience happier and at the same time more beneficial.

The Problem

What is it that the student of today likes about his English course and what is it that he dislikes? The answers to these questions had to be gleaned from the frank, unguarded, spontaneous statements of the students themselves. The investigation began with the fourth grade. Why was the fourth grade chosen? Up to this time, the children have enjoyed an informal language experience. Now they are ready for a continued growth in writing themes, taking notes, making written reports, doing business letters, and developing ideas for creating programs. In these activities, the teacher is watching the spelling, sentence structure and calling attention to incorrect punctuation; but there is no drill. Another feature about the investigation that should be explained is dividing the subject of English into two parts: Language Arts and Reading Stories.

Language expression is considered a phase of skill in communication needed by every person in his daily affairs. In recent years language instruction has shifted from formal study of rules and grammar to improvement in linguistic
expression in all the situations involving communication. In the high school, the English course covers both the language arts and the literature; therefore, it was necessary to divide the subject into the two parts all along the way. Even in the grades, special reading periods are necessary once a child has begun to make satisfactory progress in reading.

The Procedure

The six teachers who teach the fourth grade in the Ashland, Oregon, school system were called together and asked if they would cooperate with this project of tracing the changes in the attitudes of students from the fourth grade through the seventh, ninth, and eleventh grades in the field of English. They were glad to do so. Each teacher asked his students to write a paragraph "Why I Like or Dislike to Read Stories" and "Why I Like or Dislike to do Language Arts". Two paragraphs were received from 178 pupils. From these paragraphs a questionnaire was made up in the exact words that the students used to express themselves.

From the Junior High system in Ashland, Oregon, the six seventh grade teachers were asked if they would assign their students to write two paragraphs on "Why I Like or Dislike to Read Stories in English Class" and "Why I Like or Dislike to do
English Grammar. Two hundred and ten students responded with their own ideas. These students did not put their names on the paper in order to have as true a picture as possible with no inhibitions attached.

Since the tenth and twelfth grades were the writer's classes of English in the Ashland High School, the ninth and eleventh grade teachers were asked if they would have their pupils write two themes "Why I Like or Dislike Grammar" and "Why I Like or Dislike Literature". The questionnaires were made up from the ideas of 130 ninth graders and 115 eleventh graders.

After the questionnaires were given, the teachers of the ninth and eleventh grades asked the students to write two paragraphs giving their viewpoints about teachers and school. The fourth graders wrote on "What I Don't Like about School" and "What I Do Like About School". At this age the instructors thought the children would pick out the teacher that they had, rather than give a comparison, so that is why the pupils wrote about school in general. In the seventh, ninth, and eleventh grades, the students wrote themes on "The Best Liked Class", "The Worst Class I Have ever Had", "The Best Teacher I ever Had", and "The Teacher I Liked the Best."

A letter and questionnaire were sent to 68 Ashland High School 1953 and 1954 graduates to see what help the study of English had been for them in relation to life out of school. Of the 68, thirty six students replied. The answers to this questionnaire were most gratifying. Many of the graduates wrote a
separate letter stating the exact fields they thought should be stressed. A most interesting side light was to note whether or not the modern child of today has ideas, what kind, if any, and whether or not they can express them. In a small way this is a measure of the success of the public school.

Another question that might be raised in an investigation of this type would be: What relationship exists between the mental ability of pupils and their liking for the subject of English? The standardized intelligence test quotients from the principals' offices were used to analyze the material and answer in some manner this question.
CHAPTER II

REVIEW OF THE LITERATURE

Although 20 years ago G. W. Allport said, "The concept of attitude is probably the most distinctive and indispensable concept in contemporary American Social psychology"\(^1\), not much has been done regarding this field even in 1954. Dr. H. H. Remmers in his book, *Introduction To Opinion and Attitude Measurement*, states: "Attitudes toward the individual's world and toward himself have become central not only in social psychology but in other applied areas. Despite this there has not been, to my knowledge, a suitable textbook available."\(^2\)

**Literature on Attitudes in General**

Psychologists have been in late years increasingly concerned with attitudinal study, since attitudes are theoretically a component of all behavior overt or covert. Attitudes determine the entire adjustment of the individual. If a child is frustrated by his classroom teacher and believes that the teacher is discriminating against him, he will tend to react negatively to the teacher's future criticisms.

Just what might be a good definition of attitude? Arthur Lichtenstein gave this as his meaning, "Ways of belief, expectation, estimation, evaluation, and preference."\(^3\)

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\(^2\)Ibid., p. vii.
judgment, and attendant emotional dispositions of like-dislike, all of which may be correctly summed up as attitudes. Dr. Remmers contributed as his interpretation, "The term 'attitude' is merely a convenient way of referring to the preparedness that exists within the organism for some future activity."

The present assumption is that attitudes can be modified through learning, in accordance with the person's goals and drives.

"Wants, attitudes, and interests not only influence behavior and modify the behavior organisms; they also are themselves changed. They are strengthened and weakened by the course of inner development and by the experiences of life. They may be shifted in respect of their attachments so that different situations call them forth."

To what extent can attitudes be modified and over what period of time do they remain constant? According to Dr. Remmers, high school pupils showed significant shifts in attitudes in the direction that was planned and these changes persisted for at least a year. Dr. Lichtenstein said, "The gain in knowledge of a certain unit should be compared with the gain in attitude resulting from the study of the unit. It is possible that some groups will exceed in knowledge gain and some in attitude gain.

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4 Remmers, op. cit., p. 5.


6 Remmers, op. cit., p. 6.
This may vary with the particular subject, unit, teacher, pupils, and method of teaching." 7

The next logical question that follows is "What determines attitudes?" The two most broadly concerned classifications of such determiners submitted by Dr. H. E. Remmers are: personality differences on the one hand and conformity-enforcing agencies or social institutions on the other. 8 G. W. Allport points out four ways in which attitudes develop. They may be labeled (1) integration, (2) differentiation, (3) shock, and (4) adoption. Dr. A. Lichtenstein states that it is fairly generally agreed that children by the time they come into the seventh grade have a rather completely made up set of attitudes. 9 Dr. Thorndike points out that where there is intrinsic interest in the activity regardless of the consequences there is an enormously superior means of learning. 10

One of the most important advances made recently in academic education is the tendency to relate the curriculum and its administration to the needs, the limitations, and interests of the student body. The simplest way to gather attitudes is to ask


8 Remmers, op. cit., p. 173.

9 Ibid., p. 171.

10 Lichtenstein, op. cit., p. 31.

people directly what their attitudes are. This has been the common procedure in questionnaire practice. Although this method has many disadvantages, the greatest possibly is the poor approach to measurement. L. L. Thurstone of the University of Chicago has made the most significant contribution to the measurement of attitudes.\(^{12}\)

The measurement of attitudes and opinions has become a vital part of the educational system. If progressive education had made no other contribution, its insistence on learning the needs and feelings of students would be a notable addition to educational methods. The democratic procedure in our schools has led the teachers to encourage expression of ideas which can be evaluated and used in improving the relationships within the school system.\(^{13}\)

**Literature on What Educators and Teachers are Thinking and Accomplishing in This Study of English in Relation to All Phases of Life**

For the past eight to ten years, educators and teachers of English have been dissatisfied with the English courses and the results that have been accomplished. High school graduates have looked upon their course in English as something like the measles — something to be endured for a brief spell and then forgotten.\(^{14}\)

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\(^{13}\)Kemmers, op. cit., p. 395.

English should be a joy to young people and a source of deep emotional satisfaction. The dreams of our adolescents are creative and are searching for positive, meaningful values. The teachers of English want to contribute to such objectives as better home and family living, vocational competence, social understanding, and personal enrichment.

Some practical changes were suggested by George Robert Carlsen in the Junior College Journal. The language program included:

1. Young people need to gain insight into the way language functions in the total fabric of human emotions and to see how language almost of and by itself might lead to serious trouble. If we knew how to reason with children, by using such language that would help us succeed in communicating with them.

2. To tell stories to children — a function most adults will be called upon to perform.

3. Oral reading — a passage with the proper inflections.

4. The ability to read and follow directions.

5. Relating a personal experience in an interesting manner.

6. Writing themes about one's own family to better understand them.

The literature program included:

1. To point out cultural differences in family structure from one society to another.

2. To show the stresses and strains that are placed on family relationships by environmental conditions.

3. Economic pressures.

4. Understanding human beings and in seeing the causes and effects of family conflict.

5. Giving students the warmth, beauty, and vitality of
family relationship.

The concluding statements included:

1. Discussion should be placed on the basic experiences and inherent values.

2. Think of the teaching of English in terms of the basic needs of young people.

3. By its very nature, it deals with the communication of experience of person with person.\textsuperscript{15}

Too often grammar—for-its-own sake eats into the soul of the English curriculum; composition runs a close second as a killer of the joy that might have been. Far more of our children have the capacity to enjoy literature than to produce it. The student must be guided toward improved written expression by comparing his inadequate theme, paragraph, or sentence with others that are more effective. Throughout the nation, the leaders among teachers of English are urging a shift in point of view toward grammar from what may be called the "subject" position to the "tool" position. Robert C. Pooley advocates postponing grammar to where it really becomes useful. Too much grammar is taught too early. When we do teach specifics, teach a few concepts slowly and thoroughly. He points out that in the seventh grade too much grammar is taught too fast, that pupils build up resistance and resentment which characterize their attitude toward grammar throughout high school. To avoid such attitudes and to make grammar a profitable part of the learning experience in the junior high, teachers who share the tool

attitude develop programs which teach a few principles slowly and thoroughly. For example, in the seventh grade teach complete sentences, nouns, verbs, and the subject and predicate concept. In the eighth grade add the pronouns, adverbs, prepositions, and in the ninth bring in the clauses, infinitives, and participles. There had been no textbook offering this attitude.

Before leaving this pertinent discussion about grammar, two quotations found in recent issues of the *English Journal* concerning grammar should be included:

Children want to learn even if they seem to balk when presented with their lessons. And most children are aware of what should be taught — or at least what they think should be taught.17

My previous experience has taught me that the students' desire to improve their language is fundamental to success in doing so.18

Since compulsion is not the best provocation for learning and I. Q. and reading-level grouping have been found rather wanting, Harvey Overton brought forth the idea of homogeneity of interest. He has tried letting the eleventh grade elect or choose what course they wished to take. For the juniors, he offered creative writing, oral communication, dramatic literature, literary interpretation, and general English. All through these five courses


thread three unites: the quest for freedom, the quest for the good life, and the quest for achievement in American language and literature. These courses are explained to the students and parents.

With this type of approach, the students now say, "What English course will be best for me?" instead of, "Do we have to take English?" If the word "required" could be discarded from the subject of English in the curriculum, the psychological change in the attitude of the student would be most significant.

If the teacher in some way can find the problems their students are wrestling with, he will be better able to bridge the gap between life's stark realities and the often artificial life of the classroom. For all the keys to eloquent and spontaneous expression, none gives surer release than conviction in the mind of the student that the topic he is writing or speaking about is by his own light a burning reality. To investigate the questions that were most pressing to his pupils, Don Wolfe asked them to list ten. The only identity was "Boy, 15" or "Girl, 16". The statements were frank because they were assured of anonymity. Of 1244 students ranging from 14-18 years of age, the following were given.

School Problems - grades, homework, unsympathetic teacher.

Personal - shyness, fears, nerves.

Family Problems - dates, late hours.

Boy and Girl Relations - going steady, popularity.

Money - jobs, inadequate allowance.

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Concern about the Future - failure, success, kind of career.

Recreation - need for a car, sport failure or success, use of leisure time.

Appearance - complexion, teeth, figure.

Danger from World Tensions - draft, war, army.

Moral Issues and Ideals - smoking, drinking, lying.

Through discussion, the adolescent finds help from hearing about others who have the same difficulties; in writing he finds the natural level of his writing power and he makes a step toward mature answers. 20

What about the student who plans to go to college? How does English affect him? All students need to gain wide experience in high school and they should learn how to use literature for ulterior ends. The college students need to read literature and to organize their knowledge about it so they could read the writing of intelligent, educated men and could themselves write effectively for intelligent men. Most college professors noticed that there was an ignorance of literary figures, literary works, figures in mythology, history, and even great men of science in the average high school graduate. One writer mentioned that the returning alumni who had had a year or two of college told the underclassmen to take English IV. When asked how a deficiency in English might affect the students' social and emotional adjustment in college, Robert H.

Shaffer, Indiana University, pointed out that there was a significant difference in first semester students who were deficient and non-deficient in a tool subject in neurotic tendencies, self confidence, and sociability. These deficient students became less dominant, less confident, and less sociable as they remained in college. 21

English teachers have tried and still are trying to meet the demands of the times. Roy M. Hayes carried on a practical English program in his school. Although the methods were unorthodox, the non-book minded pupils were allowed to read pocket editions, magazines, and the limited-reading classics. Discussions soon could be carried on in an orderly manner as the students gained confidence in themselves through their increasing ability to understand what they read. 22

Another teacher, Lester Vander Werf, sent letters to all of the new English IV students urging them to answer the letter in the form of suggestions for study in their last year of school. The ideas that he received were enough to keep the reporter busy for years. These young people were interested in the psychology of people and the meaning of language. Mr. Vander Werf came to these conclusions:

1. You will never know what your students are thinking unless you ask them.


2. Students do not mind difficult work that interests them and helps them.

3. Students respect a courageous teacher who tries the stuff traditionally thought of as outside the scope of the English class.

4. Students want their classroom experience linked with life, people, and their relations.23

Georgia E. Clifton, a vocational teacher, used the teacher–pupil planning course. At first, she relates, the students only wanted to study about their vocations but as she encouraged inquiries into other subject matter, this soon led to asking questions and further discussion. As progress was made, the students wanted to read in the library, write reports, and have outside speakers. The businessmen who came to offer practical advice stressed accurate application letters, more written work, and correct grammar in speaking. Soon the pupils wanted to learn more about the men who were successful in the vocation that interested them. This led to reading biographies, followed by units on personality and "Getting Along With People". Before the year was ended, there had been a gradual but sure change in the attitude, thinking, and skill of these youngsters.24 Virginia Rowland in her article, "The Importance of English", stated how she asked herself three questions while examining literature before she taught it: Does this relate to my students' lives?; Does it reach...

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Will they learn about life from reading this?  

Before leaving this discussion about English and its relation to life, the mass media of movies, radio, and television must not be overlooked. In School Review, Vol. 62:15, there is a fine bibliography of books and magazines about television and radio which might prove to be very useful and valuable. Louise Bennett says, "We must not slight our training in radio skits, for the training in appreciation of good drama is becoming increasingly important now that television is dealing so extensively in the one act varieties. We can guide our pupils in recognizing the good from the bad and developing a taste for the good."  

There was a challenge to the English teacher when movies, radios, and television were added to the field of language arts. Here comes some advice! Go to the movies, listen to the radio, look at T. V., keep up with the students! Declare that English does include all communication by mass media; make a suitable place in the course of study; improve teacher-training programs so that teachers will have available literature in radio, movies, and television; make every student a critic all the time; have them write to sponsors, and producers giving opinions on programs and movies; try to do more.


If one had been an English teacher over a period of years, one may have felt like Mrs. Blair Hathaway when she walked out on teaching English after eighteen years of experience. During her professional career she had tried to teach the right things. Finally she gave it up, because she didn't know what she was supposed to teach. This quotation appeared relevant:

English teachers are a most comparable group, hard-working, cultured, and deserving of better fruits for their labor. But they are confused — or more exactly — their professional leadership is.

Literature on Students' Reactions to Teachers and Teaching in General

If the hypothesis that pupil reactions to the personality traits of the teacher are important factors in the teaching situation and are to be accepted, then some attempt should be made to analyze them. The evaluation of pupil reactions should weigh heavily in any general evaluation of a teacher's worth. Only recently have the students' judgment been used by the teacher to improve his teaching.

An annotated bibliography was found in the Journal of Experimental Education which contains 1006 articles about teacher competence compiled from 1920-1949. From this large number of references, 32 high school or grade school students had had an


opportunity to voice an opinion. For the past quarter of a century, the Division of Educational Reference of Purdue University has had investigations carried on dealing with personnel evaluation. According to Vee Flinn, High School Teacher, Kansas City, Missouri, her study implied that the pupils' honest opinions were often a better basis for a teacher's self-study and attempts at self-improvement than were the opinions of supervisors or the use of rating scales. Not only are parents and the teacher's colleagues influenced by the reactions of students toward their teachers, but administrators also. Most principals agree that their opinions of the staff are based to a great extent on the attitudes that the students express concerning the faculty.

Paul Witty, Northwestern University, made an interesting study about the outstanding characteristics of a good teacher. He felt that an important evaluation of a teacher can be obtained from the reactions of pupils. Using 12,000 youths in grades two to twelve, he submitted the following:

1. Cooperative democratic attitude.
2. Kindliness and consideration for the individual.
3. Patience.

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4. Wide variety of interests.
5. General appearance and pleasing manner.
6. Fairness and impartiality.
7. Sense of humor.
8. Good disposition and consistent behavior.
10. Flexibility.
11. Use of recognition and praise.
12. Unusual proficiency in teaching a particular subject.

Some teachers have taken just one age level for investigation. Helen M. Madsen, Lincoln, Nebraska, and J. Earl Davies, Garden City, Kansas, used the Junior High students. From this study, age of the teacher was an important factor. The statement found in the child's own words was "Not too old to be childish or cross"; another was "Takes part in children's games and activities". Mr. Davies felt that teachers over-looked a profitable source of information when they failed to consider the opinions of pupils. The similarity of all these lists was very evident when they were compiled. Even though some of these articles were written back in 1917, the qualities or characteristics admired were the same. Mr. U. L. Light offered the negative judgment of high school scholars.

1. Shows partiality.
2. Unpleasant disposition - quick temper.

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3. Lack of discipline.
4. Lack of knowledge.
5. Poor explanation.
6. No sense of humor.
7. Indefinite assignments.
8. Talks too much.
10. Too strict.

The proposal that pupils be called on to rate teachers has elicited a great variety of reactions from educators and laymen. Some thought the proposal was not worth serious consideration, others felt it was reasonable to conclude that the evaluation of student reactions could be used widely by teachers if they were given adequate information. Some statements of the people who do support it were:

1. The learner's attitude is so important that some effort should be made to measure it.

2. Rating often emphasizes the need for improvement and will help teachers to eliminate unsuspected factors that are blocking effectiveness.

3. It leads to an increase in interest in teaching problems on the part of the instructional staff as a whole.

4. Pupil ratings are an index to teacher effectiveness, since a teacher has a good influence in proportion to the amount of respect and admiration that pupils have.

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Democracy can exist only when its citizens are critics.37

Mr. Bryan recorded thirty reactions of educators who realized that they had been benefited. Some of the teacher's remarks are given.

1. I have tried to give better explanations.
2. My general appearance and clothes need sharpening.
3. I talk too rapidly and too low.
4. Students are always evaluating teachers whether we are aware of it or not.
5. Students are more honest than I believed possible.
6. Action and attitudes of which I was not conscious were called to my attention.
7. This helped me correct mannerisms.
8. An astonishing agreement on my good and bad points showed apparent freedom from bias.
9. Repeated comments on sarcasm gave me something about which to think.38

In a clever article, "What's Your Teaching Grade?", Jeanne Tanne states: "Because of their responses, I am able in some measure to see myself through their eyes. Certainly what they think makes me think more about what I can do for them."39

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What about the emotional consequences? Mr. Bryan had come to the conclusion that the great majority of teachers could learn how their students were reacting without being emotionally disturbed. Not many teachers would be troubled emotionally if they made a regular practice of obtaining student reactions in writing periodically.  

Dr. Paul Witty had made some general statements about reactions that were appropriate here. A study of reactions established the significance of a mental hygiene approach in the classroom. Students were grateful in proportion to the degree that the classroom offered security, individual success, shared experience, and opportunity for personal and social adjustments. These are basic to attainment in every subject. Among all adults, personal adjustment depends in a large measure upon the extent to which they can free themselves from a number of persistent infantile reactions and emotional compulsions. This consideration is valuable in the case of the teacher since the ideal of self which he holds will cause pupils to accept or reject him.

"Maturity should be considered as represented best in a person who is spontaneously and genuinely responsive in human relationships."  

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40 Bryan, op. cit., p. 75.

CHAPTER III

REPORT OF THE STUDY

All of the information that was tabulated for this chapter was taken from the questionnaires that were given to the fourth, fifth, sixth, seventh, ninth, and eleventh grades in the Ashland system. The statements with the recorded numbers are included in the appendix.

Analysis of the 178 Fourth Grade Questionnaires

The general consensus among fourth grade pupils about the reading of stories was that they enjoyed reading very much. Of the 178 pupils who checked the questionnaire, 76 per cent liked to read stories because they found them inspiring. The inquiring, inquisitive mind of the fourth grader wanted to learn more about people, animals, worlds, and things. Far away places and the unknown held a great fascination for them. Under the statement "if I read when I am young, I will be a better reader when I am older", 73 per cent checked this item; also 73 per cent checked that reading helped them to improve their reading, and helped them with other subjects. There was enthusiasm for the learning of new words and 60 per cent checked that "it was lots of fun to read". The only adverse statement that was made was that they did not like to read when the words were too hard.

A summary of the language section showed that 75 per cent of the fourth graders wanted to learn to speak well, with 71 per
cent checking that they wanted to know what to say when out among people. These young children realized that language helped them with their other lessons and 54 per cent enjoyed language arts because "it was fascinating". Breaking the subject down into the specific units of grammar, results showed that 53 per cent liked to spell with 10 per cent stating that they did not. Fifty-eight per cent checked their preference for writing in comparison with 11 per cent who were adverse to writing. In the vocabulary study of new words, 65 per cent were pleased with this activity and wanted to pronounce them correctly. Half of them liked to insert capital letters, and liked to write sentences and phrases. Fifty-two per cent indicated that language was fun. Thirty-three per cent mentioned that they objected to language because they found it hard and 6\% per cent disliked grammar because they did not understand it. Twelve per cent complained that grammar had too many things to remember. The item that pleased the English teacher was observing that 53 per cent of these children realized that people in general do not condone poor grammar.

Analysis of the 190 Fifth Grade Questionnaires
Analysis of the 198 Sixth Grade Questionnaires

Since the same questionnaire was given to the fifth and sixth grades and the enrollment of the two grades was almost equivalent, to evaluate them at the same time making comparisons and contrasts appeared feasible. Of the 190 fifth graders, 80 per cent checked that they found pleasure in reading because the stories were stimulating. Of the 198 in the sixth grade, 60 per
cent thought the stories interesting. Seventy per cent found enjoyment in reading that they could not find anywhere else but 43 per cent of the sixth graders read for this pleasure. The fifth and sixth graders had relative resemblances in the gaining of information, although the fifth grade had a higher number. The contrast is rather marked in the results about the carry over to other subjects. Sixty per cent of the fifth graders thought that reading helped them in other subjects, 33 per cent of the sixth graders found this to be true. The same contrast was seen with the question concerning the broadening of the mind, 61 per cent of the fifth grade students to 36 per cent of the sixth grade pupils. The imagination of the fifth grade youngster is still strong as 55 per cent designated that reading helped their imagination; 39 per cent of the sixth graders considered this to be true. In the way of comparison, both liked to read stories that covered a wide range of literature and in which they could learn something new, although the fifth grade still led the sixth grade in the answers marked.

In the negative approach to reading, the similarities were more numerous than the contrasts. Both fifth and sixth grade pupils had the same number who were reluctant to read in front of the class. Thirty per cent of the fifth graders and 20 per cent of the sixth graders disliked to read a poem. Forty per cent of the fifth grade and 33 per cent of the sixth grade were unwilling to read aloud. As far as the feeling about reading a long assignment was concerned, the number was 39 per cent to 21 per cent.
Twenty per cent of the fifth grade children and 25 per cent of the sixth grade learners did not wish to have a certain number of assigned books to read. There was unanimous agreement in both grades that they disapproved of hearing the same story over many times. In the contrast of the negative approach, 37 per cent of the fifth graders checked that they disliked to read because they did not get the point of the story, 7 per cent of the sixth grade people checked this item. Fifty-eight per cent of the fifth grade youngsters did not like to be laughed at when they made mistakes and 42 per cent of the sixth graders felt the same way. As far as getting up in front of the class to give a book report, or to read, less than 33 per cent in both grades felt self conscious.

The overall picture in the change of attitude between the fifth and sixth grades was most discouraging for the language arts teacher. There was a marked contrast in nearly every item of the questionnaire. The youth in the fifth grade was still interested in expressing his thoughts clearly; he wanted to improve his speaking; he was aware that it would help him in the future; and he desired to speak correctly so people would not laugh at him. A good percentage – over one-half to two-thirds – checked these points in the affirmative. The sixth grader in this system was very unreceptive to the language arts program for the betterment of his speaking or writing. Twenty-five to 30 percent checked this item in the affirmative. In the appendix, pages 73 – 86, the tabulated results are given for each one of the questions. In the fifth grade, 37 per cent chose grammar because it was
easy; 64 per cent in the sixth grade showed this preference. Seventy per cent of the fifth grade pupils felt that good grammar exposed intelligence while 42 per cent of the sixth graders thought this was true. The abhorrence for spelling started in the sixth grade according to these data. Sixty-two per cent of the fifth graders liked to spell, while 38 per cent of the sixth graders liked to spell. The interest in improving the vocabulary dropped from 57 per cent to 35 per cent while the desire to know how some words were formed from other words slid from 55 per cent to 23 per cent. For the question "my occupation will depend upon a good education and English grammar is important to a good education", 68 per cent of fifth graders checked this entry, 42 per cent of the sixth graders thought it imperative. The need to speak the mother tongue correctly became unimportant commencing with the sixth grade according to this one study. Looking at the negative side of the picture, 27 per cent of the sixth graders thought the subject of grammar was boring, uninteresting, and confusing. There was agreement between the grades concerning the repetition of known material. Thirty per cent of the fifth grade to 26 per cent of the sixth grade checked that they did not like to memorize and 22 per cent of the fifth graders to 26 per cent of the sixth graders seemed to think they forgot grammar as soon as they left school. Although this was only one study about one school system, it did include four grade schools separated in different parts of Ashland with thirteen teachers involved in the fifth and sixth grades.
Analysis of the 191 Seventh Grade Questionnaires

The tabulation of the 191 seventh grade questionnaires showed that two thirds of the students liked literature. Eighty-six per cent of the pupils checked that they found the stories interesting; 71 per cent asked for a regular reading period. A renewed enthusiasm for the learning of new words was shown by 67 per cent of the class. Sixty-five per cent liked to read for the useful information it gave them, 72 per cent showed an eagerness to investigate new realms. That reading filled a gap in their lives and gave them enjoyment that was not found in everyday life was verified by 58 per cent; 45 per cent gave evidence that it helped their imagination. Analyzing the returns as far as methods were concerned, 47 per cent said they did not like to read out loud, 50 per cent that they had a reluctance to read in front of the class, and 60 per cent that they became annoyed when they had to read a long time out loud. There were nearly two-thirds who were irritated by hearing the same story repeated a number of times. Fifty-eight per cent of the youngsters became irritated when their peers laughed at them upon making a mistake and 40 per cent felt the same way when telling a story. Most of the students did not mind making book reports; writing the answers to the questions about the story did not bother many of them. Only a third wanted to pick out their own reading material; reading a required number of books was not a major dislike. The returns were most encouraging as far as the mechanical process of reading was concerned. Very few thought the vocabulary was too difficult; most of the seventh
graders thought they read very well and fast. That spoke well for
the reading program in the grades if the average seventh grader was
reading up to his grade level.

There was some carry over from the reading into the language
arts program. Fifty-seven per cent of the students checked that it
helped them to learn the meaning of new words, and new pronunciations;
but 45 per cent did not like to read when they were asked to break
the sentence down into the parts of speech. The consensus in the
seventh grade about language arts was that they saw the need for
good grammar but they did not find it too "interesting" or "very much
fun". Seventy-one per cent realized that grammar showed intelligence
and that it helped them to improve their speaking. Sixty-eight per
cent realized that it was necessary in every day life and that
using the English language correctly kept people from laughing at
them. Sixty-seven per cent realized that grammar was an aid in
expressing one's thoughts, and 63 per cent realized that it would
be useful not only in obtaining a position but also in keeping the
position when they were grown. Sixty-five per cent wanted to use
good English. Breaking the material down into the mechanics, only
a third to a half liked to do written work, to improve their
spelling, to write letters, to use the dictionary, and to understand
the formation of words. Less than a fourth of the 161 youths had
any curiosity for diagramming, for understanding of singular and
plural nouns, of the parts of speech, and of apostrophes. The
majority of the dislikes could be classified into the following
statements. Grammar contained too many rules, the subject was
boring and uninteresting, language was hard to understand and confusing, and one forgot it as soon as he left school. These criticisms should be taken to heart and a change should be made in the course of study and methods in the language arts program of the junior high school.

Analysis of the 130 Ninth Grade Questionnaires

By the time the youth had been advanced to the ninth grade, there was a noticeable change in attitude toward reading for enjoyment. Of the 130 students checking the questionnaire, 92 per cent marked this entry. Seventy-eight per cent of the pupils liked to read because the stories were interesting; 72 per cent read to broaden their knowledge and to learn about different people, places and circumstances; 70 per cent wanted a change from grammar; and 61 per cent enjoyed sharing the happiness and sorrow of the characters. Sixty per cent chose non-fiction stories that held attraction for them but 33 per cent read for definite information. Half of the students read for psychological purposes to forget their worries and problems. Forty-three per cent saw the educational value in reading as well as improving their vocabulary and learning about the library. Using a variety of materials such as poems, plays, short stories, and essays appealed to over half. As far as methods of teaching were concerned, 36 per cent cared to read aloud and 13 per cent were willing to give book reports in front of class. The biography of the authors had value to 23 per cent; 24 per cent did not mind answering the questions at
the end of the stories read in class. Fifty-four per cent liked to discuss the plot and circumstances in class and 76 per cent chose discussion over the questions. On the negative side of the questionnaire, 84 per cent checked that they did not like to take tests at the end of the story because it ruined the enjoyment of reading the story. Fifty-seven per cent of the pupils checked that they did not read fast but ten per cent stated that they did not understand what they read. Less than half of the students enjoyed poetry, liked to learn the facts about the authors, or to write book reports. Two thirds of the group did not like to give book reports in front of the class with 59 per cent checking that they did not want to be forced to read. Forty-six per cent of the class checked that they were bored with a great deal of their school work.

The entry, "I like grammar because I want to speak correctly so that I might make a good impression", had 62 per cent checks. This was the largest number recorded for any one item in the language arts section. Again the student of today saw a need for correct English. Sixty per cent checked that grammar was necessary to get a job, 56 per cent that a knowledge of correct English would aid them in their life's work, 51 per cent were interested in personality betterment and social acceptance. That language arts were necessary for an education and that these subjects helped to make the right friends were checked by 46 per cent of the ninth graders. Less than half saw the need of grammar to help them write a letter, to speak orally in front of the class,
or to get better grades in a foreign language. Forty-nine asked for spelling to be taught in the ninth grade because they needed the review and recognized the study was practical. Fifty-nine percent expressed the need for penmanship to be included in the English course. Fifty percent of the class did not like to hear the colloquial "ain't" or "he done". In the mechanics of teaching, nearly half did not like to diagram sentences, a third did not like grammar because there was "too much drill over the same material that one had had year in and year out", and 43 per cent suggested that language arts would be more interesting if new methods were used in instruction. Over a third had trouble with parts of speech and nearly a half objected to using the dictionary.

Analysis of the 115 Eleventh Grade Questionnaires

The entire eleventh grade literature course in the Ashland High School consisted of the teaching of American authors. This included short stories, essays, poetry, drama, as well as the historical background of the United States. One semester covered the reading of various types of literature while the other semester placed the writers and their contributions into the historical period that influenced their literary productions. Of the 115 juniors who participated in the questionnaire, 93 per cent checked that they preferred to read short stories and the Reader's Digest. Seventy per cent marked that they preferred the literature over the grammar and 66 per cent thought that some of the stories were interesting. Sixty-four per cent felt that reading assisted in en-
larging the vocabulary. A little over half of the group did not
care for Shakespeare nor the reading of poetry. Only half were
interested in the people and problems of other times and half also
saw that literature was broadening and kept one well informed.
Fifty-three per cent wanted more modern stories about sports and
adventures. Half of the members enjoyed the educational stories
as well as the ones for pleasure. Forty-eight per cent wanted to
remember the clever expressions and interesting descriptions. A
little less than half became so interested in the story that they
imagined that they were there with the characters; 43 per cent
marked that they liked to read worthwhile stories and to learn about
worthwhile authors. Thirty-seven per cent enjoyed the class dis-
cussion of poetry, short stories, and essays. Forty-two per cent
suggested that the literature for teen-agers should stress modern
authors and present day events. Not even a fourth — 22 to be
exact — were interested in the literary historical background and
characteristic style of the authors. One-third to one-half of the
class did not like to study a story, to take tests over what they
had read, or to make oral reports. A third said they did not like
to make written reports. Again nearly half of the group did not
like to read orally; 45 per cent checked that they did not like
poetry, and 36 per cent did not care to read what someone else had
picked out for them to read. Half suggested that they would prefer
world literature to the concentrated American one year and English
the next. Most of the students felt that they read all right but
36 per cent marked that they read slowly. Fifty-three per cent
mentioned that they worried about book reports and tests.

By the time the student had reached the eleventh grade, he felt that it was necessary to pronounce words correctly and to speak clearly. Eighty-six per cent of the 115 juniors checked this entry. Seventy-one per cent agreed that language arts were essential in getting and holding a job and that the study of grammar did help them to express themselves accurately. Since spoken language was used all through life, 59 per cent realized that grammar was practical. Over two-thirds of the class stated that a competent language arts teacher in the grades was very important. Nearly half of the class checked that they did not mind the grammar in the English course if not too much was given at any one time. Others suggested that grammar should be taught to correct individual weaknesses. An interesting side light was the expression of 52 per cent of the students who thought that penmanship should be taught in English class. The main objection to the subject of grammar was that it can become too complicated. Nearly two-thirds stated that they did not understand the transitive and intransitive verbs. Half of the group did not like to write themes nor did they want grammar shoved down their throats. Forty per cent felt that the language arts program in the grades had not given them sufficient background for formal grammar. Diagramming, oral recitation, and parts of speech were the chief items of discontent. Fifty-one per cent of the students remarked that each teacher used a different method when presenting grammar and that the pupils became confused and bewildered. Nearly a third disliked language arts because the
same rules and exercises were gone over year in and year out with nothing new. This procedure became very tiresome.

**Analysis of the Questionnaire from 36 Ashland Alumni**

Since this questionnaire was sent to the graduates of the classes of 1953 and 1954, a cross section of interests was represented. Some of these students had one to two years of college, others working experience, a number of the boys were in the service, and a few of the girls were housewives with children. The fifteen questions are presented with the scores at the side.

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Did you like to read the stories in the literature book?</td>
<td>32</td>
<td>4</td>
</tr>
<tr>
<td>2. Did you like to read the books that were required for the book reports?</td>
<td>26</td>
<td>10</td>
</tr>
<tr>
<td>3. Did you prefer short stories to the long novels?</td>
<td>31</td>
<td>4</td>
</tr>
<tr>
<td>4. If you are in college, has the literature background helped you?</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>5. Did you take English IV?</td>
<td>14</td>
<td>22</td>
</tr>
<tr>
<td>6. If you are not in college, has the literature background helped you?</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>7. Did you like literature better than grammar?</td>
<td>27</td>
<td>9</td>
</tr>
<tr>
<td>8. Has a knowledge of authors helped you enjoy the radio and television better?</td>
<td>29</td>
<td>7</td>
</tr>
<tr>
<td>9. Do you read as much as you did or less?</td>
<td>25</td>
<td>11</td>
</tr>
</tbody>
</table>
10. Has the grammar you learned been useful to you? .................. 32 4
11. Do you think that speaking and writing correctly has helped you in your college work? .................. 17
12. It has not helped you in your college work. .......................... 1
13. If not in college has your ability to express yourself correctly helped you in getting or retaining a job? .................. 16
14. It has not helped you in your work .......................... 2
15. Has the letter writing and good English studied been of value? .................. 34 2

At the bottom of the questionnaire, space was left for them to add any other ideas that they had which would help in this study of English in relation to life out of school. Of the 36 questionnaires returned, 75 per cent gave some very pertinent material. Most of the graduates stated that letter writing was very important and a number who were in the business world suggested the business letter writing angle. The college students were perturbed with their inadequate preparation for the Freshman Composition courses and the term papers. They recognized that they had not learned to express themselves, although they knew the rules of grammar. Spelling was another field that the graduate mentioned. Stress should have been given to building the vocabulary, to correct
speaking, to using less slang. Public speaking was mentioned many times as being most beneficial when out in the world. A boy in the service wrote a fine letter stating, "Reading books in history, science, philosophy and other solid subjects should nearly replace novels and fiction. Public speaking cannot be overly emphasized. In the service it is very useful. Reading Emerson, Bryant, Holmes, Longfellow, and other American poets should be required and extensive." Another alumnus underlined "Teach them how to study" and suggested the reading of Greek and Roman literature. Fourteen questionnaires stated that the graduates read as much or more than they did in high school, six said that radio and television replaced their reading, and two said that they did not read as much but that radio and television had not replaced the reading. Others just answered a straight "yes" and "no" to question number 9. Three college students said they were busy studying and did not have time to read. These frank statements implied that English should be and was an important instrument in every walk of life.

Analysis of the Fourth Grade Paragraphs
"What I Do Like About School"
"What I Do Not Like About School"

The average fourth grader expressed a great liking for school. In fact, everything about school satisfied him. Spelling was the favored subject, then followed reading, writing stories, and dictionary drill. Of the 178 fourth graders who took part, three stated that they did not like language and four said they did not like "noise". There were no other objections.
Analysis of the Seventh Grade Paragraphs
"The Best Liked Class"
"The Worst Class I Ever Had"

Most of the seventh graders chose the class that they received the best grades in as the group they liked the best. Spelling was the favored course plus other subjects where the teacher presented the content in the manner of a game. The students chose the class where the atmosphere was friendly and they "belonged". When a variety of projects was introduced, the instruction became more interesting. The section where the teacher gave the impression that he was one of them was also chosen.

The recitation where the pupils received the poorest grades was the most disfavored. The division with no discipline, too much moving around or noise was unsatisfactory. Pupils in the seventh grade did not like the subject when they didn't learn anything or if the teacher had pets, or if the instructor expected too much of them. If the rapport with his peers was not sufficient and he had no friends, the learner classified this class in the negative group.

"The Best Teacher I Ever Had"
"The Teacher I Liked the Best"

To the seventh grader, the best teacher and the one he liked the best fell into the same category. The instructor "who taught me something" was given the highest place. When the student had the security of understanding, closeness, consideration, friendliness and helpfulness, the teacher was given a fine rating. The qualities of making the learner work hard and being strict also were seen near the top of the list. Being fair, having a sense of humor,
knowing the subject matter, and letting the child know where he stood were also included in the paragraphs.

Analysis of the Ninth Grade Paragraphs
"The Best Liked Class"
"The Worst Class I Ever Had"

Getting good grades in a subject was the foremost element from the ninth graders' point of view. Rapport with his peers came next. The class in which the teacher varied the presentation, gave evidence of knowing the subject matter well, and used complete explanations rated very high. The period that was well organized and one in which discussion was allowed were also included.

Grades again were the determining factors when the students rated the least liked class. Lack of discipline was a close second because the student did not learn anything. No explanations, long assignments, monotony in presentations, and too much stress on details were also listed. Some youths listed too many tests, too much writing, and too fast a procedure in the negative picture.

"The Best Liked Teacher"
"The Best Teacher I Ever Had"

The best liked teacher was the one who was understanding, friendly, considerate and who never embarrassed the pupil. The teacher whom the students "could have fun with" rated near the top. Other characteristics were a sense of humor and being fair with no pets.

Three fourths of the ninth graders chose the instructor who was strict and "taught us something" as the best teacher they ever
had. The one who explained thoroughly and knew the subject matter completely was also chosen. The best teacher was fair, understanding, interested in the students' welfare, but expected them to learn.

Analysis of the Eleventh Grade Paragraphs
"The Class I Like"
"The Class I Dislike"

The class when discussion is the method of procedure appealed to the juniors the most. Less talking by the instructor rated very high. Having variety in presentation such as group work and reports made a favorable impression. These juniors liked the use of study sheets and class time for the daily assignment. The division where the students were given a challenge, all treated alike, and well disciplined, was considered by many.

The class with lecture system of presentation, no discipline, and no time to do the daily assignment received the greatest number of adverse comments. The students did not favor the class where there was repetition of subject matter, little or no explanation, and no variety in presentation. An undue amount of oral reports, or assignments, or reading was also listed as not gratifying.

"The Teacher I Like"
"The Teacher I Dislike"

The eleventh grade student approved the teacher who knew a quantity of subject matter, who was strict but had a sense of humor, and who "taught you something and expected you to remember it". The instructor who had a well organized class and was thorough in the presentation was also admired. The ability of the teacher to treat each student as an individual was definitely liked. Other
characteristics mentioned were being helpful, understanding, and
fair.

The disliked teacher was the one who had pets, changed the
grading system, and used sarcasm.

These characteristics listed by the Ashland students coin­
cide very closely with the report compiled by Dr. Frank W. Hart
using ten thousand high school seniors.¹ Keeping in touch with
pupil opinion would enable the teacher to eliminate the undesirable
conditions which stimulate unfavorable gossip. Teachers are rated
by pupils whether they desire it or not; therefore, they should be
interested in obtaining ratings from their students.

¹Frank W. Hart, Teachers and Teaching (New York: The
CHAPTER IV

MENTAL ABILITY AFFECTING ATTITUDES TOWARD ENGLISH

The Influence of Mental Abilities on the Liking or Disliking of English

In this study, an investigation was made to examine what relationship might exist between the mental ability as indicated by standardized intelligence tests of students and their liking or disliking the subject of English. To define intelligence became rather a difficult problem, as there were so many definitions from which to choose. The interpretation given by Dr. Harry J. Baker seemed apropos: "General intelligence may be defined in terms of the ability to respond to situations in a logical manner."² The situations in this paper were concerned with language arts and literature. Quoting Dr. Baker again, "Language is the most effective vehicle of intelligence. It is one of the best means of determining the abilities of bright and dull pupils."² In the book, Characteristic Differences in Bright and Dull Pupils, Dr. Baker offered some very pertinent material concerning the problem of accomplishment in the field of English. This inquiry was probing to find how intelligence affects the attitude of the learner.

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²Ibid., p. 56.
Seventh Grade Mental Ability Relationships

To determine whether seventh grade students like to read stories for interest, the number 1 sample, "I like to read stories because they are interesting", was chosen from the questionnaire to show the relationship between intelligence and the liking or disliking of reading for interest. A percentile graph was prepared, using the I. Q. quotients in intervals of five with the number of frequencies of like or dislike in each interval. Figure 1 showed the results of the ogives. The bottom line represented the intelligence as well as the number who disliked to read for interest. The top line represented the intelligence and the number who liked to read for interest. The data most pertinent to this study revealed that 143 pupils enjoyed reading while 48 learners did not. Three times as many seventh graders read for pleasure as those who were not so motivated. As far as intelligence was concerned the difference was not so marked — 105 for those who were interested and 100 for those not interested. To investigate the students who read for information, number 8 sample, "I like to read because of the useful information it gives me", was used. These results were tabulated in the same manner using the percentile ogive. Figure 2 disclosed this relationship. One hundred and seven students preferred to read for gain in knowledge while 52 were not so inclined. Nearly twice as many youngsters were anxious to improve their minds as the ones who were not. The intelligence ratio was from $105\frac{1}{2}$ to 103.
FIGURE 1

The Relationship between Intelligence and the Liking or Disliking of Reading for Interest in the Seventh Grade

<table>
<thead>
<tr>
<th>I.Q. Score</th>
<th>Liking (L)</th>
<th>Disliking (D)</th>
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<tbody>
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<td></td>
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<td>1</td>
</tr>
<tr>
<td>65</td>
<td>61</td>
<td>1</td>
</tr>
</tbody>
</table>

I = Intelligence Quotient
L = Like
D = Dislike

Median I. Q. Score for those liking Reading for Interest = 105
Median I. Q. Score for those disliking Reading for Interest = 100
FIGURE 2
The Relationship between Intelligence and the Liking or Disliking of Reading for Information in the Seventh Grade

<table>
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<tr>
<th>Iceans</th>
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<th>Dislikings</th>
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<tbody>
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<td></td>
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<td>70</td>
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</tr>
</tbody>
</table>

Median I. Q. Score for those Liking Reading for Information 105.
Median I. Q. Score for those Disliking Reading for Information 103.
To obtain the data on the liking or disliking of grammar for the seventh grade, sample 27, "I like grammar because I want to use good English", was taken. The same procedure was carried on as before and the relationship shown in Figure 3. One hundred and one junior high children liked grammar compared with 58 who disliked the language arts program in the school. There was only a slight difference in the I. Q. rating — 105—104, but numbers again confirmed that the higher the intellect the better the liking for grammar.

Ninth Grade Mental Ability Relationships

To continue the investigation concerning the correlation between intelligence and the liking or disliking of English into the ninth grade, the same method was pursued. The reading for interest angle, sample 4, "I like literature because I think the stories are interesting", was chosen. The percentile curve in Figure 4 showed that 95 students read for interest compared to 25 who did not. Nearly four times as many freshmen enjoyed the reading program in the curriculum as those who were passive. When comparing the ogives in the ninth grade, interest appeal of stories prevails in a more marked degree to the lower intellect than compared with Figure 1 in the seventh grade. The inference might be that the attitude of the pupils toward reading for enjoyment had increased in that two year span. The intelligence quotient was from 98—100 in comparison with 100—105 in the seventh grade. In the next category of reading for information, sample 2, "I like to learn about different people, places, and broaden my..."
FIGURE 3

The Relationship between Intelligence and the Liking or Disliking of Grammar in the Seventh Grade

<table>
<thead>
<tr>
<th>Score</th>
<th>Med I. Q. Score for those liking Grammar</th>
<th>Med I. Q. Score for those Disliking Grammar</th>
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</thead>
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</table>
knowledge", was selected. Figure 5 pictured the relationship. Ninety freshmen had the inquiring, inquisitive mind for new information to 32 who disliked to read for enlightenment. This was three times as many as the ones who were satisfied. When paralleling the seventh and ninth grade curves for mental ability, again the results showed that the attitude had changed in favor of the reading for information. The I. Q. quotient in the ninth grade was 101-98 compared with 103-105 in the seventh. Judging by numbers again, more ninth graders read for knowledge than the seventh grader. For the language arts section, sample 6, "I like grammar because I want to speak correctly so that I might make a good impression", was selected. Figure 6 showed the relationship in the same manner as the others. The position of the curves in this graph indicated practically a normal ogive. The I. Q. quotient for both curves was 98-98½, nearly half of the students liked grammar in comparison to half who did not. Thirty-nine students who liked grammar were from the interval 95-100 up; likewise 39 were from that I. Q. interval down. Comparing the ninth grade with the seventh, they were very similar. A conclusion that might be drawn from this data would be that the attitude toward language arts was about the same in both the ninth and seventh grades.

Eleventh Grade Mental Ability Relationships

Three percentile graphs were made for the eleventh grade in the three fields of investigation as were made for the other two grades. From the junior questionnaire, sample 7, "I think
FIGURE 4

The Relationship between Intelligence and the Liking or Disliking of Reading for Interest in the Ninth Grade

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</tr>
</tbody>
</table>

* Intelligence Quotient
** Liking or Disliking of Reading for Interest

Median I. Q. Score for those liking Reading for Interest

Median I. Q. Score for those disliking Reading for Interest
FIGURE 5

The Relationship between Intelligence and the Liking or Disliking of Reading for Information in the Ninth Grade

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<th>Like**</th>
<th>Dislike***</th>
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<td>15 71</td>
<td>4 28</td>
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<tr>
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</tbody>
</table>

* Intelligence
** L = Like
*** D = Dislike

Median I. Q. Score for those liking to Read for Information: 101
Median I. Q. Score for those Disliking to Read for Information: 98
FIGURE 6

The Relationship between Intelligence and the Liking or Disliking of Grammar in the Ninth Grade

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<th>IQ</th>
<th>LST</th>
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<tr>
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</tr>
</tbody>
</table>

* Intelligence Quotient
** Liking
*** Disliking

Median I. Q. Score for those Liking Grammar

Median I. Q. Score for those Disliking Grammar

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the stories are interesting", was examined. Figure 7 revealed the relationship that 63 students read for pleasure against 40 who did not. Most of the students read for pleasure. The outstanding feature about the results here was the high I. Q. of the pupils who did not read for enjoyment. The quotients were 106-109. This might have been due to the selections that were offered in the literature book. Figure 8 was also a very interesting percentile curve. This percentile graph was based on sample 8, "I like to read because it is broadening and keeps me well informed". Fifty-five students read because they liked to read for information while 48 disliked to read for anything except pleasure. The I. Q. discrepancy, of 99½ who did not like informative reading to the I. Q. quotient of 112 for those who did enjoy this type of reading material, clearly implied that these students who were studied carried out the theory that the more intelligent the person the more eager he was for knowledge. In the language arts Figure 9, the dislike for English showed up very forcefully. Twenty-five students liked grammar compared with the 78 who did not like it. Up to this time, the pupils have taken it because they realized that they needed it in every day life, but by the eleventh grade the students had a definite like or dislike. Another feature of Figure 9 was that the intelligent student was the one who liked grammar. The average I. Q. quotient was 110½ for the liked compared with 107 for the disliked. Comparing this graph with Figure 6, the attitude toward grammar had taken a definite decline from the ninth grade to the eleventh. Dr. Baker's quotation on page 45 can be certainly verified by this.
FIGURE 7

The Relationship between Intelligence and the Liking or Disliking of Reading for Interest in the Eleventh Grade

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</table>

* Intelligence Quotient
** Like
*** Dislike

Median I. Q. Score for those Disliking Reading for Interest
105
100

Median I. Q. Score for those Liking Reading for Interest
FIGURE 8
The Relationship between Intelligence and the Liking or Disliking of Reading for Information in the Eleventh Grade

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Median I. Q. Score for those Liking Reading for Information
Median I. Q. Score for those Disliking Reading for Information
The Relationship between Intelligence and the Liking or Disliking of Grammar in the Eleventh Grade

<table>
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</table>

* Intelligence Quotient
** Like
*** Dislike
study. "Language is the most effective vehicle of intelligence. It is one of the best means of determining the abilities of bright and dull pupils."\(^3\)

Since there was no material gathered in this report to determine if intelligence was an important factor in the students' rating of their teacher, the data contributed by Dr. Roy C. Bryan was referred to and considered valuable here. His study came to the conclusion "That there is no significant difference between the ratings of pupils on different intelligence levels and that no advantage would be gained by treating separately the ratings by pupils of different intelligence levels".\(^4\)

\(^3\)Ibid., p. 15.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The data compiled in this study comprised tracing the attitudes of students toward the subject of English commencing with grade four, and continuing through the fifth, sixth, seventh, ninth, and eleventh grades. Original paragraphs were written by these pupils about why they liked or disliked English and a questionnaire was made up in their own words. One thousand questionnaires were analyzed for this report. Since Ashland, Oregon, was the system investigated, graduates of the classes of 1953 and 1954 from the Ashland High School were asked for their opinions concerning English in relation to life. Sixty-eight letters and questionnaires were mailed. The information offered in this paper was from the 36 that were returned.

Along with this attitude toward English, a study was made about the attitude of students toward teachers, classes, and school in general. The opinions were gathered from 614 original paragraphs written by pupils in the fourth, seventh, ninth, and eleventh grades.

A search was made to obtain the latest information relating to attitudes in general as well as what the authorities were publishing about student attitudes in relation to teachers, classes, school, and English. This material was compared somewhat to the data gathered from books and periodicals.
The intelligence quotients were copied from the records in the principals' offices for 436 students in the seventh, ninth, and eleventh grades. This information was compiled into percentile graphs and a relationship was obtained between intelligence and the liking or disliking of reading and grammar.

**Conclusions**

When all the material was organized and analysed, the first change in attitude from liking the subject of English to disliking English came at the sixth grade level. The children in the fourth grade enjoyed reading very much and they were enthusiastic for the language arts procedures. Spelling was the favored subject and they wanted to build their vocabularies for new words as well as to speak them correctly. The fifth grade pupils also were stimulated by the reading and were eager for information and to use their imagination. These youngsters still wanted to improve their speaking and recognized the value of the language arts program for the future.

To the sixth grader, the stories were not very fascinating and they were not inclined to read "for fun". The children saw no carry-over of their reading to other subjects and the zest for new information had lost its appeal. In the mechanics of reading, the sixth graders were able to read for understanding better than the fifth graders. In the language arts field, the sixth grader could see no point in grammar with no carry-over into the life situations of speaking and writing. These pupils found it hard, uninteresting,
boring, and confusing. Spelling and vocabulary study had taken a "back seat".

A decided change in attitude toward reading for the better had taken place by the end of the seventh grade. There was renewed enthusiasm for broadening of knowledge and reading gave them enjoyment that was not found in other activities. These young people liked to look up new words and they did not mind giving book reports or answering questions to the stories. Most of them considered that they read fast, well, and with understanding. In the language arts program, these students realized the need for correct speaking and saw the carry-over into everyday life, but they also found "grammar hard to understand", too many rules, and difficult to remember.

The ninth grade student had continued his favorable attitude toward reading and now read for enjoyment. The stories were interesting and they had a desire to broaden their knowledge and non-fiction stories attracted them. They did not like to take tests over the stories because it ruined the enjoyment in the reading. Discussion was the preferred method. Poetry, the authors' lives, and book reports were the main "bones of contention".

Pupils in the ninth grade still saw the value in studying language arts. Their life's work, personality, and education depended upon speaking and writing correctly. Spelling again was asked for as they wanted a review and even penmanship was stated as needed. In the seventh grade there was mention about having to learn the same rules. Now in the ninth grade the repetition of
material that they have had "year in and year out" had become an important factor in the methods of the language arts program. Many of the students asked for new procedures even though the same material was repeated. Looking up words in the dictionary and the parts of speech were both disagreeable activities.

Reading in high school, by the time the student had reached the eleventh grade, had definitely progressed to reading for enjoyment. Short stories and the Readers' Digest held a greater preference over the literature anthology of famous American writers. Poetry and Shakespeare had very little appeal. Most of the juniors wanted modern stories of adventure and sports instead of the historical heritage of our country. Style of the author, his biography, book reports, and tests were definitely negative.

The eleventh grade students were very much aware of the need to speak and write correctly. They realized that language arts were necessary in the school for helping them to obtain a job and speaking clearly, but they definitely did not like grammar. Many of the students wanted grammar taught to correct individual weaknesses. Going over the same material "year in and year out" by the time the students got to be juniors was most boring to them. Another item they did not like was the different approach by each teacher. They thought grammar confusing, and that the teachers in the system should comply to one method. Diagramming, parts of speech and oral recitation were all abhorred. Many of these students complained of the poor background that they had received in the grades. They felt that the stress of grammar in the grades
was far more important than in high school. Penmanship was again
mentioned to be added to the curriculum.

Upon completing high school, the graduates were very regret­
ful that they had not learned as much as they should have while in
school as far as grammar was concerned. They expressed the feeling
that letter writing should be stressed with business letters being
most important. More writing practice was asked for by the students
who were in college with emphasis on spelling and vocabulary. Public
speaking should be required as it was very valuable.

As far as reading was concerned, their reading had been in­
creased. Radio, movies, and television had not interfered.

The attitude of the fourth grader about school in general was
very satisfactory. The fourth grader liked school in all activities.
When judging the class that they liked the best, the seventh grade
youngsters picked the class in which they had received the best
grade. If the teacher presented the material as a game and used
variety in methods, that also appealed. Peer recognition and a
friendly atmosphere were important to the seventh grader. The
class with the poorest grades and "not belonging" received the
negative answer. The teacher who was understanding, fair, with a
sense of humor and wealth of background rated very highly. The
pupils wanted a teacher who had discipline, who made them work hard,
and from whom the students gained in knowledge.

Into the ninth grade, grades proved to be the most important
item when liking a class; rapport with peers followed. Included in
the ninth grade program, that was not evident in the seventh grade
program, was discussion being used, a well organized procedure, complete and thorough explanations. For the adverse side, grades again held the top position, lack of discipline, monotony, and stress on details were included.

The same characteristics that were listed in the seventh grade were also given by the ninth grader. One who did not embarrass them and had no pets were also added. Again, discipline, explanation, understanding, and a teacher who "taught us something" were admired in the "best teacher".

Grades were not even mentioned in the eleventh grade when they judged the liking of a class. Methods seemed to be more important to them. Discussion, variety in presentation, and class time for assignments held the top place for them. On the negative side, they listed repetition of subject matter, no explanation, no variety, long assignments, no discipline, all lecture, and no challenge.

For the best teacher, the juniors liked strictness, one who knew the subject matter and "taught you something", fair and understanding. Added here that was not mentioned in the other years was the ability of the teacher to reach each person as an individual. On the negative side, pets, sarcasm, and changing the grading system were mentioned. These characteristics that were given by the Ashland students were very similar to the ones listed by Paul Hitty on page 19.

**Recommendations**

From this study, it was evident that a change of attitude
occurred at the sixth grade level. A further study could be and should be carried on to investigate methods in the sixth grade. This change might be partly due to the age of the student, but methods probably play a large part.

Since Dr. Pooley had carried on some investigation and advised the "tool" approach in the seventh, eighth, and ninth grades, further studies should be made to eliminate the "overlapping" that is found now in presenting the same subject matter every year until it became "stale" to the pupils.

Although homogenous grouping has been frowned upon by many administrators, English might be the field that would profit a little by this type of schedule. Intelligence plays such an important part in the language program that the present difficulty could be improved somewhat by using this method just for the English classed.

The teachers of English are certainly in the "limelight" these days for what they have NOT taught the average high school graduate. Articles in the papers and magazines continually stress the lack of "reading and writing" in the school systems. Teachers of English should accept this challenging problem and start to make English a "wanted" subject instead of a "required" one. With a change of attitude on the part of the students and a change of attitude on the part of the teachers to make the methods of teaching English more realistic, the student of tomorrow could speak and write the mother tongue to satisfy all the critics.
A. BOOKS


B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS


C. PERIODICALS


Bryan, Roy C. "Benefits Reported by Teachers Who Obtain Written Students' Reactions to Teachers," Educational Administration and Supervision, 28:70, January, 1942.


Fourth Grade Teachers

Jan. 28. I A paragraph "Why I Like or Dislike to Read Stories"
"Why I Like or Dislike to do Grammar Study"

Try to have the children state clearly their ideas, as
I wish to use this information in making up the
questionnaire.

Feb. 25. II Questionnaire. I shall prepare and give to you to
give to the children.

Feb. 4. III SRA Junior Inventory - Fourth Grade

Mar. 4. IV Paragraphs The Teacher I Didn't Like
The Teacher I Liked the Best
The Teacher From Whom I Learned the Most

Along with this material specific to the English field,
I hope to obtain information about the students' attitude in general;
students' reactions to teachers, and teaching in general.

Thank you for this wonderful help. I need your fine
cooperation to trace the changes in the attitudes of students
from the 4 through the 7, 9, 11 grades.

Mrs. Frances Martinson
Ashland High School
Seventh Grade Teachers

AN INQUIRY INTO THE ATTITUDE OF HIGH SCHOOL STUDENTS TOWARD ENGLISH

Jan. 28. I A paragraph or theme "Why I Like or Dislike to Read Stories for English Class"
A theme "Why I Like or Dislike to do English Grammar"
Try, if possible, to have the students make definite statements as I wish to use these ideas in making up a questionnaire.

Feb. 25. II Questionnaire. I shall prepare and give to you to give to the students.

Feb. 4. III SRA Youth Inventory (Junior High Supplement)
Attitude Scale

Mar. 4. IV Theme or paragraph "The Best Liked Class and the Worst Class I Have Ever Had"
Another one "The Teacher I Liked Best"
"The Best Teacher I Ever Had"

Along with this material specific to the English field, I hope to obtain information about the students' attitude in general; students' reactions to teachers, and teaching in general.

Thank you for this wonderful help. I need your fine cooperation to trace the changes in the attitudes of students from the elementary through the 7, 9, 11 grades.

Mrs. Frances Martinson
Ashland High School
APPENDIX B

TALLY SHEETS OF STUDENTS' QUESTIONNAIRES
The following statements were taken from your paragraphs on WHY I LIKE OR DISLIKE LANGUAGE and WHY I LIKE OR DISLIKE TO READ STORIES. Will you please check the statements that you feel are your true likes or dislikes? Thank you.

FOURTH GRADE STORIES

1. I like to read because the stories are interesting ....... 137
2. I like to learn new words .................................... 108
3. I like to learn more about other people, animals, worlds, and things ........................................ 129
4. I like to read because I want to spell better ............ 89
5. I like to read when I know the words .................... 109
6. I like to read to myself ........................................ 124
7. I like to read because it takes up time ................... 49
8. I like to read because it helps me to improve my reading .. 132
9. I like to read hard books .................................... 70
10. If I read when I'm young, I will be a better reader when I'm older .................................................. 131
11. I like to know what far away places have ............... 127
12. I like to read because it is fun ............................... 108
13. I like to read stories because they help me with my work . 118
14. I like to read as I learn about things that I did not know . 132
15. I like the books that are in our room ..................... 114
16. I don't like to read when the words are too hard ....... 52
FOURTH GRADE LANGUAGE

1. I like language because it helps me in my lessons .......... 118
2. I like to write ........................................... 105
3. I like to know how to end sentences ........................ 114
4. I like language because I use language at home ............ 94
5. I like to improve my writing ................................ 123
6. I like to put capital letters ................................ 92
7. I like spelling ................................................ 95
8. I like to learn the correct language .......................... 123
9. I like to write sentences and phrases .......................... 89
10. I like to speak in front of groups ............................ 54
11. I like to listen ............................................... 115
12. I like language because it is interesting .................... 97
13. I like to write letters ....................................... 107
14. I like to pronounce correctly ................................ 116
15. I like to learn new words ................................... 117
16. I like to do language because it helps you to talk better .. 115
17. I like to know what to say when I'm out among people .... 127
18. I want to learn to speak well ............................... 135
19. People don't like to hear bad speaking ..................... 98
20. Language is fun .............................................. 94
21. I like to write stories, give reports .......................... 101
22. I don't like to write ........................................ 21
23. I dislike language when it is too hard ...................... 54
24. I dislike language because it is not interesting ............ 21
25. I don't like to spell ........................................ 19

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5. I don't like grammar because there are too many things to remember .......................... 24
6. I don't like grammar because I can't understand it .............................. 12
7. I don't like to write stories, letters and invitations .............................. 33
8. Writing too much makes me tired .................................................. 69
The following statements were taken from your paragraphs on WHY I LIKE OR DISLIKE GRAMMAR and WHY I LIKE OR DISLIKE TO READ THE STORIES IN ENGLISH CLASS. Will you please check the statements that you feel are your true opinions? Thank you.

FIFTH GRADE READING

1. I like to read stories because they are interesting ... 153
2. I like to read because I read well and it is fun ... 87
3. I like to read because I learn new words and how to use them ... 135
4. I like to read because it helps one to use better language in a test ... 119
5. I like to read out loud ... 89
6. I like to read because it gives me enjoyment that is not in my everyday life ... 131
7. I like to read because I get better acquainted with the way sentences should look and be written ... 111
8. I like to read because of the useful information it gives me ... 142
9. I like to get up in front of people to read and give a book report ... 72
10. I like to read as it helps me with my punctuation ... 115
11. I like to read because I get better grades in other subjects ... 115
12. I like to read because it helps me learn the meaning of new words and pronunciations. ... 127
13. I like to read because it will help me develop my personality ........................................... 117
14. I like to read because it is cheap enjoyment ........................................... 90
15. I like to read because the stories cover wide fields of literature ........................................... 89
16. I like to read to learn something new ........................................... 146
17. I would like to have a reading period ........................................... 131
18. I like to make book reports ........................................... 91
19. I like to read because it broadens your mind ........................................... 116
20. I like to read because I get good grades ........................................... 79
21. I like to read because it helps my imagination ........................................... 106
1. I don't like to read because it hurts my eyes ........................................... 24
2. I don't like to read because I don't like to write the questions and answers to the story ........................................... 54
3. I don't like to read when I have to break the sentence down into the parts of speech ........................................... 54
4. I don't like to read out loud ........................................... 71
5. I don't like to read in front of class ........................................... 59
6. I don't like to read a poem ........................................... 57
7. I don't like to read a long time out loud ........................................... 78
8. I don't like to read a long assignment ........................................... 56
9. I don't like the English stories because I like to pick them out myself ........................................... 52
10. I dislike to read because the words are too hard to get the meaning ........................................... 23
11. I dislike to read because we are graded on our book reports ........................................... 20
12. I don't like to read a set number of books that are required

13. I don't like to read because I don't read well

14. I don't like to read because I can't read fast

15. I don't like to read because there is a time limit

16. I don't like to read because I skip words often

17. I don't like to hear the same story told over 33 times

18. Reading gives me a headache

19. I don't like to read the stories because I don't get the point of the story

20. I don't like to be laughed at when telling the story

21. I get scared in front of class

22. I don't like to answer questions on the story

23. I don't like to be laughed at when I make mistakes

24. Reading makes me nervous

FIFTH GRADE GRAMMAR

1. I like to do grammar because my mother wants me to

2. I like grammar because it helps you to express your thoughts clearer

3. I like to do written work

4. I like to do grammar so you may put thought into the way you say things

5. I like grammar because it helps me to spell better

6. I like grammar because it is fun
7. I like grammar because we do different things in learning it ........................................ 100
8. I like grammar because it helps me improve my speaking ......................................... 132
9. I like to do apostrophes, singular and plural nouns .................................................. 43
10. I like grammar because it will help me get a good job when I grow up ....................... 130
11. I like grammar because proper speech helps me mix with any group ................................ 109
12. I like grammar because the teacher keeps me interested ........................................... 72
13. I like grammar because it is easy for me ...................................................................... 71
14. I like to pick out subjects, predicates, adjectives, and adverbs .................................... 46
15. I like to speak the correct language so that people won’t laugh at me ......................... 141
16. I like to write letters ..................................................................................................... 120
17. I like grammar when there is a contest between the girls and boys ................................ 130
18. I like to diagram ........................................................................................................... 21
19. I think grammar is a roundabout way to get someone to speak better ......................... 109
20. I like grammar because it will help me in every day life ............................................ 119
21. I like grammar because the teachers have insisted on good grammar in my early years .................................................................................................................. 58
22. I like grammar as it will help me in a foreign language .................................................. 125
23. Good grammar shows intelligence .................................................................................. 132
24. I like to look up words in the dictionary ...................................................................... 93
25. English is the world language and we should know how to speak it
26. I like to know how some words are formed from other words
27. I like grammar because I want to use good English
28. Grammar improves the vocabulary
29. My occupation will depend upon a good education and English grammar is important to a good education
30. I like grammar because I get good grades
31. Grammar helps me to take disappointments better
32. I dislike grammar because we do the same things year after year
33. I dislike grammar because I have to think too hard
34. I dislike grammar because there are too many rules
35. I dislike grammar because I do not do it well
36. I dislike grammar because it is boring
37. I dislike grammar because I know how to write and speak correctly already
38. I dislike grammar because it won't do you much good when older
39. I dislike grammar because you have to write so much
40. I dislike grammar because I don't understand it
41. I dislike grammar because we HAVE to learn it
42. I dislike grammar because it is hard
43. I dislike grammar because I didn't learn it well when in the grades
44. I don't like grammar because it is not interesting ... 36
45. I don't write well ........................................... 66
46. I think grammar seems useless ............................ 10
47. I don't like grammar because I don't see the good in
   knowing what a noun, verb, or parts of speech is ....... 21
48. I don't like grammar because I get confused ............ 39
49. I don't like grammar because I don't see where the
   average person will notice the commas etc. in a letter . 12
50. I don't like to do grammar because it is too hard and
   complicated ................................................... 14
51. I think the parts of speech are boring .................... 39
52. I dislike grammar because it will not help you as you
   get older ....................................................... 11
53. I dislike grammar when the teacher keeps going over what
   I already know .............................................. 66
54. I dislike grammar because I don't remember the parts of
   speech when I am talking ................................... 26
55. I dislike grammar because we poke along and stay too
   long on one thing .......................................... 42
56. The grammar because I don't remember the parts and the
   tests are too tricky ........................................ 20
57. Grammar is such a dry subject ................................ 40
58. I get confused when I underline the words ................ 40
59. Farming hasn't anything to do with English grammar ... 47
60. I don't like tests ............................................. 68
61. You don't use half the things you learn when you grow up . 21
62. I don't like to memorize .................................. 57
63. I don't like to be called down when in the middle of a
    sentence ................................................. 96
64. Grammar makes me nervous ............................. 18
65. You forget it as soon as you get out of school .... 42
The following statements were taken from your paragraphs on WHY I LIKE OR DISLIKE GRAMMAR and WHY I LIKE OR DISLIKE TO READ THE STORIES IN ENGLISH CLASS. Will you please check the statements that you feel are your true opinions? Thank you.

SIXTH GRADE READING

1. I like to read stories because they are interesting ........................................ 116
2. I like to read because I read well and it is fun ........................................ 75
3. I like to read because I learn new words and how to use them ............................... 87
4. I like to read because it helps one to use better language in a test .......................... 69
5. I like to read out loud ........................................................................... 74
6. I like to read because it gives me enjoyment that is not in my everyday life ............... 82
7. I like to read because I get better acquainted with the way sentences should look and be written ........................................ 62
8. I like to read because of the useful information it gives me ...................................... 105
9. I like to get up in front of people to read and give a book report ............................. 38
10. I like to read as it helps me with my punctuation ........................................ 51
11. I like to read because I get better grades in other subjects ..................................... 69
12. I like to read because it helps me learn the meaning of new words and pronunciations ........................................ 90
13. I like to read because it will help me develop my personality .................................. 64
14. I like to read because it is cheap enjoyment .... 55
15. I like to read because the stories cover wide fields
   of literature .................................. 83
16. I like to read to learn something new ........ 116
17. I would like to have a reading period ........ 101
18. I like to make book reports .................. 38
19. I like to read because it broadens your mind ... 60
20. I like to read because I get good grades .......... 48
21. I like to read because it helps my imagination .... 79
22. I don't like to read because it hurts my eyes .. 15
23. I don't like to read because I don't like to write the
    questions and answers to the story ............... 40
24. I don't like to read when I have to break the sentence
    down into the parts of speech ................... 47
25. I don't like to read out loud .................. 49
26. I don't like to read in front of class ........... 56
27. I don't like to read a poem .................... 37
28. I don't like to read a long time out loud ........ 66
29. I don't like to read a long assignment ........... 53
30. I don't like the English stories because I like to
    pick them out myself .......................... 42
31. I dislike to read because we are graded on our book
    reports ...................................... 16
32. I dislike to read because the words are too hard to get
    the meaning .................................. 10
12. I don't like to read a set number of books that are required ........................................ 47
13. I don't like to read because I don't read well ........... 18
14. I don't like to read because I can't read fast ........... 17
15. I don't like to read because there is a time limit .... 24
16. I don't like to read because I skip words often ........ 13
17. I don't like to hear the same story told over 33 times .. 103
18. Reading gives me a headache .......................... 13
19. I don't like to read the stories because I don't get the point of the story .................... 14
20. I don't like to be laughed at when telling the story .. 66
21. I get scared in front of class ............................. 43
22. I don't like to answer questions on the story ....... 54
23. I don't like to be laughed at when I make mistakes ... 84
24. Reading makes me nervous .............................. 10

SIXTH GRADE GRAMMAR

1. I like to do grammar because my mother wants me to . . . . . 15
2. I like grammar because it helps you to express your thoughts clearer ................................. 58
3. I like to do written work ................................. 61
4. I like to do grammar so you may put thought into the way you say things ......................... 60
5. I like grammar because it helps me to spell better .... 73
6. I like grammar because it is fun ....................... 32
7. I like grammar because we do different things in learning it ........................................ 70

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8. I like grammar because it helps me improve my speaking.

9. I like to do apostrophes, singular and plural nouns.

10. I like grammar because it will help me get a good job when I grew up.

11. I like grammar because proper speech helps me mix with any group.

12. I like grammar because the teacher keeps me interested.

13. I like grammar because it is easy for me.

14. I like to pick out subjects, predicates, adjectives and adverbs.

15. I like to speak the correct language so that people won't laugh at me.

16. I like to write letters.

17. I like grammar when there is a contest between the girls and boys.

18. I like to diagram.

19. I think grammar is a roundabout way to get someone to speak better.

20. I like grammar because it will help me in every day life.

21. I like grammar because the teachers have insisted on good grammar in my early years.

22. I like grammar as it will help me in a foreign language.

23. Good grammar shows intelligence.

24. I like to look up words in the dictionary.

25. English is the world language and we should know how to speak it.
26. I like to know how some words are formed from other words ........................................ 47
27. I like grammar because I want to use good English .................................................. 90
28. Grammar improves the vocabulary ........................................................................... 71
29. My occupation will depend upon a good education and English grammar is important to a good education .......................... 83
30. I like grammar because I get good grades ................................................................ 28
31. Grammar helps me to take disappointments better .................................................. 48
32. I dislike grammar because we do the same things year after year .............................. 38
33. I dislike grammar because I have to think too hard .................................................. 27
34. I dislike grammar because there are too many rules .................................................. 38
35. I dislike grammar because I do not do it well ............................................................ 41
36. I dislike grammar because it is boring ....................................................................... 53
37. I dislike grammar because I know how to write and speak correctly already ............... 14
38. I dislike grammar because it won't do you much good when older .............................. 9
39. I dislike grammar because you have to write so much .............................................. 35
40. I dislike grammar because I don't understand it ....................................................... 36
41. I dislike grammar because we HAVE to learn it ......................................................... 28
42. I dislike grammar because it is hard ........................................................................... 36
43. I dislike grammar because I didn't learn it well in the fifth grade .............................. 35
44. I don't like grammar because it is not interesting ....................................................... 54
45. I don't write well ........................................................................................................ 53
46. I think grammar seems useless .......................... 17
47. I don't like grammar because I don't see the good in
   knowing what a noun, verb, or parts of speech is    29
48. I don't like grammar because I get confused ....... 53
49. I don't like grammar because I don't see where the
   average person will notice the commas etc. in a
   letter ........................................... 23
50. I don't like to do grammar because it is too hard
   and complicated .................................. 32
51. I think the parts of speech are boring ................ 39
52. I dislike grammar because it will not help you as you
   get older ......................................... 10
53. I dislike grammar when the teacher keeps going over
   what I already know ................................ 50
54. I dislike grammar because I don't remember the parts of
   speech when I'm talking ............................ 37
55. I dislike grammar because we poke along and stay too
   long on one thing ................................. 41
56. I dislike grammar because I don't remember the parts,
   the tests are too tricky ............................ 40
57. Grammar is such a dry subject .......................... 37
58. I get confused when I underline the words .......... 34
59. Farming hasn't anything to do with English grammar .. 38
60. I don't like tests .................................... 77
61. You don't use half the things you learn when you grow
   up ................................................... 31
62. I don't like to memorize ........................................ 52
63. I don't like to be called down when in the middle of
    a sentence ......................................................... 71
64. Grammar makes me nervous ...................................... 28
65. You forget it as soon as you get out of school ........... 52
The following statements were taken from your paragraphs on WHY I LIKE OR DISLIKE GRAMMAR and WHY I LIKE OR DISLIKE TO READ THE STORIES IN ENGLISH CLASS. Will you please check the statements that you feel are your true opinions? Thank you.

SEVENTH GRADE READING

1. I like to read stories because they are interesting ... 166
2. I like to read because I read well and it is fun ... 68
3. I like to read because I learn new words and how to use them ................. 128
4. I like to read because it helps one to use better language in a test .............. 74
5. I like to read out loud .................. 70
6. I like to read because it gives me enjoyment that is not in my everyday life .......... 111
7. I like to read because I get better acquainted with the way sentences should look and be written .......... 77
8. I like to read because of the useful information it gives me .................................. 125
9. I like to get up in front of people to read and give a book report ................... 33
10. I like to read as it helps me with my punctuation ........ 68
11. I like to read because I get better grades in other subjects ............................................ 67
12. I like to read because it helps me learn the meanings of new words, and pronunciations .................. 109
13. I like to read because it will help me develop my personality.
14. I like to read because it is cheap enjoyment.
15. I like to read because the stories cover wide fields of literature.
16. I like to read to learn something new.
17. I would like to have a reading period.
18. I like to make book reports.
19. I like to read because it broadens your mind.
20. I like to read because I get good grades.
21. I like to read because it helps my imagination.
22. I don't like to read because it hurts my eyes.
23. I don't like to read because I don't like to write the questions and answers to the story.
24. I don't like to read when I have to break the sentence down into the parts of speech.
25. I don't like to read out loud.
26. I don't like to read in front of class.
27. I don't like to read a poem.
28. I don't like to read a long time out loud.
29. I don't like to read a long assignment.
30. I don't like the English stories because I like to pick them out myself.
31. I dislike to read because the words are too hard to get the meaning.
11. I dislike to read because we are graded on our book reports. ..................... 19
12. I don't like to read a set number of books that are required. ..................... 67
13. I don't like to read because I don't read well. ..................... 36
14. I don't like to read because I can't read fast. ..................... 26
15. I don't like to read because there is a time limit. ..................... 38
16. I don't like to read because I skip words often. ..................... 23
17. I don't like to hear the same story told over 33 times. ............. 127
18. Reading gives me a headache. ........................................ 18
19. I don't like to read the stories because I don't get the point of the story. ............. 10
20. I don't like to be laughed at when telling the story. ............. 77
21. I get scared in front of class. ........................................ 61
22. I don't like to answer questions on the story. ............. 77
23. I don't like to be laughed at when I make mistakes. ............. 109
24. Reading makes me nervous. ........................................ 25

SEVENTH GRADE GRAMMAR

1. I like to do grammar because my mother wants me to. ............. 11
2. I like grammar because it helps you to express your thoughts clearer. ............. 128
3. I like to do written work. ........................................ 76
4. I like to do grammar so you may put thought into the way you say things. ............. 100
5. I like grammar because it helps me to spell better. ............. 87
6. I like grammar because it is fun ........................................ 59
7. I like grammar because we do different things in learning it ................................. 87
8. I like grammar because it helps me improve my speaking ..................... 137
9. I like to do apostrophes, singular and plural nouns ........................................ 44
10. I like grammar because it will help me get a good job when I grow up .............. 122
11. I like grammar because proper speech helps me mix with any group .................. 84
12. I like grammar because the teacher keeps me interested ...................................... 50
13. I like grammar because it is easy for me ......................................................... 48
14. I like to pick out subjects, predicates, adjectives, and adverbs ......................... 57
15. I like to speak the correct language so that people won't laugh at me .................. 130
16. I like to write letters ......................................................................................... 92
17. I like grammar when there is a contest between the girls and boys .................... 99
18. I like to diagram ............................................................................................ 54
19. I think grammar is a roundabout way to get someone to speak better .................. 90
20. I like grammar because it will help me in everyday life ...................................... 131
21. I like grammar because the teachers have insisted on good grammar in my early years ......................................................................................... 38
22. I like grammar as it will help me in a foreign language ....................................... 74
23. Good grammar shows intelligence .................................................................... 135
24. I like to look up words in the dictionary.

25. English is the world language and we should know how to speak it.

26. I like to know how some words are formed from other words.

27. I like grammar because I want to use good English.

28. Grammar improves the vocabulary.

29. My occupation will depend upon a good education and English grammar is important to a good education.

30. I like grammar because I get good grades.

31. Grammar helps me to take disappointments better.

32. I dislike grammar because we do the same things year after year.

33. I dislike grammar because I have to think too hard.

34. I dislike grammar because there are too many rules.

35. I dislike grammar because I do not do it well.

36. I dislike grammar because it is boring.

37. I dislike grammar because I know how to write and speak correctly already.

38. I dislike grammar because it won't do you much good when older.

39. I dislike grammar because you have to write so much.

40. I dislike grammar because I don't understand it.

41. I dislike grammar because we HAVE to learn it.

42. I dislike grammar because it is hard.
43. I dislike grammar because I didn't learn it well when
   in the grades ..................................... 27
44. I don't like grammar because it is not interesting .... 61
45. I don't write well .................................. 68
46. I think grammar seems useless ....................... 41
47. I don't like grammar because I don't see the good in
   knowing what a noun, verb, or parts of speech is .... 41
48. I don't like grammar because I get confused ......... 48
49. I don't like grammar because I don't see where the
   average person will notice the commas etc. in a letter. 24
50. I don't like to do grammar because it is too hard and
   complicated ........................................ 24
51. I think the parts of speech are boring ............... 45
52. I dislike grammar because it will not help you as you
   get older ........................................... 9
53. I dislike grammar when the teacher keeps going over what
   I already know ..................................... 50
54. I dislike grammar because I don't remember the parts of
   speech when I am talking .......................... 44
55. I dislike grammar because we poke along and stay too
   long on one thing ................................ 29
56. The grammar because I don't remember the parts and the
   tests are too tricky ............................... 44
57. Grammar is such a dry subject ....................... 45
58. I get confused when I underline the words .......... 31
59. Farming hasn't anything to do with English grammar ... 36
GO, I don't like tests ............................................ 59
61. You don't use half the things you learn when you grow up . 56
62. I don't like to memorize ..................................... 45
63. I don't like to be called down when in the middle of a
    sentence ...................................................... 64
64. Grammar makes me nervous .................................. 44
65. You forget it as soon as you get out of school ............ 45
The following statements were taken from your paragraphs on
WHY I LIKE OR DISLIKE GRAMMAR and WHY I LIKE OR DISLIKE TO READ
THE STORIES IN ENGLISH CLASS. Will you please check the state-
ments that you feel are your true opinions? Thank you.

NINTH GRADE LITERATURE

1. I like the literature because it is a change from the
   grammar .................................................. 91
2. I like to learn about different people, places, and
   broaden my knowledge ............................... 95
3. I like to know about the famous authors' lives ....... 30
4. I like literature because I think the stories are
   interesting ............................................. 102
5. I like literature because we read a variety of plays,
   poems, short stories ................................. 69
6. I like literature because I can forget my worries and
   problems in a good story ............................. 67
7. I like to read because I want to add to my vocabulary .. 57
8. I like to give book reports in front of class .......... 18
9. I like to read out loud .................................. 48
10. I like to read about the happiness and sorrow of the
    characters in a book .................................. 80
11. I like the questions because they help me see the
    things that I have overlooked ...................... 19
12. I like literature because reading stories are edu-
    cational ............................................. 57
13. I like questions at the end if not too many ........ 32

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14. I like the library unit ................................ 56
15. I like to discuss the story in class .................. 71
16. I like to read for enjoyment .......................... 120
17. I like to read because I want the information it gives me .......................... 44
18. I like to read the non-fiction stories ................ 79
19. I like to express myself in making book reports ........ 28
20. I think discussion of the story would be better than answering the questions ........... 99
1. I don't like literature because I do not understand the stories .......................... 13
2. I don't like literature because I do not like to answer the questions at the end of the story ........ 58
3. I don't like literature because I think the stories are uninteresting and boring .... 20
4. I don't like to be forced to read ...................... 77
5. I don't like to take tests at the end of the story. It ruins the enjoyment of the story ........... 110
6. I don't like to give book reports in front of class .... 87
7. I don't enjoy the poetry ................................. 53
8. I don't like to read out loud ............................ 56
9. Reading makes me nervous .............................. 9
10. I don't like to learn the facts about the authors ........ 59
11. I can't remember the details because I don't concentrate ...................... 26
12. I don't like to write book reports ................... 57
13. There is too much literature and not enough grammar  . . .  10
14. I don't read fast . . . . . . . . . . . . . . . . . . . . . .  71
15. My mind wanders when I read . . . . . . . . . . . . . . .  27
16. When I am mad I don't like to read . . . . . . . . . . . .  33
17. I am bored with lots of my school work . . . . . . . . . .  61

NINTH GRADE GRAMMAR

1. I like English grammar as it will help me make friends
   and get a job  . . . . . . . . . . . . . . . . . . . . . . . . .  60
2. I like grammar when the teacher helps me . . . . . . . . .  56
3. I like English grammar because it extends beyond the
   classroom  . . . . . . . . . . . . . . . . . . . . . . . . . . . .  48
4. I like grammar because it will aid me in my life's work .  74
5. I like grammar because it will help me to write a report
   correctly  . . . . . . . . . . . . . . . . . . . . . . . . . . .  60
6. I like grammar because I want to speak correctly so that
   I might make a good impression  . . . . . . . . . . . . . .  81
7. I like grammar because I feel that I am accomplishing
   an end  . . . . . . . . . . . . . . . . . . . . . . . . . . . . .  39
8. I like grammar because I want to know how to express my
   thoughts in different ways  . . . . . . . . . . . . . . . . . .  68
9. I want to know grammar because it is necessary to get a
   job  . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .  79
10. I like grammar because we learn to write a letter
    correctly  . . . . . . . . . . . . . . . . . . . . . . . . . . .  55
11. Grammar helps you to give a speech in front of class
    and not be afraid  . . . . . . . . . . . . . . . . . . . . . .  50
12. I like grammar because I want to learn more as I never had much in the grades .................. 25
13. I think we should have more spelling because it is practical and needed ........................... 64
14. I like grammar because I like punctuation .................................................. 13
15. I like grammar because I like to write letters ................................................. 34
16. I like grammar because it helps one to have a better personality and social acceptance ..................... 67
17. I like grammar because I like to figure things out for myself ........................................ 38
18. I like to do work orally .................................................................................. 42
19. I think penmanship should be taught in high school English .............................................. 77
20. I like grammar because I think it is fun ..................................................................... 32
21. I like grammar because we need it for an education ...................................................... 60
22. I like grammar because I need grammar for a foreign language ........................................ 40
23. I don't like to hear a person say "ain't" or "he done" .................................................. 62
1. I don't like grammar when the others know more than I do ........................................... 24
2. I don't like grammar when we have to diagram sentences .............................................. 60
3. I don't like grammar because there is too much drill over the same thing that you have had year in and year out .......................................................... 47
4. I dislike grammar because I don't understand it ......................................................... 31
5. I dislike grammar because I think it is a lot of nonsense ........................................ 20
6. I dislike grammar because I don't like to tell the parts of speech .................................. 31
7. I dislike grammar because I can't remember the rules .................................................. 40
8. Grammar would be more interesting if new ways to teach it were used ................................ 56
9. I dislike grammar because I don't like to look up words in the dictionary and have quizzes .... 9
10. I dislike grammar as there is too much emphasis on things we don't need ........................... 34
11. If we have to learn grammar why not something new? .................................................. 48
12. I don't like grammar because you get poor grades when the teacher crams it down your throat .............................................................. 25
13. I dislike grammar because it is hard for me to learn ..................................................... 33
14. I dislike grammar because it is uninteresting .................................................................. 44
15. I dislike grammar because I don't think we need grammar in high school ......................... 9
16. I can't see anything wrong with "ain't" .......................................................................... 25
17. I don't think we should HAVE to take English ................................................................ 20
18. I don't like to do work orally ......................................................................................... 33
19. I dislike grammar because there is too much writing ....................................................... 25
20. I dislike grammar because it makes me strain my brain .................................................. 11
21. I don't like to be rushed or get behind in my work ......................................................... 65
22. I have trouble with verbs, adjectives, nouns, adverbs, and pronouns .................................. 54
23. Grammar school English is different from high school
   English ........................................ 28
24. I dislike grammar because I see no need for grammar in
   the future ...................................... 14
25. We learn to speak Spanish in two years, why not
   English ........................................ 31
26. I think high school English should not be required .... 31
27. The grammar assignments are too long ................... 31
28. I don't like grammar as there isn't enough class
   discussion ..................................... 28
29. I don’t like grammar because I don’t get good grades in
   it .................................................. 21
30. I don't like grammar because there is too much time
   spent on it .................................... 27

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1. I like to learn about people and problems of other times. 58
2. I like to notice the characteristics in writing of the different authors. 21
3. I like to read short stories. 107
4. In English class we read worthwhile stories and learn about worthwhile authors. 50
5. English class is the only time I have for reading. 23
6. I like the literature better than the grammar. 81
7. I think some of the stories are interesting. 77
8. I like to read because it is broadening and keeps me well informed. 61
9. It builds up my vocabulary. 74
10. I enjoy knowing how my ancestors wrote and what they were important for. 22
11. I like class discussion of poetry, short stories, essays, etc. 43
12. I like to know the famous writers in our literature. 39
13. I like to remember clever expressions and interesting descriptions. 56
14. I wouldn't find time to read if we didn't have literature in school. 20
15. I like to become interested and feel as if I am there
   with the characters ........................................ 54
16. Reading relaxes and calms me down so I look forward to
   English Class .................................................. 24
17. I like the educational stories as well as the ones for
   pleasure .......................................................... 58
18. I like to read the Reader's Digest .......................... 109
1. I don't care for Shakespeare and the poetry part of
   literature ....................................................... 64
2. I think literature for teen-agers should be stories
   about present day events and modern authors ............ 49
3. Some long stories are boresome ............................. 46
4. There should be more modern stories about sports and
   adventures ....................................................... 61
5. I don't like the tests over what we have to read ........ 54
6. Assignments are too long ..................................... 10
7. I worry about the book reports and tests ................ 62
8. I don't like to have to study a story ....................... 74
9. I don't like the old time authors ........................... 36
10. I don't like to make oral reports on the stories I
    have read ...................................................... 66
11. I don't like to make written reports ....................... 37
12. I don't like to read orally .................................. 49
13. I don't like the stories in our literature book .......... 12
14. I can't read very well ....................................... 22
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15. All reading for English class should be done during class time .................................................. 63

16. I don't like to read because I made up my mind that it was a waste of time ........................................ 63

17. I read slowly .................................................. 42

18. Stories are repeated from one year to the next ........... 28

19. Literature should be mixed up - not all American one year, English the next. World Literature would be more educational ........................................ 51

20. I don't like to read what someone else has picked out for me to read ........................................ 42

21. My mind wanders when I am reading ..................... 42

22. I don't like poetry ............................................. 52

**ELEVENTH GRADE GRAMMAR**

1. I think penmanship should be taught in English class ... 60

2. I need correct punctuation .................................. 45

3. I need writing correct sentences ............................. 28

4. Grammar is helpful to speak correctly ....................... 75

5. Grammar is helpful in getting a job ........................... 82

6. I need spelling but forget the words the next week .... 28

7. I think to pronounce words correctly and to speak clearly are important ........................................ 97

8. Grammar helps you to know the principles of grammar ... 39

9. We should have more grammar; it is the most important subject in school ........................................ 10
10. I like English grammar ........................................ 17
11. I think grammar should be taught for just individual weaknesses ........................................ 48
12. I enjoy outlining .................................................. 13
13. There should be more written work .......................... 12
14. Grammar helps me with a foreign language ................. 22
15. I haven't had enough grammar to like or dislike it ....... 11
16. I like grammar if not too much at any one time .......... 50
17. I like to set a goal for myself and try to meet it.
   Grammar gives me that challenge .............................. 10
18. English grammar would be more interesting if it had
   variety .................................................................. 31
19. Grammar is used all through life so it is necessary in
   the schools ............................................................ 68
20. English grammar is easy for me ................................. 36
21. We need more spelling .............................................. 24
22. A good English grammar teacher in the grades is important. 82
23. I like letter writing ................................................... 28
24. I need lots of time to learn grammar ............................ 32
25. Grammar should be taught in the junior year to the ones
   who want to use it; otherwise the others will never
   learn it anyway because they don't want to .................. 38
26. Grammar is fun ...................................................... 16
1. I don't understand grammar ..................................... 35
2. I do not like diagramming ......................................... 44
3. I see no use for adjectives, adverbs, conjunctions
when I get older ............................................. 36
4. I dislike grammar because it is the same thing year in
and year out; nothing new in the subject or way of
teaching .......................................................... 40
5. Grammar is tiresome ........................................ 5
6. Grammar is taught differently by different teachers and
you get mixed up .................................................. 59
7. I don't understand the verbs — transitive and intransi-
tive ................................................................. 72
8. Grammar is hard for me because I did not learn it well
and did not have enough while in the grades .......... 47
9. I don't like to do oral work .................................. 54
10. I can't see where grammar is going to help you in every
day life ............................................................... 20
11. Why can't the student who understands grammar already do
something else? .................................................... 24
12. I don't see any sense to grammar because people don't
talk like a walking English grammar book ............... 17
13. I dislike grammar because there is no fun in grammar ... 18
14. I don't like grammar because I get poor grades ........ 15
15. I don't like to have grammar shoved down my throat .... 43
16. I don't like to memorize the rules .......................... 39
17. Grammar is taught too fast .................................. 32
18. I don't like to write themes ................................. 57
19. When younger I didn't think it important so do not know what I should know

20. Grammar can be too complicated
APPENDIX C

LETTER AND QUESTIONNAIRE SENT TO GRADUATES
Name ____________________

QUESTIONNAIRE TO THE GRADUATES OF ASHLAND HIGH SCHOOL

1. Did you like to read the stories in the literature book?________

2. Did you like to read the books that were required for the book reports?__________________________________________________________

3. Did you prefer short stories to the long novels?____________________

4. If you are in college, has the literature background helped you?______________________________________________________________

5. Did you take English four?____________________________________

6. If you are not in college, has the literature background helped you?____________________________________________________________

7. Did you like literature better than grammar?_____________________

8. Has a knowledge of authors helped you enjoy the radio and television better?_____________________________________________________

9. Do you read as much as you did or has the radio and T. V. replaced this?

10. Has the grammar you learned been useful to you?____How?_______

11. Do you think that speaking and writing correctly has helped you in your college work?

12. It has not helped you in your college work?_____________________

13. If not in college has your ability to express yourself correctly helped you in getting or retaining a job?________

14. It has not helped you in your work?____________________________

15. Has the letter writing and good English studies been of value?______________________________________________________________

Please add any other ideas you think might help in the study of English in relation to life out of school.
ASHLAND SENIOR HIGH SCHOOL
ASHLAND, OREGON
APRIL 28, 1955

Dear Alum:

GREETINGS FROM ASHLAND HIGH SCHOOL

This year we are conducting a followup of our high school grads to find out of what benefit the English courses you took in high school have been since you graduated.

Will you please answer the questions on the questionnaire and return in the enclosed self-addressed envelope?

Your help in this matter will surely be appreciated, as we can learn much from those who are actually out in the working world.

Thank you.

Sincerely,

Frances G. Martinson
English Teacher