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AN APPRAISAL OF THE TEACHING OF ENGLISH
AT TWIN BRIDGES HIGH SCHOOL

by

THOMAS D. HUDSON


B. A. Montana State University, 1948

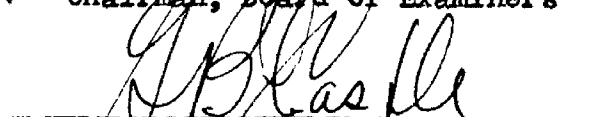
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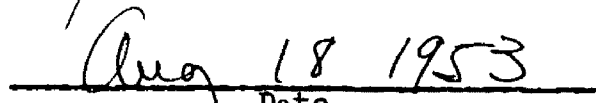
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CHAPTER I

INTRODUCTION

PURPOSE OF THE STUDY

English has always been one of the most important academic subjects offered in American high schools. The conception of how to teach English has, however, undergone changes in line with changing educational philosophy.

Modern educational philosophy centers around "pupil interest"; therefore an attempt to discover what phases of English most completely fulfill the needs and interests of the pupil has merit.

Any study must be limited to factors included in the investigator's experience; therefore Twin Bridges High School, Twin Bridges, Montana, was selected as the most logical site to conduct the investigation. Having taught English, grades seven through twelve, for three years in the school system at Twin Bridges, Montana, the investigator believed that it would be possible to prepare an opinionnaire based upon the various phases of the English curriculum in that school which would lead to a better understanding of the interests and needs in the field of English of the people of that community.

Since the results obtained from this study are, of necessity, purely matters of opinion, no claim has been made as to the complete validity or significance of the findings. The study was conducted for the sole purpose of giving the author a better insight into the needs and interests of the pupils and laymen of the specific community, Twin Bridges, as related to

the English curriculum and methods of teaching it. Any benefit derived from this study will apply to the author's future teaching experience in the field of English.

DEFINITION OF THE PROBLEM

The problem was to break down the various phases of English into their component parts for the purpose of discovering: (1) if, in the opinion of the respondents, these respective phases of English are being emphasized (a) too much, (b) enough, or (c) not enough; (2) how much emphasis the respondents felt should be placed on the various phases of English; (3) how important the various devices and techniques used in teaching English are thought to be by the respondents.

IMPORTANCE OF THE STUDY

As has been mentioned previously, the importance of the study lies in the application which can be made of the information gathered from the opinionnaire in any future teaching experience of the investigator.

Since the results obtained are matters of opinion, they must be evaluated in the light of accepted philosophies in the field of English. Merely because the survey indicates certain ideas concerning over or under emphasis upon certain phases of English does not necessarily imply that these changes in emphasis should be made without a careful analysis of the matter in the light of the accepted practices, and the opinions held by recognized authorities in the teaching of English. If in some measure the investigation reveals need for a change in the approach to the teaching of English, the study will be considered worthwhile.

LIMITATIONS OF THE STUDY

The investigation covered in this study makes no claim as to discovering weaknesses in the English curriculum or methods of instruction except as they apply to Twin Bridges High School. The studies reviewed in Chapter II have been conducted by experts in the field of English curriculum for the purpose of discovering inherent weaknesses in the teaching of English; whereas this study has been solely concerned with finding out how pupils and laymen of one specific community, Twin Bridges, Montana, believe English is and should be taught.

The only result expected is that the findings might be analyzed for the purpose of improving the techniques and procedures used in the teaching of English at Twin Bridges High School.

PROCEDURE

In an effort to obtain the opinions of the students and laymen of Twin Bridges, Montana, regarding how English is and should be taught, an opinionnaire was devised which was believed to be at least somewhat adequate in fulfilling this objective.

The opinionnaire was administered personally to seventy-one past or present students of Twin Bridges High School. These students were broken down into "A," "B," "C," and "D" classifications according to their general academic standing in English while attending school. Thirty-seven laymen were also given the opinionnaire in an attempt to discover how this group believed English was and should be taught at Twin Bridges High School.

The faculty of Twin Bridges High School was also to be included in the survey; however, the comparatively small number of faculty members and the unavailability of several of them made this portion of the plan unfeasible. The results from the 108 opinionnaires were tabulated. The body of this paper will review the findings and their interpretations.

DEFINITION OF TERMS USED

Needs and Interests: Throughout this study the terms, needs and interests, will connote the meaning of those factors of English which the individual believes to be of importance in order to prepare himself more completely for everyday living.

English Curriculum: The English curriculum will be interpreted to mean all those experiences which go toward making up the English course at Twin Bridges High School.

CHAPTER II

RELATED RESEARCH

An investigation of related material has indicated that a wide variance as to the aims and methods of teaching English exists in the American schools. Furthermore, Robert C. Pooley, Professor of English at the University of Wisconsin, states: "A tremendous gap exists between the aims of English instruction as listed in courses of study and the actuality of instruction as found in the classroom."¹

Investigations into the English curriculum are generally directed toward discovering prevailing practices, and an evaluating of those practices. Since the purpose of this study has been to discover what the pupil and layman think about the English curriculum, a somewhat different approach has been used and the results naturally differ considerably.

Phyllis Welch Watts² conducted a survey of opinion among sixteen California high schools in an attempt to discover the language needs of vocational students in that state. She listed the various phases of language in four different categories as follows: (1) minimum essentials, (2) desirable for average success, (3) associated with leadership, (4) not important to the person employed in this field. This survey, because of its different objectives, did not closely relate to the findings of the opinionnaire

¹ R. C. Pooley, "The Contributions of Research to the Teaching of English," English Journal, 37:170-75, April, 1948.

² P. W. Watts, "Language Need of Vocational Students," California Journal of Secondary Education, 17:325-33, December, 1948.

employed in this study; however her procedure was much the same in that she sought the opinions of students in the same manner as was done in this study. She dealt with only one type of student and her locale was state-wide but in other respects her study more closely approximated the objectives of this study than any research reviewed in this chapter.

In 1932, Dr. Dora V. Smith conducted an exhaustive study of the English curriculum in fifteen states. She visited the schools personally and studied the classroom procedures and techniques. The conclusion which Dr. Smith draws concerning these matters is, "There is a wide and unreasonable variety of aims, materials, and practices in high schools of the United States."³

In 1938, Dr. Smith⁴ conducted another survey concerning the teaching of English in the public elementary and high schools of New York State. Her findings again tend to indicate a lack of purposeful aims and objectives. She stated that many English teachers did not seem to realize that a prescribed course of study even existed. The typical teacher was totally unaware of any particular goals toward which he should be striving. Along this same line the study reported in this paper sought to discover the goals which pupils and laymen believe should be attained in English.

Dwight L. Burton⁵ found that research in the field of teaching literature brought out the opinion that students should be allowed more "pleasure"

³ Pooley, op. cit., pp. 173-74.

⁴ Ibid., p. 174.

⁵ D. L. Burton, "Research in the Teaching of Literature," Review Educational Research, 19:125-34, April, 1949.

reading as opposed to textbook material. The prevailing opinion was that under such a program pupils will develop more interest in reading and will at the same time improve their reading ability and taste.

Pooley and Williams⁶ studied the English curriculum in high schools in fifteen Wisconsin counties in 1945. They investigated the courses of study and analyzed the various textbooks in use. Once again, they discovered a lack of unity and coherence among the schools studied. They recommended further research in all phases of the teaching of English.

Lyman⁷ stated that "social utility" should serve as the criterion for the various activities composing the English curriculum. He also pointed out that oral and written expression are neglected. His study was conducted in 1929 making it somewhat outdated.

Pooley in summarizing the findings of various studies concerning the English curriculum lists the following conclusions:

1. Children were taught grammar without application to the writing of English.
2. They were performing exercises of no discernible value to growth in English skills.
3. They wrote no compositions.
4. They received no directive guidance in speech or writing.
5. They pursued or were pursued by a narrow program of reading and literature, often pitched beyond their years and without points of contact with their present experiences; and they received little or no encouragement to read for pleasure and recreation.⁸

⁶ R. C. Pooley and R. D. Williams, Teaching of English in Wisconsin, (Madison: University of Wisconsin Press, 1948), 196 pp.

⁷ R. L. Lyman, Summary of Investigations Relating to Grammar, Language, and Composition, (Chicago: University of Chicago, 1929), 302 pp.

⁸ Pooley, op. cit., pp. 175.

Generally speaking, a great deal of research aimed at discovering where teachers fail to use proper procedures and techniques has been carried out. Much stress is laid on the gap between objectives and the actual accomplishment of these objectives. Further research in all phases of English is recommended by the experts in order to give the pupil a more meaningful course of study.

CHAPTER III

BACKGROUND FOR STUDY

Twin Bridges, Montana, is a town of about five hundred population, located in Madison County. Situated in the Ruby Valley, Twin Bridges lies forty-six miles southeast of Butte and thirty miles north of historic Virginia City on Highway Ninety-One.

The principal industry of the locality is ranching. Cattle and sheep raising overshadow farming since comparatively little grain is produced. Large amounts of hay are grown on irrigated acreage.

The town of Twin Bridges serves as a shopping and social center for the surrounding rural area. No businesses of any importance are located in Twin Bridges, and a small saw mill outside of town serves as virtually the only source of employment other than ranch work.

Since Twin Bridges lies on Route Ninety-One leading to Virginia City and Yellowstone Park, many tourists pass through during the spring and summer months bringing considerable trade for the local merchants.

Because of the close proximity of the Big Hole and Beaverhead Rivers, the area is a fisherman's paradise. Many sportsmen invade the area during the summer months.

The one feature which distinguishes Twin Bridges from any other small Montana community is the fact that the Montana State Orphan's Home is located there. This rather impressive physical plant lies just outside the city limits on the highway leading to Dillon.

At the present time, about one hundred and twenty-five children are being cared for at this institution. Quite a few local people are employed

in various capacities. Oddly enough, very few of the children are actual orphans; instead most of them come from broken homes where the courts have taken over custody of the children and placed them at the Orphans' Home.

The "Home" maintains its own grade school, but sends the children of high school level to Twin Bridges High School. These students are allowed to participate in all school activities.

The Twin Bridges school system operates on a six-six basis. The seventh and eighth grade students are housed in the same building as the high school students, and they are taught on a departmentalized basis by the members of the high school faculty.

The twenty or so Orphan Home children of high school level make for a somewhat larger than normal high school enrollment of about ninety.

Nine faculty members, including the superintendent, teach the various courses that comprise the curriculum. Four years of English are required for all students at Twin Bridges High School. Third and fourth year English are taught in alternate years. This arrangement forces some students to jump from English II to English IV. This has proved to be a somewhat unsatisfactory procedure which the superintendent has undertaken to correct.

Literature, oral and written expression, and the study of grammar make up the bulk of the English curriculum. Twin Bridges High School does not operate on a semester basis and the various phases of study are correlated as much as possible. An attempt to make the work meaningful in relation to everyday living has been made by the teacher.

Since many Twin Bridges graduates attend college, effort has been made to prepare these students for successful college careers.

Generally speaking, Twin Bridges is a typical small Montana town.
The school system compares with schools of similar size.

CHAPTER IV

PRESENTATION OF FINDINGS

Number answering opinionnaire. Tables I and II, page 13 indicate that the opinionnaire was administered to a total of one hundred and eight people, of whom seventy-one were students and thirty-seven were laymen. The students included some who are still in attendance, as well as graduates of the classes of 1951, 1952 and 1953. Student returns were further broken down according to their general academic standing in English as "A," "B," "C," and "D." Students accounted for roughly two-thirds (65.7%) of the total number of persons interviewed; the laymen, about one-third (34.3%).

Of the total number of students represented in the study, six were classified as "A" students in English; seventeen as "B"; thirty-six as "C"; and twelve as "D."

Evaluation of the teaching of English. The opinionnaire given to the respondents consisted of thirty questions concerning the various phases of English. The dual purpose of the questions was to discover how students and laymen felt English was and should be taught at Twin Bridges High School. The students naturally relied upon their classroom experiences, while the laymen's opinions were probably based on their own high school experience, that of their children, and information that they had heard or seen concerning the current situation.

Many times the layman's conception of how English was and should be taught differed considerably from that of the student who had a more first

TABLE I

NUMBER AND PER CENT OF TWIN BRIDGES
STUDENTS AND LAYMEN INTERVIEWED

Interviewees	Number	Per cent
"A" Students	6	5.6%
"B" Students	17	15.7%
"C" Students	36	33.3%
"D" Students	12	11.1%
Total Students	71	65.7%
Laymen	37	34.3%
Total Interviewed	108	100.0%

TABLE II

NUMBER AND PER CENT OF STUDENTS
INTERVIEWED ACCORDING TO ACADEMIC STANDING

Student Interviewees	Number	Per cent
"A"	6	8.5%
"B"	17	23.9%
"C"	36	50.7%
"D"	12	16.9%
Total	71	100.0%

hand knowledge of the actual procedures and techniques employed in the classrooms of Twin Bridges High School.

Emphasis upon grammar. Table III, page 16, and Table IV, page 17, point up the fact that students quite definitely believed that grammar was emphasized enough--a total of fifty-nine, or 84 per cent, answering the question in this manner. On the other hand, only 49 per cent of the laymen thought that grammar was emphasized enough.

51 per cent of the laymen stated that grammar should be emphasized to a greater degree while only 15 per cent of the students agreed with this opinion.

Only one person, a student, believed that grammar was emphasized too much.

The wide variance of opinion between student and layman on this question leads to the assumption that either the layman's greater experience has shown him the value of grammar in everyday life or he is unaware of the degree of emphasis placed on this part of English in the present English curriculum.

The most important single phase of the study of grammar is the agreement of the predicate with its subject according to the results of the opinionnaire.

Students named their first three choices in the following order: (1) Basal parts of a sentence, (2) agreement of predicate with subject, (3) parts of speech. Laymen, on the other hand, considered agreement of predicate with subject and recognition of a sentence as the two most important items with uses of nouns as their third choice.

"A" students were virtually unanimous in considering agreement of predicate with subject as being "very important" in the study of grammar.

Every item listed was considered either "very important" or "important" by a substantial majority of respondents. More students, 22 per cent, believed that verbals were of less importance than any other item; whereas more laymen thought that properties of verbs were of little importance.

Generally speaking, all eight factors were considered "important" in the study of grammar by nearly ninety per cent of the people answering the opinionnaire.

Emphasis upon vocabulary. Table IV, page 17, and Table V, page 18, indicate that the general opinion of both student and layman was that vocabulary was not emphasized enough in the English curriculum. Sixty per cent of the students and 78 per cent of the laymen answered in this manner. Perhaps significantly, 83 per cent of the "A" students believed this to be true with a proportional lessening in the per cent of poorer students who were of the same opinion.

Learning words through reading widely was considered to be the best method of building a better vocabulary by both laymen and students. Making lists of new words and studying root words were both considered important but they received comparatively little "very important" support. Since very little work on root words had been carried out at Twin Bridges High School, it is possible that the respondents failed to attach enough importance to this phase of vocabulary simply because they did not fully understand its value.

TABLE III

OPINIONS OF STUDENTS AND LAYMEN AS TO EMPHASIS PLACED ON
GRAMMAR, VOCABULARY, AND SPELLING IN THE TEACHING
OF ENGLISH AT TWIN BRIDGES HIGH SCHOOL

	Too Much			Enough			Not Enough		
	Grammar	Vocabulary	Spelling	Grammar	Vocabulary	Spelling	Grammar	Vocabulary	Spelling
"A" Students	0.0	0.0	0.0	83.3	16.7	33.3	16.7	83.3	66.7
"B" Students	0.0	5.9	0.0	70.6	29.4	47.0	29.4	64.7	52.9
"C" Students	2.8	2.8	0.0	88.9	38.9	36.1	8.3	58.3	63.9
"D" Students	0.0	0.0	0.0	83.3	50.0	58.3	16.7	50.0	41.7
Total Students	1.4	2.8	0.0	83.9	36.6	42.3	15.5	60.6	57.7
Laymen	0.0	0.0	0.0	48.6	21.6	29.7	51.4	78.4	70.3
Total	0.9	1.9	0.0	71.3	31.5	38.0	27.8	66.7	62.0

Note: All figures are based on per cent.

TABLE IV

OPINION OF STUDENTS AND LAYMEN AS TO THE DEGREE OF IMPORTANCE OF THE ITEMS LISTED IN THE STUDY OF GRAMMAR

	Very Important			Important			Of Little Importance		
	Students	Laymen	Total	Students	Laymen	Total	Students	Laymen	Total
Recognition of sentence	39.4	59.5	46.3	50.7	40.5	47.2	9.9	0.0	6.5
Basal parts of sentence	54.9	40.5	50.0	42.3	59.5	48.1	2.8	0.0	1.9
Parts of speech	52.1	40.5	48.1	39.4	56.8	45.4	8.5	2.7	6.5
Properties of verbs	19.7	18.9	19.4	67.6	67.6	67.6	12.7	13.5	13.0
Agreement, Sub. & Pred.	53.5	59.5	55.6	42.3	40.5	41.7	4.2	0.0	2.8
Dependent clauses	21.1	13.5	18.5	62.0	81.1	68.5	16.9	5.4	13.0
Uses of noun	38.0	56.8	44.4	53.5	37.8	48.1	8.5	5.4	7.4
Verbals	25.3	10.8	20.4	52.1	78.4	61.1	22.5	10.8	18.5

Note: All figures are based on per cent.

TABLE V

OPINION OF STUDENTS AND LAYMEN AS TO THE DEGREE OF
IMPORTANCE OF THE ITEMS LISTED IN THE STUDY OF VOCABULARY

	Very Important			Important			Of Little Importance		
	Students	Laymen	Total	Students	Laymen	Total	Students	Laymen	Total
Study of root words	42.3	27.0	37.0	45.1	62.7	50.9	12.7	10.8	12.0
Lists of new words	35.2	35.1	35.2	52.1	45.9	50.0	12.7	18.9	14.8
Reading widely	67.6	75.7	70.4	28.2	24.3	26.9	4.2	0.0	2.8

Note: All figures are based on per cent.

TABLE VI

OPINION OF STUDENTS AND LAYMEN AS TO THE DEGREE OF IMPORTANCE OF THE ITEMS LISTED IN THE STUDY OF SPELLING

	Very Important			Important			Of Little Importance		
	Students	Laymen	Total	Students	Laymen	Total	Students	Laymen	Total
Lists of new words	22.5	27.0	24.1	53.5	48.6	51.9	23.9	24.3	24.1
"Trouble spots"	54.9	56.8	55.6	40.8	40.5	40.7	4.2	2.7	3.7
Visualization	73.2	73.0	73.1	23.9	27.0	25.0	2.8	0.0	1.9
Rote Memorization	40.8	13.5	31.5	42.3	51.4	45.4	16.9	35.1	23.1

Note: All figures are based on per cent.

Emphasis upon spelling. As shown by Table III, page 16, and Table VI, page 19, over sixty per cent of the total respondents believed that spelling was not emphasized enough in the high school curriculum. More laymen than students, however, were of this opinion as the students' choices were almost equally divided between enough and not enough emphasis upon spelling. No one thought that there was an over emphasis on spelling.

Of the four methods of studying spelling listed in the opinionnaire, visualization, seeing the word in the mind, was considered "very important" by more than seventy per cent of both laymen and students. The study of "trouble spots" in words was also believed to be "very important" by fifty-five per cent of the respondents.

The only point where laymen and students disagreed sharply on spelling emphasis was on rote memorization. The students, strangely enough, thought this item to be of importance; whereas the laymen were more inclined to list it as being of little importance.

Emphasis upon punctuation. Table VII, page 21, and Table VIII, page 22, showed that a large per cent of students, 85 per cent, thought that punctuation was emphasized enough while only 48 per cent of the laymen were of the same opinion. Again, this leads to the question of who has the most realistic viewpoint concerning this matter, student or layman. The student relies upon his own school experience without benefit of the layman's broader experiences in life; however, he, the student, is closer to the actual situation and perhaps understands the problem better than the layman who must base his conclusions on his past experiences or second-hand information. The layman cannot be certain that the same degree of emphasis is placed on any single phase of English as when he attended school.

TABLE VII

OPINIONS OF STUDENTS AND LAYMEN AS TO EMPHASIS PLACED
 ON PUNCTUATION, USE OF DICTIONARY, AND USE OF THE LIBRARY
 IN THE TEACHING OF ENGLISH AT TWIN BRIDGES HIGH SCHOOL

	Too Much			Enough			Not Enough		
	Punctuation	Use of Dictionary	Use of Library	Punctuation	Use of Dictionary	Use of Library	Punctuation	Use of Dictionary	Use of Library
"A" Students	0.0	0.0	0.0	100.0	83.3	50.0	0.0	16.7	50.0
"B" Students	0.0	0.0	0.0	76.5	47.1	35.3	23.5	52.9	64.7
"C" Students	0.0	0.0	2.8	80.6	66.7	36.1	19.4	33.3	61.1
"D" Students	0.0	0.0	8.3	100.0	91.7	33.3	0.0	8.3	58.3
Total Students	0.0	0.0	2.8	84.5	67.6	39.4	15.5	32.4	57.7
Laymen	0.0	0.0	2.7	48.6	32.4	51.4	51.4	67.6	45.9
Total	0.0	0.0	2.8	72.2	55.6	43.5	27.8	44.4	53.7

Note: All figures are based on per cent.

TABLE VIII

OPINIONS OF STUDENTS AND LAYMEN AS TO THE DEGREE OF
IMPORTANCE OF THE ITEMS LISTED IN THE STUDY OF PUNCTUATION

	Very Important			Important			Of Little Importance		
	Students	Laymen	Total	Students	Laymen	Total	Students	Laymen	Total
Rules of punctuation	60.6	54.1	58.3	33.8	43.2	37.0	5.6	2.7	4.6
Using proper punctuation outside class	83.1	67.6	77.8	16.9	32.4	22.2	0.0	0.0	0.0
Common sense punctuation	14.1	16.2	14.8	32.4	54.1	39.8	53.5	29.7	45.4

Note: All figures are based on per cent.

TABLE VII

OPINIONS OF STUDENTS AND LAYMEN AS TO EMPHASIS PLACED
ON PUNCTUATION, USE OF DICTIONARY, AND USE OF THE LIBRARY
IN THE TEACHING OF ENGLISH AT TWIN BRIDGES HIGH SCHOOL

	Too Much			Enough			Not Enough		
	Punctuation	Use of Dictionary	Use of Library	Punctuation	Use of Dictionary	Use of Library	Punctuation	Use of Dictionary	Use of Library
"A" Students	0.0	0.0	0.0	100.0	83.3	50.0	0.0	16.7	50.0
"B" Students	0.0	0.0	0.0	76.5	47.1	35.3	23.5	52.9	64.7
"C" Students	0.0	0.0	2.8	80.6	66.7	36.1	19.4	33.3	61.1
"D" Students	0.0	0.0	8.3	100.0	91.7	33.3	0.0	8.3	58.3
Total Students	0.0	0.0	2.8	84.5	67.6	39.4	15.5	32.4	57.7
Laymen	0.0	0.0	2.7	48.6	32.4	51.4	51.4	67.6	45.9
Total	0.0	0.0	2.8	72.2	55.6	43.5	27.8	44.4	53.7

Note: All figures are based on per cent.

TABLE IX

OPINIONS OF STUDENTS AND LAYMEN AS TO THE DEGREE OF
 IMPORTANCE OF THE ITEMS LISTED IN THE PROPER USE OF THE DICTIONARY

	Very Important			Important			Of Little Importance		
	Students	Laymen	Total	Students	Laymen	Total	Students	Laymen	Total
Finding word meanings	63.4	75.7	67.6	35.2	21.6	30.6	1.4	2.7	1.9
Syllabication	15.5	27.0	19.4	57.7	56.8	57.4	26.8	16.2	23.1
Recognizing diaeritcal markings	22.5	32.4	25.9	62.0	56.8	60.2	15.5	10.8	13.9
Knowing what abbreviations stand for	47.9	27.0	40.7	39.4	56.8	45.4	12.7	16.2	13.9

Note: All figures are based on per cent.

Being able to use proper punctuation in written work outside English class was considered to be very important by nearly everyone answering the opinionnaire. More than ninety per cent of the respondents thought that it was important to learn the rules of punctuation. Using common sense instead of the rules of punctuation was held to be of little importance by over half of the students. This, perhaps, justifies the opinion that a person must know "how to do something" if he expects to do it correctly.

Using the dictionary properly. Table VII, page 21, and Table IX, page 23, show that students and laymen disagreed sharply on the amount of emphasis placed on this item. Sixty-eight per cent of the students said that enough emphasis was placed on using the dictionary properly; sixty-eight per cent of the laymen believed the opposite.

Being able to find word meanings was very important to both student and layman; however surprisingly enough syllabication was not thought to be of much importance by nearly thirty per cent of the students.

Proper use of the school library. The majority of students did not think there was enough emphasis upon proper use of the school library. Table VII, page 21, and Table X, page 25, indicate that laymen were of a divided opinion on the matter. Fifty-one per cent said enough and forty-six per cent not enough emphasis.

Knowing how to look up material in encyclopedias and other references was of great importance to seventy-six per cent of the respondents. Not nearly so much emphasis was placed on understanding the Dewey Decimal System or the card catalogue. This was probably due to the fact that the

TABLE X

OPINIONS OF STUDENTS AND LAYMEN AS TO THE DEGREE OF
 IMPORTANCE OF THE ITEMS LISTED IN USING THE LIBRARY PROPERLY

	Very Important			Important			Of Little Importance		
	Students	Laymen	Total	Students	Laymen	Total	Students	Laymen	Total
Understanding Dewey Decimal system	36.6	18.9	30.6	46.5	56.8	50.0	16.9	24.3	19.4
Understanding Card catalogue	53.5	43.2	50.0	42.3	54.1	46.3	4.2	2.7	3.7
Knowing how to look up material	74.6	78.4	75.9	25.4	18.9	23.1	0.0	2.7	0.9

Note: All figures are based on per cent.

library at Twin Bridges High School did not operate on the Dewey Decimal system and the students did not fully understand the value of the system.

Compiling a bibliography. According to Table XI, page 28, and Table XII, page 29, student opinion was equally divided as to whether enough or not enough emphasis was placed on learning to compile a bibliography. Seventy per cent of the laymen were satisfied that there was enough emphasis on this phase of English.

Virtually everyone agreed that knowing the correct form to use as well as neatness and accuracy were either "very important" or "important."

Poise and good manners. Of considerable interest was the fact that nearly seventy per cent of the respondents believed that there was not enough emphasis on learning poise and good manners as indicated by Table XI, page 28, and Table XIII, page 30. Several people made a point of stating this opinion vehemently while they were filling out the opinionnaire.

The ability to converse interestingly and to introduce people properly were thought to be "very important" by more than seventy per cent of the total number of interviewees.

More than half the people believed that answering the telephone properly and knowing how to make a date were important. Many more laymen than students were of the opinion that dating was of little importance as a phase of the English curriculum.

Audio-visual aids. Table XII, page 29, and Table XIV, page 31, showed that students thought there was more need for audio-visual aids

than did the laymen. Fifty-eight per cent of the students indicated there was not enough emphasis while only thirty-seven per cent of the laymen were of a like opinion.

Maps, charts, and graphs received the greatest support as being important. Films were second in importance according to the results of the opinionnaire while radio programs were thought to be of the least importance by the greatest number of people.

Written expression. Table XV, page 31, Table XVI, page 32, and Table XVII, page 33, show that sixty-six per cent of the students thought there was not enough written expression. The "A" group of students agreed with the laymen in their opinion. Again as in other cases where differences of opinion exist, there is no way to decide which is the more nearly correct response.

Of the various forms of written expression, seventy-one per cent believed that business letters were very important. The other forms of written expression were listed in the following order: (1) term papers, (2) written reports, (3) friendly letters, (4) original stories, (5) descriptive themes, (6) school paper, (7) original poems, and (8) scrapbooks.

Original poems and scrapbooks were considered to be of little importance by nearly half the total number of respondents. All the other phases of written expression were considered "important" or "very important" by at least eighty-five per cent of the people answering the opinionnaire.

Spelling and grammatical usage led in that order as the most important writing skills. Research, organization of materials, creative ideas expressed, and punctuation were also very important to over sixty per cent of

TABLE XI

OPINIONS OF STUDENTS AND LAYMEN AS TO EMPHASIS PLACED ON LEARNING
TO COMPILE A BIBLIOGRAPHY, THE LEARNING OF POISE AND GOOD MANNERS, AND
AUDIO-VISUAL AIDS IN THE TEACHING OF ENGLISH AT TWIN BRIDGES HIGH SCHOOL

	Too Much			Enough			Not Enough		
	Compile Bibliography	Learning Poise	Audio-Visual	Compile Bibliography	Learning Poise	Audio-Visual	Compile Bibliography	Learning Poise	Audio-Visual
"A" Students	0.0	0.0	16.7	66.7	50.0	33.3	33.3	50.0	50.0
"B" students	5.9	0.0	5.9	23.5	23.5	23.5	64.7	76.5	70.6
"C" Students	0.0	2.8	0.0	58.3	47.2	55.6	41.7	50.0	44.4
"D" Students	0.0	0.0	0.0	50.0	33.3	16.7	50.0	66.7	83.3
Total Students	1.4	1.4	2.8	49.3	38.0	39.4	49.3	60.6	57.7
Laymen	5.4	5.4	2.7	70.2	16.2	59.2	24.3	78.4	37.8
Total	2.7	2.7	2.7	56.5	30.6	46.3	40.7	66.7	50.9

Note: All figures are based on per cent.

TABLE XII

OPINIONS OF STUDENTS AND LAYMEN AS TO THE DEGREE OF
IMPORTANCE OF THE ITEMS LISTED IN LEARNING TO COMPILE A BIBLIOGRAPHY

	Very Important			Important			Of Little Importance		
	Students	Laymen	Total	Students	Laymen	Total	Students	Laymen	Total
Knowing correct form	66.2	37.8	56.5	31.0	56.8	39.8	2.8	5.4	3.7
Neatness and accuracy	53.5	43.2	50.0	45.1	51.4	47.2	1.4	5.4	2.8

Note: All figures are based on per cent.

TABLE XIII

OPINIONS OF STUDENTS AND LAYMEN AS TO THE DEGREE OF
IMPORTANCE OF THE ITEMS LISTED IN LEARNING POISE AND GOOD MANNERS

	Very Important			Important			Of Little Importance		
	Students	Laymen	Total	Students	Laymen	Total	Students	Laymen	Total
Ability to introduce people	74.6	64.9	71.3	25.4	32.4	27.8	0.0	2.7	0.9
Ability to answer telephone	42.3	37.8	40.7	53.5	62.7	56.5	4.2	0.0	2.8
Ability to converse interestingly	76.1	75.7	75.9	23.9	24.3	24.1	0.0	0.0	0.0
Ability to make a date properly	35.2	32.4	34.3	59.2	51.4	56.5	5.6	16.2	9.3

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Note: All figures are based on per cent.

TABLE XIV

OPINIONS OF STUDENTS AND LAYMEN AS TO DEGREE OF IMPORTANCE OF THE ITEMS LISTED IN USING AUDIO-VISUAL AIDS

	Very Important			Important			Of Little Importance		
	Students	Laymen	Total	Students	Laymen	Total	Students	Laymen	Total
Films	38.0	35.1	37.0	49.3	54.1	50.9	12.7	10.8	12.0
Radio Programs	25.4	5.4	18.5	54.9	78.4	63.0	19.7	16.2	18.5
Maps, charts and graphs	45.1	40.5	43.5	46.5	45.9	46.3	8.5	13.5	10.2

Note: All figures are based on per cent.

TABLE XV

OPINIONS OF STUDENTS AND LAYMEN AS TO EMPHASIS PLACED ON WRITTEN EXPRESSION, ORAL EXPRESSION, AND LITERATURE IN THE TEACHING OF ENGLISH AT TWIN BRIDGES HIGH SCHOOL

	Too Much			Enough			Not Enough		
	Written Expression	Oral Expression	Literature	Written Expression	Oral Expression	Literature	Written Expression	Oral Expression	Literature
"A" Students	0.0	0.0	16.7	33.3	16.7	66.7	66.7	83.3	16.7
"B" Students	0.0	0.0	0.0	76.5	58.8	70.6	23.5	41.2	29.4
"C" Students	2.8	0.0	8.3	69.4	44.4	72.2	27.8	55.6	19.4
"D" Students	0.0	0.0	8.3	58.3	66.7	75.0	41.7	33.3	16.7
Total Students	1.4	0.0	7.0	66.2	49.3	71.8	32.4	50.7	21.1
Laymen	0.0	0.0	2.7	35.1	56.8	75.7	64.9	43.2	21.6
Total	0.9	0.0	5.6	55.6	51.9	73.1	43.5	48.1	21.3

Note: All figures are based on per cent.

TABLE XVI

OPINIONS OF STUDENTS AND LAYMEN AS TO THE DEGREE OF
IMPORTANCE OF THE FOLLOWING FORMS OF WRITTEN EXPRESSION

	Very Important			Important			Of Little Importance		
	Students	Laymen	Total	Students	Laymen	Total	Students	Laymen	Total
Original stories	33.8	32.4	33.3	53.5	56.8	54.6	12.7	10.8	12.0
Descriptive themes	29.6	37.8	32.4	53.5	48.6	51.9	16.9	13.5	15.7
Original poems	25.4	10.8	20.4	32.4	35.1	33.3	42.3	54.1	46.3
Written reports	50.7	54.1	51.9	45.1	43.2	44.4	4.2	2.7	3.7
Term papers	60.6	40.5	53.7	33.8	48.6	38.9	5.6	10.8	7.4
Business letters	67.6	78.4	71.3	31.0	21.6	27.8	1.4	0.0	0.9
Friendly letters	31.0	37.8	33.3	60.6	51.4	57.4	8.5	10.8	9.3
School paper	35.2	21.6	30.6	59.2	75.7	64.8	5.6	2.7	4.6
Scrapbooks	5.6	8.1	6.5	42.3	54.1	46.3	52.1	37.8	47.2

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Note: All figures are based on per cent.

the respondents. The style of writing was considered of little importance by more people than any of the other items listed in the opinionnaire under written expression.

In letter writing, accuracy, courtesy, and neatness were very important to roughly seventy per cent of those questioned. Proper paragraphing and the parts of a letter did not seem as important to a majority of students and laymen.

Oral expression. Opinion as to whether there was enough oral expression was about equally divided as shown by Table XV, page 31, Table XVIII, page 35, and Table XIX, page 35. Forty-nine per cent of the students and fifty-six per cent of the laymen thought that enough emphasis was placed on oral expression while the remainder in both cases thought that there was not enough oral expression in the English curriculum. A greater number of "A" and "B" students favored more oral work than did the poorer students.

Dramatics and extemporaneous speeches were the favored forms of oral expression with tape recordings receiving the least support.

In the giving of oral reports, preparation was considered very important by nearly ninety per cent of both students and laymen. Poise, style of delivery, appearance, and proper use of notes also got strong support while more people were inclined to think that memorization was of little importance.

Study of literature. Table XV, page 31, and Table XX, page 36 show that nearly seventy-five per cent of the total respondents thought that literature was emphasized enough. A considerable number of students were of the opinion that it was emphasized too much and very few believed that not enough emphasis was placed on literature.

TABLE XX

OPINIONS OF STUDENTS AND LAYMEN AS TO THE DEGREE OF
IMPORTANCE OF THE ITEMS LISTED IN THE STUDY OF LITERATURE

	Very Important			Important			Of Little Importance		
	Students	Laymen	Total	Students	Laymen	Total	Students	Laymen	Total
Stories in text	15.5	21.6	17.6	73.2	59.5	66.7	11.3	18.9	13.9
Stories from other sources	29.6	21.6	26.9	64.8	75.7	66.7	5.6	2.7	4.6
Classical literature	--	--	--	--	--	--	--	--	--
Shakespeare's Plays	26.8	37.8	30.6	50.7	45.9	49.1	22.5	16.2	20.4
Milton's Poems	7.0	5.4	6.5	71.8	59.5	67.6	21.1	35.1	25.9
Chaucer's Poetry	8.5	8.1	8.3	69.0	37.8	58.3	22.5	54.1	33.3
Emerson's Essays	29.6	18.9	25.9	54.9	56.8	55.6	15.5	24.3	18.5
Whitman's Poetry	19.7	13.5	17.6	66.2	67.6	66.7	14.1	18.9	15.7
Poe's stories and poems	31.0	21.6	27.8	57.7	51.4	55.6	11.3	27.0	16.7
Scott's Novels	46.5	18.9	37.0	42.3	62.2	49.1	11.3	18.9	13.9
Modern Authors	46.5	27.0	39.8	47.9	56.8	50.9	5.6	16.2	9.3

Note: All figures are based on per cent.

TABLE XXI

OPINIONS OF STUDENTS AND LAYMEN AS TO EMPHASIS PLACED ON BOOK REPORTS AND READING IN THE TEACHING OF ENGLISH AT TWIN BRIDGES HIGH SCHOOL

	Too Much		Enough		Not Enough	
	Book Reports	Reading	Book Reports	Reading	Book Reports	Reading
"A" Students	0.0	0.0	33.3	0.0	66.7	50.0
"B" Students	5.9	0.0	94.1	64.7	0.0	35.3
"C" Students	8.3	0.0	80.6	69.4	13.9	30.6
"D" Students	0.0	8.3	83.3	83.3	16.7	8.3
Total Students	5.6	1.4	78.8	69.0	15.5	29.6
Laymen	2.7	2.7	89.2	32.4	8.1	64.9
Total	4.6	1.9	82.4	56.5	13.0	41.7

Note: All figures are based on per cent.

TABLE XXII

OPINIONS OF STUDENTS AND LAYMEN AS TO DEGREE OF IMPORTANCE OF THE ITEMS LISTED IN DOING BOOK REPORTS

	Very Important			Important			Of Little Importance		
	Students	Laymen	Total	Students	Laymen	Total	Students	Laymen	Total
Written reviews	31.0	27.0	29.6	62.0	56.8	60.2	7.0	16.2	10.2
Oral reports	73.2	37.8	61.1	25.4	59.5	37.0	1.4	2.7	1.9
Dramatic enactments	18.3	10.8	15.7	47.9	62.2	52.8	33.8	27.0	31.5

Note: All figures are based on per cent.

TABLE XXIII

OPINIONS OF STUDENTS AND LAYMEN AS TO DEGREE
OF IMPORTANCE OF THE ITEMS LISTED IN READING

	Very Important			Important			Of Little Importance		
	Students	Laymen	Total	Students	Laymen	Total	Students	Laymen	Total
Knowing how to think	77.5	78.4	77.8	21.1	21.6	21.6	1.4	0.0	0.9
Knowing a topic sentence	42.3	56.8	47.2	46.5	37.8	43.5	11.3	5.4	9.3
Knowing how to outline	43.7	54.1	47.2	45.1	35.1	41.7	11.3	10.8	11.1
Understanding what read	90.1	94.6	91.7	8.5	5.4	7.4	1.4	0.0	0.9
Remembering what read	78.9	81.1	79.6	21.1	16.2	19.4	0.0	2.7	0.9
Remedial reading	69.0	83.8	74.1	29.6	10.8	23.1	1.4	5.4	2.8

Note: All figures are based on per cent.

More students seemed to be dissatisfied with the literature course than any other phase of English. They particularly disliked classical literature. Stories by well-known modern authors and books and stories selected by the student from other sources received the strongest support from students as being of importance. British authors--Shakespeare, Milton, and Chaucer--were more unpopular with the students than Americans such as Emerson, Whitman, and Poe.

There also seemed to be considerable dissatisfaction with the textbooks used in the classroom.

On the basis of the opinionnaire, it would appear that the current practices in the teaching of literature should be carefully analyzed with a view toward possible revision of this phase of the English curriculum.

Book reports. A strong majority of more than eighty-two per cent indicated that book reports were emphasized enough according to Table XXI, Page 37, and Table XXII, page 37. Quite a few students thought that they were emphasized too much. Oral reports were greatly favored over written reports, particularly by students. Laymen, however, thought that oral and written reports were of about equal value. Very few seemed to favor dramatic enactments of portions of the story in class as being of too much importance.

Teaching of reading. Table XXI, page 37, and Table XXIII, page 38 indicate that students were satisfied with the amount of emphasis upon the teaching of reading while the laymen believed that not enough emphasis was placed on this phase of English.

Understanding what has been read was overwhelmingly considered very important by both student and layman. Remedial reading for special students also received strong support perhaps indicating a field where more work should be done on the high school level.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Re-statement of Problem. The problem was to discover how the students and laymen of Twin Bridges, Montana, believed English was and should be taught. The study attempted to find out not only what degree of emphasis students and laymen thought was placed on the various phases of the English curriculum but also how much emphasis they felt should be placed on these various factors.

Procedure. An opinionnaire was designed to discover the opinions of students and laymen of Twin Bridges High School regarding the teaching of English. It was administered personally to a total of one hundred and eight students and laymen of Twin Bridges, Montana (seventy-one students and thirty-seven laymen). The results from the one hundred and eight opinionnaires were tabulated. The findings were reviewed and interpreted in the body of this paper.

Summary of Findings. The majority of respondents, both student and laymen, generally agreed that enough emphasis was placed on literature, punctuation, and book reports. The feeling among the students was that certain phases of literature were over emphasized.

Students also believed that grammar, written expression, proper use of the dictionary, and reading were emphasized enough. The laymen did not concur in this opinion and thought that more emphasis should be placed on these items. On the other hand, audio-visual aids and oral expression deserved more emphasis according to the students; whereas the laymen were of

the opposite opinion concerning these two phases of the English curriculum. There was no significant agreement concerning learning to compile a bibliography as both students and laymen were about equally divided in their opinions about it.

The majority of both students and laymen thought that there should be more emphasis on the following phases of English: (1) vocabulary, (2) spelling, (3) learning of poise and good manners, (4) proper use of the library.

Among the various items listed under the study of certain phases of English the following findings were significant.

1. All eight items listed under the study of grammar were considered "very important" or "important" by a majority of respondents. Agreement of predicate with subject was considered "very important" by greatest number of people.

2. According to the results of the study, the best way to build a better vocabulary was to read widely.

3. The results of the survey showed that using proper punctuation outside English class was considered "very important."

4. According to the results of the survey the most important use of the dictionary was to be able to find word meanings.

5. The majority of the respondents believed the best way to study spelling was by visualization of the word.

6. Knowing how to look up material in encyclopedias and other references was considered "very important" in using the library.

7. In compiling a bibliography, correct form, accuracy, and neatness stood out as being considered important.

8. Of the items listed under poise and good manners, being able to converse interestingly and being able to introduce people properly were considered most important by the respondents.

9. Maps, charts, and graphs were thought to be more vital than films or radio programs as audio-visual aids.

10. Business letters were the most important form of written expression according to the findings. Original poems and scrapbooks were felt to be "of little importance" by many.

11. Spelling, correct grammatical usage, research, creative ideas, and organization of material were thought to be "very important" in the order named.

12. The respondents thought that accuracy, courtesy, neatness, and conversationality took precedence as the most important phases of letter writing.

13. All forms of oral expression were considered important by students and laymen.

14. Preparation and poise were thought of as the most important factors in oral expression. Memorization seemed to be considered the least important.

15. Stories by well-known modern authors and books and stories selected by the student were favored over the "classics" and textbook selections as the best method of studying literature.

16. Oral book reports were considered superior to written reports. Very few respondents favored dramatic enactments of portions of the story.

17. Understanding and remembering what has been read were "very important" to practically all students and laymen. There was considerable

sentiment for remedial reading on the high school level.

Recommendations. In view of the findings of this study certain general conclusions and recommendations appear to be in order.

Vocabulary study should be stressed with the goal of instilling better reading habits in a student's mind. The study of root words would also probably greatly aid in achieving this objective. It would seem obvious that were students' vocabularies built up to a place where they could understand classical literature, their enjoyment of this type of literature would be greatly enhanced.

More emphasis should be placed on spelling on the high school level. Possibly the best method of stressing spelling would be to make students more conscious of their errors in written papers. Learning word meanings and correct spelling could very easily go together in the study of root words.

Students should be trained in using the facilities of the school library so that they could make the best possible use of the material available to them.

The learning of poise and good manners should merit a larger share of the time spent in English class. The students generally believe that this type of activity is important. Every effort to increase the value of the English curriculum in the eyes of the student should be made.

The teaching of literature should be evaluated in line with the findings of this study. Perhaps, more time should be devoted to "pleasure reading" in the future with possibly a corresponding lessening in the amount of emphasis placed on classical literature.

The recommendations made in this study must, of course, be considered pertinent only to the English curriculum at Twin Bridges High School. No attempt has been made to apply the findings of this study to any other school or community because the opinions tabulated herein refer only to that specific school and community.

B I B L I O G R A P H Y

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A P P E N D I X

ENGLISH TEACHING QUESTIONNAIRE

1. Your Name: _____ 2. Your status: () Teacher, () Student, () Layman

DIRECTIONS: Please answer following questions by placing a check in the () beside the item which BEST describes your opinion. Be honest--tell how you really feel.

1. In high school English is grammar emphasized () too much, () enough, () not enough?
2. In the study of grammar, of what importance is each of the following?
- | | <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> |
|---|-----------------------|------------------|-----------------------------|
| A. Recognition of a sentence | () | () | () |
| B. Basal parts of a sentence (subject, predicate, etc.) | () | () | () |
| C. Parts of Speech | () | () | () |
| D. Properties of Verbs | () | () | () |
| E. Agreement of predicate with subject | () | () | () |
| F. Dependent Clauses | () | () | () |
| G. Uses of Noun | () | () | () |
| H. Verbals (gerunds, participles, infinitives) | () | () | () |
3. In high school English is vocabulary emphasized () too much, () enough, () not enough?
4. In building a better vocabulary, how important is each of the following?
- | | | | |
|--|-----|-----|-----|
| A. Study of root words | () | () | () |
| B. Making lists of new words | () | () | () |
| C. Learning through reading widely | () | () | () |
5. In high school English is spelling emphasized () too much, () enough, () not enough?
6. In studying spelling, how important is each of the following?
- | | | | |
|--|-----|-----|-----|
| A. Making lists of new words | () | () | () |
| B. Study of "trouble spots" in words | () | () | () |
| C. Visualization (seeing the word in the mind) | () | () | () |
| D. Rote memorization (practice given word lists) | () | () | () |
7. In high school English is punctuation emphasized () too much, () enough, () not enough?

8. In studying punctuation, how important is each of the following?

	<u>Very Important</u>	<u>Important</u>	<u>Of Little Importance</u>
A. Learning rules governing punctuation	()	()	()
B. Being able to use proper punctuation in written work outside English class	()	()	()
C. Using common sense instead of punctuation rules. . . .	()	()	()

9. In high school English is proper use of the dictionary emphasized () too much, () enough, () not enough?

10. In using the dictionary properly, how important is each of the following?

A. Being able to find word meanings	()	()	()
B. Syllabication (dividing word into syllables)	()	()	()
C. Recognizing diacritical markings	()	()	()
D. Knowing what abbreviations stand for (obs. colloq. etc) ()	()	()	()

11. In high school English is proper use of library emphasized () too much, () enough, () not enough?

12. In using the library properly, how important is each of the following?

A. Understanding the Dewey Decimal system	()	()	()
B. Understanding the card catalogue	()	()	()
C. Knowing how to look up material in encyclopedias and other references	()	()	()

13. In high school English is learning to compile a bibliography emphasized () too much, () enough, () not enough?

14. In compiling a bibliography, how important is each of the following?

A. Knowing correct form to use	()	()	()
B. Neatness and accuracy	()	()	()

15. In high school English is the learning of poise and good manners emphasized () too much, () enough, () not enough?

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16. In the learning of poise and good manners, how important is each of the following?

	<u>Very</u> <u>Important</u>	<u>Important</u>	<u>Of Little</u> <u>Importance</u>
A. Being able to introduce people properly	()	()	()
B. Being able to answer the telephone properly	()	()	()
C. Being able to converse interestingly	()	()	()
D. Being able to make a date properly	()	()	()

17. In high school English, are audio-visual aids emphasized () too much, () enough, () not enough?

18. Of the various audio-visual aids, how important is each of the following?

A. Films	()	()	()
B. Radio programs	()	()	()
C. Maps, charts, and graphs	()	()	()

19. In high school English is written expression emphasized () too much, () enough, () not enough?

20. How important is each of the following forms of written expression?

A. Themes			
1. Original stories	()	()	()
2. Descriptive themes	()	()	()
3. Original poems	()	()	()
4. Written reports	()	()	()
B. Term papers	()	()	()
C. Business letters	()	()	()
D. Friendly letters	()	()	()
E. School paper	()	()	()
F. Scrapbooks	()	()	()

21. In written papers, how important is each of the following?

A. Creative ideas expressed	()	()	()
B. Organization of material (outline)	()	()	()
C. Correct grammatical usage	()	()	()
D. Correct punctuation	()	()	()
E. Correct spelling	()	()	()
F. Form used (in case of term paper)	()	()	()
G. Research (in case of term paper)	()	()	()
H. Style of writing	()	()	()

21. In written papers, how important is each of the following? (continued)

	<u>Very</u> <u>Important</u>	<u>Important</u>	<u>Of little</u> <u>Importance</u>
I. Letter writing			
1. Accuracy	()	()	()
2. Neatness	()	()	()
3. Courtesy	()	()	()
4. Paragraphing	()	()	()
5. Parts of a letter	()	()	()
6. Conversationality (friendly tone of letter)	()	()	()

22. In high school English, is oral expression emphasized () too much, () enough, () not enough?

23. How important is each of the following forms of oral expression?

A. Extemporaneous (little preparation, no notes)	()	()	()
B. Impromptu (no preparation)	()	()	()
C. Reports (with notes)	()	()	()
D. Tape recordings	()	()	()
E. Dramatics (school plays)	()	()	()

24. In oral reports, how important is each of the following?

A. Preparation	()	()	()
B. Appearance	()	()	()
C. Style of delivery	()	()	()
D. Poise	()	()	()
E. Proper use of notes	()	()	()
F. Memorization	()	()	()

25. In high school English is the study of literature emphasized () too much, () enough, () not enough?

26. In the study of literature, how important is each of the following?

	<u>Very</u> <u>Important</u>	<u>Important</u>	<u>Of Little</u> <u>Importance</u>
A. Stories in literature text	()	()	()
B. Book and stories selected by student from other sources	()	()	()
C. Classical literature			
1. Shakespeare's plays	()	()	()
2. Milton's poems	()	()	()
3. Chaucer's poetry	()	()	()
4. Emerson's essays	()	()	()
5. Whitman's poetry	()	()	()
6. Poe's stories and poems	()	()	()
7. Scott's novels	()	()	()
D. Stories by well known modern authors (Lewis, Hemingway)	()	()	()

27. In high school English, are book reports emphasized () too much, () enough, () not enough?

28. In doing book reports, how important is each of the following?

	<u>Very</u> <u>Important</u>	<u>Important</u>	<u>Of Little</u> <u>Importance</u>
A. Written reviews by students	()	()	()
B. Oral reports	()	()	()
C. Dramatic enactments of portions of story in class . . .	()	()	()

29. In high school English is the teaching of reading emphasized () too much, () enough () not enough?

30. In being able to read properly, how important is each of the following?

A. Knowing how to think	()	()	()
B. Knowing what a <u>topic sentence</u> is	()	()	()
C. Knowing how to outline what has been read	()	()	()
D. Understanding what has been read	()	()	()
E. Remembering what has been read	()	()	()
F. Remedial reading for special students (helping poor readers improve their ability to read)	()	()	()

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