A Study of Student Evaluation of the Freshman English Course of South Dakota State College

Charles E. Brickwedel

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A STUDY OF STUDENT EVALUATION OF THE FRESHMAN
ENGLISH COURSE OF SOUTH DAKOTA
STATE COLLEGE

BY
CHARLES E. BRICKWEDDEL

A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science, Department of
English, South Dakota State
College of Agriculture
and Mechanic Arts

June, 1960
This thesis is approved as a creditable, independent investigation by a candidate for the degree, Master of Science, and is acceptable as meeting the thesis requirements for this degree; but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Advisor

Head of the Major Department
I wish to express my deep and heart-felt gratitude to my thesis advisor, Mr. Maynard Fox, for his unfailing sympathy, kindness, patience and understanding. Without his able guidance this work could not have been completed. I am also grateful to the other members of the graduate staff of the English department for their encouragement and assistance. My fellow graduate assistants have been of inspiration and help to me throughout the course of this study. To all the members of the English staff, who gave of their time and energy to help me gather the data used, I say a hearty thank you.

C. E. B.
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THE PURPOSE OF THIS STUDY

Origins

This study grew out of the work done by Walter C. Daniel, a graduate student at South Dakota State College, on a thesis completed by him in June of 1959. His study sought to discover the attitudes which the staff teaching technical subjects at this institution held concerning the adequacy of the English preparation of the students in their classes. It was at his suggestion that I became interested in the other side of the coin: What do the students themselves think of their preparation in English and the basic language skills of reading, writing, and grammar?

Statement of Purpose

Accordingly, the purpose of this study was to discover the opinion of the student concerning his high school training in English as a preparation for college work and his college training in English as preparation for further college work. Other related subjects which challenged my curiosity and to which I hoped to find answers were the reliability of student opinion about progress made in language skills as compared to grades earned; changes in attitudes effected during the course; what effect if any, the size of the school might have upon the attitude toward the skills and progress made in them; what significant differences might appear between the attitudes and performance of the two levels or groups into which the Freshman English students are
divided; and what basic issues and problems might be noted in criticisms and suggestions made by the students. The primary purpose, however, is to discover the students' thinking about the freshman English course and how that course might be improved.
LIMITATIONS OF THE STUDY

The area of this study was limited to the students enrolled in English 3 and English 6 at South Dakota State College during the Spring Quarter of 1959. The majority of these had been enrolled in the entire sequence of English 1, 2, and 3, or in English 4, 5, and 6 during the consecutive Fall, Winter, and Spring Quarters of 1958-1959. The questionnaires filled out by the students who had not been in the entire sequence were not included in the study. All of the English 3 students were asked to fill out the questionnaire (see Appendix) but as is the usual result, not all complied, and some who did failed to fill out the data sheet completely or correctly. These were likewise discarded, with the result that out of 394 students enrolled in English 3, the questionnaires of seventy-two were unusable. This left a total group of 322 English 3 questionnaires for the study.

Not all of the English 6 students were asked to fill out the form. Five sections with an approximate enrollment of twenty-five each were asked to cooperate. One hundred and twenty-five English 6 enrollees comprised the group studied, out of a possible 326. The two groups together totalled 447. It will be well to clearly indicate here the differences between these two groups in order that the conclusions drawn from the study later on may be more understandable.

All matriculating Freshmen at South Dakota State College are required to take an English placement test which tests ability in applied grammar and usage. The students are ranked on the basis of scores made
on this test, and those falling below the 67th percentile are placed in the English 1-2-3 sequence and those falling on or above the 67th percentile are placed in the English 4-5-6 sequence. This test has been developed by the English department of South Dakota State College and has been used and tested for several years. A series of studies made by the Language Skills laboratory of South Dakota State College has shown this test to be a more accurate predictor of scholastic success than the ACE or SCAT tests.¹

Consequently the students scoring high on this placement test can be safely assumed either to be more intelligent, to have greater ability in language skills, or to have had a richer and more rewarding experience in language study than those who scored low. The difference between the two groups was somewhat narrowed, however, since a large number of the subnormal students either dropped out or failed during the Fall and Winter Quarters of the course sequence. It should also be noted that students scoring extremelv high on this placement test are exempted from the first quarter's work (after writing an acceptable paper) and therefore those, who normally would appear at the extreme top of the scale, do not affect the study because their questionnaires were not used. Despite this leveling process, there remains enough difference between the intelligence and ability of the two groups to make it possible to use the upper group as a means of comparison and control.

¹Language Skills Research Laboratory, 1959 Report, No. 4, September 29, 1959, South Dakota State College.
Many interesting and vital questions suggested themselves in relation to this study, but it must be born in mind that in this study I was primarily interested in finding out the attitude and opinion of the student toward the Freshman English course, not what he might think about any other English courses, or any other course given in college. However, some of these related questions will be mentioned later as possibilities for further studies and investigations. The study included the following areas:

1. The student's attitude, at the time he enters college, toward the subject of English;

2. The student's opinion about his progress or lack of it in the three basic language skills—reading, writing, and grammar;

3. The student's attitude toward the study of English at the end of three quarters of study in Freshman English;

4. The student's opinion about the adequacy of his high-school English training in preparing him for the study of College English;

5. The student's opinion about the adequacy of his high-school English training in preparing him for general college work;

6. The student's opinion of the adequacy of his college Freshman English course in preparing him for the balance of his college work—and for life and vocation.

7. The student's opinion about the degree of mastery achieved in each of the three basic language skills through college English training.

8. The student's opinion about each of the three parts of the
9. The student's opinion as to how the Freshman English course could be improved;

10. The student's current interest in English as a possible major or minor field of study.

It should also be noted that the content, methods and materials used in the lower level course differ to a large degree from those used in the upper level course. Because the students enrolled in English 4, 5, and 6 are assumed to have a good grasp of grammar fundamentals and usage, a very brief review in the Fall Quarter constitutes the only emphasis given to this skill in the upper level course. The bulk of the time is divided between writing and the study of literature, the writing being closely related to the reading material used. On the contrary, the English 1, 2, and 3 program is evenly divided between the three basic skills, with more emphasis being given to grammar in the first quarter than in the last two. Much more time is given to grammar than in the 4, 5, and 6 sequence because the majority of the lower level group are deficient in this skill upon entering college. The reading quizzes were designed to teach careful reading and to test the students' comprehension and understanding of what is read. Most of the items on these quizzes have been tested by item analysis and the items poor in difficulty and discrimination have been eliminated.²

²Course outlines of the two levels for the three quarters of the Freshman year, as well as samples of the reading quizzes and copies of the grammar exams used, may be seen in the Appendix.
The responses given by the students were evaluations of all that was included in the courses as outlined. Some variation between instructors and instructor standards and methods of teaching certainly existed, but generally there was a common body of material covered, ideas imparted, and techniques taught, which made for a high degree of similarity in the object of evaluation.
JUSTIFICATION OF THE STUDY

Student Opinion Examined

Centuries ago, medieval philosophers debated at length about how many teeth there were in the mouth of a horse. Some young inexperienced thinker suggested that they bring in a horse and look. This scientific suggestion almost cost the young man his life. In somewhat the same spirit this thesis is presented. It is my opinion that one of the important means of discovering better methods of teaching English to our college youth would be to go to the young people involved and find out from them how they evaluate the work of the college and staff, and how they think the course and curriculum might be improved. Max W. Wise, writing for the Commission on the College Student of the American Council of Education, states his belief that if those who are concerned with higher education would become more fully aware of the student, with his individual capabilities and limitations, the quality of higher education would improve. He attempts in his book to encourage the reader to take a close look at the students he knows best—those in his own college. Wise implies that if teachers and administrators, in cooperation with students, could be stimulated and assisted to note the students of their own institutions—their origin, their ideas about college and life, the comparison of these ideas with

the objectives of the college, their understanding of key aspects of
the institutions' programs—changes otherwise impossible might be brought
about in programs and procedure in our colleges and universities.
Believing that deeper understanding of modern college students can only
come from exploration of backgrounds, their purposes in coming, their
behavior, their mores, and their reaction to courses, Wise states his
hope that his book will stimulate college faculty members to use a
realistic appraisal of their students as a basis for the development
of new purposes and programs to meet the challenge offered by these
students—a challenge that cannot be ignored.

Writing about a survey of student attitudes toward a Freshman
English course which he taught to twenty-four G. I.'s just out of the
service, Paul Anderson4 states that even a small margin of improvement
over previous procedures is enough to justify new methods in any college
course.

Conducting a study of student opinion at the beginning and at
the end of a course in American History, J. W. Carruthers5 reports
significant changes in student attitudes and states his belief that a
survey of this type could be helpful in providing useful data on which
to evaluate the effect of one's teaching, and in keeping the teacher
alert to what his students are thinking.

4Paul Bunyan Anderson, "G. I.'s Evaluate a Freshman English
5"College Survey and Students' Concepts," Social Education,
It is generally recognized that college students are to a great extent immature, and that they are not in a position to know completely what they need or want out of their college experience; nevertheless some knowledge of what the student likes or dislikes, and how he evaluates a course of study and the instruction provided, should give some guidance to those planning the curriculum in more actively interesting and motivating the student.
LITERATURE IN THE FIELD

Student Opinion

There is a growing acceptance among modern educators of the value of student opinion. A number of student-opinion studies which support this view have been made—some by the students themselves, as at the University of Delaware.6 Reporting about the results of this student-conducted survey of student opinion about every phase of university life, the author strongly endorsed the usefulness of such a survey in discovering ways of improving the milieu of the student.

John J. Kurtz and Esther J. Swenson, in reporting the results of a survey of the attitudes of the student, his parents and his teachers, made the statement: "Too seldom, perhaps, does evaluation in education deal directly with the individuals for whose education the schools exist—the children themselves."7 This survey covered attitudes toward the school situation; toward importance of successful school performance; toward educational achievement; and toward the importance of education. All of the attitudes showed closer relation to the student achievement scores than to their ability scores. High attitudes and high achievement, or low attitudes and low achievement tended to go


together. A definite inter-relationship between attitudes and actual achievement was indicated.

B. R. Morris and R. E. Will present and describe a technique for surveying student attitudes. The survey was conducted in an undergraduate course in economics. The authors feel that this type of survey could be used to make any course more interesting and useful. A survey of student opinion at the beginning of a course in which diverse attitudes may be held would be helpful in presenting materials and stimulating discussion. Such a survey would also serve as a check on whether marks are affected by the instructor's beliefs. Results also may shed light on the effects that home background, education, and other influences have on attitudes.

Bobby L. Jones and Joan R. Adaskein made a study of the relationship existing between low scholastic achievement and poor attitudes towards teachers. They see attitudes as important motivating factors which are measurable. This unpublished Master's thesis contains an excellent analysis of literature available in the field. The small number of cases used and limitations of the study made for unreliable results. The study revealed only the relationship between attitude and achievement, not the effect of attitude on achievement.

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A. H. Menness states: "Although student opinion is probably the least reliable kind of information collected, it nevertheless holds the most interest for most teachers." The author feels that this is ... "true because student opinions and reactions tell the faculty many things that they cannot get from other sources." 10

Vernon L. Replogle feels that ... "sheer economy in learning, demands that the desires, concerns and goals of the learner be given more than passing consideration." 11 He says, "The educator listens all too infrequently to the voices of the children as he plans the educational program." 12 Replogle with the help of a number of elementary school teachers asked the pupils what they felt about their schools, teachers, classmates, studies, informal activities and miscellaneous matters. The results of this study revealed that the mind cannot be educated apart from the emotional, physical and social self; that learning is a function of the total environment; and that it must be active, purposive and goal centered.

Some of the areas of investigation about which educators have


concerned themselves are: factors contributing to high scholarship,\textsuperscript{13} the merits of the objective test versus the essay test,\textsuperscript{14} and the effects a college education has upon student attitudes and opinions.\textsuperscript{15} The educators making these studies are all agreed that the student opinion survey is valuable as a guide to discovering motivation and areas of interest.

A recent survey of student opinion conducted by W. J. Early\textsuperscript{16} in 107 tenth and twelfth-grade classrooms in fifteen high schools in Massachusetts and New Hampshire was made to find out what the students wanted to learn in their English courses, what methods they preferred, and what content and methods were being offered.

Important conclusions reached by the authors were that present methods do not capitalize on students' interests in acquiring many language skills and abilities. Suggestions for improvements germane to this thesis were a richer variety of purposeful writing activity, a well balanced program of reading skill, increased attention to word study, improved methods of teaching, the dropping of analytical and theoretical


\textsuperscript{14}H. W. Silvey, "Student Reaction to the Objective and Essay Test," School and Society, vol. 73, 377-378, June 16, 1951.


study of grammar, and more variety in instruction.

In a survey of talented students made to discover how they evaluated their high schools, D. L. Thistlethwaite found little evidence to suggest that 550 merit scholarship students, representing the top two per-cent of the nation's high school graduates, felt that their secondary school deprived them of adequate preparation for college. One interesting discovery was that the per-cent of merit scholars who rated their high school preparation inadequate increased fairly regularly as the size of the junior class became smaller. Similarly, dissatisfaction with high school preparation increased as the size of the community decreased. Many of the students made comments which revealed noteworthy grievances and complaints.

A survey of Beverly Hills high school graduates enrolled in colleges and universities revealed that the students felt their high school preparation could have been improved by more writing of compositions, more note taking, more essay tests, more library research and more hard work.

Seventy composition students were asked what sort of corrections on their writing they preferred. The survey generally revealed that

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students regard carefully criticized themes as an important part of their learning experience.

Of the many surveys of student opinion about school life and education which have been made, those given above suffice to suggest the growing interest in this device and the possibilities of its widespread use. Surveys of this type, although containing many hidden variables difficult to measure and control, do serve to indicate trends of student interest which the educator would do well to consider in planning the schools of the future.

Current Unrest and Basic Problems

The contradiction and lack of unanimity currently displayed in the published literature of the field is another, and far more important, reason for the educator to observe carefully what the student thinks about the present college and high school English program and to arrive at some common goals and generally accepted principles. Much of the literature reveals a healthy self-critical attitude and an attempt to find the answer to the many problems now facing the teacher of high school and college English.

In one recent periodical, two articles appeared which present extremes of opinion in this regard. One presents a proposal for the
complete abolishing of Freshman English from the curriculum. Six reasons are given for doing so: (1) The course is a waste of time for both pupils and teachers; (2) The student is unlikely to benefit sufficiently in only two semesters to abolish long ingrained habits; (3) Ill-motivation results because the subject is required; (4) Considerable financial savings to the colleges and students would be made; (5) The situation for the college English teachers would be improved; (6) The responsibility for teaching basic language skills would be fixed on the high schools where it belongs. The author offers nothing in the place of the standard program, but sees how its deletion possibly could shorten the college program, allow more time for upper elective courses, save college expenses and relieve the teacher shortage. He assumes that the high schools will do the necessary work required in the field, and urges the widespread use of placement tests in high school and cooperation on all levels.

An answer to this proposal was made by Albert R. Kitzhaber in the same publication. Fully recognizing and listing the chronic faults of the standard Freshman English program, the author sets forth the few things that can be said in its favor. These are the subsidizing of graduate study, the opportunity for teaching experience for young


beginning instructors, the sometimes startlingly good results achieved by graduate students, and the intrinsic values in a course that centers on writing. If Freshman English were abolished the author sees the following results: (1) Some teachers would be unemployed, (2) the vacuum created by the abolition of Freshman English would be filled by other disciplines, and (3) the responsibility for teaching writing, which would have to be distributed among all of the college faculty, would not be accepted. To seek an answer to the problem of how to help the high schools do the job they should be doing in preparing the student for college, the author made a study of a special committee working in the Portland, Oregon, high schools and in Oregon colleges. The suggestions made as a result of this study are (1) to restrict the high school curriculum to two basic purposes, reading and use of language, (2) to revise teacher education programs in the colleges, (3) to campaign for reduced work loads in high schools, and (4) to seek for cooperation between high school and college teachers. The author highly recommends the continuance of the standard college Freshman English course because the teaching of language and writing is the responsibility of English teachers. His final suggestions for improvement of the course are to concentrate on rhetoric and use of language, to teach the student to do top-level writing, not just enough to get by, to demand a lot of writing by the student, and to seek to develop in the student a firm and mature style through careful critical work by the teacher.
The basic problem of the poor English preparation for college work of the average high school Senior is discussed by Giles M. Sinclair in an enlightening article. The author believes that from twenty to fifty per-cent of college composition is being taught at the high school level. Sixty-five per-cent of the college English faculty load is believed to be devoted to teaching remedial English. "Causes" of this problem are shown to be (1) overcrowding, (2) mobility, (3) the junior college transfer, and (4) the lack of true educational experience in English. Sinclair feel that the only one of these four that can be dealt with realistically is the last. To treat this lack of true educational experience in English, two groups would need to be convinced that each high school student must have an adequate experience in reading and writing: administrators, advisors and counselors on one hand and high school students who do not have clear objectives on the other.

The author attempted to attack this problem by getting the high schools in his area to give college placement tests in December to Seniors. Analysis was followed up by visits to the high schools and talks to teachers and administrators. Special classes were offered by the high schools to the weaker students, followed by a second administering of the placement test. Conferences between administrators and English staff of both high schools and colleges were held with two results: recognition of the problem and weakness of the remedial program, and the

importance of mastery of basic subject matter. Out of these conferences several suggestions were offered: placement testing to be made in the tenth grade instead of the twelfth, tests to be made available to the high schools by the colleges, results of college experience in remedial work to be made available to the high schools, and the problem of the superior student to be met by an honors course which enables him to complete in one semester the college requirements in English and Speech. Better communication and interchange of ideas and techniques between high school teachers and college staff was a beneficial result. The author recommends closer coordination between high school and college staff in order to change the administration rules that force all high school graduates on the English department and make necessary remedial work in college.

Elaine T. Smith made a study of the college preparatory English courses in the junior and senior years in the public, private and parochial high schools of Massachusetts. Her interesting article, "Piercing the Slate Curtain," reports the results. Her questionnaire included questions about writing, grammar and reading.

Under writing on the junior level, thirty-five per-cent reported a weekly writing assignment, twenty-six per-cent reported a writing assignment every two weeks, thirteen per-cent reported a writing assignment once a month. Forty-one per-cent said a long paper using source materials was required. On the senior level, thirty-eight

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23 *College English*, vol. 21, 90-97, November, 1957.
per-cent wrote once a week, twenty-four per-cent every two weeks, eight per-cent once a month. Seventy-two per-cent wrote a long paper using source material. Each of the various types of writing was taught. This answers the charge that because high school teachers are overloaded they do not assign enough writing; and answers the complaint of the poor student who says, "I never had to write."

Reports on grammar show that the high schools of Massachusetts take a goodly proportion of total class time for the teaching of grammar, roughly one fourth in the Junior year and one fifth in the Senior year. Emphasis is on terms rather than on ability to analyze.

Reports on reading show that fifty-four out of eighty-five schools use American literature for Juniors and British literature for Seniors. Two principles seem to guide choice of books: one, representation—to practice the discipline necessary for understanding all such books; two, indispensability—a necessary tool for further thinking. Amazingly similar lists of books were used by most for required reading. Standards for outside reading were remarkably dissimilar, ranging from ten to none. Methods of checking on outside reading were similar. All wanted the student to do some outside reading. All expressed the woeful lack of good available material. Smith feels that this survey is only an indication of what could be done by all colleges and that such an exact knowledge of English background of Freshman students could be a great help in knowing where to start with these students on the college level.
An attempt to define an adequate high school preparation in English was recently made by the College English Association of the San Francisco Bay Area. The results of this study, reported by James J. Lynch, received almost unanimous support from the chairman of departments of English in all junior colleges, four-year colleges and universities in California. In general the report stressed that the development of proper habits of expression in writing and speech and of appropriate reading techniques should be the concern of every official and teacher.

A report of a symposium by J. F. Sherborne and others indicates that there is radical disagreement on the subject of whether the college should accept responsibility for the student who is not literate at matriculation.

Attempts are being made to integrate Freshman English with studies in the humanities. Kingman Grover relates how the department of Humanities of the Cooper Union School of Engineering tried to devise a Freshman English course that would function not only as a means of improving the students' skills in reading and writing, but also as a course leading into and fully integrated with the whole


sequence of humanistic studies.\textsuperscript{26}

Some feel that if the Freshman English course could be expanded to a five-hour course many problems would be solved. Donald G. Wallace\textsuperscript{27} reports a research study made by the Drake University English department to determine the value of a five-hour course over that of a three-hour course. The study revealed no significant differences between the two courses.

Many writers agree on the importance of learning the skill of writing in both high school and college and the consequent need of emphasis upon this skill.

Joseph Mersand writes:

Of seventy-nine college presidents who replied to a questionnaire about the competence in English of recent graduates from high school, thirty-nine recommended more time for written composition—the recommendation made most frequently.\textsuperscript{28}

Huston in \textit{The Purposes of Higher Education} writes:

The mechanics of writing should always be kept subservient to the central aim of communicating. In writing, the sole object is communication, hence no idea of the writer is better than the words that express it. Definiteness, accuracy, and forcefulness are the chief objectives.\textsuperscript{29}

The old problems of the writing instructor are dealt with in a

\textsuperscript{26}\textit{“Freshman English as an Introduction to The Humanities,”} \textit{College English}, vol. 15, 284, February, 1954.


\textsuperscript{28}\textit{“English Meets the Challenge,”} \textit{College English}, vol. 21, 409-415, p. 414, April, 1960.

\textsuperscript{29}Huston Smith, Harper Brothers: New York, 1955, p. 163.
fresh manner by Edward Lueders, in a recent article. This author sees the problem as including the students' dilemma in deciding what the professor wants, and the professor's dilemma in trying to tell the student what he wants. He sees the professor's problem as being increased by the new science of linguistics which removes the bulwarks of traditional correctness.

Mr. Lueders feels that the stereotyping of the professor by his students because of emphasis on correctness results in a loss of communication and understanding. Mr. Lueder's answer is that the composition instructor should function not as a copyreader, but as an editor. The English teacher should be a legislator of what is meaningful, appropriate and effective writing; bringing together the writer's purpose and the reader's need, suggesting alternatives, compromising, praising, yielding and stimulating, rather than coming between the pupil and his language. The teacher-editor becomes reasonable, takes on individuality, asks questions, makes suggestions, gives advice—so as to direct and animate the student's writing. The author believes that the following good results will follow such a course: discussions will become meaningful, the students will know what the instructor wants, and the grade image will be eliminated.

One can readily see that such a program would demand that a lot more time be given to the teaching of writing than is now possible in the standard Freshman English course.

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Basic Issues

Recent articles that have attempted to see the problems of the teaching of English as a whole and to challenge the thinking of the whole profession will conclude the discussion of the literature. The first of these is the report of a conference of twenty-eight teachers of English, meeting under the auspices of the American Studies Association of America and the National Council of Teachers of English.31

The report is too extensive to be reproduced here. It dealt with two main ideas: one, the main reason for studying English, and, two, the basic issues confronting the discipline today. The reasons given for studying English are its practical value, its civilizing value, and the aesthetic value inherent in it which calls for the response of love for the subject. The realization of these goals today is brought into question and a complete re-examination of the entire problem and program of the teaching of English is felt to be imperative.

The basic issues listed are as follows: What is English? Can sequential and cumulative programs be devised? Should certain literary works be required for certain levels? What approaches to literature are possible and profitable at the various levels? When should the student acquire a vocabulary of technical terms and critical concepts? At what levels is coverage of the field important?

How is the student to get adequate background in literature? Can reliable and valid tests be devised for various levels? How can the basic program for the less able student be modified? Should the basic program be modified for the purely technical student? Should skills in reading factual prose be included? How should writing be taught? How much knowledge of the structure of language should the student have and how should it be related to writing? Is there a relation between learning to write and the reading of imaginative literature? Can national standards for writing be established for various levels, and if so, what would be their value? How about oral ability—should the English teacher feel responsible? Does size of class have any effect on quality of training in reading and writing? What effect on the quality of the student’s achievement does the teacher’s work load have? How may audio-visual aids and other modern technological devices be used? How can teachers enlist the aid of other teachers and administrators, boards, and the public at large? Can Ph. D. requirements be clarified and standardized? Other items cover preparation and certification of teachers on the various levels. These questions cover nearly all of the major problems facing the English teaching profession at this time. No attempt was made by the commission to answer these questions. They are advanced only in the hope of stimulating thinking and research in order that some positive answers might be found.

Another recent article of major importance to the general field is one written by Edward Foster on the subject "College English for
The article is an extensive report from the Committee on College English for Non-Major Students established by the National Council of Teachers of English. A 1954 study of 4000 students in representative American colleges and universities is combined with a recent study of 900 students from Pennsylvania State University. Significant results are that the non-major student is as interested in English and literature as the major and can be taught as much if properly motivated. A suggested four-semester course is given which appeals to the values of the non-major, values believed to be not significantly different from those of the major. Standards for teachers are suggested with emphasis on enthusiasm for the subject, understanding and liking of young people, and a stable, responsible and confident personality. The training of teacher-scholars is emphasized with a suggested change in the usual Master's and Doctoral program. The need of sufficient and rewarding salaries and of a rewarding system of promotion is stressed.

What can be concluded from all of this inquiry? That the entire profession is engaged in some deep soul searching? That there is room for improvement in the goals, methods and principles of the teaching of English? That the challenge of the hour is being met by a real attempt to solve the problems forced upon us by the swiftly changing economic and social pressures of our times? I believe we can answer
all of these questions in the affirmative. It is my hope that this present study will serve to cast a little light upon the shadows and that some answers to the uncertainty and bewilderment besieging us may be discovered.
After the questionnaire was first devised, it was given a trial run with two sections of English 3. Weaknesses discovered were corrected and in its final form the questionnaire was given to all of the sections of English 3 and to five sections of English 6. Of the five sections of English 6 chosen, two were under one instructor and the other three were each taught by different instructors. Most of the English 3's were in groups of two or three sections to each instructor. The instructors cooperating were given complete directions as to how to administer the questionnaire, both orally in staff meeting and in writing. A student in each section handed out the questionnaires, collected them and delivered them to the department office. This procedure was rigidly observed so that no instructor (except the one doing the study) would see the questionnaires. The students had been assured of the complete confidential handling of their replies. The students were requested to sign their names to the questionnaires, for it was the intention of the investigator to try to correlate grades with replies made on the related items of the questionnaire. Most of those filling out the data sheets did sign their names; however, a few signed fictitious names, and one section was not given clear instruction about the matter, being told by the instructor that they could sign or not as they willed. As a result some twenty-four questionnaires could not be used. After being assembled, the questionnaires were separated into the 3 and 6 groups and numbered
consecutively. The data was then put into the hands of the Machine Records department for counting of the items and tallying. Lists of the scoring on the items were made, one of the entire two groups and another of each group separately. From these tallied lists, means and standard deviations of each item were figured. These appear in the chapter on findings as Table V.

The students had been asked to indicate on the questionnaire the name, city, and size of the high school from which they graduated. These were placed in six categories according to population of the school: size # 1, 0-50; size # 2, 51-100; size # 3, 101-150; size # 4, 151-200; size # 5, 201-250; and size # 6, over 250. The percentages of students coming from each size high school scoring high, medium and low on the first six items on the questionnaire—the rating of high school English training—were compared and charted, and were recorded in Table II. The means of these same scores are recorded in Table III. The percentages of students coming from each size of high school are presented in Table I.

Four of the items are of peculiar importance, serving as generalized evaluation of the students' progress in the three basic skills and of the course as a whole. These are: Item 18—the students' evaluation of progress made in the skill of reading; Item 31—the students' evaluation of progress made in the skill of writing; Item 45—the students' evaluation of progress made in the skill of grammar and usage; and Item 48—the students' evaluation of the adequacy of the Freshman English course as preparation for doing future college work. The scoring
on these items was divided into the high school size categories and the
means charted for comparison. For this see Table IV.

The size of the high school was compared to the grades received
in the Spring Quarter for both levels, and percentages of students
from each size high school receiving each grade were figured and
charted. The results, which may be seen on Table VI, are compared
with the theoretical department curves to indicate significant differ­
ences from the norm.

The students' rating of themselves on Items 18, 31, 45 and 48,
described above, are compared with the Spring Quarter grades received.
Percentages of the total number of students placing themselves in five
categories on the rating scale—(1) 0-1, (2) 2-3, (3) 4-6, (4) 7-8,
(5) 9-10—were figured and charted for both levels. The results are
shown in Tables VII, VIII, IX and X.

The means of several related items in the three skill areas
were then compared (first the two levels—English 3 and 6—separately,
and then the two combined). These are shown on Table XI.

The names and sizes of all high schools represented by the
students filling out the questionnaire were listed according to the
school-size scale previously mentioned. Because of the extreme length
of this list, it will not appear in the appendix, but vital informa­
tion concerning these schools will be mentioned later in the chapter
on findings.

The students' comments which appeared at the end of many of the
questionnaires were carefully catalogued according to subject. The
major categories appear in Table XII.
The students' interest in the field of English as a possible minor or major field of study appears on Table XIII.

Since the Spring Quarter grade for each student represented a fair average of the grades received for the three quarters, it is used as a criterion of the student's achievement in all three of the basic skills tested. Because of great initial deficiencies in some students, the grade cannot be used as a measure of progress made in the skills involved; therefore, no real correlation between the student's evaluation of his progress in the skill and of the grade received can be made.
FINDINGS

High School Preparation

The first item on the questionnaire was concerned with the name and size of the high school from which the student graduated. Of the 445 students reporting, 185 or 41% came from high schools of over 250 in population. The remaining 59% or 260 students came to South Dakota State College from high schools ranging in size from 26 to 250. The total number of high schools represented is 266. Seventy-three of these are out-of-state schools. Of the 298 high schools in the state, 193 or 64% were represented by enrollees in the Freshman English course. A comparison between the numbers coming from the different sizes of high schools in the English 3 group and that of the English 6 sample shows very little difference. See Table I.

The chief interest in the high school size was to see if the size of the school had any relation to the students' rating of their high school training in English. See Table II. On Item 1—the adequacy of high school training in reading as preparation for doing college English work—42% of the English 3 students coming from the smallest size of high school (A) rated themselves high (8-10) on the scale, while only 25% of the English 6 students gave themselves a high rating on this item. On this same item, 11% of the graduates from the small high schools (F1) enrolled in English 3 rated themselves low (0-3) while none of the 6's did so. The upper level graduates of this small size school apparently did not feel that their reading training was as adequate as
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<th>#4</th>
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Scale of High School size:

- 0-50
- 51-100
- 101-150
- 151-200
- 201-250
- 251 and over

Group Level: 1 2 3 4 5 6
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<td>00</td>
<td>11</td>
<td>15</td>
<td>22</td>
<td>07</td>
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</tbody>
</table>

Key to Rating

High - 8 to 10
Medium - 4 to 7
Low - 0 to 3

Note: The numbers in this table represent percentages of each group scoring themselves on each item.
did the lower level students or as did other English 6 students coming from larger schools. The small number of the students involved in this group may account in part for this difference. The trend, however, is that the bigger the school, the better prepared the students feel themselves to be in the skill of reading.

Other remarkable deviations from the norm are shown in Table II in the size #1 high school column. Only 25% of the English 6 students in this category rated themselves high in grammar, which is low compared to the other categories. None of the 6's coming from high school size #1 rated themselves high in writing for college English work. A smaller percentage of the 6's coming from size #2 schools rated themselves high in reading and grammar than in any other size of school category. Again the small number reporting in this group may account for these differences, but there is definite progression upward from size #1 to size #6, indicating that the smaller the school from which the more able student comes the less adequate he feels his high school English preparation is for college work.

The students coming from schools of less than 150 population regardless of intelligence and ability rated their high school training inadequate in all three skills. The smaller numbers involved may have affected this finding, but there is certainly a general trend revealed.

A comparison of Table II with Table III, which depicts the means for the same items, one through six, shows the same general trend and serves to substantiate the findings given above. When we consider as low and unfavorable any mean in the "four" range and below, it will
### TABLE III. HIGH SCHOOL SIZE COMPARED TO MEAN SCORES OF RATING OF HIGH SCHOOL ENGLISH TRAINING

<table>
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<tr>
<th>Size</th>
<th>Item 9 Reading</th>
<th>Item 10 Writing</th>
<th>Item 11 Grammar</th>
<th>Item 12 Reading</th>
<th>Item 13 Writing</th>
<th>Item 14 Grammar</th>
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<th>Combined</th>
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</table>

**Note:** The combined means were figured from the raw scores of both 3's and 6's.
be seen that the English 6 students coming from school size #1 rate themselves low in both writing items, two and five. The two lowest means for the combined groups fall on both these same items. The 3's from both high school sizes #3 and #4, also rate themselves low in writing preparation. This finding is corroborated by the literature in the field and by the students' own comments. The students do not feel as well prepared to do college writing as they do reading and grammar. Again this sense of lack is greater in the student coming from the smaller school.

Another use of the school size was made in comparing the rating from each high school size category with the scores recorded on items 18, 31, 45, and 48, which evaluated the student's progress in the skill of reading (18), the student's progress in the skill of writing (31), the student's progress in the skill of grammar and usage (45), and the student's evaluation of the adequacy of his college English training as preparation for future college work (48). The means of the scores for these items, separated into the six high school categories and listed separately for the 3's and 6's, are recorded in Table IV.

According to these figures, the 3's tend to rate themselves higher in progress in reading than do the 6's. This result was expected because the 6's generally come with better preparation in reading than do those from the lower level. The 6's rated themselves as making more progress in writing than did the 3's. The 3's were higher generally than the 6's in rating their progress in grammar. In rating the adequacy of the whole course, the 6's were generally higher than the 3's. No radical
### Table IV: High School Size Compared with Mean Scores of Student Evaluation of Progress Made in the Three Basic Skills and in the Course as a Whole

<table>
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Note: The combined means were figured from the raw scores of both 3's and 6's.
 deviations from the norm appeared in any of the high school size categories. The lowest mean score (5.40—a little better than average on the scale and not much lower than the mean for the entire group, which is 5.95) was made by the English 3's from size #4 high schools in the rating of progress made in grammar. This was the lowest mean score, likewise, for the combined groups. The indication is that all of the students felt they made least progress in grammar.

The highest mean for the entire group reporting was a 6.76 in writing, the area in which the group as a whole felt they generally made most progress.

Comparing the means (see Table V) of responses on items one through six between the 3's and 6's, it will be noted that the 6's rated their high school training generally higher than the 3's. The 6's rated their high school grammar training the highest and their writing preparation the lowest. The 3's rated their reading preparation highest and their writing training the lowest. Both groups agree that the greatest weakness of their high school English training was in writing. Both felt that for college English work their high school training in writing was more inadequate than for that needed to do writing for college courses other than English.

The final use of the school size was made in comparing the grades received by the students with the size of high school from which they graduated. The percentages of each level receiving the different grades appear on Table VI.
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<th>English 6</th>
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</tr>
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</table>
| A     | 0%  | 6%  | 3%  | 0%  | 0%  | 5%  | Engl. 3  
|       | 0%  | 28% | 12% | 23% | 11% | 17% | Engl. 6  
|       | 0%  | 9%  | 4%  | 5%  | 3%  | 6%  | Combined  
|       | 14% | 22% | 9%  | 9%  | 23% | 12% | Engl. 3  
| B     | 50% | 36% | 58% | 42% | 33% | 45% | Engl. 6  
|       | 24% | 26% | 22% | 20% | 25% | 21% | Combined  
|       | 57% | 50% | 59% | 47% | 50% | 53% | Engl. 3  
| C     | 38% | 23% | 24% | 29% | 45% | 26% | Engl. 6  
|       | 52% | 44% | 51% | 43% | 50% | 40% | Combined  
|       | 19% | 15% | 19% | 41% | 18% | 20% | Engl. 3  
| D     | 0%  | 13% | 6%  | 6%  | 11% | 10% | Engl. 6  
|       | 14% | 15% | 16% | 30% | 16% | 12% | Combined  
|       | 9%  | 7%  | 10% | 3%  | 9%  | 10% | Engl. 3  
| F     | 12% | 0%  | 0%  | 0%  | 0%  | 0%  | Engl. 6  
|       | 10% | 6%  | 7%  | 2%  | 6%  | 7%  | Combined  
| T O T A L S | 6%  | 19% | 15% | 11% | 6%  | 40% | Engl. 3  
|       | 6%  | 18% | 14% | 14% | 7%  | 38% | Engl. 6  
|       | 6%  | 19% | 15% | 11% | 6%  | 39% | Combined  

TABLE VI. SIZE OF HIGH SCHOOL COMPARED WITH GRADES RECEIVED
The students coming from size #1 schools (0-50) make the poorest showing both for 3's and 6's. Since only 29 cases are involved, these results can hardly be counted as significant. The other two school size categories which show no student receiving an "A" are #4 and #5, both of which have fewer than fifty cases involved. Of these two, the schools of size #4 (151-200) have the heaviest concentration of "D's" received in the English 3 group (41%). This is an extreme deviation from the norm. The students coming from schools of both size #2 and #5 in the English 3 group register abnormally high in receiving "B" as a term grade. These differences could be due entirely to chance and may not be of any significance. No definite trend is observable from this data. Size #2 schools show the highest percentage of those receiving "A" in both levels. One can hardly draw the conclusion that school size #2 is ideal when so many uncontrolled factors are involved.
Evaluation of Reading Course

We turn now to the study of the three major parts of the English course and a comparison of the students' rating of their progress in the three skills involved with grades received in the course. The first item to which close study shall be given is the students' evaluation of progress made in the skill of reading. See Table VII. The scoring of the English 3 students is heaviest in the 7-8 range on the scale, with a mean of 6.59. This suggests that the 3's felt that they made considerable improvement in reading skill during their freshman year. The 6's registered their heaviest scoring in the 4-6 range, with a mean of 6.15. These more capable students did not believe they had made as much progress in the skill of reading as did the 3's. The correlation between the students' evaluation of progress and the grades actually received is low. The largest concentration of the 6's (24%), rating themselves in the 4-6 range, received "B" as a grade. The largest concentration of the 3's (24%), rating themselves in the 7-8 range, received "C" as a term grade. It is to be expected, of course, that the lower level students should have a sense of making more progress than the upper level group, having, in general, less reading experience and development to begin with. Grades are apparently not based on progress but reflect the students' actual ability and performance in using the skill.

Some interesting attitudes are revealed in connection with the texts used for the reading part of the course. The English 3 students rated *Giants in the Earth* highest, with a mean score of 8.09;
<table>
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<th>Spring quarter grades</th>
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<th>Scale</th>
<th>Decided improvement</th>
<th>Group</th>
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<td>4-6</td>
<td>7-8</td>
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</tr>
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<td></td>
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<td></td>
</tr>
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<td>10</td>
<td>16</td>
<td>175</td>
<td>199</td>
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</table>

Note: The number before the hyphen indicates the number of students in each category. The decimal after the hyphen indicates the percentage of the total number of the students in the group.
American Anthology of Short Stories was rated next highest, with a mean score of 7.08; Rabbitt was rated third, with a mean score of 6.36; and The Sea Around Us was rated lowest, with a mean score of 5.35. The popularity of the fiction books was probably due to ease of reading, human interest, and, in the case of Giants in the Earth, interest in the background and setting which is a common heritage for most of the students in the course.

The English 6's liked Three Theban Plays best, giving it a mean score of 8.15. Brave New World came second, with a mean score of 7.34. The literature used as examples of writing in An American Rhetoric was rated as third, with a mean of 6.61, while Johnson's London registered last with a mean score of 5.15. In both levels, purely expository writing was seemingly least appreciated.

The English 3's rated the reading quizzes given in the Winter Quarter as being most difficult. During the last half of the quarter the quizzes covered the material in The Sea Around Us, and the curves of scoring on these were much lower than on any others given during the year. The lower level students apparently did not know how to master the material in expository factual writing such as is to be found in a text of this kind.

The English 6's rated the reading quizzes given in the Spring Quarter as most difficult (mean score of 6.31). Only two tests were given during this quarter, one over Brave New World and one over The Three Theban Plays. What factors are involved in this rating are not discoverable from the data.
The low ratings on instruction in reading appear in the Winter Quarter. Instruction in the techniques of reading varies greatly from one instructor to another. Special help is given to those students who need it, but for the majority, progress in the skill is dependent upon the reading of assigned material, discussion in class, and the tests given over the material. The students' rating is perhaps more a reflection of the instructor's ability to handle discussion of ideas than it is that of the teaching of reading techniques.

In the evaluating of the share of time given to reading in the entire course (Item 11), the 3's tend to feel that more time is given to this skill than should be. This is reflected by the mean score of 5.91. The 6's mean score of 5.69 is closer to center or "just right", although it is a little past medium. Perhaps their greater ability in this skill causes them to enjoy reading to a greater degree than those of the lower level.

The attitude of the lower level student toward reading shows a definite upward trend during his freshman year. The majority liked reading better after their freshman experience than they did at the beginning. The means move from 6.77 to 7.50. The English 6 students also showed an increase in enjoyment of reading but not to as large a degree, going from 7.81 to 8.16. They began with more enjoyment and did not increase as much as did the 3's.
Evaluation of Writing Course

The next major section on the questionnaire had to do with writing or composition. In evaluating the amount of writing required, the English 3 students indicated that not enough was required during the Fall Quarter (the mean score was 4.50). They felt that the amount required during the Winter and Spring terms was about right. The English 6 students thought that the amount was sufficient for all three quarters (the mean scores were 5.70, 5.84, and 5.58). When one realizes that the actual amount of writing required was about the same for both levels, it is easy to see that the lower level students sense a deficiency and need for more training in this skill.

Item 24 asked the students to rate the amount of time given to fulfilling the writing assignments. This would include instruction in class and time spent in writing themes out of class. The English 3's again registered a low mean of 4.58, indicating a desire for more time to be given to the teaching and practice of writing than was the case during the year in question. The 6's felt that the time they gave to writing was about right (the mean score was 5.35). Even though the 6's had fewer themes or projects assigned, the greater length of themes made the amount of writing required for both levels about the same.

The English 3 students generally agreed that the grading of their writing (Items 33, 34 and 35) was a little too severe and strict. The Winter Quarter, showing a mean score of 5.83, was an exception to this. The Spring Quarter was marked as most severe,
having a mean score of 7.18. A definite progression of strictness and severity was registered by the 6's, moving from 5.20 in the Fall to 6.24 in the Spring. The students' awareness of the increase of strictness in grading accords with the normal progression of the instructor standards of correctness, style and form. The students' rating reveals, however, that the students' standards do not keep pace with those of the instructors.

Instruction in writing was rated as poorest by both levels in the Winter Quarter. The 3's registered a mean of 5.20 and the 6's one of 5.26. Could this be related to the kinds of writing required during the quarter, to the lack of challenge of any new types being introduced, or can it be related to the season of the year? Further study of this problem may throw some light upon the reasons for this lag.

The 3's did feel that they made some progress in the mastery of the skill of writing (Item 31). They registered a mean score of 6.75. The 6's rated themselves as having made more progress in this skill than did the 3's, their mean score being 7.40. It was to be expected that the students with more ability should show a greater sense of achievement in this relatively difficult skill than those of the lower level.

Table VIII correlates the grades received with the scoring of both 3's and 6's on Item 31—evaluation of progress in the skill of writing. Both 3's and 6's have the largest percentage of scoring in the 7-8 range on the scale, the 6's with 27% and the 3's with 28%. This would indicate that both levels felt they had made more than fair
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Note: The number before the hyphen indicates the number of students in each category. The decimal after the hyphen indicates the percentage of the total number of the students in the group.
Improvement in the skill of writing. The 3's heavy scoring is in the "C" area, however, while the 6's is in the "B" area, indicating that the actual level of accomplishment in the writing done by the lower level group is less than the students' sense of progress made in the skill. The grade received no doubt represents a realistic appraisal by the instructor of the quality of the students' work but is not too far out of line with their estimate of progress made.

Evaluation of Grammar Course

The last major section of the questionnaire was concerned with grammar and usage. The handbook used by the lower level group was *Writer's Adviser* by Griggs and Webster. The 6's used *An American Rhetoric* by Watt. Only the first two chapters of Watt's book deal with grammar as such. The exercises in the balance of the book are more correctly called writing exercises. Grammar is only incidental and applied to writing. Contrariwise, the 3's did have much emphasis laid upon traditional grammar. Evaluating the exercises assigned from their handbook as being between "too easy" and "too difficult", it will be seen that the 3's rated them as being "about right". The 6's felt, however, that their grammar exercises were on the "too-easy" side of the scale.

The 3's felt rather strongly that much more time should have been given to the study of grammar, for their mean score on Item 37 (time given to grammar) was a low 4.19. The upper-level group had a mean score of 5.54 on this item, indicating satisfaction with the time given to training in this skill.
The 6's were generally lower in their evaluation of the difficulty of the grammar tests than were the 3's. This signifies that the upper-level students were not challenged as greatly by the grammar tests as were the lower level students. No significant differences are to be noted between quarters in this matter. Both groups thought the handbook used was a little better than "fair", the 6's registering higher than the 3's.

In evaluating the instruction given in grammar both groups marked the Winter Quarter low. The 3's showed a mean score of 5.83 and the 6's showed one of 5.10. This difference may be accounted for by the fact that the Winter Quarter has less emphasis given to basic grammar in the course, with consequent less time being given to drill and preparation for the final examination.

It is interesting to note that in the Spring Quarter, ten sections of English 3 took weekly grammar tests followed by weekly review, and yet this did not raise the mean score perceptibly over the first quarter. The Fall Quarter was given the highest score by the 6's, for that is the quarter when direct attention is given to grammar.

Definite improvement in attitude toward grammar was shown by both groups. The 3's moved upward from a mean score of 4.89 (some feeling of dislike) to 5.47 (some feeling of enjoyment). The 6's moved from a mean score of 5.71 to 5.97. They enjoyed the study and use of grammar somewhat when they began and that enjoyment increased a very small amount.

In Table IX a comparison is made between the students' rating of their progress in the skill of grammar and usage and the grades
### TABLE IX. PROGRESS MADE IN GRAMMAR COMPARED WITH GRADES RECEIVED

<table>
<thead>
<tr>
<th>Spring quarter grades</th>
<th>No improvement</th>
<th>Scale 4-6</th>
<th>Decided improvement</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-1</td>
<td>2-3</td>
<td>7-8</td>
<td>9-10</td>
</tr>
<tr>
<td><strong>A</strong></td>
<td>1-.008</td>
<td>2-.016</td>
<td>6-.048</td>
<td>9-.072</td>
</tr>
<tr>
<td></td>
<td>0-.000</td>
<td>0-.000</td>
<td>5-.015</td>
<td>2-.006</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>2-.016</td>
<td>2-.016</td>
<td>28-.224</td>
<td>20-.16</td>
</tr>
<tr>
<td></td>
<td>1-.003</td>
<td>1-.003</td>
<td>19-.057</td>
<td>19-.057</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>2-.016</td>
<td>0-.000</td>
<td>21-.168</td>
<td>11-.088</td>
</tr>
<tr>
<td></td>
<td>3-.009</td>
<td>11-.034</td>
<td>79-.24</td>
<td>72-.22</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>1-.008</td>
<td>2-.016</td>
<td>8-.064</td>
<td>2-.016</td>
</tr>
<tr>
<td></td>
<td>1-.003</td>
<td>4-.012</td>
<td>37-.111</td>
<td>17-.15</td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>0-.000</td>
<td>0-.000</td>
<td>0-.000</td>
<td>0-.000</td>
</tr>
<tr>
<td></td>
<td>0-.000</td>
<td>3-.009</td>
<td>10-.057</td>
<td>7-.021</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>6</td>
<td>6</td>
<td>63</td>
<td>42</td>
</tr>
</tbody>
</table>

Note: The number before the hyphen indicates the number of students in each category. The decimal after the hyphen indicates the percentage of the total number of the students in the group.
received for the work. The largest concentration of scoring for both groups fell in the 4-6 range on the scale. Both groups thought they had made only fair progress in the skill. The mean for the 3's falls at 6.13, while that of the 6's shows 5.65. The 6's, probably because of better understanding and preparation in grammar, did not register as much progress as the 3's. Grades correlate well with rating of progress in this skill, the heaviest concentrations falling in the expected grade areas. The 6's concentrated in the "B" area and the 3's in the "C" area.

Evaluation of Progress Compared to Grades

Item 48 on the questionnaire measures the degree of adequacy the students felt they had gained from the entire course in all three skills as preparation for the balance of work required in college. This, essentially, is an evaluation of the worth of the complete freshman English course and answers the question, Does the student feel that his training in basic language skills is adequate for successful college work? The 3's thought they were a little better than "fair", registering a mean score of 6.25. The 6's rated themselves a bit higher, their mean score on this item reading 6.76. Comparing their scoring on this item to their grades received at the end of the Spring Quarter, (see Table X) it will be noted that 32% of the 6's rated themselves 7-8 on the scale and received "B" for the course. Twenty-eight per-cent of the 3's rated themselves 4-6 on the scale and received "C" for the course. Basically then it can be said that the student's rating of what he got out of the course agrees with the instructor's as measured by the grade given.
<table>
<thead>
<tr>
<th>Spring quarter grades</th>
<th>Adequately 0-1</th>
<th>Adequately 2-3</th>
<th>to Scale 4-6</th>
<th>Inadequately 7-8</th>
<th>Inadequately 9-10</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>0-.000</td>
<td>3-.009</td>
<td>3-.009</td>
<td>0-.000</td>
<td>0-.000</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>0-.000</td>
<td>0-.000</td>
<td>5-.04</td>
<td>10-.084</td>
<td>4-.033</td>
<td>6</td>
</tr>
<tr>
<td>B</td>
<td>2-.006</td>
<td>13-.04</td>
<td>24-.07</td>
<td>6-.018</td>
<td>2-.006</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1-.008</td>
<td>2-.017</td>
<td>8-.068</td>
<td>38-.32</td>
<td>5-.04</td>
<td>6</td>
</tr>
<tr>
<td>C</td>
<td>12-.03</td>
<td>36-.11</td>
<td>90-.28</td>
<td>30-.09</td>
<td>7-.02</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2-.017</td>
<td>0-.000</td>
<td>13-.11</td>
<td>22-.18</td>
<td>1-.008</td>
<td>6</td>
</tr>
<tr>
<td>D</td>
<td>4-.012</td>
<td>17-.05</td>
<td>26-.08</td>
<td>13-.04</td>
<td>0-.000</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>0-.000</td>
<td>2-.017</td>
<td>5-.04</td>
<td>3-.025</td>
<td>2-.017</td>
<td>6</td>
</tr>
<tr>
<td>F</td>
<td>1-.003</td>
<td>6-.018</td>
<td>22-.06</td>
<td>1-.003</td>
<td>0-.000</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>0-.000</td>
<td>0-.000</td>
<td>0-.000</td>
<td>0-.000</td>
<td>0-.000</td>
<td>6</td>
</tr>
<tr>
<td>Totals</td>
<td>19</td>
<td>75</td>
<td>165</td>
<td>51</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>21</td>
<td>73</td>
<td>12</td>
<td>21</td>
<td></td>
</tr>
</tbody>
</table>

Note: The number before the hyphen indicates the number of students in each category. The decimal after the hyphen indicates the percentage of the total number of the students in the group.
Student Interest in the Field

The students' interest in the subject of English as a possible major or minor field of study as seen on Table XII shows that the 6's had a greater tendency to interest in the field than the 3's. Five out of 126, or approximately 4% from the upper level, thought they might choose English as a major field of study, with five being undecided. Four or 3% of the 6's said they might choose English as a minor, with twenty-two being undecided. Only two out of 312 or 0.6% manifested an interest in English as a major field among the 3's, with eight being undecided. Five or 1.5% of the 3's said they would minor in English, with thirty-six being undecided. The subject apparently is not as popular with the lower level students as it is with the upper level, its unpopularity being closely related, no doubt, to their sense of low achievement in the field. These low figures should not become a blanket condemnation of the subject as taught, however, for the type of school involved and the consequent emphasis laid upon technical and practical study could very well make for this lack of interest.
## Table XI. Comparison of Mean Scores on Related Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Eng. 3 mean</th>
<th>Eng. 6 mean</th>
<th>Combined mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Time given to Reading</td>
<td>5.91</td>
<td>5.69</td>
<td>5.78</td>
</tr>
<tr>
<td>32. Time given to Writing</td>
<td>4.58</td>
<td>5.35</td>
<td>4.93</td>
</tr>
<tr>
<td>45. Time given to Grammar</td>
<td>4.19</td>
<td>5.54</td>
<td>4.34</td>
</tr>
<tr>
<td><strong>Scale—Too much (10) to Too little (0).</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Instruction in Reading (F)</td>
<td>5.68</td>
<td>6.31</td>
<td>5.80</td>
</tr>
<tr>
<td>36. Instruction in Writing (F)</td>
<td>5.43</td>
<td>6.07</td>
<td>5.64</td>
</tr>
<tr>
<td>50. Instruction in Grammar (F)</td>
<td>6.08</td>
<td>7.40</td>
<td>6.22</td>
</tr>
<tr>
<td>24. Instruction in Reading (W)</td>
<td>5.47</td>
<td>5.69</td>
<td>5.49</td>
</tr>
<tr>
<td>37. Instruction in Writing (W)</td>
<td>5.70</td>
<td>5.26</td>
<td>5.55</td>
</tr>
<tr>
<td>51. Instruction in Grammar (W)</td>
<td>5.83</td>
<td>5.10</td>
<td>5.91</td>
</tr>
<tr>
<td>25. Instruction in Reading (S)</td>
<td>5.65</td>
<td>6.96</td>
<td>5.98</td>
</tr>
<tr>
<td>38. Instruction in Writing (S)</td>
<td>5.82</td>
<td>6.41</td>
<td>5.93</td>
</tr>
<tr>
<td>52. Instruction in Grammar (S)</td>
<td>6.09</td>
<td>6.95</td>
<td>6.37</td>
</tr>
<tr>
<td><strong>Scale—Excellent (10) to Poor (0).</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Attitude toward Skills at beginning of course**

<table>
<thead>
<tr>
<th>Skill</th>
<th>27. Reading</th>
<th>40. Writing</th>
<th>41. Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.77</td>
<td>7.81</td>
<td>6.99</td>
</tr>
<tr>
<td></td>
<td>5.62</td>
<td>4.84</td>
<td>4.48</td>
</tr>
<tr>
<td></td>
<td>4.89</td>
<td>5.71</td>
<td>5.08</td>
</tr>
</tbody>
</table>

**Scale—Enjoyment (10) to Dislike (0).**
<table>
<thead>
<tr>
<th>Item</th>
<th>Engl. 3 mean</th>
<th>Engl. 6 mean</th>
<th>Combined mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude toward Skills at end of course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Reading</td>
<td>7.50</td>
<td>8.16</td>
<td>7.69</td>
</tr>
<tr>
<td>41. Writing</td>
<td>5.28</td>
<td>4.85</td>
<td>5.40</td>
</tr>
<tr>
<td>55. Grammar</td>
<td>5.47</td>
<td>5.97</td>
<td>5.61</td>
</tr>
<tr>
<td>Scale—Enjoyment (10) to Dislike (0).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Difficulty of Reading Quizzes—Fall Quarter</td>
<td>5.39</td>
<td>5.59</td>
<td>5.24</td>
</tr>
<tr>
<td>33. Grading of Writing—Fall Quarter</td>
<td>6.31</td>
<td>5.20</td>
<td>6.34</td>
</tr>
<tr>
<td>46. Grammar Tests—Fall Quarter</td>
<td>5.49</td>
<td>5.25</td>
<td>5.32</td>
</tr>
<tr>
<td>21. Difficulty of Reading Quizzes—Winter Quarter</td>
<td>6.31</td>
<td>5.68</td>
<td>6.12</td>
</tr>
<tr>
<td>34. Grading of Writing—Winter Quarter</td>
<td>5.83</td>
<td>6.20</td>
<td>6.28</td>
</tr>
<tr>
<td>47. Grammar Tests—Winter Quarter</td>
<td>5.50</td>
<td>5.23</td>
<td>5.50</td>
</tr>
<tr>
<td>22. Difficulty of Reading Quizzes—Spring Quarter</td>
<td>5.28</td>
<td>6.31</td>
<td>5.38</td>
</tr>
<tr>
<td>35. Grading of Writing—Spring Quarter</td>
<td>7.18</td>
<td>6.24</td>
<td>6.78</td>
</tr>
<tr>
<td>36. Grammar Tests—Spring Quarter</td>
<td>5.89</td>
<td>5.36</td>
<td>5.61</td>
</tr>
</tbody>
</table>

Scale—Too Hard (10) to Too Easy (0).

Note: The combined means were figured from the raw scores of both 3's and 6's.
<table>
<thead>
<tr>
<th>Item</th>
<th>Engl. 3 mean</th>
<th>Engl. 6 mean</th>
<th>Combined mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude toward Skills at end of course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Reading</td>
<td>7.50</td>
<td>8.16</td>
<td>7.69</td>
</tr>
<tr>
<td>41. Writing</td>
<td>5.28</td>
<td>4.85</td>
<td>5.40</td>
</tr>
<tr>
<td>55. Grammar</td>
<td>5.47</td>
<td>5.97</td>
<td>5.61</td>
</tr>
<tr>
<td>Scale—Enjoyment (10) to Dislike (0).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Difficulty of Reading Quizzes - Fall Quarter</td>
<td>5.39</td>
<td>5.59</td>
<td>5.24</td>
</tr>
<tr>
<td>33. Grading of Writing - Fall Quarter</td>
<td>6.31</td>
<td>5.20</td>
<td>6.34</td>
</tr>
<tr>
<td>46. Grammar Tests - Fall Quarter</td>
<td>5.49</td>
<td>5.25</td>
<td>5.32</td>
</tr>
<tr>
<td>21. Difficulty of Reading Quizzes - Winter Quarter</td>
<td>6.31</td>
<td>5.68</td>
<td>6.12</td>
</tr>
<tr>
<td>34. Grading of Writing - Winter Quarter</td>
<td>5.83</td>
<td>6.20</td>
<td>6.28</td>
</tr>
<tr>
<td>47. Grammar Tests - Winter Quarter</td>
<td>5.50</td>
<td>5.23</td>
<td>5.50</td>
</tr>
<tr>
<td>22. Difficulty of Reading Quizzes - Spring Quarter</td>
<td>5.28</td>
<td>6.31</td>
<td>5.38</td>
</tr>
<tr>
<td>35. Grading of Writing - Spring Quarter</td>
<td>7.18</td>
<td>6.24</td>
<td>6.78</td>
</tr>
<tr>
<td>36. Grammar Tests - Spring Quarter</td>
<td>5.89</td>
<td>5.36</td>
<td>5.81</td>
</tr>
</tbody>
</table>

Note: The combined means were figured from the raw scores of both 3's and 6's.
<table>
<thead>
<tr>
<th></th>
<th>English 3</th>
<th>English 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number reporting desire to major in English</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Number reporting no desire to major in English</td>
<td>302</td>
<td>106</td>
</tr>
<tr>
<td>Number undecided</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Number reporting desire to minor in English</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Number reporting no desire to minor in English</td>
<td>266</td>
<td>93</td>
</tr>
<tr>
<td>Number undecided</td>
<td>36</td>
<td>7</td>
</tr>
</tbody>
</table>
Student Comments and Suggestions

The students were asked to make comments and suggestions as to how the course might be improved, space being given for this on the questionnaire. These comments with the percentage of students making them, are itemized and shown on Tables XIII and XIV. Significant items mentioned by the English 6 students included the following. Thirty-two percent said that the instructors were poor and should be improved. Under this general topic many different criticisms were made—ranging from lack of interest in the pupils to lack of training and experience. This was to be expected from superior students who are usually more critical than their less able companions. Many of this kind of comment no doubt came from students who were not challenged by the course. Further study is needed here. The need for more time and emphasis to be placed on writing in the course was expressed by 28% of the English 6 students. That more time should be given to the study of grammar was stated by 17% of the upper level group. The textbook, *An American Rhetoric* was thought to be inadequate, nonspecific, and unclear by 17% of the 6's. Thirteen percent said the course was generally shallow and uninteresting. That there was a need for more literature and reading, and that the instructors were unfair and did not have a basic standard for the grading of themes was also marked by 13%.

The English 3 students' comments were significantly different than the 6's. Forty-seven percent wanted more time to be given to the teaching of grammar. Twenty-one percent felt that more time should be given to the teaching of the skill of writing. Twenty-one percent
## Table XIII. English 6 Student Comments

<table>
<thead>
<tr>
<th>Comment</th>
<th>Percentage of students making comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors poor and need improvement</td>
<td>32%</td>
</tr>
<tr>
<td>Need more emphasis on writing</td>
<td>28%</td>
</tr>
<tr>
<td>Need more emphasis on grammar</td>
<td>17%</td>
</tr>
<tr>
<td>Grammar text inadequate</td>
<td>17%</td>
</tr>
<tr>
<td>Course generally shallow and uninteresting</td>
<td>13%</td>
</tr>
<tr>
<td>More emphasis needed on reading and literature</td>
<td>13%</td>
</tr>
<tr>
<td>Lack of fairness and equality in grading of themes</td>
<td>13%</td>
</tr>
<tr>
<td>Selection of reading texts poor</td>
<td>11%</td>
</tr>
<tr>
<td>Reading selections considered good</td>
<td>9%</td>
</tr>
<tr>
<td>High school training inadequate</td>
<td>8%</td>
</tr>
<tr>
<td>Miscellaneous comments about writing</td>
<td>13%</td>
</tr>
<tr>
<td>Miscellaneous comments about reading</td>
<td>9%</td>
</tr>
<tr>
<td>Miscellaneous comments about grammar</td>
<td>3%</td>
</tr>
<tr>
<td>Miscellaneous comments about the course in general</td>
<td>5%</td>
</tr>
</tbody>
</table>

52 students made comments out of 128 who filled out the questionnaire or 27%.

31 different items were mentioned.
TABLE XIV. ENGLISH 3 STUDENT COMMENTS

<table>
<thead>
<tr>
<th>Comments</th>
<th>Percentage of students making comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>More time should be given to grammar drill</td>
<td>47%</td>
</tr>
<tr>
<td>More time should be given to teaching writing</td>
<td>21%</td>
</tr>
<tr>
<td>Instructors poor and need improvement</td>
<td>21%</td>
</tr>
<tr>
<td>Reading selections poor and uninteresting</td>
<td>19%</td>
</tr>
<tr>
<td>Instructor standards of writing vary too greatly</td>
<td>12%</td>
</tr>
<tr>
<td>Too much emphasis placed on reading</td>
<td>11%</td>
</tr>
<tr>
<td>Major theme or research paper of over 1000 words should be required</td>
<td>8%</td>
</tr>
<tr>
<td>Theme grading too strict</td>
<td>5%</td>
</tr>
<tr>
<td>More training in reading skills needed</td>
<td>5%</td>
</tr>
<tr>
<td>Themes should be written out of class</td>
<td>4%</td>
</tr>
<tr>
<td>Course generally elementary and uninteresting</td>
<td>4%</td>
</tr>
<tr>
<td>One quarter should be given to each skill</td>
<td>2%</td>
</tr>
<tr>
<td>High school background inadequate</td>
<td>1%</td>
</tr>
</tbody>
</table>

137 students made comments out of 391 who filled out the questionnaire or 35%.

67 different items were mentioned.
criticized the instructors as poor and unfit for their task. Twelve per-cent stated that the standards for correcting writing varied too much between instructors and quarters. Nineteen per-cent felt that the reading selections were poor and uninteresting. The suggestions given above were those that were held by the majority of those making comments and are revealing of some of the major weaknesses of the course as seen from the students' point of view.
CONCLUSIONS AND SUGGESTIONS FOR FURTHER STUDY

Some very general conclusions can be drawn from the data. One is that the student tends to rate himself and his progress in language skills a little higher than he realistically should. Perhaps this self-confident attitude may be a very important factor in the problem of resistance to learning—the student thinks he knows more than he actually does and consequently is not receptive to learning. Another very general conclusion that can be drawn is that this type of survey is almost meaningless as a clear and certain measure of progress or of attitude. One can make only very general inferences because many of the variables and factors involved are not measurable or are impossible of being taken into account.

This reservation should be held clearly in mind as the following general inferences are stated. By far the most important one is that the student of today comes to college to a great extent unprepared for the demands of college study, especially in the language skills. The high schools evidently are not doing the necessary work with the student. Particularly is this true of the student with low intelligence and ability. Our rubber-stamp machine-like educational mills are turning out too many unprepared students. The answer here may be non-credit college courses for below-standard students, or it may perhaps better be the alleviating of the high school problem of teacher overload and the raising of the standards for college preparatory courses. By and large the students themselves do not feel that their high school training is adequate for college work. A careful study of the high schools of
the state, of their English curriculum, methods, and problems, might be a profitable place to start solving this problem.

Another very serious related problem is that of the socio-economic and cultural background of our students. How much good reading, how much of the fine arts, how much emphasis upon careful writing and good speech, has characterized the homes and social environment before the students reach college? A study of this problem might throw a great deal of light upon the needs of the student and the program necessary to meet those needs.

Specific inferences that can be drawn from the data of this study that might affect the future planning of the freshman English course are as follows:

(1) More time should be given in each quarter in the lower level course to the teaching of basic grammar.

(2) More time should be given to the teaching of writing and more writing should be required. A better handbook for the lower-level course that presents the development of writing in a more natural and consecutive fashion should be adopted. One that contains more examples of good writing would be very helpful.

(3) More careful selection of instructors, with greater emphasis on friendly, wholesome, and outgoing personality, as well as academic preparation and experience, should be observed. The most frequent comment made by the students would indicate that what they dislike most in the teacher is a lack of sincere interest in the student.
(4) More insistence upon department-wide standards of grading of theme writing should be made. The students take a negative attitude toward the inconsistency between instructors in the grading of papers. The Fall Quarter instructor is too strict, and the Winter Quarter teacher is a snap. This is a problem for the department to try to solve. A study of the basic writing problems of the student might profitably be made as the means of discovering what areas of weakness in writing need to be emphasized.

(5) More of the straight expository type of writing as exemplified in *The Sea Around Us* should be used in the reading curriculum, and the students should be given more training in note taking, analyzing, outlining, summarizing, and precis writing. Writing exercises related more specifically to the technical courses which most of them will be taking would be more profitable than the literary "types" of writing which many of them will never or seldom use.

In conclusion, it should be said that a study of this kind can hardly be expected to uncover any startling or remarkable discoveries about the students, or their opinions, or the Freshman English program. The study, has, however, strengthened some of the convictions which are now held by the staff workers in the field, but which up to now have not been tested. Also the general tendencies disclosed by the survey may serve to point the way to solutions to some of the problems now burdening the teacher of English. It is in the hope that the information shown here may help to create a more successful and satisfying basic English program for both student and teacher that this thesis is presented.
Background Reading


A study of the basic considerations for a psychology of personality. The author discusses the two main schools of psychology and their contribution to the understanding of the integrated personality.


The authors apply the theory and principles of statistics to the testing of students in grade and high schools. This text would be quite helpful to one who is totally unfamiliar with the subject. Chapter 14 on Intelligence and Chapter 15 on personality were especially helpful in relation to this thesis.


The results of a survey made possible in part by funds granted by Carnegie Corporation of New York. The brochure attempts to answer the question, "Will we run out of teachers?" and the problem of teachers' salaries in the future. The immediate need of more and better trained teachers in colleges of this country is noted and some suggestions made as solutions to these problems.


This book was prepared for the inexperienced college teacher who is likely to be concerned with testing procedures and materials. The chief aim is to help teachers and administrators to put tests to proper use with correct interpretation, to the advantage of the individual college student.


This book treats of the paradox that exists between the recent revival of interest in the status, role and value of the
intellectual in American life, and the contemporary distrust of the intellectual by the common man in America. Another paradox is seen in the rewarding of intellectualism for contributions made to material well-being on the one hand, and the resenting of intellectual criticism of the status quo on the other. The resentment of American thought toward pure intellectual pursuits and expression is traced back to the beginnings of American life and culture and shown to be characteristic of this country in every decade of its history.


This article presents evidence that students are highly favorable to a general or liberal education and shows why faculty do not think they are.


The book indicates man's simple inborn impulses and outstanding human traits and the factors which must be taken into account if these traits are to be controlled in the interest of human welfare.


A broad study of the character structure of modern man and the problems of the interaction between psychological and sociological factors involved. The author postulates that understanding of the social process is based upon understanding the individual and the psychological processes operating within him. Isolation and the sense of being alone is shown to be the reason why man attempts to escape from individuality and freedom of the self. A positive solution is presented: the volitional giving of one's self to the service of mankind. This amounts to a scientific diagnosis with an idealistic conclusion. This book serves as excellent background reading for the understanding of the student and the social and psychological pressures bearing upon him in his choices and emotions.
This work is a theoretical attempt to clarify the problem of ethics and psychology. The author believes that humanistic ethics are valid; that knowledge of human nature does not lead to ethical relativism but to the conviction that the sources for the norms of ethical conduct are to be found in man's basic nature; that ethical norms are based upon man's inherent qualities, violation of which leads to mental and emotional disintegration. Fromm sees the basic human drive to be the need for a system of orientation and devotion—a means of restoring the individual self to unity and oneness with the rest of nature. All religious and political systems stem from this basic drive according to the author.


This book is very helpful in dealing with the statistical problems and methods used in this thesis.


The article reports the results of a study made of eleven subjects in a discussion class, investigating the relation of three personality characteristics—anxiety, rigidity and negativism—to the learning process in the classroom and to the achievement of students as revealed by examinations.

Haveman, Ernest and West, Patricia, They Went to College, 1952.

A thorough study of why students went to college, how they paid their way, and the results in salaries and rank in society. Political and social views are also discussed. A decided shift to conservativism is seen as a result of college experience.


A study of how much and in what way basic student values change as a result of attending college. The conclusion was that only in a few rare colleges is there any appreciable change. Students are seen to be conservative, and apt to retain the values with which they entered college.

The book reveals that the chief trend in American culture has been away from pure scholarship to specialization (expertise). The author sees the chief difficulty in American education today as being the departmentalization of colleges and graduate schools. The division of knowledge into science, social science and liberal arts is believed to be wrong and it is suggested that knowledge be divided into only two: measurement and knowledge of the past. The author gives an excellent definition of humanism: secular knowledge, with emphasis on the dignity of man.


Essentially a text book of psychology, eclectic in its approach and useful as background reading for understanding personality and motivation problems of the student.


A philosophical study of the basic attitudes of men today. The author believes that man can best solve his problems by dependence only upon himself and by acceptance of the responsibility that rests upon him to do so. Social progress of the race takes the place of belief in a higher power and the usual consequent ethical ideals.


An exploration of class behavior in America and the hidden barriers that affect the individual, the community, and the future.


A psychological interpretation of social interaction, which attempts to analyse with basically Freudian concepts the choices that man makes in relation to his social environment.


The author divides social history into "tribal directed," "inner directed," and "other directed" periods, set off by differences in social orientation. He attempts to correlate the shrinking population with moral and social standards being
set by the peer group. People are seen as consumers, not as
producers, in the "other directed" group. Standards and morals
he believes are, for this group, completely relative.

Reisman, David, "The Found Generation," American Scholar, vol. 25, 421-
436, Fall, 1956.

The present generation of college students is contrasted
with the one that began college during the depression years. In
contrast to the earlier one, which did not know what it wanted
out of life, the later one is shown as having definite goals and
haste to achieve them. They do not resent military service.
They are going into big business. They are seeking security and
time for hobbies, not money for its own sake. They want the
good life, centered in the home. Contentment is the main goal
of life.

Smith, Huston, The Purposes of Higher Education. Harper and Brothers:

This book is the outgrowth of the work of a committee
which sought to crystallize a statement on the objectives of a
liberal education. The basic philosophies held by a diversity
of men in education are analyzed and some common ground which
can be held by all is set forth.

Wellington, J., "Undergraduate Beliefs," Educational Forum, vol. 21,

The undergraduate is criticized by the author because he
does not have clear understanding about what he believes nor
how important it is to have beliefs and to fight for them. The
undergraduate fails to distinguish between tolerance and merely
being on the fence. He is afraid to explain his beliefs and
attempt to indoctrinate others. This is seen as a real danger
to American society.

1949.

An intellectual erudite collection of generalities about
the entire field of education with emphasis upon the need of
discovering the relationships existing between the various dis-
cipline.

A study of the reasons students come to college today, and their basic motives and purposes in desiring higher education. A comparison is drawn between the college students of the Twenties and Thirties, and those of the Forties and Fifties. Basic differences are maturity, job and vocation centered interest, self-knowledge, and drive for security in an insecure world. The much larger percentage of married students, the larger percentage of students of the ages twenty-one to thirty-five, the higher averages in abilities and intelligence, and the larger number of students coming from low socio-economic background, are seen as direct and indirect causes of the changes observed. The large drop-out of above-average students is seen as an indication of need of changes in college curriculum and standards. The standard procedure of honor points and credits is seen as a cause of cheating and as a deterrent to a real education.


The background, training, mobility, social standards, ethics, morals and values of the young executive is thoroughly discussed, revealing the attendant results on the American scene.
Student Opinion


A study of student opinion at the beginning of and at the end of a course in American History. Results show that student choices tend to narrow; more critical facilities are developed, fewer signs of inconsistent thinking are noticed, and basic beliefs remain unaffected. The author feels that a survey of this type could be helpful in providing useful data on which to evaluate the effect of one's teaching, and in keeping the teacher alert to what students are thinking.


A brief description of a student engendered and conducted survey of student opinion on the campus of the University of Delaware. The opinions of students about every phase of university life were polled with statistical accuracy and confidence. The results are not given but the usefulness of such a survey is certified.


A report of a survey of student opinion about English courses in 107 tenth and twelfth grade classrooms in fifteen high schools in Massachusetts and New Hampshire made to find out what the students wanted to learn in English courses, what methods they liked, and what content and methods were being used.


The study purported to discover any relationship between low scholastic achievement and poor attitudes towards teachers. Attitudes are seen as important motivating factors and are believed to be measurable. The study contains an excellent analysis of literature already available in the field.

The attitudes of the student, his parents and his teachers were studied in relation to achievement and ability scores. All of the attitudes showed closer relation to the students' achievement scores than to their ability scores. High attitude and high achievement; low attitude and low achievement tended to go together. A definite interrelationship between attitudes and actual achievement was indicated by the findings.


This article presents and describes a technique for surveying student attitudes. A questionnaire used in an undergraduate course in economics and the system of scoring is described. The results could be applied to make any course more interesting and useful.


The author attempts to prove the importance and value of discovering student opinion as a guide to content and interest in teaching.


A survey made during the spring and summer semesters of 1949, among a group of 222 graduating seniors at the University of Louisville to discover changes in student attitudes and opinions that may have been affected by a college education revealed that no significant changes were made in beliefs about political party affiliation, economic life, personal philosophy of life, democracy, international relations and race relations.


The writer with the help of a number of elementary school teachers asked the pupils what they feel about their schools. The pupils had some interesting things to say about their teachers, classmates, studies, informal activities and miscellaneous matters. Results point up the fact that the mind cannot be educated apart from the emotional and physical self. Also that learning is a
function of the total environment; it must be active, purposive and goal centered. Security provides an essential basis for good learning.


The report of a survey of 828 students at Iowa State Teacher's College as to their opinion of the merits of the objective and the essay test. Statistics are given but no conclusions are drawn by the author.


The chief factor in high scholarship was found to be an interest in the subjects studied.


Five hundred and fifty merit scholarship students, representing the top two per-cent of the nation's high school graduates were asked to evaluate their high school preparation. There is little evidence to suggest that these gifted feel their secondary school deprived them of adequate intellectual preparation for college. The per-cent of merit scholars who rated their high school preparation inadequate increased fairly regularly as the size of the Junior class became smaller. Similarly, dissatisfaction with high-school preparation increased as the size of the community decreased. Many of the individual comments reveal grievances worth noting.

A report of the teacher of a class of twenty-four GI's just out of the service about the attitudes of the students toward the content and methods used in the class. There was general agreement that the course gave satisfaction chiefly because freedom was maintained for the individual to speak, write, and feel that he counted. The author concluded that a small margin of improvement over previous procedures is enough to justify new methods in any college course. The writer feels that even our best students are incredibly naive and ignorant in their attitudes toward their own language. Linguistic illiteracy is nearly total. Students ought to emerge from freshman English no longer believing that correctness is everything and content nothing.


The article discloses a plan to meet the needs of the student at the extremes of the ability scale in the author's Junior and Senior high-school English at Indian Lake, New York. New ideas include a special grading system for themes called a "prescription list" that refers the student to the "drug store," a place where remedial material is stored and catalogued for easily available use.


The article discusses the main reasons for studying English, and asks searching questions about the basic problems faced by the discipline. Even more searching questions are asked about the possible answers to these problems or issues.


An extensive report from the committee on College English for non-major students established by the National Council of Teachers of English. Significant results from a 1954 study of 4000 students in representative American colleges and universities and a recent restudy of 900 students from Pennsylvania State are
listed and discussed. Important findings include that the non-
major student is as interested in English and literature as the
major and can be taught as much if properly motivated. A
suggested four-semester course is given which appeals to the
values of non-major, values which are not significantly different
than those of the major. Standards for teachers are suggested
with emphasis on enthusiasm for the subject, understanding and
liking of young people, and a stable, responsible and confident
personality. The training of teacher-scholars is emphasized;
the need of sufficient and rewarding salaries and position is
shown and suggested changes in the doctoral and master’s programs
is set forth.


The author believes that a closer acquaintance with, understand-
ing of, and affection for the subject constitutes a triple
aim. Three possible methods are mentioned: historical, analytical,
and inspirational. The strengths and weaknesses of each of these
methods are shown.


The author suggests that the teacher start from the basic
principle that English is primarily a distributive and not an
inflected language. He suggests also that accurate emphasis be
placed on word order and on function words as grammatical devices.
Grammar should be taught as a tool to use positively in clear and
effective expression and not as a system of rules or prohibitions
to observe. These ideas are well illustrated and supported.


Surveys of Beverly Hills High School graduates enrolled in
colleges and universities reveals that the student feels his
high school English preparation could have been improved by the
writing of more composition, more note taking, more essay tests,
more library research, harder work, and having to learn how to
write compositions.


The article relates how the department of Humanities at the
Cooper Union School of Engineering tried to devise a freshman
English course that would function not only as a means of improv-
ing the student's skill in reading and writing, but also as a
course leading into and fully integrated with the whole sequence
of humanistic studies.

Keene, E., "Students Like Corrections," English Journal, vol. 45, 212-
215, April, 1956.

Reveals the results of a questionnaire given to seventy
composition students to discover what sort of corrections on
their writing they preferred. Without exception they reported
that they wanted themes corrected. The majority wanted all
mistakes marked; the paper marked for logic and organization as
well as grammar; the theme graded on an "A" to "F" basis; most
help on punctuation. The study revealed that students regard
carefully criticised themes as an important part of their learning
experience.

Kitzhaber, Albert R., "Death — or Transfiguration?" College English,
vol. 21, 367-373, April, 1960.

Recognizing and listing the chronic faults of the standard
Freshman English program, the author sets forth the few things
that can be said in its favor. These are the subsidizing of
graduate study, the opportunity for teaching experience for young
beginning instructors, the sometimes startlingly good results often
achieved by graduate students, the intrinsic values in a course
that centers on writing. The author feels that if the Freshman
English program were abolished that the gap would be filled by
other disciplines and would not result in shorter college terms
or fewer credit hours. Shifting the responsibility to all the
college faculty for the teaching of writing would not be accepted
or possible. He recommends the college Freshman English course
be continued because the teaching of language and writing is the
responsibility of English teachers.

Knickerbocker, K. L., "Placement of Freshman in First Quarter English,"

To determine whether the theme or the objective placement
test was the more accurate predictor of performance in Freshman
English, a study was made at the University of Tennessee of the
standards of theme grading and the comparative results of grades
earned with the predictions of the theme and the objective test.
The objective test was found to be more efficient in revealing
superior students and in rejecting mediocre ones than was the
theme. The objective test was also found to be a more reliable
and vastly simpler predictor of the performance of average and
below-average students.
This article suggests an answer to the old problems of the writing instructor: the student's dilemma as to what the professor wants, and the professor's in telling the student what he wants. Basically the author suggests that the writing instructor act as an editor and not as a corrector of themes. The chief result would be communication between instructor and student.

A report on the attempt to define an adequate high school preparation in English by the College English Association of the San Francisco Bay Area. The most general result was the idea that development of proper habits of expression in writing and speech and of appropriate reading techniques should be the concern of every official and teacher.

The eight major challenges facing the teaching of English today are listed. The author feels that to a great extent these problems are being faced realistically and are in the process of being solved.

The natural resistance to being "taught" is applied to the teaching of writing and literature and seen as the basic problem facing the English instructor. The natural desire to grow and mature is likewise recognized and shown to be the answer to the problem. The instructor should be aware of the resistance in the student, quit fighting it and allow the student to discover for himself the truths we want to "teach" him. The suggestion that the student should correct his theme before receiving a grade seems a good one.

Giving five reasons for the abolishing of the standard Freshman English course, the author offers nothing in its place, but puts the responsibility on the high schools. He predicts that such action would allow more time for upper level elective courses, save expenses and relieve the teacher shortage. The assumption here is that the high schools will do the necessary work.


A symposium on the subject, "Should the college take the responsibility for making literate those students who are not literate at matriculation." The arguments from various writers representing both those in favor of taking this responsibility and those against doing so are given here. The major opinion seems to be favorable toward making a real attempt to help the student help himself.


The problem of the poor English preparation for college work of the average high school senior is described. The author believes that from twenty to fifty per-cent of college composition is being taught at the high school level. Sixty-five per-cent of the English faculty load is devoted to teaching remedial English. Non-credit remedial courses is seen as one possible answer. Some "causes" are discussed. The special effort made by the author among the high schools of his area points the way to the solution of some of these problems.


This article reports the results of a survey of public, private and parochial high schools of Massachusetts as to the college preparatory English courses in the junior and senior years. The survey included questions about writing, grammar, and reading. The authors feel that this survey is only an indication of what can be done by all colleges and that such an exact knowledge of English background of freshman students could be a great help in knowing where to start with these students on the college level.

A research study made by Drake University English Department to determine the value of a five-hour course over that of a three-hour course in Freshman English. The three criteria used: an objective test given at beginning and repeated at the end of the course; the writing of in-class themes graded by instructors as objectively as possible; and a survey of student opinion about the value of the course in reaching objectives, general education and transfer to other courses revealed no significant differences between the two courses in any of the criteria studied.


The results of a study undertaken in order to gain an indication of the value of the tests used in the University of Michigan freshman testing program for the differential prediction of course grades and grade averages during the freshman year.

Evidence of this study indicates overlapping of tests, and the smallness of correlations found throughout sounds a caution against placing too much weight on individual test scores in guidance, selection or placement.
APPENDIX
Survey Questionnaire

English 3

Name ___________________________ High School from which you graduated ___________________________

High School Population__________________

This questionnaire is designed to reveal student evaluation of High School and College Freshman English programs. The results of this study will be used by a graduate student in preparation of a thesis for the earning of a Master's Degree. Your cooperation and earnest effort to give an honest evaluation will be greatly appreciated. Your identity will be kept in strictest confidence. No one but the one making this research will see this questionnaire. The instructors involved in your evaluation will not see this paper. The information you give will not in any way affect your grade or your relation with your instructor.

I. Please give below as fair an evaluation of your High School English program as possible. Indicate whether you feel that your high school training in the three skills mentioned below was adequate to meet your needs in your present college work.

A. Adequate for Required College English Courses

1. READING SKILL
   Excellent: 10 9 8 7 6 5 4 3 2 1 0
   Poor: 10 9 8 7 6 5 4 3 2 1 0

2. COMPOSITION
   Excellent: 10 9 8 7 6 5 4 3 2 1 0
   Poor: 10 9 8 7 6 5 4 3 2 1 0

3. GRAMMAR AND USAGE
   Excellent: 10 9 8 7 6 5 4 3 2 1 0
   Poor: 10 9 8 7 6 5 4 3 2 1 0

B. Adequate for Other Than College English Courses

4. READING SKILL
   Excellent: 10 9 8 7 6 5 4 3 2 1 0
   Poor: 10 9 8 7 6 5 4 3 2 1 0

5. COMPOSITION
   Excellent: 10 9 8 7 6 5 4 3 2 1 0
   Poor: 10 9 8 7 6 5 4 3 2 1 0

6. GRAMMAR AND USAGE
   Excellent: 10 9 8 7 6 5 4 3 2 1 0
   Poor: 10 9 8 7 6 5 4 3 2 1 0
II. Please give below an honest evaluation of your first year of College English.

A. READING

<table>
<thead>
<tr>
<th>Text Book Used:</th>
<th>Excellent</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Anthology of Short Stories</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Babbitt</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>The Sea Around Us</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Giants in the Earth</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Proportion of Time Given to</td>
<td>Too Much</td>
<td>Too Little</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>Too Difficult</td>
<td>Too Easy</td>
</tr>
<tr>
<td>12. 1st Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>13. 2nd Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>14. 3rd Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>Instruction in Reading</td>
<td>Excellent</td>
<td>Poor</td>
</tr>
<tr>
<td>15. 1st Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>16. 2nd Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>17. 3rd Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>18. Your mastery of reading as a skill shows during your freshman college year</td>
<td>Decided Improvement</td>
<td>No Improvement</td>
</tr>
<tr>
<td>19. Your attitude toward Reading when you began this course was</td>
<td>Enjoyment</td>
<td>Dislike</td>
</tr>
<tr>
<td>20. Your attitude toward reading at the end of this course is</td>
<td>Enjoyment</td>
<td>Dislike</td>
</tr>
</tbody>
</table>
B. COMPOSITION (writing)

<table>
<thead>
<tr>
<th>Amount Required</th>
<th>Too Much</th>
<th>Too Little</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. 1st Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>22. 2nd Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>23. 3rd Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>24. Proportion of time given to writing</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
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<table>
<thead>
<tr>
<th>Grading of Writing</th>
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<tbody>
<tr>
<td>25. 1st Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
</tr>
<tr>
<td>26. 2nd Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
</tr>
<tr>
<td>27. 3rd Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
</tr>
<tr>
<td>Too severe</td>
<td>Too Easy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instruction in Writing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>28. 1st Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
</tr>
<tr>
<td>29. 2nd Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
</tr>
<tr>
<td>30. 3rd Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
</tr>
<tr>
<td>Excellent</td>
<td>Poor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your own progress in the skill of writing shows during this year</th>
</tr>
</thead>
<tbody>
<tr>
<td>31. Your own progress in the skill of writing shows during this year</td>
</tr>
<tr>
<td>Decided Improvement</td>
</tr>
<tr>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your attitude toward writing at the beginning of this course in Freshman English was</th>
</tr>
</thead>
<tbody>
<tr>
<td>32. Your attitude toward writing at the beginning of this course in Freshman English was</td>
</tr>
<tr>
<td>Enjoyment</td>
</tr>
<tr>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your attitude toward writing at the end of this course in Freshman English was</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Your attitude toward writing at the end of this course in Freshman English was</td>
</tr>
<tr>
<td>Enjoyment</td>
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<tr>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
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C. GRAMMAR AND USAGE (FUNDAMENTALS)

<table>
<thead>
<tr>
<th>Exercises</th>
<th>Too Difficult</th>
<th>Too Easy</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. 1st Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
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<td></td>
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<td>Too Difficult</td>
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<tr>
<td>35. 2nd Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
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<tr>
<td>36. 3rd Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>37. Proportion of time given to grammar in and out of class</td>
<td>Too Much</td>
<td>Too Little</td>
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<tr>
<td></td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
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<tr>
<td>38. 1st Quarter</td>
<td>Too Difficult</td>
<td>Too Easy</td>
</tr>
<tr>
<td>39. 2nd Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
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<tr>
<td>40. 3rd Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
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<tr>
<td>41. Hand Book used in Course (Griggs and Webster—Writer's Adviser)</td>
<td>Excellent</td>
<td>Poor</td>
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<tr>
<td></td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
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<tr>
<td>42. Instruction in</td>
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<td>Poor</td>
</tr>
<tr>
<td>43. 1st Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
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<tr>
<td>44. 2nd Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
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<td>45. 3rd Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>46. Your progress in grammar shows during this year</td>
<td>Decided Improvement</td>
<td>No Improvement</td>
</tr>
<tr>
<td></td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
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<tr>
<td>47. Your attitude toward grammar and usage at the beginning of this course in Freshman English</td>
<td>Enjoyment</td>
<td>Dislike</td>
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<td></td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
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<tr>
<td>48. Your attitude toward grammar and usage at the end of this course in Freshman English</td>
<td>Enjoyment</td>
<td>Dislike</td>
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<td></td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
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</table>
48. To what degree do you feel that this past year in Freshman English has prepared you in the use of these skills for the remainder of your college work.

Adequately  Inadequately

10 9 8 7 6 5 4 3 2 1 0

Are you now considering making English your

Major? Yes___ No___ Maybe___

 Minor? Yes___ No___ Maybe___

Please write below any comments or suggestions you may have as to how you feel the Freshman English course could be improved.
Survey Questionnaire

English 6

Name_________________ High School from which you graduated________
High School Population__________

This questionnaire is designed to reveal student evaluation of High School and College Freshman English programs. The results of this study will be used by a graduate student in preparation of a thesis for the earning of a Master's Degree. Your cooperation and earnest effort to give an honest evaluation will be greatly appreciated. Your identity will be kept in strictest confidence. No one but the one making this research will see this questionnaire. The instructors involved in your evaluation will not see this paper. The information you give will not in any way affect your grade or your relation with your instructor.

I. Please give below as fair an evaluation of your High School English program as possible. Indicate whether you feel that your high school training in the three skills mentioned below was adequate to meet your needs in your present college work.

A. Adequate for Required College English Courses

1. READING SKILL
2. COMPOSITION
3. GRAMMAR AND USAGE

Excellent 10 9 8 7 6 5 4 3 2 1 0

B. Adequate for Other Than College English Courses

4. READING SKILL
5. COMPOSITION
6. GRAMMAR AND USAGE

Excellent 10 9 8 7 6 5 4 3 2 1 0
II. Please give below an honest evaluation of your first year of College English

A. READING

<table>
<thead>
<tr>
<th>Text Book Used:</th>
<th>Excellent</th>
<th>Poor</th>
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<tr>
<td>7.  An American Rhetoric</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>8.  Johnson's London</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>9.  Brave New World</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
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<tr>
<td>10. Three Theban Plays</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td>11. Proportion of Time Given to Reading Quizzes</td>
<td>Too Much</td>
<td>Too Little</td>
</tr>
<tr>
<td>12. 1st Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
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<tr>
<td>13. 2nd Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
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<tr>
<td>14. 3rd Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
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<tr>
<td>16. 2nd Quarter</td>
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<tr>
<td>17. 3rd Quarter</td>
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<thead>
<tr>
<th>Your mastery of reading as a skill shows during your freshman college year</th>
<th>Decided Improvement</th>
<th>No Improvement</th>
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<tr>
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<th>Dislike</th>
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<tr>
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<table>
<thead>
<tr>
<th>Your attitude toward reading at the end of this course is</th>
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<th>Dislike</th>
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<tbody>
<tr>
<td>20. Your attitude toward reading at the end of this course is</td>
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B. COMPOSITION (Writing)

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<th>Too Little</th>
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<tr>
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<tr>
<td>23. 3rd Quarter</td>
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<td></td>
</tr>
<tr>
<td>24. Proportion of time given to writing</td>
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<table>
<thead>
<tr>
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<th>Too Easy</th>
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<td>26. 2nd Quarter</td>
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<tr>
<td>27. 3rd Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
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</table>

<table>
<thead>
<tr>
<th>Instruction in Writing</th>
<th>Excellent</th>
<th>Poor</th>
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</thead>
<tbody>
<tr>
<td>28. 1st Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
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<tr>
<td>29. 2nd Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
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<tr>
<td>30. 3rd Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Your own progress in the skill of writing shows during this year</th>
<th>Decided Improvement</th>
<th>No Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
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</table>

<table>
<thead>
<tr>
<th>Your attitude toward writing at the beginning of this course in Freshman English was</th>
<th>Enjoyment</th>
<th>Dislike</th>
</tr>
</thead>
<tbody>
<tr>
<td>32. Your attitude toward writing at the beginning of this course in Freshman English was</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Your attitude toward writing at the end of this course in Freshman English was</th>
<th>Enjoyment</th>
<th>Dislike</th>
</tr>
</thead>
<tbody>
<tr>
<td>33. Your attitude toward writing at the end of this course in Freshman English was</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
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</tbody>
</table>

C. GRAMMAR AND USAGE (FUNDAMENTALS)

<table>
<thead>
<tr>
<th>Exercises</th>
<th>Too Difficult</th>
<th>Too Easy</th>
</tr>
</thead>
<tbody>
<tr>
<td>34. 1st Quarter</td>
<td>10 9 8 7 6 5 4 3 2 1 0</td>
<td></td>
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</tbody>
</table>
35. 2nd Quarter
   Too Difficult  Too Easy
   10 9 8 7 6 5 4 3 2 1 0
   10 9 8 7 6 5 4 3 2 1 0

36. 3rd Quarter
   Too Much  Too Little
   10 9 8 7 6 5 4 3 2 1 0

37. Proportion of time given to grammar in and out of class
   Too Difficult  Too Easy
   10 9 8 7 6 5 4 3 2 1 0
   10 9 8 7 6 5 4 3 2 1 0

Tests in Fundamentals
38. 1st Quarter
   Too Difficult  Too Easy
   10 9 8 7 6 5 4 3 2 1 0

39. 2nd Quarter
   10 9 8 7 6 5 4 3 2 1 0

40. 3rd Quarter
   10 9 8 7 6 5 4 3 2 1 0

41. Hand Book used in Course (Griggs and Webster—Writer’s Adviser)
   Excellent  Poor
   10 9 8 7 6 5 4 3 2 1 0

Instruction in
42. 1st Quarter
   Excellent  Poor
   10 9 8 7 6 5 4 3 2 1 0

43. 2nd Quarter
   10 9 8 7 6 5 4 3 2 1 0

44. 3rd Quarter
   10 9 8 7 6 5 4 3 2 1 0

45. Your progress in grammar shows improvement during this year
   Decided Improvement  No Improvement
   10 9 8 7 6 5 4 3 2 1 0

46. Your attitude toward grammar and usage at the beginning of this course in Freshman English
   Enjoyment  Dislike
   10 9 8 7 6 5 4 3 2 1 0

47. Your attitude toward grammar and usage at the end of this course in Freshman English
   Enjoyment  Dislike
   10 9 8 7 6 5 4 3 2 1 0
43. To what degree do you feel that this past year in Freshman English has prepared you in the use of these skills for the remainder of your college work?

Adequately | Inadequately
--- | ---
10 9 8 7 6 5 4 3 2 1 0

Are you now considering making English your Major? Yes No Maybe

Minor? Yes No Maybe

Please write below any comments or suggestions you may have as to how you feel the Freshman English course could be improved.
Sample Reading Test for English I

Name ____________________ Instructor __________________ Sec._ Quiz VIII, Form C

A. Gitano C. Jody E. Mrs. Tiflin G. Gabilan
B. Billy Buck D. Nellie F. Doubletree Mutt H. Carl Tiflin

TO WHOM DOES THE UNDERLINED WORD IN EACH PASSAGE REFER?

1. He saw the quail come down to eat with the chickens when he threw out the grain.

2. ...remembering how he had thrown the clod, put his arm about (his) neck, and kissed him on his ... nose.

3. Every time he did one of these bad things, (he) settled back and seemed to laugh to himself.

4. ...his horse would play the steer as an angler plays a fish, keeping a tight rope until the steer was down or beaten.

5. "If ham and eggs grew on a side-hill I'd turn you out to pasture too."

6. ...when the land and the brush and the houses and the trees were silver-gray and black like a photograph negative, he stole toward the barn, past the sleeping stones and the sleeping cypress tree.

7. His eyes were almost closed now, and his breath whistled shrilly past an obstruction in his nose.

8. ...her lips drew away from her yellow teeth. She turned her head around; her eyes were glazed and mad.

9. He saw a hawk flying so high that it caught the sun on its breast and shone like a spark.

WHO IS SPEAKING IN EACH QUOTED PASSAGE?

10. "Well, well, I guess he can bite all right."

11. "A horse... isn't any lap-dog kind of thing."

12. "Have you forgot the wood-box?"
13. "I've seen them get well when they were worse than Gabilan is."

14. "Old things ought to be put out of their misery.... One shot, a big noise, one big pain in the head maybe, and that's all."

15. "He's getting to be almost a trick pony.... I don't like trick horses."
Sample Reading Test for English 1

Name_________________Instructor________________Sec.____ Quiz VI, Form K

A. Abraham Rosenheimer, Rosen, Rose, Ross
B. Isaac, Irving, Irwin
C. Dorothy, Dorothea
D. Mrs. Minnie Rosenheimer
E. Mrs. Feinberg, Grandma
F. Yetta, Yvette
G. Abrahamson, Abrams
H. Carrie, Carolyn
I. Emanuel, Mannie, Manning

Who is speaking in each quoted passage?

a b c d e f g h i 1. "It isn't only that. Here we are in a walk-up apartment, when we could have something better. I'm starting to make friends. I've got to make a place for myself..."

a b c d e f g h i 2. "Dad, here's someone that wants to meet you."

a b c d e f g h i 3. "Since the Abramsons moved they are Abrams, and you know it. And Sam—do you know what? At school they call him MacDongal..."

a b c d e f g h i 4. "Do you remember... this room—this old place—those old days—"

a b c d e f g h i 5. "See, Mannie, see Mannischen—this is fine—this is the way to live!"

To whom does the underlined word in each passage refer?

a b c d e f g h i 6. She added a bit of "elegance" to whatever fashion had dared to ask for. She liked smooth broadcloth suits, much tailored, for day wear, and elaborate chiffon evening gowns. She talked with an "accent" but not the kind her mother had.

a b c d e f g h i 7. Each day, it seemed, she could find out something else that she didn't have...

a b c d e f g h i 8. He didn't like to work hard or long and he had heard of the tasks performed by the younger members of big firms. He liked to waste time, browsing around book-stores, walking through the lobbies of hotels, calling on friends.

a b c d e f g h i 9. He was fond of his family and he wanted them "well taken care of..."
10. He would listen, weigh what they said, learn from them. He never talked much. He always retained his look of severity.

11. Though it did hurt a little, she grew used to manicures, too, after a while.

12. She liked to buy and she felt that merchants couldn't fool her, even in this strange country.

13. They called her old-fashioned and giggled at her advice.

14. He accepted all innovations with apparent disregard. He never was cross or disagreeable.

15. Nor did he take this woman into his confidence.
Sample Reading Test for English 2

Mark two answers. The process of the formation of oil deposits (a) involves inorganic material only, (b) involves organic material, (c) has been brilliantly explained by Lysenke, a Russian scientist, (d) takes place only in the sea since the sperm whale is initially involved, (e) is not known with enough certainty to be described by anyone.

Otto Petterson, the distinguished oceanographer, developed a theory linking events in the deep, hidden places of the ocean with the cyclical changes of climate and their effects on human history. From which country was he? (a) Norway, (b) Denmark, (c) England, (d) Sweden.

The redistribution of solar created heat for the whole earth is accomplished (a) by the ocean currents solely, (b) by the winds solely, (c) half by the ocean currents and half by the winds, (d) mostly by the winds, (e) mostly by the ocean currents.

Which explorer was not mentioned by Miss Carson in her discussion of European explorers in the chapter, "The Encircling Sea"? (a) DeSoto, (b) Columbus, (c) magellan, (d) Balboa.

Petterson's theory was based (a) solely on scientific evidence, (b) solely on historic evidence, (c) solely on literary evidence, (d) on scientific and historic evidence but not literary evidence, (e) on scientific, historic, and literary evidence.

Ottar, a Norwegian, was the first known explorer to (a) sail to Greenland, (b) to visit England, (c) to sail around the coast of Spain, (d) to round the North Cape.

The most valuable legacy of the ancient seas, according to Miss Carson is (a) petroleum, (b) gold, (c) iodine, (d) magnesium, (e) platinum.
a b c d e 8. The Physical Geography of the Sea, which is now considered a foundation of the science of oceanography, was written by Matthew Fontaine Maury, a member of the (a) East India company, (b) United States Navy, (c) British Navy, (d) French Navy.

a b c d e 9. Of the salt carried into the sea from the land (a) most of it is a variety for which man has found no use, (b) none is ever returned to the land, (c) a limited amount is returned to the land by underground rivers, (d) a limited amount is blown back to land by the wind, (e) a considerable proportion is carried back on land by tidal waves.

a b c d e 10. Which two can be profitably extracted directly from the sea? (a) copper, (b) iron, (c) aluminum, (d) magnesium, (e) bromine.

SELECT THE BEST MEANING FOR THE UNDERLINED TERM

a b c d e 11. They had neither compass, nor astronomical instruments, nor any of the appliances of our time for finding their position at sea.... (a) for navigating by landmarks, (b) for measuring position in relation to stars, (c) for navigating by wind direction, (d) for navigating by observation of waves.

a b c d e 12. When Eric the Red voyaged to Greenland, according to the Sagas, he 'came from the sea to land at the middle glacier—' (a) a certain spot in Iceland, (b) wise persons, (c) historical or legendary stories, (d) the ruling dynasty of Iceland.

a b c d e 13. Outside, bathing the periphery of the land world, was Oceana. (a) jagged peaks, (b) flat lands, (c) perimeter, (d) rough waters.

a b c d e 14. So here and there, in a few out-of-the-way places, the darkness of antiquity still lingers over the surface of the waters. (a) unusual era, (b) far-away places, (c) ancient times, (d) suspicion.

a b c d e 15. As the chill of the northern waters has abated and the fish have moved poleward, the fisheries around Iceland have expanded enormously... (a) become cooled, (b) had an effect, (c) become less intense.
Sample Reading Test for English 2

**Quiz 4**

**WHO IS SPEAKING IN EACH QUOTED PASSAGE?**

1. "I've got—such a pain down here in my side—oh, it's just—it tears at me."
   - Ted Babbitt

2. "I'm going to run my own life!"
   - Tanis Judique

3. "Oh darling, darling, and I've always told you, so carefully, that you were absolutely free."
   - George Babbitt

4. "I don't want to join—I don't want to join—I don't want to."
   - Zilla Relaling

5. "Out last night with my brother and some friends of his. Gosh, what driving! Thought I saw you hiding up the Bellevue Avenue Hill."
   - Myra Babbitt

**TO WHOM DOES THE UNDERLINED WORD IN EACH PASSAGE REFER?**

6. "On the warm brown rug he saw a froth of rose-colored chiffon lingerie; on the sedate Morris chair a girl's silver slipper. And on the pillows were two sleepy heads."
   - Zilla Relaling

7. He found when he came into the warm house that he was hazier than he had believed. His head whirled. He dared not lie down. He tried to soak out the alcohol in a hot bath.
   - Man

8. She was a courteous, brow-lifting, ice-armoured woman who looked like Tanis.
   - Zilla Relaling

9. She wore a black streaky gown which she had tried to brighten with a girdle of crimson ribbon. The ribbon had been torn and patiently mended.
   - Tanis Judique

10. "Go ahead, old man! The world is yours!"
    - Zilla Relaling
CHOSE THE BEST ANSWER

11. The author of Babbitt was (a) Upton Sinclair, (b) Ernest Hemingway, (c) Boris Pasternak, (d) John Steinbeck, (e) none of these.

12. The women members of The Bunch (a) are manicure girls, (b) are trying to be young again, (c) develop lasting friendships, (d) teach Sunday school.

13. Babbitt is (a) a psychological study of a unique individual in a unique environment, (b) a success story, (c) a story with a totally pessimistic ending, (d) pointless, (e) a novel containing much implied criticism of important aspects of American society.

14. At first, George Babbitt finds Tanis Judd attractive because (a) she's coy, (b) he's lonely, (c) she flatters him, (d) she is more uninhibited than most women he knows, (e) all of these.

15. In the scene in the last chapter of Babbitt in which Babbitt turns to Reverend Drew for religious advice the minister is shown as (a) sincerely interested in saving Babbitt, (b) unwilling to pray for Babbitt's salvation, (c) only interested in securing a large contribution from Babbitt, (d) having an unholy curiosity in whether Babbitt's sins were of a sexual nature, (e) none of these.
Sample Reading Test for English 3

Name__________Instructor__________Sec._____, Quiz 4
A. Per Hansa    C. Sornina    E. Store Hans
B. Tonseten     D. Kjersi     F. Beret

WHO IS SPEAKING OR THINKING IN EACH QUOTED PASSAGE?

1. "He wants to give you the pony!"
   a b c d e f

2. "What in the name of common sense are you mumbling about? What ails you, Syvert dear? ...you act as if you were walking and talking in your sleep on the open prairie!"
   a b c d e f

3. "But I'll promise you one thing, Sornina: if I can get my old blunderbuss to work, you're going to have your lost leg back again."
   a b c d e f

4. "Those are to be planted around the house!"
   a b c d e f

5. "I think you ought to go out and look for them!"
   a b c d e f

6. "Caught sight of them? Why man alive, that's just what I've come up here to tell you. I've had them in sight for over an hour now."
   a b c d e f

7. "But the stable, the barn, and all the rest of the outhouses should be painted red, with white cornices—for that gave such a fine effect!"
   a b c d e f

8. "I wonder if we shall ever see them again.... This seems to be taking us to the end of the world."
   a b c d e f

9. "It isn't such a brave and manly thing to terrorize poor womenfolk who are frightened already."
   a b c d e f

CHOOSE THE BEST ANSWER

10. Per Hansa takes pride in (a) his money, (b) his leadership, (c) his pleasant personality, (d) his work.
    a b c d e f

11. To Per Hansa the prairie means (a) unfriendliness, (b) an impossible amount of work, (c) a kingdom of his own, (d) the same old grind.
    a b c d
12. Ole is (a) an obedient boy, (b) a selfish boy, (c) an insensitive boy, (d) a willful boy.

13. Per Hansa goes to Sioux Falls for wood with (a) Ole, (b) Store-Hans, (c) Tonseten, (d) And-Ongen.

14. Per Hansa thinks of Beret as (a) a good horse, (b) typical pioneer woman, (c) a sniveling woman, (d) a fine and unusual woman.

15. The immigrants build their homes close together (a) for protection from the Indians, (b) to offset loneliness, (c) both of these, (d) neither of these.
Sample Reading Test for English 3

A. Cather, "Paul's Case"  D. Fitzgerald, "The Rich Boy"
B. Welty, "The Hitch-Hikers"  E. Anderson, "I'm a Fool"
C. Anderson, "I Want to Know Why"

1. Sometimes I'm so mad about it I want to fight someone. It gives me the fantods.

2. "You'd put your hands down on the keyboard like you'd say, 'No this is how it really is!'" she cried, and turned her head away. "I guess I was crazy about you, though."

3. "I'm going to the country with you tonight, after all. You understand that, don't you?"

4. When the right moment came, he jumped.

5. In the winter when he is home in Beckersville he don't stay there much but goes away to cities and deals fare.

6. First of all I went downtown and walked about with the dudes.

7. "Now to look out for a place to sleep—is that it?" he remarked doggedly.

8. Perhaps, even now, after all this time, there will be a kind of satisfaction in making myself look cheap by telling of it.

9. "So the other one says bam! bam! He whacked him over the head. And so dumb—right where the movies was letting out."

10. He would tell his father that he had no car fare, and it was raining so hard he had gone home with one of the boys and stayed all night.

11. Of course, she would know, me setting right beside her and letting her smell of my breath.
12. It was June. His family had closed up the house and gone to the country, so he was living temporarily at the Yale Club.

13. The firm of Denny & Carson announced that the boy's father had refunded the full amount of his theft, and that they had no intention of prosecuting.

14. "Oh, you never liked me, I know," she went on. "You're just taking advantage of some silly gossip to try and break up the only interesting friendship I've ever had."

15. He was thoroughly tired; he had been in such haste, he had stood up to such a strain, covered so much ground in the last twenty-four hours...
"You Could Look It Up"

1. "He's comin' along as masket...."
2. "They're goin' to be sendin' the funny wagon for you, if you don't watch out."
3. "Blind each other, whatta I care? You can't see nothin' anyways."
4. "Come on in and see the greatest collection of freaks in the world! See the armless pitchers, see the eyeless batter, see the infielders with five thumbs!"
5. "A St. Louis lawyer I seen twice tell me it's all legal and proper."

"A Bottle of Milk for Mother"

6. "... never seen a colder gray than that in the eye of the wanton killer who arrogantly styles himself the lone wolf of Potomac Street."
8. "I'll plead the unwritten law."
9. "I feel I am of them—I belong to those convicts and prostitutes myself, and henceforth I will not deny them—For how can I deny myself?"
10. "I seen him in your corner with my own eyes the time you won off Cooney from the C. Y. C. He's your manager, jackroller."
"Impulse"

a. Dora  b. Michael Lowes  c. Detective  d. One of the card players

11. —cheap fellows, really—mere pick-up acquaintances.

12. "You're so used to dealing with criminals that you think all mankind is criminal, ex post facto."

13. His whole life seemed to be composed of such trivial and infinitely charming little episodes as these....

14. "I'll get a lawyer for you....but that's all I can do."

15. "I guess you thought that was pretty slick."

CROSS CUT on your answer sheet the letter corresponding to the name of the person referred to by the underlined pronoun.

"The Nightingales Sing"


16. She stared at the familiar little scenes on the walls with love—and with a sympathy for them she had never felt before—and then she put out the light and went back along the hall.

17. Her curly hair, cropped nearly as short as a boy's was brushed and shining, and her hard, sallow little face was carefully made up and completely blank.

18. ... her face was colorless and expressionless and at the same time likeable and amusing.

19. "Me has to have that, I guess—He's so sort of restrained himself, with that family and all."

20. "But worst of all is that he's spoiled me—everybody else seems kind of tame and young."
"The Egg"

21. Down along the frozen road I went hopping solemnly on one leg. "Hippity Hop To The Barber Shop," I sang shrilly.

22. He declared it was wrong to teach children that Christopher Columbus was a great man when, after all, he cheated at the critical moment.

23. However, it began to rain and he did not fancy the long walk to town and back.

24. She was a tall silent woman with a long nose and troubled gray eyes.

25. He was as I have said an uncommunicative man.
1. The basic nature of the essay has been (a) its optional organization (b) its personal approach (c) its attention to style (d) its chameleon-like adaptability (e) all of these.

2. Throughout its history the essay has been used (a) primarily for literary criticism (b) primarily for criticism of politics (c) mostly for amusing description (d) none of these.

3. The man given the title "the first American essayist" was (a) Whittier (b) Edwards (c) Poe (d) Irving (e) Wilson.

4. Imagery is (a) the perception of an analogy between objects and ideas not usually associated (b) perception of an analogy between objects usually associated (c) the development of a foolish notion (d) none of these.

5. According to Martin most of us assume a tone (a) exactly like that of our natural tone of voice (b) like that of a poet (c) a little different from our natural tone of voice (d) a dictatorial tone.

6. Martin feels that verse writing is (a) good practice for the prose writer (b) helpful only for poets (c) a waste of time for prose writers (d) none of these.

7. According to Martin, the most essential element for good writing is (a) ordered thinking (b) quiet place to work (c) inspiration (d) promise of financial reward.

8. According to Martin, good writing is closely related to (a) taciturnity (b) good talk (c) ability to make easy reading (d) waiting for the right time and place.

9. According to Conrad, fiction appeals to (a) imagination (b) temperament (c) credulity (d) wisdom.

10. Conrad's essay contains much (a) irony (b) sentimentality (c) parallelism (d) anger.

11. Conrad says that the creative prose artist has the duty of (a) giving a convincing argument (b) making readers hear, feel, and see (c) explaining his theories (d) none of these.

12. According to Conrad, the function of art is to find those elements (a) in which all men are different (b) in which all men are one (c) by which men achieve practical ends (d) which contribute to intellectual growth.
13. "The Art of Fascinating" is a satire on (a) patent medicine (b) bookworms (c) advertising (d) beauty.

14. In Adams' essay, the "gift of Fascination" as seen in the magazine picture is the result of (a) reading the Five-Foot Shelf (b) concentrating on the beauty (c) using hypnosis (d) knowing when to leave.

15. The general tone of Adams' essay is one of (a) anger (b) irony (c) sentimentality (d) humor.

16. Paul Gallico apparently considers Babe Ruth (a) a basically dishonest and insincere man (b) a good athlete but a poor sport (c) a man never able to overcome his background (d) one of the greatest men of his time.

17. According to Gallico, Babe Ruth (a) spoke like a gentleman (b) was hard-hearted (c) cursed and swore (d) ate Wheaties for breakfast.

18. The style of Gallico's essay may be characterized as (a) rather colloquial and slangy (b) careless and faulty in its diction (c) having smooth and quiet rhythm (d) involved.

19. Gallico's tone is (a) disturbingly sentimental (b) rather cynical toward his subject (c) too uncritical and full of hero worship (d) fairly eulogistic, yet balanced by objectivity.

20. E. P. is considered by Leacock (a) a liar (b) fascinating fellow with a fine disregard for actualities (c) a mean scoundrel.

21. E. P. is (a) conservative (b) democrat (c) liberal.

22. E. P. Made use of (a) the vanity of people (b) superior knowledge of railroads (c) the generosity of people.

23. When E. P. finally makes good in England, we readers are expected to feel as the author does (a) disappointed (b) glad (c) indifferent (d) simply relieved.

24. Hans Zinsser in "Young Love" suggests that Namie (a) was a rather dirty girl of a low order of humanity (b) does not deserve our pity (c) was a victim of the lower-class world she lived in.

25. Namie had a running nose; Miss Satterthwaite was sweet but lovely; Fancy resembled a young heifer; but Ella was (a) extremely amorous (b) unsentimental (c) a gushing adolescent (d) a loving wife.
26. Zinnser approved of the romantic idealization of love because (a) it permitted promiscuity (b) it kept the physical aspect to a minimum (c) it always brought success (d) he liked to worship from afar.

27. In the episode with Pansy, Zinnser (a) made a fool of himself (b) deeply regretted his treatment of her (c) was suddenly illuminated by a flash of common sense insight (d) quoted Latin verses to her.

28. "Juniper Corner" is concerned primarily with (a) a place in the world for contemplation (b) a lazy country man's thoughts (c) an impractical man's observations of autumn beauty.

29. The sumac is a (a) golden blossomed tree (b) a red-blossomed tree (c) a form of golden rod (d) a weed.

30. The juniper is a (a) wild flower (b) kind of tall grass (c) a shrub (d) a stately tree.

31. "Juniper Corner" is interesting for its (a) concreteness and simplicity (b) "fine" writing (c) complex language and ideas (d) exotic subject matter.

32. E. B. White in "Once More to the Lake" suggests that (a) time is no illusion (b) time changes nothing really (c) he suffered from hallucinations.

33. One of the changes at the lake since White's youth was (a) the motors on the boats (b) farmhouse dinners (c) the thunderstorm (d) the fishing.

34. E. B. White's rather complacent feeling that nature and human nature do not change is shattered by (a) the disappearance of the farm wagon (b) the lack of peace, jollity and goodness around the lake (c) the sudden realization that man is mortal (d) the things in the store.

35. Although White is concerned chiefly with the similarities between his present experiences at the lake and his boyhood summers there, he does note certain differences. Does he feel that, in some way, something has been (a) lost (b) gained (c) neither from his experience.
Sample Final Examination for English 5

Winter, 1959

1. "What a lamentable thing it is that men should blame the gods and regard us as the course of their troubles, when it is their own wickedness that brings them sufferings worse than any which Destiny allots them." Who is speaking? (a) Athene (b) Zeus (c) Aegisthus (d) Creastes.

2. When the Odyssey opens, Poseidon is visiting (a) the Phaeacians (b) Scylla (c) Calypso (d) the Ethiopians.

3. "As for her, she neither refuses, though she hates the idea of remarrying, nor can she bring herself to take the final step." Who is the woman being discussed in the above quotation? (a) Athene (b) Dulichium (c) Penelope (d) Anchialus.

4. How did Ino of the slim ankles help Odysseus? (a) she gave him a magic oar (b) she calmed the winds (c) she gave him a veil to save him from drowning (d) she turned the rocks to smooth sand.

5. Where did Nausicaa live? (a) in Aeglia (b) in Charybdis (c) in Troy (d) in Phaeacia.

6. "For I, after all, have some sense of what is fair; and my heart is not a block of iron. I know what pity is." Who is speaking? (a) Athene (b) Circe (c) Nausicaa, (d) Calypso.

7. "He began by turning into a bearded lion and then a snake, and after that a panther and a giant boar." Who is being described? (a) Proteus (b) Poseidon (c) Eidothee (d) Aegisthus.

8. Why did the Gods keep Menelaus in Egypt? (a) he had not made the proper offerings (b) he had killed the bulls on the plain (c) Eidothee was angry with him (d) Proteus was at war with Poseidon.

9. How did Helen try to expose the Greeks inside the Trojan Horse? (a) by setting fire to it (b) by offering them freedom if they would surrender (c) by mimicking the Greeks' wives (d) by running the horse into the sea.

10. Who was the rightful husband of Helen? (a) Nestor (b) Zeus (c) Menelaus (d) Peisistratus.

11. Who was the first king to help Telamachus in his search for his father? (a) Nestor (b) Menelaus (c) Lacedaemon (d) Athene.
12. Who was "the Daughter of Zeus, the Lady of the gleaming eyes"?  
(a) Calypso (b) Athena (c) Circe (d) Helen.

13. Eurykleia was (a) a fond old nurse (b) a foolish servant in  
Telemachus' house (c) a nymph (d) a soldier at Troy.

14. Why did Penelope undo her weaving every night?  
(a) it was incorrectly done, (b) to have something to tell her husband (c) to hold off the  
suitors (d) because the gods required her to do so.

15. Why does Telemachus want the suitors to leave the palace?  
(a) so he could have the stores to himself (b) because his mother was going  
to marry the wrong man (c) because they were wasting his father's  
property (d) because of the possibility of war.

16. Who is called the "Gatherer of the Clouds"?  
(a) Athene (b) Calypso (c) Poseidon (d) Zeus.

17. The honeyed fruit of the lotus caused (a) death to those unaccustomed  
to such food (b) poisoning similar to that of the locoweed (c) home  
to be forgotten (d) fear of water and of ocean going vessels.

18. To prevent any ferocious Phaeacian from insulting Odysseus, Athene  
(a) clothed him in the rags of a beggar (b) enveloped him in a magic fog  
(c) raised the Aegis (d) accompanied him in the guise of Mentor.

19. The skill of the Phaeacians as sailors was rivaled only by (a) the  
skill of Odysseus' sailors (b) Penelope's skill at handicraft  
(c) the ability of the Phaeacian women as weavers (d) the ability  
of Nestor in training horses.

20. "Sir, I shall make so bold as to ask you some questions. Who are  
you? ...and who gave you those clothes"? The queen thus questioned  
the stranger because (a) she admired his wife's weaving (b) she  
recognized a cloak and tunic she herself had made (c) she coveted  
the gold embroidery of Hephaestus (d) she liked the imperishable  
clothes Calypso had given him.

21. "He looks like the gods who live in heaven. This is the kind  
of man whom I could fancy for a husband..." said (a) Hermoine (b) Calypso  
(c) Aphrodite (d) Nausicaa.

22. What prophet did Odysseus consult in Hades in order to learn the  
way to Ithaca?  
(a) Cassandra (b) Theoclymenus (c) Teiresias  
(d) Halisertes.

23. What gift enabled Odysseus to ward off the magic of Circe?  
(a) acorns (b) ambrosia (c) lotus blossoms (d) moly.
24. On Aeolla what useful gift did Odysseus receive? (a) a leather bag of wind, wired to prevent leaks (b) a copper cauldron on a silver tripod (c) a talent of sterling gold and a golden chalice (d) a purple robe, embroidered with crystal.

25. In the quotation "Of all his company, I will eat Nobody last," Nobody referred to (a) Alcinous (b) Poseidon (c) Odysseus (d) Polyphemus.

26. "There is nothing nobler or more admirable than when two people who see eye to eye keep house as man and wife, confounding their enemies and delighting their friends." The philosophy was revealed to Hesiod by (a) Odysseus (b) Teresias (c) Agamemnon (d) Ares.

27. "Never be too gentle even with your wife, nor show her all that is in your mind; Reveal a little of your counsel to her but keep the rest of it to yourself." This sage advice was given to Odysseus in Hades by (a) Menelaus (b) Agamemnon (c) Antinous (d) Hephaestus.

28. After Persephone drove off the women's ghosts, Odysseus mourned with the son of Atreus, whose death had earlier been told (a) to Menelaus by Proteus (b) to Zeus by Hyperion (c) to Penelope by her sister Iphthime (d) to Telemachus by Laertes.

29. The quotation "As the North wind at harvestime tosses about the fields a ball of thistle so did the gusts drive his craft hither and thither across the sea." illustrates Homer's use of (a) metaphor (b) metonymy (c) epithet (d) simile.

30. In accordance with Greek custom, Demodocus, the blind poet, (a) offered a libation to Dionysius (b) sprinkled wine upon the strings of his lyre (c) began his song with an invocation to the muse (d) gave Odysseus half his portion of meat.

31. A version of the story of the Trojan Horse is told by (a) Odysseus in Hades to Achilles (b) Menelaus in Sparta to Telemachus (c) Demodocus in Scherie to Odysseus and the Court (d) all of these (e) none of these.

32. After leaving the Island of the Sun, Odysseus was saved by (a) clinging to a fig tree until Charybdis spewed up the mast and keel (b) throwing mud into the mouths of Scylla (c) plugging the ears of his men with wax (d) winding a magic veil around his waist.

33. How were the Phaeacians punished for having returned Odysseus to Ithaca? (a) a boulder, hurled by a cyclops, smashed the ship (b) Zeus struck the vessel with lightning (c) Poseidon turned the ship to stone in her own harbor (d) pirates boarded the ship and enslaved the sailors.
34. Odysseus on his journey home from Troy visited (a) Calypso before Circe (b) Calypso before the land of the Lotus Eaters (c) Aeolia before Hades (d) Hades before Scherie.

35. Eurycleus, kinsman of Odysseus, criticized the hero's reckless folly in (a) leading the men into the sheep fold of the Cyclops (b) going to the rescue of the men bewitched by Circe (c) avoiding the Island of the Sun, comfort of mankind (d) all of these (e) none of these.

36. The son of Laertes was called Odysseus "the victim of enmity" because he was (a) hated by Poseidon (b) disliked by Aias (c) envied by the suitors (d) so named by his grandfather.

37. The quotation "This is the tale I pray the divine muse be enfold to us. Begin it, goddess, at whatever point you will" illustrates the poet's (a) use of recurrent epithet (b) invocation of the patroness of epic writers (c) use of in medias res (d) the subordination of action to elaborate detail.

38. What did the crafty Penelope demand as proof of the beggar's identity? (a) knowledge of Laertes' gift of trees (b) sight of the scar made by the boar's tusk (c) knowledge of a richly dyed and inlaid bedstead, rooted in the courtyard, (d) sight of a brooch engraved with a hound and a struggling fawn.

39. When he punished the suitors, Odysseus spared Phemius the minstrel because (a) the bard had gained the sanctuary of the household gods (b) the poet, wrapped in an oxhide, hid under a bench (c) the warrior had great respect for all poets (d) Telemachus protested the innocence of Phemius.

40. The vengeance demanded by Epeithes for the deaths of his son and his companions was prevented by (a) the courage of the gray haired Laertes (b) the lifting of the Aegis by Athens (c) a thunderbolt of a divine ruler (d) the blunt speech of Halitherses.

41. The beggar who challenged Odysseus in his own palace (a) was instantly killed by Odysseus who wished to show his strength to the suitors (b) was mockingly nicknamed Irus because the servile fellow carried messages for all (c) was struck by a stool thrown by Eurymachus, the attack causing a quarrel among the suitors (d) was sent by Telemachus to Echtes, the Ogre.

42. Why did Odysseus' homeward journey take nine years? (a) Hermes had neglected to deliver the gods' message to Calypso (b) the prophecy of Haliserthes must be fulfilled (c) the gods in council demanded such punishment (d) Poseidon heeded the prayer of his blinded son.
43. Homer's attitude toward his gods was that of (a) irreverence for gods neither all powerful nor all knowing (b) censure of gods who disregarded the moral code of man (c) disbelief in gods made in the image and likeness of man (d) respect for their power and tolerance for their frailties.

44. "Of all creatures that breathe and creep about on Mother Earth, there is none so helpless as a man. As long as heaven leaves him in prosperity and health, he never thinks hard times are on their way." These words by (a) Proteus as he foretold the future to Menelaus (b) Teiresias, as he warned Odysseus to protect the cattle of the Sun-god (c) Odysseus, in warning to Amphimous.

45. According to Greek belief, future events were truthfully revealed (a) by the prophesies of Cassandra (b) by dreams issuing from gates of ivory (c) when caught, by Hephaestus (d) by auguries from the flight of birds.

46. In the quotation "We are both adepts in chicane," the word both refers to (a) Odysseus and Athena (b) Odysseus and Apollo (c) Anchises and Eurymachus (d) Penelope and Clytemnestra.

47. What attitude toward death did Achilles express? (a) Honor in Hades removed the sting of death (b) To live a slave on earth was better than to rule in Hades (c) Glory in the Elysian Fields surpassed glory on the plains of Troy (d) Existence in Hades was a release from the miseries of earth.

48. Who gave the following advice to Odysseus? "Do not sail openly into port when you reach your home country." (a) Agamemnon (b) Alcinous (c) Athena (d) Teiresias.

49. The importance to the Greeks of decent funeral rites was emphasized by (a) Elpenor's request to Odysseus in Hades (b) Nestor's reference to the fate of Agamemnon had Menelaus caught the seducer alive (c) the allusions to the services held on the death of Achilles (d) all of these.

50. According to Greek custom, the gods were worshipped by (a) offering wine, which was then poured upon the ground or upon a victim (b) burned raw meat folded in fat (c) the use of lustral water, scattered grain, and a lock from the victim's head (d) all of these (e) none of these.
Sample Test for English 6

I. Who is the speaker in the following quotations:

a. Mustapha Mond
b. Linda
c. John
d. Helmholtz
e. Fanny
f. Lenina

ab. Bernard Marx

1. "I was too much interested in truth."
2. "I mean, when a child asks you how a helicopter works or who made the world—well, what are you to answer if you're a Beta and have always worked in the Fertilizing Room?"
3. "Good—morrow."
4. "I should like a thoroughly bad climate."
5. "And if you have people in the ordinary way, the others think you're wicked and anti-social."
6. "It's such horribly bad form to go on and on like this with one man."
7. "And how can you talk like that about not wanting to be a part of the social body?"
9. "God isn't compatible with machinery and scientific medicine and universal happiness. You must make your choice.
10. "I am free. Free to have the most wonderful time. Everybody's happy nowadays."
11. "I'm thinking of a queer feeling I sometimes get, a feeling that I've got something important to say and the power to say it—only I don't know what it is, and I can't make any use of the power."
12. "Talking about her as though she were so much meat."
13. "Only four months! I like that. And what's more, there's been nobody else except Henry all that time."
14. "Oh, the flesh! Kill it, kill it!"
15. "But truth's a menace, science is a public danger."

II. Choose the best answer for each of the following:

16. The word *quest* as used in Brave New World society indicates (a) admiration, (b) indifference, (c) something strange, (d) condemnation.

17. Brave New Worlders love (a) the countryside, (b) old things, (c) pure science, (d) elaborate games.

18. The Brave New World society does not eliminate (a) most diseases, (b) suffering, (c) death, (d) poverty.

19. When John and Helmholtz throw away the soma pills and urge the Deltas to free themselves, the Deltas (a) feel hopeful for the first time, (b) are horrified, (c) run away, (d) have no reaction.

20. In Brave New World society there is high regard for (a) history, (b) Shakespeare, (c) science, (d) contentment.

21. Linda is particularly offensive to Brave New Worlders because she (a) is ill-dressed, (b) is so ignorant, (c) appears not to be youthful, (d) is forward.

22. Conversation in Brave New World society consists primarily of (a) unoriginal thinking, (b) hypnopaedic proverbs, (c) complaining, (d) atheistic philosophy.

23. The Fordon Community Singers corresponds to (a) a gathering place of a group of singers, (b) a sort of church, (c) a political rally, (d) none of these.

24. Which of the following is most nearly sane, according to present-day standards? (a) John, (b) Lenin, (c) Mustapha Mond, (d) Linda.

25. Huxley's attitude toward the Brave New World is one of (a) repugnance, (b) hopeful anticipation, (c) unconcern, (d) none of these.

26. Huxley himself is (a) a cynic, unconcerned with the future of mankind, (b) a humanist, deeply concerned with man's future, (c) a neo-fascist, who would enjoy seeing an all-powerful state, (d) an anarchist, who would like to see society crumble.

27. Reuben Rabinovitch, a child of Polish-speaking parents, was instrumental in the discovery of (a) electromagnetic gold, (b) hypnopaedia, (c) centrifugal bumble-puppy, (d) ectogenesis.
28. The high arts are absent from the Brave New World because (a) they were lost during the nine years war, (b) the feelies and synthetic music proved superior (c) high art demands great upheavals, (d) no potential artists were produced.

29. The Brave New Worlders do not practice chastity because (a) it would upset the social order, (b) they are immoral, (c) Huxley believes in free love, and he satisfies his own desires through his characters, (d) chastity itself is wrong.

30. Helmholtz Watson could not write poetry because (a) he lacked talent, (b) there was no instability in society, (c) poetry-writing was forbidden, (d) the language had degenerated.

III. Follow the directions of your instructor concerning the following essay questions:

1. In a standard paragraph explain why poetry and pure science are "dangerous" in the Brave New World.

2. In a standard paragraph explain why you think/don't think the Brave New World will become a reality. Be specific.

3. In a standard paragraph explain how the Brave New World robs man of his dignity. Be specific.
Sample Final Examination for English 6

Spring, 1959

1. Greek civilization reached its peak before the time of Christ in the Athens of the (a) second century, B.C., (b) third century, B.C., (c) fourth century, B.C., (d) fifth century, B.C.

2. The Athenian Empire was finally destroyed (a) in the sixth century, (b) at the end of the Peloponnesian War, (c) by Turkey, (d) by soil erosion.

3. Banke points out that the chief function of the chorus in a Greek play is (a) to give advice to the hero, (b) tell the audience what is happening on the stage, (c) give background material, (d) react emotionally to the action of the play.

4. Greek plays were performed (a) at the spring festival, (b) during the winter months, (c) on two annual religious occasions, (e) on the election of the mayor.

5. Sophocles was responsible for (a) the introduction of a third actor, (b) reducing the importance of the chorus in the plot, (c) inserting an ode at a break in the action in his plays, (d) all of these.

6. According to Banke the contemporary art form that a Greek play most closely resembles is (a) Broadway musical, (b) college theatre, (c) an operetta, (d) grand opera.

7. Sophocles (a) lived to an advanced age, (b) had youthful beauty, (c) was skillful dancer, (d) all of these.

8. The three plays were written (a) over a period of forty years, (b) as a trilogy (c) when Sophocles was a young man, (d) none of these.

9. According to Greek mythology, the Thebans were descended from (a) Apollo, (b) laius, (c) Cadmus, (d) Polybus.

Cedipus Rex

10. One of the following does not apply to Cedipus Rex: (a) unity of action, (b) elevated language, (c) tragic plan, (d) comic relief, (e) aristocratic characters.

11. Cedipus first realizes that he is the possible murderer of Laius during a conversation with (a) Tiresias, (b) Creon, (c) Jocasta, (d) Polybus.
12. Who is the speaker?  "Great injustice comes from random judgments that bad men are good and good men bad. To throw away a friend is, in effect, to throw away your life, the prize you treasure most." (a) Oedipus, (b) Antigone, (c) Chorus, (d) Creon, (e) Theseus.

13. Who is the speaker?  "Weep for the bitter lives that you must lead henceforward. Never, never will you go to an assembly with the citizens, or to a festival, and take your part." (a) Creon, (b) Chorus, (c) Antigone, (d) Oedipus, (e) Theseus.

14. Oedipus hears the following words from whom?  "A blind man, he who now hath sight, a beggar, who now is rich, he shall make his way to a strange land, feeling the ground before him with his staff." (a) Creon, (b) Tiresias, (c) Herdsman, (d) Jocasta.

15. Which does the Chorus not do?  (a) urge Oedipus to destroy himself, (b) act as a mediator, (c) relate background, (d) act as the "man on the street," (e) identify itself with Sophocles' mythology.

16. After resolving to execute Creon in Oedipus the King, Oedipus relents, chiefly influenced by, (a) the chorus, (b) Jocasta, (c) Tiresias, (d) the priest of Zeus, (e) Creon himself.

17. Oedipus' real father was (a) Creon, (b) polybus, (c) lauis, (d) Merops, (e) Odysseus.

18. Oedipus left his home in Corinth because of (a) a terrifying oracular prophecy, (b) Jocasta's nagging, (c) wanderlust, (d) fear of Creon.

19. Oedipus says in speaking of Laius, "Since this is so, I intend to fight his battle as though he were my father." Is this an example of (a) paradoxes, (b) hybris, (c) irony, (d) stasimon?

20. Who says:  "Anger serves no purpose. Rather we should consider in what way we best can carry out the god's command?" (a) Tiresias, (b) Chorus, (c) Jocasta.

21. Which interpretation of Oedipus the King is best (a) the character of Oedipus is partly responsible for his fall, (b) after the gods have prophesied, a man has no control over his own fate, (c) Oedipus' character is entirely responsible for his fate, (d) Oedipus was cursed because he left his native land and came to Thebes.

22. The plague on Thebes could be allayed only by (a) decent burial of a traitor, (b) protection of a suppliant wanderer, (c) exiling a savior who had solved a riddle, (d) none of these.
23. Oedipus sent for Tiresias (a) to learn from him the will of the Delphic Oracle (b) at the suggestion of Creon, (c) because Tiresias had accompanied Laius on his final trip, (d) because Jocasta wished to consult the old man.

24. The speech of Oedipus concerning the former King of Thebes "But he is dead; the earth has covered him, / And I am here, I who have never raised / My hand against him—" illustrates (a) irony, (b) choragus, (c) insight, (d) allegory.

Oedipus at Colonus

25. The theme (s) of Oedipus at Colonus is (are) (a) the problem of Oedipus' guilt (b) a comparison of the selfish ambition of Oedipus' sons to the unselfish fidelity of his daughters, (c) a comparison of Theban injustice and ferocity to Athenian justice and compassion, (d) all of these, (e) none of these.

26. Who is the speaker? "All that I did I did in ignorance. They at whose hands I suffered meant to kill me." (a) Creon, (b) the guard, (c) Oedipus, (d) Antigone, (e) Ismene.

27. To whom does the you refer in the following? "Think of your father and mother, and what you have endured because of them. You know the evil consequence that follows from evil anger." (a) Oedipus, (b) Antigone, (c) Ismene, (d) Jocasta, (e) Creon.

28. To whom does the you refer in the following? "I bear this burden as long as my life lasts, and never, never do I forget that you are a murderer. For it is you who have dragged me down to this: You who have thrust me from my home...I might have died for all you did to help me..." (a) Creon, (b) Polynices, (c) Antigone, (d) Oedipus.

29. The king of Athens is (a) Creon, (b) Polyneices, (c) Theseus, (d) Ismene.

30. The Throne of Polyneices has been usurped by (a) Theseus, (b) Antigone, (c) Eteocles, (d) Creon.

31. The daughters of Oedipus are kidnapped by (a) Creon, (b) Jocasta, (c) Theseus, (d) Polyneices.

32. To whom was Oedipus referring when he said: "Those whose task it was to help me bear my burdens stay indoors." (a) his daughters, (b) his sons, (c) the people of Thebes, (d) the gods.
33. In Oedipus at Colonus, who said: "Must your life prove that long years bring no wisdom? Will not your wretchedness disgrace old age?" (a) Eumenides, (b) Creon, (c) Polynices, (d) Theseus.

34. The journey of Polynices from Argos took place (a) after the attack of the seven leaders on Thebes, (b) before the death of Haemon, (c) before the messenger spoke of Jocasta, (d) after Ismene's secret journey from Thebes.

35. The "gift of grief beyond compare" was (a) the white burial garments given by Theseus to Oedipus, (b) fire given by Prometheus to Oedipus, (c) the horse given by Athena to Athens, (d) a Theban bride.

Antigone

36. Who is the speaker? "Then do not think your mood must never alter... for if a man believes that he is right and only he...he will be found empty when searched and tested." (a) Creon, (b) Haemon, (c) Oedipus, (d) Antigone, (e) Tiresias.

37. Who is the speaker? "He has no right to keep me from my own." (a) Oedipus, (b) Creon, (c) Haemon, (d) Antigone, (e) Jocasta.

38. Who is the speaker? "I have seen pain, dishonor, shame, and ruin, I have seen them all, in what we have endured." (a) Oedipus, (b) Antigone, (c) Jocasta, (d) Polynices, (e) Creon.

39. "But if I am to die before my time, I count that a gain; for when anyone lives, as I do, compassed about with evils, can such a one find aught but gain in death?" These words are spoken by (a) Haemon, (b) Antigone, (c) Creon, (d) Oedipus, (e) Tiresias.

40. The deaths in Antigone occur in which order? (a) Eurydice, Antigone, Haemon, (b) Antigone, Haemon, Eurydice, (c) Antigone, Eurydice, Haemon, (d) antigone, Haemon, Creon, (e) Antigone, Creon, Haemon.

41. Creon's hasty treatment of the guard in Antigone is most nearly parallel to (a) his treatment of Haemon in the same play, (b) Oedipus' treatment of Creon in Oedipus the King, (c) Theseus' treatment of Creon in Oedipus at Colonus.

42. Who says: "If she will recognize my right to say so, I shared the action and I share the blame?" (a) Antigone, (b) Ismene, (c) Haemon, (d) Guard.

43. Who says: "I do not think your edicts have such power that they can override the laws of heaven?" (a) Ismene, (b) Eurydice, (c) Haemon, (d) Antigone.
44. Who says: "Convict her, do what you like, But as for me, I have the right to a complete acquittal." (a) guard, (b) Ismene, (c) Creon, (d) Tiresias.

45. Antigone insists on proper burial for (a) Creon, (b) Haemon, (c) Polynices, (d) Ismene.

46. "I am your slayer, I alone, I am guilty, only I." is said by (a) Ismene, (b) Creon, (c) Antigone, (d) Tiresius.

47. "This law was not proclaimed by Zeus, or by the gods who rule the world below." is said by: (a) Ismene, (b) Creon, (c) Oedipus, (d) Antigone.

48. The death of Eurydice took place (a) after that of Haemon, (b) before that of Jocasta, (c) after that of Creon, (d) before that of Oedipus.

49. The quotation "Do you think my tongue is lined with silver?" is spoken (a) by Tiresias to Creon, (b) by Oedipus to Tiresias, (c) by Haemon to Creon, (d) by Creon to Antigone.

50. Creon's order that no one should bury Polynices (a) was similar to Odysseus' order concerning the body of Elpenor, (b) exemplifies the Greek doctrine of contempt for the body, (c) applied also to Eteocles, (d) was given because Polynices failed in affection for his own city, (e) was given because Polynices failed to respect his father.
MAKE NO MARKS ON THIS TEST. Mark your answers on the separate answer sheet by crossing out (X) the appropriate letter. Try to answer every item, since omitted answers will count the same as wrong answers.

Part I

Indicate how the underlined word, phrase or clause is used in each of the following sentences:

(a) subject (b) object (c) verb (d) predicate nominative (e) predicate adjective

1. If it comes to that, his job will be to work the pumps.
2. The reports of his progress were heartening.
3. There were seven men on the project.
4. He appeared guilty when first questioned.
5. The Colts tried hard to win the pennant.
6. The man whom we saw was the chief of the tribe.
7. I don't believe that Jim Jones was defeated fairly in that contest.
8. He said that he would be there on time.
9. The Skinned-Shins football team will hear a talk next Monday on "Nobody hates to tackle his man."
10. Winning the conference this year will be difficult.

Part II

Indicate whether the underlined word, phrase, or clause is

(a) subject (b) object (c) verb (d) adverb (e) adjective

11. John Drew was one of the leaders chosen for the Arctic expedition.
12. A simmering pot of coffee will freeze no fingers.
13. Will you tell me a story before I go to bed?
14. This is the house that Jack Simple built.
15. I want you to trim the hedge only at the top.

16. When everyone was ashore, a jokester cried out for water.

17. The college is really a matrimonial bureau.

18. "I believe he ought to die," said a sadistic corporal.

19. That neither side can win is quite obvious by now.

20. She expects all her friends to laugh whenever she makes one of her jokes.

Part III

Indicate whether the item

(a) is correct.

(b) includes a fragment punctuated as a complete sentence.

(c) includes a comma fault or fused sentence (two or more complete sentences without the correct punctuation separating them).

21. Expect me at two o'clock sharp, unless I have trouble I will be able to get there by that time.

22. Exceptional footwork was responsible for his victory. I don't know that I have ever seen better.

23. It is true that teachers have their faults; most of them, however, do the best they are capable of doing.

24. I like gold. However, my caddy tells me that no one plays as I do. I wonder whether he is complimenting me.

25. October is usually a good month for hunting, the sun shines most of the time and the winds are quiet.

26. The other team members tried to teach me the difference between Chieftain and Blackhull but it was no use I was no judge of wheat seed.

27. Twenty yards down the creek I sighted the canoe, from there on no one was in view.

28. The shimmering water west of us, the high banks on the north, and to the south innumerable dunes of sand basking in the slanting rays of the sun.
29. At the second meeting of the board of directors he introduced a proposal to retrench, this move was not expected by the other directors.

30. I wanted Phil to stay and watch the late movie. He said he was too busy.

31. To begin at the beginning, the first day I arrived. Everyone I met was friendly and the food was the best I have ever eaten.

32. The game was drawing to a close. Augustana kicked the ball down to us we caught it, ran forward, and fumbled on the next play.

33. My father soon taught me how to use the 10-20 tractor; but when he introduced me to the hoe, I found that I had a few more things to learn.

34. In the beginning God created the heavens and the earth, afterwards He took some time to try a small creation know as man.

35. No one expected to see a new day dawn. The clouds of dirty fall-out material loomed large in the east there was a foul wind stirring the dead leaves all around us.

36. Custer is a good place to stay overnight in the summer, the temperature often drops to forty.

37. We sat in the sedan, blinded by the dust storm. Swirls of the ugly dust came at us from all sides.

38. We saw half the countryside covered by the swollen streams. Only my son and I. The rest of the family were out there somewhere in a ten-foot boat.

39. When we asked for and got a hot cup of coffee after the game was over. I was glad that people are hospitable even when their side has lost in a bitterly-fought game.

40. On the first day of spring, I usually plant potatoes. Usually some peas and carrots too.

41. Let's wait until the line of cars thins out. Then we will try to get to Trout Haven before dark.

42. The fire whistle sounded several long blasts; I could not be moved, however, because I knew that only a small grass fire was the cause of the alarm.
The first day I had trouble breathing in the continuing heat and dust. And the next no trouble at all.

After one of his foul blasts at the weather and everything in general. He turned to me and asked kindly, "Does your ear ache much?"

There will be no more questions in this section of the test. I hope that this news is satisfactory in every way.

Part IV

Indicate whether the item is

(a) a simple sentence
(b) a compound sentence
(c) a complex sentence
(d) a compound-complex sentence
(e) only a fragment

It won't be necessary to eat more than one quart of raspberries.

I always hoped that good fortune would come my way.

When everyone has finished this page, we'll turn to the next.

Tom replied, but I could not hear him.

When I arose to a frosty dawn, put on my overshoes and fur mittens, and soon discovered that I had forgotten my overalls.

Puritanism was a way of life and a religion, a revolt against authority and at the same time a new absolutism, a cry against a feudal society as well as the beginning of a new autocracy; but it promoted something new and fresh that eventually evolved into one of the American ways of life.

After you finish the last question, hand in your paper.

His tongue cleaving to the top of his mouth, his knees shaking, and his whole body feeling bruised by the recent tongue lashing he had received.

I am reading Gayley's Classic Lyths, which is a fascinating book.

Whenever the student is threatened by homesickness and thoughtless remarks of others who know nothing of his inner turmoil.
56. The wind blew, the leaves scurried hither and thither, and the cold descended on the barren earth.

57. After signing your name, sit down over there.

58. His hope of cutting off the escaping buffalo was not to be realized.

59. When John, who is the most affectionate person I know, and his father, the mortician.

60. I do not expect any real trouble; however, man the guns on every side.

Part V

You will not be graded on this part. Please help us by marking answer 4 on the answer sheet for whichever number applies to your reaction. Mark only one.

All things considered, would you prefer having this test

61. in the evening?

62. at the regular class hour?

63. It makes no particular difference to me.
Sample Final Examination for English 1

Fall, 1958

There are 120 items in this test. Read each item through carefully and then mark an X through the proper letter on the answer sheet opposite the number corresponding to the number of the item in the test. Do not encircle. Use X.

I. Mark the following sentences according to type:

a. simple  
b. compound  
c. complex  
d. only a fragment

1. The teeth of the old horse, ragged and yellow with age, protruded from the ancient mouth.

2. He is hardly a handsome man, but I have known him to display real qualities of nobility.

3. The old man in the Cadillac appears to be suffering from a stroke.

4. General Eisenhower's troops cut through the German left flank before the Allies got their supplies to the front.

5. Expecting to hear from his mother soon, while his wife was packing and worrying about the long trip ahead of them.

6. He wants to know what John is going to do next.

7. He felt the sound stealing silently and mysteriously into the very marrow of his bones.

8. When we looked over at the cows on the hill, I distinctly saw that one was bloated and miserable.

9. Since the late closing hour, the falling thermometer, the drifts that piled deep in the streets and roads, and most of all the prospect of a heavy day of work ahead of him.

10. As he came in the door and jammed his cap into his pocket, and his oldest child ran prattling to him.

11. Kun along now and I will take care of the broken tricycle.

12. Frowning and grumbling about the long delay, he jammed his luggage into the trunk of the car.
11. If there is no error in the sentence (or sentences), mark a; if there is an error, mark b. (Consider punctuation only when division between sentences is involved.)

13. We had hoped that Bill and I would be asked to help stack the bundles.

14. The captain had frequently worn the coat to impress his ten-year-old niece.

15. When a motorist reaches the far side of the Badlands, he is usually ready to stop for a short time in Wall.

16. We went to the barn and did our chores, but before long we seen a storm coming up.

17. The children's voices sounded merry from where we stood in the courtyard.

18. His failing to complete the committee assignment on time resulted in another delay in our office.

19. Neither the members of the cabinet nor President Smith was ready for the depression.

20. We thought surely the lake would have froze over by now.

21. We girls were all glad when the order came to leave the dormitory.

22. Everybody was at his best, the defending champion stood proudly in his corner, the challenger was in the pink of condition.

23. Unfortunately I must now leave these ivy-clad halls forever, for the great-aunt who has been giving me such able financial support has just kicked the bucket.

24. I'll help you as soon as I get these other scouts to the top of the gully. You'll need some good help.

25. He sat down the package of books before setting down in his account book what they had cost him.

26. Heavy clouds rolled up from the west and threatened his newly-raked alfalfa crop.

27. Exceptional delays, you know, have hit our December deliveries and ran us several thousand dollars into debt.

28. It was, in fact, about the only course still open to a man in my predicament.
29. a. correct  
By arriving too early for the opening of the theater doors was the reason I was not able to keep from freezing my toes.

29. b. error

30. a. correct
I crossed the room to talk with the girl who I thought would be chosen beauty queen.

30. b. error

31. a. correct
I had hoped so long for a reply to my cablegram that when one finally arrived I would not believe its message.

31. b. error

32. "Lay me down gently," the wounded man said to the corporal.

33. a. correct
The road seemed short to him, but to the rest of the people in the car was long and monotonous.

33. b. error

34. a. correct
Fogged windshields, weak head lights, blinking traffic signals—these had worn his nerves to the breaking point.

34. b. error

35. a. correct
Exceptional talent will win both contests, as was mentioned earlier, we expect to get the results soon.

35. b. error

36. a. correct
Along come Jim and asks, "Why did the white folks burn all those pictures?"

36. b. error

37. a. correct
I gladly accepted the gift which had just arrived for Janet and me.

37. b. error

38. a. correct
History is an art and a science through which are recorded the deeds that all men have in all times did.

38. b. error

39. a. correct
When approached by strangers, he usually became awkward and embarrassed.

39. b. error

40. a. correct
He had expected to receive all his gifts by December 15.

40. b. error

41. a. correct
Since we had been fishing on Lake Michigan only two days, I thought it could hardly be John who was approaching.

41. b. error

42. a. correct
You were the only person in that predicament.

42. b. error

43. a. correct
He thought the victories of this man were more than could have been expected.

43. b. error

44. a. correct
This car runs very good for a 1948 model.

44. b. error

45. a. correct
I expected that you and her would be the only ones to finish early.

45. b. error

46. a. correct
The Director of Admissions asks us to fill out every blank so that they will have the necessary information about us.

46. b. error
47. He unexpectedly fell into a melancholy, after which he soon starts planning his suicide.

48. The carrots appeared to be firm and edible.

III. Indicate whether each item

a. is correct
b. is fragmentary—does not express a complete thought
c. contains two or more complete statements without the correct punctuation separating them
d. contains a word or phrase which is incorrect, or incorrectly used

49. The magazine is issued weekly, I seldom see it until it is a month old.

50. Running into Brookings every week or two, buying what is needed for the farm, and then back again to the work.

51. The caravan starts out for Oregon in high spirits, but soon two of the wagons broke down.

52. Everybody expected a heavy snowfall by mid-December South Dakota has that kind of weather.

53. Very few men who the voters accept will get through a term of office without heavy criticism.

54. The Rabolski family tries to keep the dog at home, but recently it run over to our place three miles away.

55. Because of the new plans for farm irrigation, the extensive flood control measures being taken, and most of all the new fishing spots.

56. I cleared the last box of Wheaties off the shelf, but there still hadn't been room for the muffins.

57. Every stone in the pasture has bugs or worms under it.

58. He came to the game, he saw what was needed, and he won a victory.
a. correct  b. fragment  c. two or more sentences punctuated as one
d. one word or phrase wrong

59. Little bunches of flowers along the walks, hydrangeas in the far
corner, and beyond that a forest of conifers.

60. The campus lawns received a great deal of water this summer, since
then they have had to withstand a good deal of marching.

61. Exceptional students may be of two kinds they may be very good or
very poor.

62. When I returned from the national convention, I realized how much
I missed at home.

63. Who is to be our next chairman?

64. That load is too heavy for Jones and me.

65. The wheat crop of 1958 was phenomenal since then the grain terminals
of the Midwest have been glutted with grain.

66. Don't expect me home for dinner, I have to go out to the warehouse
for a new muffler.

IV. If the sentence is correct, mark the letter "a". If an underlined
word or phrase is incorrect, mark the letter corresponding to it
on the answer sheet. No more than one error will appear in any
sentence.

67. After the inhabitants of the town heard that the bridge is going to
d. fall, they built a new road.

68. You should have seen the clown at the circus. He was funny but sober
e. looking.

69. The mice as well as the old cat is tired of the hunt.

70. A vehicle with more than two wheels are not allowed on this road.
Mark a if no mistake appears in the sentence.

71. Bricklaying pays good wages in the summer, but they don't have full employment during the winter.

72. The corporal reported to the guard house that one of the prisoners is sitting on a fence.

73. Pinocchio stepped into the toy shop; they were all sitting around as toys do.

74. It really don't matter whether we get to the moon this week or next.

75. While doing my Christmas shopping, I found that someone bought all the toy trains in town.

76. My insurance company does not believe that they can trust me to be careful with my old Chevrolet.

77. Please let us out-of-state men have our hunting on the first day of the season.

78. Over in that shed there is several kinds of fat calves weighing up to 850 pounds.

79. I've did about as many of these calculus problems as I'll have time for today.

80. Us men are in favor of the law.

81. Each farmer in the area, if they are to get the family's chores done, must own a Jeep.
Mark a if no mistake appears in the sentence.

82. Drive slowly—the sign ahead suggests that catastrophe lies in wait for each of you.

83. The hocus-pocus of Christmas selling is in the air, which I always have trouble understanding.

84. This pie is good, but I think it would be better if it were covered with whipped cream.

85. Jim and Jake found that the trip across the plains was awful long for them.

86. I was pleased to know that you like the new Ford even though they cost more money than you can pay.

87. We searched the woods and dragged the streams. Just as we started to leave, up walked Sally.

88. Who do you believe will invent the next means of transportation?

89. When a student first looks at his roommate, you feel shy and afraid.

90. When I opened the kitchen door, I could see that the family just finished eating.
I want to see all of you this evening, the lawyer said, but be careful what you say meanwhile.

Peterkin then asked, "Why can't we just forget about it?"

After a pause he added, "I want to go to the movies."

John Smith, who was a well-known leader of the Jamestown colony, insisted that everyone work eventually the people learned that living in the new country was possible but few of them rejoiced under their hardships. When the lean years hit the colony was usually prepared.

VI. Indicate the correct marks of punctuation or mechanics:

a. correct as it is
b. quotation marks
c. comma
d. capital
e. remove the punctuation mark

She carefully tried the door, but a general had locked it. Later she learned that general McClintock had decided to keep all civilians out. One of the sergeants had been asked to read aloud a selection from the short story called Big Battle. Then sergeant Jones had responded by reading from the story instead.
There are 100 items in this test. Read each item through carefully and then mark an X through the proper letter on the answer sheet opposite the number corresponding to the number of the item in the test. Do not encircle. Use X.

I. Mark the following sentences according to type:

   a. simple  
   b. compound  
   c. complex  
   d. only a fragment

1. He stopped but I went on.
2. Jumping into his car and speeding away, he soon left the others far behind.
3. This is not the time for questions, but we ought to consider one objection.
4. As the car moved closer to the scene of the accident, I could see one arm lying ten feet away from a body.
5. Jumping up and running to the door without considering whether it might be his friend or someone preparing to rob him of his money.
6. By now we had hoped to be sitting on the banks of the Big Eau Claire.
7. The unfortunate old woman, stooped and lame with age, stumbled up the stone steps.
8. He saw the old cow grazing nearer and nearer the spot where the mysterious whirlpool had formerly appeared.
9. Because of the exceptionally cold weather, the strong winds, the sight of no little boys playing in the streets, and my expectations that he would not, after all, desert us.
10. Everybody here hopes to see the end of the cold war before we assess ourselves for any more taxes.
11. I expect to hear soon what we must do to keep him from coming back here.
12. As I looked out across the wide plains, thought of the long drive ahead, and decided to stop immediately to rest the horses.
II. If there is no error in the sentence (or sentences), mark a; if there is an error, mark b. (Consider punctuation only when division between sentences is involved.)

13. The talent show will disclose his weaknesses, as you might suppose, we will not act until we see his performance.

14. A heavy examination schedule, late nights at work, worry about his parents—all these had worked against his peace of mind.

15. Bill Jones is the only one who I think should be considered for the position.

16. In trying to unload the straw spreader from the truck was the way I got my finger cut off.

17. All of us boys were on hand for the news of the latest flight to Mars.

18. We expect to see all of you at the annual flower show.

19. We looked on all sides before searching for a better place to park the car.

20. I thought that you could of made the box without using more than a pound of nails.

21. Tom and I are working on an old 1950 Buick.

22. He wanted to go too, but I put my foot on the throttle and away I went.

23. He thought that there requirements were to high for anyone like him to reach.

24. There were only sixteen men looking at the box of gems.

25. Everybody turned out for the parade.

26. Here is the young man which I was telling you about last week.

27. It was necessary to buy an used stove for the warming house beside the skating rink.

28. I believe that he will loose the dollar bill if he gambles much longer.

29. I don’t believe that he really could have drove that far in ten hours.
a. correct  b. error

30. Neither Uncle Ucal nor his relatives were able to stem the course of events in Jerusalem.

31. His running and jumping won more points for us than my shouting and screaming.

32. He hit the curb, ran through a stop light, and finally came to rest in front of the Piltdown Mortuary.

33. He found the field to be free of weeds.

34. The large purses won by the horse was more than Jones had every expected to have.

35. It will not be necessary for you to look up that telephone number for Bill and me.

36. Junipers were growing near the old shack on the bleak, windy knoll.

37. I was just sitting here doing nothing when he arrived with the package you can see setting over there.

38. We will come back for you soon. There is no use in fretting about the short delay.

39. The chicken ruffled its feathers before it stepped into the little coop.

40. We must understand, Gentlemen, the true nature of the grave dilemma which we now face; and I tell you truly that these gin-rummy yokels must be busted.

41. Nothing remained to be done, he could not last long, we expected to hear the sad news at any minute.

42. As we stood at the lookout station, we heard children's voices far away.

43. The elephants walked slowly and patiently along, but behind them we seen a little monkey doing frantic tricks.

44. After we had traveled through most of the hills and valleys of the West, we decided that we still preferred our little house on the bluffs of the Missouri River.
45. I had very seldom saw him in such a passion of anger.

46. Desperate circumstances require us to foreclose all our past-due mortgages and collect all current accounts.

47. Everybody had expected that Phyllis and I would be chosen to make the trip.

III. Indicate whether each item

a. is correct

b. is fragmentary—does not express a complete thought

c. contains two or more complete statements without the correct punctuation separating them

d. is none of the above, but contains a word or phrase which is incorrect, or incorrectly used

48. Who will be a candidate for dog-catcher?

49. Everybody hoped that we can finish ahead of time, but Arnold does not believe that it is possible.

50. The curb and gutter in front of the house, the sidewalk and driveway, and the freshly-paved asphalt street.

51. When we complete the plans for our new house, the fence that will run around it, and especially the fun which we expect to have in the years ahead.

52. Caesar came, he saw, and be conquered.

53. They don't expect Bill and I to shovel all those sugar beets, do they?

54. By now the lawns are preparing for their spring recovery, since fall they have had little reason to send out new shoots.

55. Hopping carefully through the cornfield, jumping behind weeds when men approached, and then off to the north and when an opportunity offered.

56. Bill come over for a jug of water while his father was tying the tarpaulin down around the stack.
a. correct  b. fragment  c. two or more sentences punctuated as one  
d. one word or phrase wrong

57. This is the man who I expected to see at the head of the army.

58. The snow began about noon that day was the darkest I had known for several years.

59. We spent the summer in California since then we have been hibernating in South Dakota.

60. It is still true that every time anybody picks up a stone in the pasture the little bugs under it run scurrying for cover.

61. I'll be there. Put on an extra pot of beans and a gallon of coffee.

62. Our legislators are to be commended they have once again saved the taxpayers a great deal of money the chief purpose of our legislature is to protect our pocketbooks.

63. When I returned from my trip to Pierre, I realized how much I learned about politics.

64. He tried hard to finish the story before six o'clock, the other boys wanted to leave for the show early.

---

IV. If the sentence is correct, mark the letter "a". If a lettered phrase or punctuation mark is incorrect, mark the letter corresponding to it on the answer sheet. No more than one error will appear in any sentence.

65. Mathematics teachers /d/ are not paid as well as /d/ industry pays men who have the same education, /a/ but otherwise it is a good profession.

66. /d/ The birth of triplets /d/ ceased the necessity for /d/ a larger house.

67. /d/ Men who believe /a/ in the future of America /d/ is wanted for positions /e/ in our company.

68. /d/ When I go to look at second-hand cars /a/ this spring, /d/ I suppose /a/ they will all look alike to me.

69. /d/ It sure /a/ is strange /d/ that we haven't /e/ heard from the expedition.
70. A She said /c that we were /d supposed to go /e ahead of the others.

71. A Running swiftly down the street, I soon found the place /g where Tom and her had /d spilled the can /e of oil.

72. A It was necessary, therefore /b, /c to work out another way /d of settling /e the problem.

73. A Students /b, /c whose names begin /d with the letters A to D /e will register at 10:00.

74. A Cautiously approaching the corner, two huge buildings /e loomed up /d before their /e eyes.

75. A Students whose names begin with the /g letters J to R /d, /e will register at 12:00.

76. A Even when dressed in an old pair of jeans, that ear /c looks good /d to him and her.

77. A Well, we /g expect everybody /d whom enrolls /e to lock to his laurels.

78. A Swift /b, /c was a man who devoted his life /d to the /e improvement of mankind.

79. A The sentence illustrated /c, /d and exaggerated a /e common error.

80. A He could have went /c with Joe and me, but /d he preferred /e to stay and talk with her.

81. A He replied /b, /c that he would try to answer /d the question /e as well as he could.

82. A Who /g did you say /d was elected /e president of the club?

83. A It seemed extraordinary /g that the murderer /d had not noticed the bag of gold /e on the dead man’s chest.

84. A The maneuverings of the politicians /g will soon come to a temporary halt in Pierre, /d which /e I never did understand very well.

85. A Tom as well as Jerry /c are expecting to go see /d the trainmen whom we /e saw yesterday.
a if no mistake; b, c, d, or e if error occurs

86. Be careful! The law suggests that a Communist lies waiting for each innocent student.
87. When we heard that the storm was going to break soon, we went to get the cattle.
88. Charley drove up just as we had finished doing the dirtiest part of the work.
89. Each undergraduate at this college, if they are to get home on weekends, must own a good car.
90. When I opened the kitchen door, I could see that the family just finished eating.
91. After a farmer has planted his wheat, you have to wait several days to discover whether you will have to replant it.
92. The boys do not expect any favors from you.
93. It seems to me that he could have done better than that.
94. Professor Snarf entered the classroom; they were talking and laughing as students usually do before class.
95. He really don't care about the disposal of the chestnuts.
96. On the way across the bay there is several posts that must be avoided.
97. I wanted the children to eat Cheerios before the Lone Ranger and Tonto started shooting.
98. My bank now says that they can give me the loan for the television set.
99. While waiting for Bill at the depot, I discovered that someone ripped up the rails at the intersection.
100. Everybody at the resort reported that a man is lying in the ditch near the lounge.
Sample Final Examination for English 3

Spring, 1959

There are 100 items in this test. Read each item through carefully and then mark an X through the proper letter on the answer sheet opposite the number corresponding to the number of the item in the test. Do not encircle. Use X.

I. Mark the following sentences according to type:

   a. simple    c. complex
   b. compound  d. only a fragment

1. When classroom reading instruction and materials are not adjusted to the slow learner, he may become a reading disability case.

2. Reading instruction for the lowest I. Q.'s is futile, but some help may be given those with I. Q.'s in the middle range.

3. The Gates Reading Diagnostic Tests have a number of limitations.

4. Results cited by Kirk that slow learners who become reading disability cases.

5. Normally skills are developed through training activities which begin prior to reading.

6. Fernald worked only with children who had average or superior ability in reading.

7. Some of these children have learned practically nothing; others read poorly and at a level significantly below normal expectations.

8. Deaf-mute children are those who are totally deaf.

9. Significant features in Gates's program for instruction in reading are informality, wide range of approaches, and freedom of activities.

10. Training should be begun early and should be continued after reading is started.
II. If there is no error in the sentence (or sentences) mark a; if there is an error, mark b. (Consider punctuation only when division between sentences is involved.)

11. Since last fall, I found life more exciting than ever before.

12. I study two or three hours every night, but I don't seem to get anywhere.

13. Fall is a rather dreary season everyone is preparing for the winter.

14. Both Betty and I were surprised when the test results were announced.

15. After class I told the teacher that I have written the essay.

16. Most of us had difficulties before the course was over with the instructor.

17. Now is the time for all good men to come to the aid of their party; if they feel so inclined, they should contribute to the party treasury.

18. Who have the students selected for class president?

19. I was sitting right here when he approached and questioned me.

20. When my Saturday work is finished, there is supper to eat, a bath to take, and finally to get into my best clothes.

21. Tommy has already broken the wagon I gave him for Christmas.

22. Improving steadily during the previous two weeks, the game should have been easily won.

23. It will cost a great deal of money and no guarantee of success.

24. After hearing him speak in his peculiar manner, I could not help laughing at him.

25. The issue concerned, not the importance of Korea, economically or strategically but it was instead a moral issue.

26. I could of left them, but I decided to stay for another hour.

27. Entering the lobby, the phone booths are on your left.

28. Which of the two girls do you think is the prettier?
a. correct  
b. error

29. Give it to whoever comes first.

30. It was he who told my father about the accident.

31. My roommate and good friend has transferred to another school.

III. Indicate whether each item

   a. is correct
   b. contains a fragment (less than a complete thought)
   c. contains two or more complete statements without the correct punctuation separating them
   d. is none of the above, but contains a word or phrase which is incorrectly used.

32. They always lecture in a staccato manner. Their backs to the class while they write with one hand and erase with the other.

33. The corporal with his men were honored for bravery.

34. At ten-thirty I would start scrubbing the floors, this was one of the more unpleasant parts of my job.

35. No two days are alike each day you have a different schedule of classes.

36. To young Jim, education was important, he was willing to pay the price for it.

37. MCA Big and Little Sister Walkout was another thrilling experience we all had a lunch, enjoyed a few games together, went back to our rooms, and studied for the next day's assignment.

38. Who, do you think, will be the Republican candidate for senator?

39. July fifth was the hottest day of the summer, the mercury started rising, soared past one hundred degrees at noon and showed no signs of stopping.

40. John loved Mary, however, she loved a Greek named Homer.

41. The principal held us, John and I, responsible for the damage.

42. On an overnight camping trip a Hudson Bay Company blanket or a heavy army blanket are essential.
43. In the evening we would play baseball, pitch horseshoes, or some other type of outdoor game.

44. Without hesitating a moment, he juggled five balls in the air.

45. Coming slowly around the long curve, he seen another car speeding toward him.

46. It's a bad habit to lay down for a rest after lunch.

47. The morning was cool and pleasant; the afternoon, however, was very hot.

48. The criminal who the police wanted slipped through the dragnet.

49. William, the older of the two brothers, always did well in his studies.

50. A guess at the correct answer will more often be wrong than right.

51. All I had to show for the day's fishing was a big blister, which I developed while pulling the starter rope on the outboard motor.

52. Each candidate attempting to follow the lines of his party's platform.

53. Before we were ready to begin, Tom will open the meeting with a short speech.

54. Many people seemed to object to his being at the meeting.

55. A large amount of pheasants were killed during the hunting season.

56. He sold apples, oranges, and etc.

57. Track letters for three successive years, basketball letters in my junior and senior years, and finally that important football letter.

58. Why should a girl have to choose between marriage and a career? Why can't they have both?

59. Take a sweater when you hike it is lighter than a coat and every bit as warm.

60. My parents did not approve of me going into the army.
IV. If the sentence is correct, mark the letter "a". If a lettered phrase or punctuation mark is incorrect, mark the letter corresponding to it on the answer sheet. No more than one error will appear in any sentence.

61. a The judge’s decision was necessary, but /c, d it worked a hardship on the losers.

62. a After collecting all the necessary /c ingredients, Susan was /d at last ready /a to make the cake.

63. a Each is to take /c his own lunch /d and meet at /a the camp at eight.

64. a Misleading advertisements are /c very common, which /d many people /e do not realize.

65. a They had to write well /c if their work was to endure /d, e for time is a severe test of all literature.

66. a The problem of juvenile delinquence /c is a complex one; their parents /d must cooperate with the police /e and the schools in solving the problem.

67. a The alarm clock /c had jangled; it is /d time to get /a up.

68. a I gave my speech /c without a single mistake, and /d didn’t have to have /e no help from the teacher.

69. a Before I had a chance to complain /c, d my parents said that I should go /e into the army for two years.

70. a We took turns swinging out on the rope /c and dropping in the hay. Being my brother /d was older, he /e always swung first.

71. a Immediately after returning from a duck-hunting expedition, /c one should /d take and clean /a his gun.

72. a Words like /c sus and factor /c are common in directives /d, e which come from federal bureaus.

73. a When one comes to college, /c his first feeling is /d that nobody pays the least bit /e of attention to you.

74. a There’s several /c who earned /d four letters /a last year.

75. a I don’t think that anybody /c in his right mind /d, e will contend that learning depends entirely on teaching.
76. a My father was repairing c the barn and sheds. For several 
days, his a and I worked together shingling roofs.

77. a Other things in addition c to skill is d important in 
e constructing a model airplane.

78. a The dress c, d faded and torn, e was made of expensive 
material.

79. a His main c concern in those d days were e his sister's 
problems.

80. a After I had walked along the path for an hour c; d I suddenly 
came e to a spring.

81. a It is the unusual incidents c that makes life d colorful and 
gay.

82. a The experiences of c Mr. Steven Doe at d the Grand Canyon 
e interests the police.

83. a Having finished the lesson, c he laid his books d aside 
e and went downstairs.

84. a The pleasant smell of the orchard in the fall c, d was what he 
chiefly remembered e; he had forgotten the people and the buildings.

85. a We often go c to a motion picture d on Saturday night, but 
e last week we found it impossible to do so.

86. a Each of the workers c is hoping for d good wages e and low 
prices.

87. a Coffee without cream c, d is stronger than e coffee with 
cream.

88. a I played well at shortstop for the Tigers c, d however, I was 
not satisfied e to stay with the team another year.

89. a The modern streamlined automobile has its faults c, d fender 
repairs, for example e, are much more expensive than they were on 
older cars.

90. a For some reason e the teacher did not appreciate d us coming 
e into class late.
91. The first thing we saw at the Custer Memorial is the building which houses the museum.

92. Well, we had ate most of the hamburgers before the contest started.

93. The international situation has now grown so desperate that almost anything can happen.

94. He decided to set out on the back porch to smoke his pipe.

95. If the brother giving advice uses a little tact, the one which is taking advice will usually follow it.

96. I began the work in April; I did not finish it until July.

97. The President tried to purge members of Congress who differed with him in anger.

98. The lecture was extremely dull; the lecturer put me to sleep before fifteen minutes had elapsed.

99. He is at least ten years older than her.

100. She said that he was not coming.
Sample Final Examination for English 4

Fall, 1958

In the following sentences, indicate the use of the underlined word or group of words.

a. noun  
b. adjective  
c. adverb  
d. finite verb  
e. pronoun  
f. preposition

1. His only ambition was to get a degree.
2. I looked at my worried mother.
3. The best route to take at night is Highway 38.
4. Considering his background, he was doing better than could be expected.
5. Having lived seventeen years in a small town, I cannot conjure up exciting memories for an autobiography.
6. Huxley devoted his life to popularizing science.
7. As it sizzles, she pours in soy sauce and sake wine.
8. Mrs. Sato throws in many spoonfuls of sugar.

Identify the underlined portions of the following paragraphs according to the following key:

Mark I

a. adjective phrase (prepositional)  
b. adverb phrase (prepositional)  
c. infinitive phrase (noun)  
d. infinitive phrase (adjective)  
e. finite verb  
a. participle  
b. gerund phrase  
c. noun clause  
d. adjective clause  
e. adverb clause

"During my years as an editor, I have seen probably hundreds of job applicants (9) who were either just out of college or in their senior year. All wanted (10) "to write." Many brought letters from their teachers. But I do not recall one letter (11) announcing that its bearer could write (12) what he wished to say with clarity and directness, with economy of words, and with pleasing variety of sentence structure.

"Most of these young men and women could not write plain English. Apparently their noses (13) had not been rubbed (14) in the drudgery (15) of putting one simple well-chosen word behind the other."
In the following sentences, choose the correct form of the word:

16. The main salons of modern transatlantic steamers (a. is, b. are) as luxurious as the parlors of first-class hotels.

17. I doubt if the professors or the president (a. insist, b. insists) on that kind of education.

18. She told the child he must (a. lie, b. lay) on the blanket.

19. Everyone, at first sight of Chicago, (a. see, b. sees) only the seamy side of life.

20. Mrs. Brown—accompanied by husband, children, and two dogs—(a. was, b. were) always welcome at Aunt Drusilla’s teas.

21. He had (a. went, b. gone) to South Dakota State College.

22. Of the two stories, “Flowering Judas” is (a. best, b. better).

23. My neighbor always leaves for work later than (a. I, b. me).

24. If I were (a. he, b. him), I would buy that car.

25. Do you know (a. who, b. whom) the property belongs to?

26. The improved library system and the comfort of the reading room (a. induce, b. induces) one to read more.

27. "The automobile not yet having been invented" is an example of (a) an independent clause (b) a group of words containing a finite verb, (c) a group of words containing a verbal (d) a dependent clause.

28. "Although I like school well enough" is an example of: (a) an independent clause (b) a group of words which does not contain a finite verb (c) a group of words containing a verbal (d) a dependent clause.

29. "My sister likes school better than I do however, she is an outstanding student." exemplifies (a) an error in parallelism (b) a complex sentence (c) a run-together sentence (d) a sentence fragment.

30. Which statement concerning the comma fault is true? A comma fault (a) is a general term for any error in the use of the comma (b) specifically refers to the misuse of the comma in a compound sentence to separate clauses not joined by a coordinating conjunction (c) specifically refers to the omission of a comma after an introductory dependent clause (d) specifically refers to a comma used where none is necessary.
31. The best way to begin a paper is with (a) a truism about life (b) a personal apology to the teacher (c) a long quotation, well known to everyone (d) none of these.

32. "While walking out on the stage to perform, my belt broke" illustrates (a) faulty parallelism (b) squinting modifier (c) broad reference (d) dangling modifier.

33. "Who are you calling?" is an example of (a) informal English (b) uneducated speech (c) localism.

34. "She had a new Easter bonnet on her blond head, which had been bought at a bargain basement that was really very attractive." illustrates (a) dangling modifier (b) misplaced modifier (c) excessive coordination (d) faulty parallelism.

35. When selecting a subject, it is best to choose one that (a) is far from your own experience (b) demands little or no effort (c) is commonly discussed by everyone (d) is worthwhile and can be handled in the required length.

The following paragraph pertains to questions 36 and 37.

(a) "Everyone knows the popular conception of Florence Nightingale, the saintly, self-sacrificing woman, the delicate maiden of high degree who threw aside the pleasure of a life of ease to succour the afflicted, the Lady with the Lamp, gliding through the horrors of the hospital at Scutari, and consecrating with the radiance of her goodness the dying soldier's couch—the vision is familiar to all. (b) But the truth was different. (c) The Miss Nightingale of fact was not as facile fancy painted her. She worked in another fashion and towards another end; she moved under the stress of an impetus which finds no place in the popular imagination. A Demon possessed her. Now demons, whatever they may be, are full of interest. (d) And so it happens that in the real Miss Nightingale there was more that was interesting than in the legendary; there was also less that was agreeable."

36. In the above paragraph, the topic sentence is (a) (b) (c) (d) (e)—none of these.

37. The principal method of development in the above paragraph is according to Watt's definition, by (a) details (b) cause and effect (c) comparison (d) illustration (e) division.
The following paragraph pertains to questions 33 and 39.

(a) "Charles Ramsey had wonderful speed and a curve that broke as sharply as any that I have ever seen. He dazzled opposing batter with his fireball and made them break their backs reaching for pitches that fielded his position brilliantly—but he lacked control. (c) Even on his best days his control was less than certain. Shrewd batters learned this, and waited him out, frequently successfully, for a base on balls. On his worst days he simply couldn't find the plate. A pitcher without control cannot win close games. (d) This is why I have to scratch Ramsey from my list of great pitchers."

38. In the above sentence the topic sentence is a b c d e. none of these.

39. The principal method of development in the above paragraph is (a) details (b) cause and effect (c) comparison (d) illustration (e) division.

The following paragraph pertains to questions 40 and 41.

"There were the Prudent, who said: "This is an extraordinarily foolish thing to do." There were the Wise, who said: "This is an extraordinarily foolish thing to do; but at least you will know better next time." There were the very Wise, who said: "This is a foolish thing to do, but not nearly so foolish as it sounds."

40. The principal method of development is (a) division (b) cause and effect (c) circumlocutions (d) segregation.

41. This paragraph exemplifies emphasis gained by (a) ambiguity (b) repetition (c) circumlocutions (d) segregation.

The following paragraph pertains to questions 42 to 45.

"The view from my study is very special. I might have put it together myself, like the scenery of our dreams. There is in this view nearly everything I love in the English scene. Down below on the right are downlands and heath, green alope and gorse in bloom. Lower and nearer the center are cultivated fields; then, toward the left, some woods; and beyond, just in the picture, a glimpse of a tiny church, some cottages, and the ruin of a large manor house. Further off, but dominating the scene, is the long chalk cliff that ends in the Needles, which have been to so many travelers the first sign of England...."

42. The principal method of development is (a) cause and effect (b) definition (c) illustration (d) accumulation of details.
43. Coherence is achieved in this paragraph by (a) adherence to strict chronological order (b) spatial sequence consistent with the physical position of the observer (c) maintaining the order decreed by the nature of the process itself (d) a partial summary.

44. "Down below," "lower and nearer," "further off" are examples of (a) adverb phrases forming transitions (b) absolute constructions (c) subordinating conjunctions introducing noun clauses (d) relative pronouns introducing adverb clauses.

45. Unity is achieved in this paragraph by (a) continuing a point obviously begun in a previous paragraph (b) digressing to the word "Needles" (c) bringing in details indiscriminately (d) relating all details to the view loved by the writer.

Indicate by choosing the best alternative, how the following jumbled paragraph should be organized. Each sentence is lettered. Indicate the most logical arrangement of sentences. Hint: Try to organize the paragraph first, then try to answer the questions being careful to correct any error you discover in your ordering of the sentences.

A. We are equipped technologically to be able to get practically anything we want. B. We must not only be able to work together, we must actively want to work together. C. But our wants are crude. D. The immediate task of the future, then, is not only to extend the use of scientific method into fields such as economics and politics where superstition now reigns and makes calamity inevitable. E. There seems to be only one motivation strong enough to impel us to employ our technological capacities to the full, and that is the desire for "military security." F. It is also to bring, through the affective power of the arts and literature, civilizing influences to bear upon our savage wills. G. The most expensive concerted national effort in every major nation goes into preparation for a war that nobody wants to start.

46. Which sentence of the following is the topic sentence?
   (a) D (b) A (c) B (d) G

47. Sentence F (a) immediately follows D (b) immediately follows C (c) immediately precedes C (d) immediately precedes D.

48. Sentence A (a) immediately precedes B (b) immediately precedes G (c) immediately precedes C (d) immediately precedes E.

49. Sentence D (a) immediately follows A (b) immediately follows C (c) immediately follows E (d) immediately follows G.

50. Sentence G (a) follows C and E (b) follows only E (c) follows only C (d) follows neither E nor C.
Syllabus for English 1 - Fall Quarter - 1958

Quiz: a test given before discussion.

Sept. 22-Monday Introduction to course. Paragraph 1, written in class.


HOBO DAY

Oct. 13-Monday Test on "Minimum Grammar."


Oct. 20-Monday Test on "Common Sentence Faults." Paragraph 5, outside of class. No "errors".
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tbody>
<tr>
<td>Oct. 24—Friday</td>
<td>Griggs: &quot;Outlines&quot; and &quot;Giving Directions,&quot; pp. 37-44. Theme I, outside of class. No &quot;errors&quot;.</td>
</tr>
<tr>
<td>Oct. 31—Friday</td>
<td>Griggs: &quot;Writing an Illustration,&quot; pp. 54-59. Theme 2, outside of class. No &quot;errors&quot;.</td>
</tr>
<tr>
<td>Nov. 7—Friday</td>
<td>Griggs: &quot;Defining a Term,&quot; pp. 66-70. Theme 3, outside of class. No &quot;errors&quot;.</td>
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<tr>
<td>VETERANS DAY—HOLIDAY</td>
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<tr>
<td>Nov. 17—Monday</td>
<td>Test on Punctuation and Mechanics.</td>
</tr>
<tr>
<td>Nov. 21—Friday</td>
<td>Griggs: &quot;Writing a Summary,&quot; pp. 96-98. Theme 4, outside of class. No &quot;errors&quot;.</td>
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</tbody>
</table>
THANKSGIVING VACATION

Dec. 1-Monday

Dec. 3-Wednesday

Dec. 5-Friday

Dec. 8-Monday
Griggs: "Writing a Contrast or Comparison," pp. 117-121. In class, theme 5. This is the final examination in writing.

Dec. 10-Wednesday

Dec. 12-Friday

Dec. 15-Monday

Dec. 17-Wednesday
Review of Verbs, Pronouns, Adjectives and Adverbs.

Dec. 18-Thursday Evening at 7:00. Final examination: Verbs, Pronouns, Adjectives, Adverbs.

QUARTER CLOSES - CHRISTMAS VACATION.
Syllabus for English 2 - Winter, 1959

Jan. 6  Introduction: Instructor's name, texts, course outline, aims, etc. Lost students go to English office to find where they belong. Introductory paragraph in class.

8  Paragraph 2 in class.

11  *Babbitt*, Chapters I-IV. Introductory discussion of Babbitt. If time, begin review of English 1 final. Each student will profit from a careful examination of his trouble areas. The same problems will be used on the final for English 2.

13  *Babbitt*, Chapters V-VII, Quiz 1. Discussion.

15  Continue review of English 1 final.

18  *Babbitt*, Chapters VIII-XI. Paragraph 3 in class. No "errors."

20  *Babbitt*, Chapters XII-XV. Quiz 2. Discussion.

22  *Dangling and Misplaced Modifiers*, Exercise, pp. 132-135.

25  *Babbitt*, Chapters XVI-XX. Basic discussion of problems still existing in how to write good paragraphs.

27  *Babbitt*, Chapters XX-XXV. Quiz 3. Discussion.

29  Theme I, outside of class: Writing an analysis, pp. 136-142. No "errors."

Feb. 1  *Babbitt*, Chapters XXVI-XXX. In class, introductory discussion of chapter on "Your Vocabulary..."


5  Vocabulary study, Exercises, pp. 145-147. Discussion of resources in a good dictionary.

8  Midterm test over grammar and usage.

10  *The Sea Around Us*, Chapters 1, 2, 3, 4. Quiz 5. Discussion.

12  Theme II, no errors.
<table>
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<tr>
<th>Date</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Feb. 15</td>
<td><em>The Sea Around Us,</em> Chapters 5, 6. A basic discussion of writing problems of the students in this class.</td>
</tr>
<tr>
<td>17</td>
<td><em>The Sea Around Us,</em> Chapters 7, 8. Quiz 6. Discussion.</td>
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<td>22</td>
<td><em>The Sea Around Us,</em> Chapter 9. Continuation of discussion; Exercises, pp. 152-153, Griggs.</td>
</tr>
<tr>
<td>26</td>
<td>A Theme of Persuasion, pp. 154-160. Theme III, No &quot;errors.&quot;</td>
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<td>4</td>
<td>Final theme of the quarter, in class. This paper must be of passing quality if the student is to pass the course.</td>
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<tr>
<td>9</td>
<td>Exercises B, C, pp. 165-166.</td>
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<tr>
<td>14 – 16</td>
<td>Final examinations.</td>
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</tbody>
</table>
Syllabus for English 3 - Spring, 1959

March 31-April 3

1. Verification of class rolls, placement of lost students. Introduction: Instructor's name, textbooks, specific and general goals of the course, general procedures during the term, review of principles governing form and content of papers, assignment of Paragraph 1.

2. Paragraph 1, (or Theme A), preparation before class. Begin review of English 2 final.

April 6-10

   O. Henry, "The Furnished Room," p. 493
   Harris, "Brer Rabbit, Brer...,", p. 408

2. Parker, "Big Blonde," p. 928
   Aldrich, "Marjorie Daw," p. 299
   Quiz 1 and discussion.


April 13-17

1. Cather, "Paul's Case," p. 681
   Anderson, "I Want to Know Why," p. 722
   Discussion of problems arising out of student paragraphs.

   Anderson, "I'm a Fool," p. 712
   Quiz 2 and discussion.

3. Paragraph 3, (or Theme C), in class.

April 20-24

1. Porter, "Maria Concepcion," p. 1024
   Schulberg, "My Christmas Carol," p. 1289
   Clark, "The Portable Phonograph," p. 1268

   Faulkner, "A Rose for Emily," p. 1081
   Thurber, "The Secret Life of Walter Mitty," p. 1040
   Quiz 3 and discussion.

April 24—Friday—last day for Inc. make-up examination for winter quarter.

April 27-May 1


May 4-8

1. **Giants in the Earth**, pp. 95-137. Concluding discussion of "Further Problems..."


3. "Writing about a Personal Experience," pp. 185-188. Theme 1, prepared before class.

May 8—Friday—Mid quarter reports due.

May 11-15

1. **Giants in the Earth**, pp. 188-232


May 18-22

1. **Giants in the Earth**, pp. 280-323

   *In class, Theme 2, consisting of two separate paragraph topics, as on pp. 197-98.*


May 25-29


June 1-5


3. Final Theme 4, in class. Topics to be assigned.

June 8-12


2. Final review, including cumulative exercises IV and V, pp. 224 and 230.

3. Final Examination, Thursday Evening, June 11, 7:00.
English 4 Assignment Sheet - Fall Quarter, 1958

Texts: Watt, *An American Rhetoric*  
Warren & Brakine, *Short Story Masterpieces*  
Merriam-Webster, *New Collegiate Dictionary* or another good college-level dictionary—example: *New World Dictionary*

Sept. 22-26  
1. Introduction to course  
2. Watt, Ch. 1, p. 1-11. Ex. I, p. 26 (This counts as Theme I)  
3. Watt, Ch. 1, p. 11-26, Ex. II, p. 26 (This counts as Theme II)

Sept. 29-Oct. 3  
1. Watt, Ch. 2, pp. 27-34. Ex. I, sections (1)-(2)-(3), p. 43  
2. Watt, Ch. 2, pp. 34-38. Ex. II, p. 44  
3. Watt, Ch. 2, pp. 38-43. Ex. I, sec. (4) and (5). This is Theme III. Quiz over Ch. 1 and 2

Oct. 6-10  
1. Bring *Short Story Masterpieces* to class. Be prepared to discuss the effectiveness of the beginnings and endings of the first three stories. Discuss your method of reading a short story.  
2. Quiz over short stories, Unit I  

**Hobo Day (Oct. 11)**

Oct. 13-17  
1. Watt, Ch. 3, pp. 45-53  
2. Watt, Ch. 3, pp. 53-63. Ex. I, sec. (1)-(2)-(3), p. 89  

Oct. 20-24  
1. Watt, Ch. 3. Ex. IV, p. 92. Study all examples. Write an analysis of the flaws in 1 & 5, one well-developed paragraph for each. Theme IV  
2. Watt, Ch. 3, pp. 75-81. Ex. VI, sec. 1, 2  
Oct. 27-31

1. Bring Short Story Masterpieces to class. Discussion of one story from Unit II. Be prepared to discuss both content and writing techniques discussed in Ch. 3.

2. Quiz over short stories, Unit II.

3. Prepare a 500-word theme based on your required reading. This will serve as a test over Chapter 3.

Nov. 3-7

1. Watt, Ch. 4; pp. 110-118 (to "Verbs"). Ex. IV, p. 140.


Nov. 10-14


2. Watt, Ch. 4. Review the list of grammatical terms on pp. 136-138.

3. Test over Ch. 4.

VETERANS DAY (Nov. 11)

Nov. 17-21

1. Bring Short Story Masterpieces to class. Discussion of "Flowering Judas" for both ideas and organization. (There are excellent examples of focus or point of view, unity and coherence through use of pronouns in paragraphs on pp. 385-386.)

2. Quiz over short stories, Unit III.


Nov. 24-26


   a. Label the violation, then rewrite.
   b. Compose 5 sentences introduced by participial phrases.
   c. Compose 5 sentences introduced by infinitive phrases.
   d. Compose 5 compound-complex sentences illustrating parallel structure.
THANKSGIVING

Dec. 1-5


2. Bring *Short Story Masterpieces* to class. *Watt*, Ch. 5, pp. 174-175. Study examples in Ex. VIII, p. 188. In class discuss the effectiveness of variety (or lack of it) in the first three pages of "The Eighty-Yard Run."

3. Quiz over short stories, Unit IV.

Dec. 8-12


2. Write a unified, coherent paragraph of approximately 200 words in which you exemplify sentence variety, emphasis and economy. In working for emphasis and variety, guard against shifting the focus from your subject. Suggestion: After you have written your rough draft, check it against the following list. Then in making revisions and polishing, try to include at least eight of these devices:

   1. a simple sentence
   2. a complex sentence
   3. a compound or compound-complex sentence
   4. an introductory participial phrase
   5. an introductory dependent clause
   6. an introductory infinitive phrase
   7. parallel structure (this is in addition to the compound sentence but may be an element within one of its clauses)
   8. position for emphasis
   9. repetition for emphasis (this may overlap parallelism)
   10. sentence length for emphasis (this may overlap simple sentence)

3. Discussion of a short story from Unit V.

Dec. 15-18

1. Quiz over short stories, Unit V.

2. Review of *Watt*, Ch. 1-5.

English & Short Story Assignments

Unit I

Impulse, p. 15
A Bottle of Milk for Mother, p. 28
The Egg, p. 45
Torch Song, p. 56
You Could Look It Up, p. 508
Liberty Hall, p. 239

Unit II

Outpost of Progress, p. 88
Open Winter, p. 136
Barn Burning, p. 162
Winter Dreams, p. 182

Unit III

Flowering Judas, p. 382
The Bride Comes to Yellow Sky, p. 124
The Valiant Woman, p. 398
Flight, p. 454

Unit IV

The Outstation, p. 289
The Open Window, p. 346
My Oedipus Complex, p. 350
The Eighty-Yard Run, p. 424
Red Letter Day, p. 474

Unit V

The Tree of Knowledge, p. 215
The Boarding House, p. 231
The Horse Dealer's Daughter, p. 251
Marriage a la Mode, p. 277
Cruel and Barbarous Treatment, p. 322
The Sojourner, p. 336
The Nightingales Sing, p. 368

Fall, 1958
English 5 Assignment Sheet

Winter, 1959

February 2-6

12. (a) Hand in a statement of the central theme you intend to develop in your autobiographical paper, with a list of experiences you think you might use in its development.
   (b) Watt, Ch. 8 (Word Study), pp. 252-265. Selections from Ex. I & II as assigned by your instructor. Know pronunciation and definition as well as etymology.

13. Watt, Ch. 8, pp. 265-276. Selections from Ex. IV through VIII.

14. Watt, Ch. 8. Selections from Ex. IX through XII.

February 9-13


16. Watt, Ch. 9, pp. 288-297. Ex. V and VI. Discuss Ex. VII.

17. THEME 2, based on Ex. VII. This theme should be autobiographical. That is, it should show how you came to realize the meaning of beauty, truth—or of whichever abstraction you choose to use as a topic. (Why not write something you can use in your autobiographical paper?)

February 16-20


20. Objective test over Watt, Ch. 8 and 9.

February 23-27

There will be no written exercises assigned for outside preparation this week. You are to work on your autobiographical paper. The reading assignments are important as aids to your writing.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tr>
<td>March 2-6</td>
<td>24. 1500-word autobiographical paper due.</td>
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<td>28. <em>The Odyssey</em>, Books 1-3</td>
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<td>29. <em>The Odyssey</em>, Books 4-7</td>
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<tr>
<td>March 16-20</td>
<td>30. <em>The Odyssey</em>, Books 8-11</td>
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<td>32. <em>The Odyssey</em>, Books 16-19</td>
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<td>34. Final examination over <em>The Odyssey</em></td>
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English 6 Assignment Sheet

Spring Quarter, 1959

Texts: Watt, An American Rhetoric
      Bartel, Johnson’s London
      Sophocles, Three Theban Plays (Banks translation)

March 31-April 3
1. Introduction
   2. Watt, Chapter 11, pp. 368-379

April 6-10
3. Watt, Chapter 11, pp. 379-391
   4. Theme 1
   5. Huxley, Brave New World

April 13-17
6. Brave New World
   7. Brave New World
   8. Brave New World

April 20-24
9. Brave New World
   10. Theme 2
   11. Test over Brave New World

*April 27-May 1
   13. " " " pp. 26-50
   14. " " " pp. 51-81

*May 4-8
15. Research paper, Johnson’s London, pp. 81-111
16. Watt, Chapter 12, pp. 397-408. Hand in a statement of purpose and four bibliography cards indicating pertinent sources.
17. Watt, Chapter 12, pp. 408-414. Bring to class six note cards in paraphrase form.

*May 11-15
18. Watt, Chapter 12, pp. 414-418. Make out three complete footnotes to cover information on three cards (clipped or stapled to cards).
19. Discussion of the outline.


May 18-22

21. Bring three entries as they will appear on your final bibliography.


May 25-29

24. Oedipus Rex

25. Oedipus Rex

26. Oedipus Rex

June 1-5

27. Oedipus at Colonus

28. Oedipus at Colonus

29. Antigone

June 8-12

30. Antigone

31. Antigone

32. Test over Theban Plays

*Optional with instructors. Your instructor may wish to set up a different program for the research paper unit. He may also require you to purchase a style sheet.