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THE INCIDENTAL TEACHING OF ENGLISH COMPOSITION
IN THE HIGH SCHOOL

by

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J. S. Merriam*

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E.K.

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INTRODUCTION.

Definition of Terms.

THE INCIDENTAL TEACHING OF ENGLISH COMPOSITION IN THE HIGH SCHOOL.

At the present time, when the efficiency of every department of school work is being questioned, when real improvement is being made in the school as an adequate preparation for life, ^{the question of} the value of formal composition is very wisely being agitated. We wish to record here, after a brief general consideration of modern conditions, the observation of a school year's work in composition by the University High School. By incidental teaching, we mean teaching the fundamentals, rules, principles of all composition only as the need for teaching and direction arises. It will occur to some that this method is purely accidental, and that there is no way of telling just when the student needs certain instruction. As a matter of fact, the teaching is in no way accidental or haphazard. It is certain. The student shows by his written work, or by his recitation in class, that he does not know certain laws or standards, that he does not suspect their existence, or that he has them pretty well confused with other things. The teacher, then, looking for proficiency in expression, is not at a loss as to method of procedure; it is simply this: teach the child now what he has just shown he does not know.

The subject, composition, includes all expression of thought, written or oral, tho *all* of the data in this paper are based on written work. As one of the criteria of good and

effective expression is correctness, the term therefor includes not only rhetoric, but also spelling and grammar. This will include oral expression in class recitation or connected expression of thought in any situation, when the object is to make others understand or appreciate. It covers work in all subjects - science, history, mathematics and manual training as well as English. The written work is of different kinds: composition previously assigned, paragraphs written in class, and notes taken rapidly during the class period. If we can assume a reasonable degree of care, this notebook work, which is a less formal product, really forms the best basis of judgment; for it tests the student's aptness and accuracy when he has not deliberately started out to observe the rules laid down for him.

The study here is limited to composition in the High School. Tho the work of the grades is very important as a foundation and preparation for the High School years, we are limited in time and space, and choose the four years where the formal training is more evident; and the period of the child's life when his emotions, interests, and characteristics are most deeply and easily influenced.^{1.} Modern psychologists, led by G. Stanley Hall, call this period of adolescence^{2.} "the golden age of the emotions", "a new birth", and

1. Hall

2. Hall, Adolescence, Pref. XIII.

regard it as the most important period of the child's life for broadening out, creating new interests, and enlarging the possibilities for usefulness and happiness in adulthood.¹⁾ His training, then, during this time, will be of vital significance.

1). Hall, Adolescence, Pref. XIII.

CHAPTER I.

General Tendencies of the Age.

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General Tendencies of the Age.

Before considering modern education, we can see, in larger movements of the age, tendencies that are suggestive. As the world, by constant progress, has advanced to its present level, there has been a growing amount of communication between the different nations, and a growth of international amity. The need for a common language, a world-tongue has been felt, and there are few of us who have not heard arguments for and against Esperanto. This is a tendency towards economy, a practical aid in the socialization of the world. But parallel with this movement, is that for reviving different languages, and so restoring the national spirit of small and unimportant political units. Each nation, each smallest people, has its own life and genius, and in this movement we see the strength of the individuality of each. Some of the attempts are: the revival of the G^aelic tongue, and the painstaking work of Irishmen for a National Theatre;¹ the separation of Norway from Sweden, and the revival of its own language, which was being absorbed by the Danish; the speaking of the native Flemish instead of the adopted French in Belgium; the revival of Provençal in the southern province of France; and the nationalization of language and

1. Kraus's article in the Outlook.

life in the many small divisions of Austria. This is unquestionably the assertion of individuality in cases where it seems to have been almost crushed. Not only is this movement on behalf of the personality of nations general, it is moreover successful.

We are now ready for the consideration of modern education. Here we see, as has been suggested, two tendencies: the one toward practical achievement; the other toward a consideration of the individual. The practical movement is a partial answer to the needs *created* by the child's physical growth at this time; but its real basis is the great change in the conditions of modern life. The movement is most readily seen in the introduction of manual training and industrial work into our high schools; the changed methods of teaching what are known as the cultural studies; the new stress laid on Nature Study; and the establishment of technical and vocational schools. Another sign of this movement towards the practical is the utilitarian standard set for all studies. "What good does it do? Is it of any use?" is the challenge to each that has a place in the curriculum; and the verdict, "you never think of it after you leave school", is a dangerous statement about any subject.

The causes for this movement are, first, the lack of opportunity in modern civilization for the physical activities so necessary to normal development. If we but compare the school of the first decades of the nineteenth century with

the school of today, and the home then with the home now, we will see the great change that has taken place in the duties of each. The school then gave a superfluous training, not needed except for culture, a training in the rudiments of learning; the home gave practical training in all the activities of life, and thus gave many opportunities for the all-round development of the body. Conditions are greatly changed now; many of those activities have passed from the home to the factory; other home responsibilities have passed on to the school. The activities of the home have been materially diminished, while those of the school have been^{1.} almost incredibly enlarged. Unless the school makes some effective effort to meet these new responsibilities, the education of the child will be most inadequate.

The second cause for this movement is the demand on the part of the many for an education that will do some good, be of some service in adult life. Parents look for some usable power or knowledge from the training afforded by the school years; business men, the whole world of adulthood, demands it. At the present time, school men and the practical men of the world are nearer the point where each sees the view of the other. The conception of the school has changed, then; it is different because conditions force it to be. Concerning this change in the school, Cubberly says^{2.} that the school now

1. Cubberly, pp. 25-45.

2. Cubberly. p. 54.

looks outward instead of inward, and is trying to work out its relation to the outside world. O'Shea, with the same thought in mind, calls the aim of the school "social efficiency"^{1.} Judd, in applying the fundamentals of biological growth to psychology, suggests that "development is a progressive fitting of a species more and more fully to its environment."²

The other tendency, that toward^{3.} a consideration of the individual, is best represented by G. Stanley Hall, who expresses the latest in psychology. He considers it the duty of the school to consider the natural growth of the child, physically and mentally, and to adapt itself to his needs.^{3.} He points out the rapid development during the years of adolescence and the difference in time at which different individuals develop; the lack of co-ordination between finer and coarser muscles; the development of new parts; the tendency towards nervousness and hysteria if held down too closely to complicated tasks; the ambition of the child to do; and the child's ability at this time to grasp^{4.} many and broad activities. He recommends sympathy with the child's contradictory moods and feelings, explaining defiance, vanity, the greatest presumption offset by the most striking bashfulness, as the first manifestation of the self, the ego,^{5.} the development of which is so essential to success and happi-

1. American Journal of Sociology,

2. Judd, General Psychology, p. 106.

3. Hall, Adolescence, Preface

4. "Youth, pp. 236, 237, 238.

5. Hall, Adolescence, Vol. II, chap. 10, p. 81.

ness. This consideration of the individual has as its basis a closer knowledge of the personality, needs, and interests of youth as a most important period of school life, and a realization of the importance of the individual for himself and for society.

Judd takes up this same consideration from the point of view of biology rather than psychology. He considers first the structural development of any animal, and names as the three important things: 1) individual variation;
2) selection; and 3) hereditary transmission.^{1.} He gives as the purpose of "vital functions, the maintenance of the individual or of the race in its environment."^{2.} Here he brings out the practical end, both individual and social. ~~As~~ Necessarily preliminary to selection, is the wide variation from which to select. The individuals of a species, then, must be different, for in this difference lies the possibility of "happening onto" something better than the present,^{3.} and selecting and preserving and passing on. He says, "Variation is the necessary first step in both individual and racial progress. Advantages and disadvantages are most keenly felt by the individual, for where the variations are advantageous the individual is selected and becomes an important factor in turning development in the direction of his own superior characteristics; where the variations are

1. Judd, p.103.

2. Judd, p.106.

3. Judd, p.104.

disadvantageous, the individual suffers and is selected for
^{1.}elimination." He then goes on to speak of the broader and
 more human relation that now exists between teacher and pupil
 because of the realization that individuality is a "mark of
^{2.}differentiation rather than a stamp of uniformity." He em-
 phasizes the importance of regarding this in practical school
 issues; of developing individuality, not by isolation, instruc-
 tion in a "rarefied atmosphere," but by social intercourse in
^{3.}the large classes of our public schools.

All this points explicitly to the demand for a com-
 plete departure from the mass education so well illustrated
 by the monitorial system. The class^{there} was treated as the unit;
 boys who had been taught a few pages in advance, instructed
 the class; certain unvarying facts were taught to all classes.
 There was no thought of the individual except to make him con-
 form. Modern education, while not realizing fully the ideals
 of the age, is yet somewhat removed from this method, and is
 progressing rapidly. One of the manifestations of this pro-
 gress is the extension of the spirit of individualism into
 the elementary school. Early in school history, electives
 were offered only in the universities; then, after careful
 discussion, courses were introduced into the high school,
 parallel to the classical course which had been the only one.
 So individuals were given an opportunity to choose subjects
^{4.}that interested them more than the old classical subjects, ~~had~~.

1. Judd, pp.129 & 130.

2. Judd, pp.132.

3. Judd, p.133.

4. Discussion, Hanus & O'Shea.

Now there is a tendency, as evidenced by the New York State Report, to make only six of the eight years of elementary school formal and general in character; so to allow in the seventh and eighth grades a greater freedom on the part of the pupil, and to cultivate in the teacher a tendency to^{1.} consider individual needs and interests.

In summing up the development of our modern principles, we can see their progress and significance clearly by noting the contributions of educational leaders thru the past one hundred years. But first, we consider the work of the two men who sounded the keynote of modern pedagogy. In the latter part of the sixteenth century, Comenius first recognized the value of school and its responsibility.^{2.} In the last half of the eighteenth century, Rousseau anticipated G. Stanley Hall in that he considered the periods of the child's life as different from each other in character and needs, and that he valued the individual. His cry, "back to Nature",^{3.} includes the nature of all youth and of each youth. Continuing the start made by these earlier workers, are the educators of the last century. Pestalozzi and Froebel contributed to this whole trend by planning for the period of childhood more carefully and sympathetically than it had ever been done before. They, too, have a suggestion of the modern practical tendency in their development of "the home man."^{4.} Herbart is yet nearer our modern conception of child

1. New York State Report, 1910.

2. Misawa, Chap. 2.

3. Misawa, Chap. 4.

4. Misawa, Chaps. 6 & 8.

and adult in his close relations of thought and will, thinking^{1.} and doing. The last one, Hall, represents the sum of the good in all these with his own personal contribution added. He combines the educational truth of the past century with what the modern age can offer - he attains a closer knowledge of childhood and youth by the principles of all these men plus whatever^{2.} animal psychology, anthropology, and medical science, as well as all the branches of human psychology and physiology, can offer."

We now come to the application of these new ideals in the department of English composition. We may say, as a start, that the conception of the nature and aim of composition has changed from the time when our grandmothers wrote essays on "Beauty" and "Virtue" to the present, when we see such subjects as "Birds Around My Home," and "A Roman Boy at a Circus." To be sure, some recent graduating essays have been as impossible as formerly, but they are few, and are getting fewer. The first conception of composition was a sort of dress-parade effort, a painful trying to write about something far removed, strange, and uninteresting. Then came the idea that practice was good, that composition should be more frequent. As a result, the composition lost its one charm of novelty and the feeling that it was an occasion for supreme exertion, and became a frequent "bore". The method was this: with the writing of compositions, or rather preceding the writing, was a study of the principles of rhetoric. First study what Unity is: read the book, and correct mistakes. Now write a unified theme. Unity was the end of the study, and not one of the means to the expression of real thought.

1. Misawa, Chap. 9.

2. Misawa, Chap. 12, p. 277.

Recently, this condition is much improved. The subjects assigned have been as nearly interesting as possible; some have been truly so. ^{is} Here_^ made an effort to deal with what the child knows about, and the subjects differ for different individuals. So far the work is vital, for unless the pupil is interested, he will not have anything to say; forced expression is not valuable in itself, appeals to the child as useless, and teaches but little that will be practical when the desire to express asserts itself. Compare, for example, the dead propriety of class room recitation with the vital but incorrect and slangy utterances of what the child considers his real life. The subjects for composition, then, must appeal directly to the child's knowledge and interest. Tho this has been attained in many cases, the method in use is still: study the text-book and write compositions practicing the good principles explained and illustrated there. So with grammar; in most high schools there is a course in defining, analyzing, and parsing. "A noun is a name word." Each member of the class can give the definition exactly, yet different ones proceed to call adjectives nouns. A clause and an independent clause are variously defined, sometimes no real distinction being made between the two. Why should a high school class spend one period, perhaps two, deciding whether every form of a verb with to is an infinitive or whether all forms in ing are participles? They should know it, perhaps, but if they need it, they will get it much more

economically by reading and writing. The subject of participles or infinitives will come up naturally in the course of class work, instead of being assigned, "Chapter 9, sections 56-62; learn all definitions and be able to illustrate." Almost every teacher of English will assert that the pupils don't really care for this kind of work; some teachers can arouse an artificial interest by their presentation, but there will be no visible results in the pupil's spoken or written work after months of such study. Somebody may object that it is uncertain whether high school students will learn infinitives and participles if ~~this is~~ ^{incidental} ~~the~~ ^{be} method adopted. If they do not learn them by name and definition, it is certain they do not need ~~them~~ in that way.

That there is dissatisfaction with the present methods is shown by various criticisms and essays on composition and English work.

Among the many discussions of English work in the schools, are expressed repeatedly certain needs. These are felt not by one writer, but by many. Chubb says that the demand for proficiency in English is "an outcome of these
1.
very practical, utilitarian demands of the age." In all departments is the same dissatisfaction, for the school boy cannot express his thoughts, either correctly or effectively. The University professor makes this criticism of the high school graduates who have passed requirements for college

entrance. The business man complains bitterly of the ineffectiveness of school-training for writing, spelling, arithmetic, and written expression that can be put to a practical use. Chubb, later in his consideration of high school English, gives two aims for the high school: "general culture and preparation to meet actual demands of life and a special kind of social environment."^{1.} He proposes to meet the first by a consideration of all the awakened instincts and emotions of adolescence; the second by giving work that will appeal to many different abilities and interests.^{2.} This leads us back directly to the general tendencies of modern education. O'Shea criticizes the high school work in this way. "In high school, the tendency is toward reticence."^{3.} He then suggests as an improvement the combination of class-room work with debating societies. This is very evidently an attempt to correlate the work with the natural activities of the students. By efficiency in education, O'Shea means not only readiness and grammatical accuracy, but also those qualities which give pleasure to the reader or incite him to action when this is demanded.^{4.} He again implies criticism of the present methods by recommending that the pupil "be encouraged to be forceful and effective rather than merely conventional, for our language is a real, live, and growing one."^{5.} Again he says that formal study of rules of expression has been comparatively valueless because it has not come close enough to the interests and needs

1. Chubb, p.239.

2. Chubb, Chap.13

3. O'Shea, Linguistic Development and Education, p.252.

4. O'Shea, Linguistic Development and Education, p.296

5. O'Shea, Linguistic Development and Education, p.296.

of students. "Pupils must express themselves freely upon subjects of interest to them, and they must have opportunity to say which of a variety of modes of expression are most pleasing and effective.^{1.}" Here he emphasized not only natural interests, but individual interests. Coming back again to the results as measured by achievement, he says that Europeans are ahead of us in the teaching of languages, because they attach principal importance to practical as contrasted with philological values.^{2.}

J. A. Dewe of St. Thomas' College, Vermont, presents a slightly different point of view.^{3.} He believes that thought and speech are closely related, and expresses his opinion that speech is an aid to thought. Readiness with words, thinking in words, gives opportunity for a more careful and deeper pursuit of thought to its fundamentals. He further says that working in English classes merely for an understanding of single and isolated words is a great mistake, for this understanding is only a preliminary step. Adapting words is the next step, for we think in word-groups. He concludes with a final re-statement of the importance of developing fluent and effective expression; his reason is that "speech is an instrument of thought."

The conclusion of all these criticisms is that more natural and vital expression should be a large part of the English work; students should be led or inspired to think,

1. O'Shea, p.297.

2. O'Shea, p.327.

3. Dewe, Thought and Speech

and then, as a natural result, to express. The means recommended for attaining this is giving less time to formal rules - getting away from the conventional and traditional. The thing to do is: appeal directly to the interests of the child.

This brings to us the question of practical criticism; school men have criticized and theorized; has any school done anything? It is difficult to point out a school and say, "here certain things have been accomplished", for the change is a great one, one that must come about slowly. There are a few examples that show a consciousness of the lack of vitality, however. In one of the city high schools of Missouri, for about eight years the need has been felt for correlating the written work in all departments. Papers in the different departments have been held to the same standards as English papers; the oral composition in the English class has been carried on, and, parallel with that, ^{similar work in other subjects, such as} the topical recitation in history; ~~e.g.~~ the work of the literary societies has been judged by the work in regular English classes. No radical change, you may say; still it is a tendency toward broadening and making practical good English.

In the Ethical Culture School, New York, we find an excellent example of this new spirit in English work. There is, first, a unified course in English from the first grades thru the high school - the thing for which Mr. Chubb pleads so earnestly. Then, in the whole school work there is freedom and constant reference to the interests of the pupil.

1. Central High School, Kansas City.

Oral work is kept going thru elementary and secondary school, no written work being attempted until after the fourth grade. This, it is believed, will correct oral mistakes and raise low standards of speech, and will also contribute to correctness and effectiveness in later written work. Much time is given to interpretative work - dramatization, singing, reading, and reciting; the festival is developed with care; endeavor is made to select materials that will not puzzle the mind, since the aim of literature is to create pure delight and the work of the school is to remove the obstacles in the way of quickening this delight. Consecutive treatment of certain writers and of certain types of literature and composition is observed as most advantageous for teaching different kinds of composition forms. Composition work in the high school is more personal in its themes and more intimate in its appeal to the class. Oral and vocal values are given great emphasis. Correlation with other subjects is very important 1) because a demand for too much written work leads to the handing in of second-rate work;^{1.} 2) English literature exists for itself, "its end is not knowledge, but perception, insight, appreciation."^{2.} It therefore presupposes knowledge of history, ~~eng.~~ and of language as a means of expression. While the study of grammar and language must be taught in connection with English literature, always, perhaps, the composition will some day be not an end, but the means of expressing the

1. Report - Ethical Culture Course of Study. p.40.

2. Report - Ethical Culture Course of Study. pp.8 & 9.

feelings and thoughts roused by literature. This ideal will be more easily and sooner attained if the standards of all written work are high. The best comment on this course is this statement taken from the course of study: "The actual work has a flexibility which cannot be gathered from the set formation here given to it ... Alterations of the prescribed work are made to meet unexpected conditions or to suit the needs of particular classes, as these are reported upon by the teachers. The variable make-up of the classes, their differences in training, in home culture, in gift, and interestedness lead continually to readjustments and departures from the set program."¹

The other example we cite of the attempt to realize the ideals set by so many is the high school at the University of Missouri. This school has gone farther in one way than the Ethical Culture School, for it has set aside, for the time being, the use of grammar and rhetoric as English texts, i.e. as the beginning, the interest, and the inspiration of all practical work.

The work done in this school has been the basis of all data used in this paper. Before explaining the method we wish to re-state explicitly the problem we had in mind here. In view of the tendency of modern world-movements toward socialization, practical communication, yet communication between distinct and individual peoples, in view of

1. Report - Ethical Culture Course of Study, p.36.

the educational tendencies in harmony with this; i.e. toward the practical and individual results from school work, we question the efficiency of our composition work. It has undoubtedly improved; critics have felt the lack of vitality and interest in it, schools have felt a need of life and have made efforts to better conditions and methods. The end for which they work is to do away with the merely formal work, and to teach composition as a means to expression, the need for expression being a real one in the student's school or outside life. This was the belief of the University High School; the method used there was what we have defined as incidental.

CHAPTER II.

The Method Observed.

CHAPTER II.

The Method Observed.

To repeat, the practical and measurable end in view was to secure natural, correct and adequate expression from the students, in all written and oral work throughout the school. The means adopted to attain this were simple. An English supervisor directed the written work in all the subjects. She was consulted as to the frequency and time for handing in papers in history, science and mathematics as well as in English. If more work was needed with students than the individual teachers had time to give, the supervisor of English met each pupil separately and helped organize or gave needed suggestions or criticisms. Thus the same standard was held up for all the written work of the school. The subjects of composition were made as interesting as possible. No text-book was used as a text, but in the Junior and Senior years each English pupil had a grammar and rhetoric which were used as book reference, e.g. if the majority of a class showed no comprehension of force and coherence as produced by a wise use of complex and compound sentences the instruction would be something like this. The class would be referred to the grammar for definitions and illustrations of the different kinds of sentences and would be called upon for

examples of their own. They would then be referred by the teacher to the rhetoric for a study of coherence and force. The sections would be read and discussed in class, the mistakes made by the class taken up and corrected. The work was not necessarily finished in one period; an exercise to clinch the facts was sometimes given by the teacher. The method in the two lower classes was practically the same; simpler, inasmuch as there was a presentation of fewer details. No reference was made to books; what the students knew was utilized in the presentation by the teacher of the most important facts concerning the whole. Such problems as force seldom came up for study in the first two years; rather correctness, ^{e.g.} punctuation, ^{and} spelling; ~~e.g.~~ naturalness; and the general effect of a description, story, or explanation. A parallel study to that of a forceful sentence in an upper class would be in the first year, merely a study of a sentence as distinct from a phrase and a clause. The fundamental principle of the whole system was this: when the pupils make mistakes, correct them and make perfectly clear the reason for the right way; if they show no conception of certain things, stop and teach them right there; but if they naturally write unified and coherent sentences, say, why talk about and practice abstract unity and coherence? If they do not need that, use the time for something they do need. There is no school teacher who has enough time.

In dealing with the pupils, the individual needs were regarded and satisfied as nearly as possible. If most of the class needed the work, it was given as class study; if only a few individuals needed it, private direction and explanation aided them.

As we have suggested before, all phases of expression were considered: capitalization, punctuation, spelling, grammar and rhetoric. Above all was the ultimate consideration as to the general effectiveness and interest of the work for the class. When the papers were handed in, the errors were noted, first, by the teacher, then by the supervisor; papers were then returned to the students for correction; the number of mistakes depended on the care and general understanding of the student and differed greatly with individuals. As an instance of correlation with real interests, debates were given the same censorship as essays and were given credit as such if these were due at the time the student was working up his debate.

The notebook work deserves a special statement perhaps. The notebooks, made up of assignments and notes taken in class, were handed in when called for the first semester, and every two weeks the second semester. The mistakes were marked by the teachers and then corrected by the students. The teachers then inspected them again to make sure the corrections were made and understood.

To show explicitly what the standards held were, we *include*, below, part of the directions, which, tho explicit and definite, are tentative, are being "tied out" as it were.

Written Work in the University High School.

The directions given below are with the serious effort to make the so-called "Composition" work more normal and also more effective. The quality of written work is largely the result of habit in the students. English teachers alone cannot develop right habits in their students; all teachers must cooperate. All teachers of this school are expected to enter heartily into the work as outlined below. Individual variation and ingenuity is wanted, but the scheme below, even rather rigidly followed, still allows room for individual freedom.

Notebooks.

All irregularities or exceptions in the following directions must be approved by the Supervisor of English.

I. Contents of Notebooks.

1. All assignments, except where a single work in texts will clearly indicate. Students, however, must be held responsible for all assignments.

2. Various notes for information on outlines given in

class. Students should be encouraged and helped to make good notes, if needed, during discussions.

3. Students must not put in these books irrelevant notes, drawings, marks, etc. Notebooks thus defaced will not be allowed in the school.

As to the correction, the directions are as follows:

On the second and fourth Thursday of each calendar month, the "English" teacher shall use the class hour in criticizing the notebooks of the students in her class.

✓ The following procedure, in general, is expected unless another is approved by arrangement with the Supervisor of English.

1. The leading errors - as previously noted by the teacher - are taken. By reference to her tabulation, the teacher can readily refer those students in error to the pages in notebooks where errors were made.

2. Oral - not written - corrections are to be made, if clearly understood. If not clearly understood, students in III and IV shall open grammar or rhetoric text to subject designated by the teacher. If the difficulty warrants further study, assignments for home work may be made.

Written Reports - Papers.

1. Each teacher is expected to assign his students in each semester at least one paper to be prepared out of class. Some teachers will have occasion to assign more. However, no such paper shall be assigned without first consulting the Supervisor

in charge, or Superintendent of English, with special reference to the suitability of the subject and character of the paper. (Note. In discussing these subjects for essays, the principal question asked by the supervisor, was: "Does this subject grow out of what you have been doing in class? How?" All essays, in this way, were not brought in for the sake of writing essays, but were written in direct relation to the work of the class period.)

III. The Supervisor of English will give notice to the class where a paper has been assigned, at what hours students can consult with her or her assistants in writing this paper. This help shall be not upon the content, but upon the form of expression only: somewhat as follows:

1. Organization of the topic into a suitable outline. This shall be written out by the student and submitted with his paper where the paper is long enough to call for such an outline.

2. General style. - In the progress of writing, or at least the first writing, help shall be given on paragraphs, sentences, spelling, capitalization, etc. This first draft of the paper shall be handed in with the copied paper.

V. The day on which the papers are returned to the students the class teacher shall take such time as is necessary to discuss:

1. The content - as treated in the papers.
2. The English forms - (this may be done by the Supervisor of English.)

Interruptions of the regular work for some definite study of grammar or composition may be made at the request of Supervisor or Superintendent.

CHAPTER III.

The Data.

GENERAL INTRODUCTION.

✓ The method of the school has been given in general; for the proper understanding of the work done, a little further explanation is necessary. The school receives graduates from the eighth grade, and pupils who have done work in town high schools. In cases of the latter students, credit is given in the University High School for work creditably done elsewhere, and subjects required for University entrance are offered. But a majority of the pupils are graduates of a country school, and show bad habits of speech. This fact may account for some of the poor spelling, bad grammar, and remarkable diction recorded from some of the papers; it places upon the teacher of English the double responsibility of not only teaching the new and right thing, but also breaking the old, wrong habits.

The method of instruction has been outlined in general. We wish here to emphasize that the instruction is purely inductive, that the terms Unity and Force, by which we have illustrated ✓ the method, are not used to begin with, and perhaps not at all. The object is to give the idea of the mistake and of the proper correction; if the term is understood and can then be used as a convenient name for the thought, the formal term is used; if it would require definition and explanation, it is dropped in favor of some name that represents the mistake simply and clearly to the minds of the class.

In noting the tables, the reader will perhaps question why the lists of students are so small. These lists do not

represent the full enrollment, nor are they pupils selected because of ^acertain kind of work. The shortness of the lists is due 1) to difficulties in getting first copies of themes returned with corrected copies, and themes from the same classes at the same time of year from the individual students; 2) to absence, and lateness in enrolling. The difficulties of collecting manuscripts that correspond in subject matter and date, teachers who have had any number of papers will appreciate, especially when it is remembered that all the written work of the school *year* was considered as a basis.

As to the cutting caused by irregularity of attendance, the absence of one student on the day for a paper made it necessary to drop that name from the list. As one student missed one paper and another missed a different paper, a very reasonable amount of absence, occurring only now and then, yet caused the lists sometimes to be cut down to one-half or even one-third of their original length.

The abbreviations used all thru the tables are uniform; P means punctuation; C, capitalization; Sp, spelling; G, grammar, and R, rhetoric. The numbers in the columns under these abbreviations indicate the number of mistakes made in that particular division. The name of the class, as has been said, refers to the English work; the notebooks contain assignments and notes for all work taken in the school. The dates at the tops of the columns or after the student's number indicate the time when the work was done. In all cases the numerals in the first column refer to different students; no name is used.

The duplication of a certain number simply means that another phase of that pupil's work is being considered, or is being considered in different relations.

INTRODUCTION TO NOTEBOOKS.

In explanation of the notebook tables, we wish to say that the groupings are those made in the English work. For example those notebooks marked English I, Notebooks are the books of pupils enrolled in the first year of English work. This does not mean that they are first year students in all subjects they are taking. Because of the nature of the school as given on page 26, a student in English I may be taking third year history, or a student in English III may be beginning Latin. So on thru the whole course. All the class notes in all subjects are recorded in the notebooks, as well as notes on outside reading in all departments.

The period of time which the notebook work examined covers was in every case two weeks as indicated by the dates at the head of the columns.

TABLE I.
ENGLISH IV. NOTEBOOKS.

Student	Sept. 21-Oct. 5					Feb. 29-Mar. 10					Apr. 25-May 8				
	P	C	Sp	G	R	P	C	Sp	G	R	P	C	Sp	G	R
No. 20	1	2	3	5	0	0	0	2	0	0	1	0	0	0	0
No. 21	9	2	7	1	1	2	1	0	0	0					
No. 22	0	2	6	0	0	6	2	1	0	2	2	0	0	0	0
No. 23	3	28	20	1	1	3	3	2	0	2	0	0	0	2	0
No. 24	1	1	8	0	3	3	2	1	0	2	3	0	1	1	0
No. 25	0	38	3	0	0	2	0	1	0	1	0	0	0	0	0
No. 27	6	1	2	3	3	4	1	0	0	1	0	0	3	0	0
No. 28	20	1	5	2	1	5	1	9	0	2	4	4	7	0	2
No. 29	16	3	12	0	0	21	14	8	0	1	3	0	6	1	0
No. 30	0	10	9	0	1	2	0	0	0	0	0	0	1	0	0
No. 31	3	30	4	2	1	2	0	4	0	0	0	1	1	0	0
	59	118	79	14	11	50	24	28	0	11	13	5	19	4	2

DISCUSSION OF NOTEBOOK RECORDS.

Table I.

There is no need for much explanation of the table as given; the sums at the bottom of the columns indicate the total of formal errors. The improvement is very evident and is furthermore consistent, which cannot be said of all the written work. Detracting from the improvement shown in the last column is the absence of one student during those two weeks. However, in the case of that student there was improvement from the beginning of the first semester to the beginning of the second, and the small number of mistakes for February 29-March 10 show sufficient improvement to justify us in assuming a rather small number of mistakes for the last date if the records could have been made up.

TABLE II.
ENGLISH III. NOTEBOOKS.

Student	Sept. 21-Oct. 5					Feb. 29-Mar. 10					Apr. 25-May 8				
	P	C	Sp	G	R	P	C	Sp	G	R	P	C	Sp	G	R
No. 11	1	0	11	0	0	1	0	2	1	0	1	0	2	0	0
No. 12	21	2	8	0	1	5	2	0	0	1	1	0	5	0	0
No. 13	6	0	4	0	0	7	0	1	1	1	0	0	2	0	0
No. 14	2	6	8	1	0	10	5	3	0	2	1	1	1	0	0
No. 15	1	2	7	0	0	0	0	0	0	0	0	0	0	0	0
No. 16	3	0	4	0	0	5	2	1	0	0					
No. 17	5	27	6	0	0	10	0	2	2	1	2	1	1	0	0
No. 18	8	11	10	1	0	8	0	2	1	6	2	0	1	0	0
No. 19	23	6	16	0	1	11	2	6	0	3	2	0	2	0	0
	70	54	74	2	2	57	11	17	5	14	9	2	14	0	0

Discussion of Table II.

In these results, allowance will again have to be made for the lack of one record under the last date.

With regard to the increase in grammar mistakes in the February 29 to March 10 notebooks, it might be well to suggest that while correct punctuation and capitalization can be taught by a comparatively simple study of rules and illustrations, while spelling involves learning a few words at a time, and also recognizing uncertainty and settling it definitely by a reference to the dictionary, grammar and rhetoric include a more elaborate explanation and study. In grammar particularly, the mistakes are doubly difficult to overcome because of the daily spoken repetition; not only do they occur in writing as is the case with spelling and rhetoric, but they are habits that have become fixed by from thirteen to eighteen years of usage. One set of notes may call for little of individual expression; another set may give the opportunity for a lapse back to the forms of daily speech. Considering this, the increase in the number of grammatical mistakes is not surprising, nor should it be discouraging.

TABLE III.
ENGLISH I. NOTEBOOKS.

Student	Sept. 21-Oct. 5					Feb. 14-Feb. 29					Apr. 25-May 8				
	P	C	Sp	G	R	P	C	Sp	G	R	P	C	Sp	G	R
No. 1	2	6	11	1	1	0	1	2	0	1	1	0	2	1	0
No. 2	2	9	23	3	2	2	0	2	2	1	0	0	1	0	0
No. 3	8	44	37	3	4	2	3	2	0	1	0	0	0	0	1
No. 4	9	2	21	12	0	11	4	15	0	0	3	4	9	1	0
No. 5	2	22	26	2	0	5	27	0	0	1	0	0	2	0	0
No. 6	6	14	14	8	2	4	1	3	1	0	1	0	0	0	0
No. 7	15	52	39	7	6	7	0	12	0	0	0	2	3	0	0
No. 9	4	0	10	0	0	0	0	2	1	0	0	0	1	0	0
No. 10	11	9	37	9	11	10	4	25	13	8	6	6	11	0	1
	59	158	218	45	26	41	40	65	17	12	11	12	29	2	2

DISCUSSION OF TABLE III.

The improvement in these first year books is more striking than in any of the others. This is not at all unnatural; the students if taught in a formal grammar school are now beginning what they feel as formal composition work, they have not habits as fixed as those of students in the upper classes, who in this school are often mature, and the details of form impress them more, and seem, perhaps, more worthy of notice and of careful attention.

Before giving the notebook records for the Special Division of English it will be well to state the aim and personell of the class. The students were all boys who were intelligent, and earnest in their work, but who used very bad grammar. They were taken from first, second and third year English, and taught classics as were the other classes in English. But the difference was this: whereas the aim of the other teachers was to teach the literature primarily, and forms of expression, i.e. grammar and rhetoric, secondarily, this class was taught expression, especially grammatical forms, first, and literature secondarily. The purpose was to correct their English usage. Whenever a mistake was made in discussing a story, character, or any phase of the literary work, the correction was immediately called for. If the majority of the class knew the correct form and could explain it, the work went on as before; if not, examples were taken up, as often

as possible from the student's written work; an assignment was made, and thorough drill was given. Often days would pass when there would be only a brief reference to grammar, sometimes none; again two or three whole periods would be given to a thorough study of some part of grammar ~~point~~. Some of the questions discussed were: When use an adjective and when an adverb after a verb; when double the consonant in participial forms; the forms of the first personal pronoun; agreement of subject and verb. The oral work in class and the written work in notebooks and compositions formed the basis of all the grammar work done. A special effort was made to make the students conscious of mistakes in their own conversation as well as others'.

Of this division, Table IV gives a record of the mistakes in the notebooks for the whole second semester of the year. As before, the periods of time covered were two weeks.

TABLE IV.

Notebooks from the Special Division of English.

Student	Feb.14-Feb.28					Feb.28-Mar.14					Mar.14-Mar.28.					Mar.28-Apr.10					Apr.10-Apr.25					Apr.25-May 8				
	P	C	Sp	G	R	P	C	Sp	G	R	P	C	Sp	G	R	P	C	Sp	G	R	P	C	Sp	G	R	P	C	Sp	G	R
No.32						10	1	4	0	0	17	3	6	0	1	0	0	0	0	0	16	0	0	0	0	3	0	1	0	1
No.31	10	0	1	0	0	2	0	4	0	0	0	0	3	0	0	0	0	1	1	0	0	3	1	0	0	1	0	2	0	0
No.59	10	0	1	0	0	0	0	1	0	0	5	0	2	0	0	0	0	1	1	0	4	0	2	0	0	2	0	2	0	0
No.30	4	1	0	1	0	2	0	0	0	0	2	0	2	1	0	1	0	0	0	0	3	0	1	0	0	0	0	1	0	0
No.34						20	1	4	0	3						0	1	0	0	0	8	5	6	1	0	4	0	1	4	0
No.29	16	8	4	0	1	21	14	8	0	1	20	7	17	1	1	5	2	1	0	0	10	0	3	0	0	3	0	6	1	0
No.35	6	2	0	0	0	3	2	0	0	0						6	0	1	0	0	0	0	0	0	7	0	3	0	1	
No.36	0	0	0	0	0	6	0	8	1	3	1	0	3	0	0	2	0	0	0	0	6	1	3	0	0	Few notes no mistakes				
No.37	2	2	3	1	0	3	2	3	3	0	6	2	2	1	0	0	0	1	0	0	9	1	9	0	0				6	0
No.38	3	0	1	0	0	11	0	0	0	1	4	1	4	0	0	2	0	0	0	0	2	0	2	0	0	2	0	0	0	0
	51	13	10	2	1	78	20	32	4	8	55	13	39	3	2	16	3	5	2	0	58	10	27	1	0	28	0	18	5	2

DISCUSSION OF TABLE IV.

These records of the notbook work done by the special division in English the second semester prove nothing as to the achievement in the spoken forms, for the number of grammatical mistakes in the last column is greater than the number in the first. This is not so discouraging, however, when details of the work are observed.

1) There is no question about the improvement in punctuation and capitalization. Certain formal details then have been learned; this would be more evident from observing the notebooks than from the tables, as it is accompanied by improvement in neatness and general appearance.

2) The spelling shows an improvement if the second, fifth, and sixth columns alone are compared, but an unaccountable vacillation if the whole table is considered. This irregularity cannot be explained; a few statements can be made, however, that will aid in the reader's interpretation of the figures. The work of Column I dates from the beginning of the second semester; the students had been cautioned against misspelling and errors in grammar, as these were considered good starting places for the work of this special division. In Column III, the number of pupils is the same as in Column I, two being absent in each case. This decreases the number of mistakes, we assume. On the other hand, the seventeen misspelled words are partly repetitions - *influence*, twice; *peninsula*, five times; and *Napoleon*, twice misspelled. This fact would diminish the total number of misspelled words for

that column. It will also be noted that the mistakes made might be due to poor writing.

3) Tho the number of grammatical mistakes is larger in the last column, there are two irregularities that might cause this: a) In the first and third columns - those showing results of notebooks for February 14 to February 28, and March 14 to March 28 - two students' records are missing. The improvement in the ways already mentioned, therefore, has been made rather in spite of the fact that the last three lists include more pupils; b) the pupil, Student 34, whose work makes the grammatical mistakes seem much more pronounced in the last report, that of April 25 to May 8, is absent in the reports for February 14 to February 28 and March 14 to March 28.

4) In the R column, rhetoric in the notebook work including sentence structure and diction, there seem to be results from which we can come to no very definite conclusion. This is a case, perhaps, where the figures prove nothing, and indicate nothing very definite.

5) Lastly, it should be noticed that the notebooks of the two weeks from March 28 to April 10 are exceptionally good. This is a striking instance of the vacillating and intangible nature of the work. We cannot say why these were better, - more care perhaps, more interest, or less difficult assignments, hence briefer and simpler notes.

INTRODUCTION TO PAPERS.

The records of mistakes made in papers are in almost the same form as the notebook tables given. The date is given at the head of the ~~column~~^{table} if it is the same for all in the group; it is placed ~~just below the line of errors~~^{in a special column} when differing for individuals. The effort was made to get papers ~~at~~^{of} the same date, but this was not always possible.

The abbreviations are the same as those used before: P, punctuation; C, capitalization; Sp. spelling; G, grammar; and R, rhetoric.

The column called No. of pp - number of pages, - indicates the length of the paper, as it is manifestly unfair to compare a long paper with a short one, without indicating that there is a difference.

The first copy has been used in every case as a basis for the records used in these tables.

TABLE V.
ENGLISH IV. PAPERS.

Student	Feb. 23						March 11						April 17					
	P	C	Sp	G	R	No. of pp.	P	C	Sp	G	R	No. of pp.	P	C	Sp	G	R	No. of pp.
No. 25	3	0	0	0	4	$2\frac{1}{2}$	0	0	0	0	1	$\frac{1}{2}$	3	0	0	0	2	$4\frac{1}{2}$
No. 45	3	0	3	0	6	3	3	0	1	0	1	1	2	0	6	0	2	$6\frac{1}{2}$
No. 46	5	0	2	1	1	$1\frac{1}{2}$	3	0	0	0	1	1	1	2	4	0	5	$5\frac{1}{2}$
No. 24	7	0	3	1	5	$1\frac{1}{2}$	1	0	1	0	2	$\frac{2}{3}$	4	0	1	1	3	$3\frac{1}{4}$
No. 28	0	0	2	1	4	$1\frac{1}{2}$	1	0	3	0	2	1	4	1	23	1	8	$11\frac{2}{3}$
No. 22	6	0	2	0	2	$2\frac{1}{2}$	1	0	0	1	0	$\frac{3}{4}$	5	0	1	1	6	$6\frac{1}{2}$
No. 47	0	0	4	1	3	$1\frac{1}{2}$	0	0	0	0	2	1	0	0	0	1	4	5
	24	0	16	4	25	14	9	0	5	1	9	6	19	3	35	4	30	43

Discussion of Table V.

This table is made up of papers written for the fourth year English work.

The first papers, those of February 23, are on chosen characters from Rob Roy. This book had been assigned as outside reading. The preference of the student was what determined his choice of subject for the papers which represent written work early in the second semester.

The second list, those of March 11, are paragraphs on Rob Roy. They represent more simple and more concentrated thought, and form an exercise in ~~practice on~~ paragraph writing - i.e. the isolated paragraph.

The papers of April 17th are again reports of outside reading. The subject here is Adam Bede, and the papers are longer than the earlier reports. The points to be noted were suggested by the teacher and followed exactly in every case, with the exception of one paper where the arrangement differed. The thought was different in each case because of differences in the pupils' powers of observation and imagination, and different standards and ideals of conduct. In three of the papers there was decided originality and appreciation of the people as not merely characters in a book; in one there was evidently a perfunctory carrying out of directions. The remaining three were good, but not strikingly so. This last criticism, of course, is only opinion; the mistakes made are

given in the tables. Yet the last paper, that of student 47, was not as good judging from content and spirit as the one written by student 46; judging merely from the number of mistakes it was a little better.

It may be well to state here what instruction had been given by the beginning of the second semester. Six rules for the use of the comma, the main uses of the period, interrogation point, semi-colon, colon, and the uses of capital letters - this much had been taken up after the first notebooks and papers had been handed in. After the first four weeks of work, outlines had been discussed and illustrated, for the notebooks showed a lack of any conception of exact outline form, tho these fourth year students did much better than the lower classes. At different times, sentence structure had been taken up and was again further studied after the papers of February 23.

In comparing the papers of February 23 with those of April 17, the first thing to be considered is that the second papers are much longer than the first ones; tho we cannot work out any definite proportion of errors, we can expect that the longer papers would contain more errors of all kinds.

We have, then, to compare a total of 25 mistakes in rhetoric from a total of about 14 pages, with 30 mistakes from a total of about 43 pages. There is evidently an improvement.

The 25 mistakes in the first papers are divided as follows:

St.25 - 4 mistakes.

- 1) Diction - outbalanced.
- 2) Diction - quit for stopped.
- 3) Preposition at end of sentence, weak.
- 4) A long loose sentence.

"There was only one time that he failed to be temperate in drinking, and he afterwards saw his foolishness in yielding rashly and never did so again."

Student 45 - 6 mistakes.

- 1) Diction - ^{her desire to study was} in striking contrast with ^{her surroundings.}
- 2) Diction - "Characters of her uncle's house."

3) Awkward sentence structure - "In her conduct toward and conversations with Francis..."

4) Lack of coherence - "It was a part of her nature to do things and she was much disappointed at the disadvantage in which her sex placed her but she was of a nature to hide her disappointments behind a cheerful countenance."

5) Lack of coherence - "She realized that she was beautiful but was not vain."

6) Lack of coherence - "She chose to understand a character perfectly."

Student 46 - 1 mistake.

1) Sentence structure - "Rob Roy's character can best be shown by giving something of his personal appearance and the condition of his surroundings."

Student 24 - 5 mistakes.

1) Long, loose sentence with and clauses.

2) Ambiguity from use of his.

3) Lack of Unity - He had a very jealous disposition and this was proven by the way he acted toward Miss Vernon about the secret of her father."

4) Lack of coherence - He could appear very energetic and show his good qualities to the best advantage, so gaining great confidence in other people. (Clearness of diction should be a criticism in the last part of this sentence.)

5) Lack of coherence - He was very stubborn and swore his dislike for Frank until the last.

Student 28. - 4 mistakes.

1) Diction - He was a very plain living old man.

2) Lack of coherence - He was a happy old fellow at all times yet was always very witty in oppressing times.

3) Lack of coherence - When once you would win his friendship it was never forgotten.

4) Diction - He showed to have undergone.

Student 22 - 2 mistakes.

1) An incomplete comparison: No less adapted - than what, is not expressed.

2) Diction - Rob Roy seems to have mixed his ideas of profession with a large amount of craft.

Student 47. - 3 mistakes.

1) Diction - the easy manner of his appearance.

2) Diction - despicable.

3) Diction - But instead of using his education to a good advantage, he used it to accomplish his misdeeds.

In making a mere formal summary of these mistakes, we find that there are ten mistakes in diction, thirteen in sentence

structure, and two in what we call force.

Of the thirty mistakes in the papers of April 17th, the following division can be made:

Student 25 - 2 mistakes.

- 1) Outline too evident.
- 2) Short paragraphs.

Student 45 - 2 mistakes.

- 1) Short paragraphs.
- 2) Too evident outline.

Student 46 - 5 mistakes.

- 1) Reference to pages - not clear to a reader.
- 2) Short paragraphs.
- 3) Lists of characters uninteresting.
- 4) Present for past tense - Unity.
- 5) Lack of coherence. - Her main object was to marry Arthur and becoming a fine lady with jewels and diamonds and fine clothes to wear.

Student 24 - 3 mistakes.

- 1) Short paragraphs.
- 2) Reference to number of chapter - not clear to reader.
- 3) Diction - treatment to.

Student 28 - 8 mistakes.

- 1) Too evident outline.
- 2) Short sentences.

- 3) Diction - adviser of all matters.
- 4) Diction - in comparison to.
- 5) Diction - not overly tall.
- 6) Diction - in her face was planted a graceful look of intelligence.
- 7) Lack of Unity - change of tense.
- 8) Diction - falls into a faint.

Student 22 - 6 mistakes.

- 1) Awkward sentence structure.
- 2) Outline too evident.
- 3) Diction - preference to anyone.
- 4) Short paragraphs.
- 5) Lists of characters.
- 6) Lack of force.

Student 47 - 4 mistakes.

- 1) Loose sentence, beginning with and.
- 2) " " " " "
- 3) Diction — profession as a carpenter.
- 4) Plot too short in comparison with the length of the character sketches.

By summing the mistakes in these papers, we find that of the longer papers and the greater number of mistakes, 8 are made in diction, 7 in what we have called sentence structure, 1 in force, and 14 in what we call theme structure, including the length of paragraphs, proportionate development of different

parts, general qualities such as page and chapter references and the too exact following of the outline given by the teacher.

It might be thought that freedom of expression might have differed in the papers. They were of the same nature; the outline suggested by the teacher in the second case was really a limitation, as shown by the criticism in almost every case of a too evident outline. It gave the students a new something that they did not know well how to handle. But the comparisons show at least that the students have improved in diction and sentence structure. The diction is a matter of new usage in each case, so the significance of fewer mistakes is, as in spelling, a more thoughtful attitude, and a better, tho perhaps unconscious, understanding of current spoken English.

The one sum of 23 misspelled words in the April 17 paper of student 28 can be partly accounted for by the length of the paper. Carelessness is a natural result of the fatigue caused by a paper of many pages. This student, however, is weak in spelling to begin with, as can be readily seen by consulting notebook tables.

As to the punctuation, capitalization, and grammar, these papers show no results very different from those reached in the notebook tables, and in the tables that follow this one.

TABLE VI.
English IV. Papers.

Student	November 20					No. of pp.	January 15					No. of pp.	February 21					No. of pp.	April 14					No. of pp.
	P	C	Sp	G	R		P	C	Sp	G	R		P	C	Sp	G	R		P	C	Sp	G	R	
No. 48	2	6	7	0	10	5½	1	0	2	0	6	3	4	1	0	0	1	1	2	0	0	1	2	1½
No. 21	0	0	0	0	0	2¼	0	0	1	0	2	2	0	0	0	0	3	1	0	0	1	0	0	1 1/3
No. 49	4	1	1	1	5	2½	2	0	0	0	2	2	0	0	4	0	2	1	0	0	0	0	3	1
No. 50	3	0	1	1	1	2	0	0	0	0	1	2½						1						
No. 20													0	0	4	0	7	1	1	0	0	0	2	1
No. 51													0	0	4	0	3	1	0	0	0	0	1	1
No. 52													0	0	2	0	5	1	1	0	1	2	3	1
No. 75													0	0	1	1	3	1	2	2	2	1	4	1
No. 53													0	0	0	0	3	1	2	0	0	0	6	1
No. 54													1	0	0	0	3	1	0	0	1	0	6	1
	19	7	9	2	16	12+	3	0	3	0	11	9½	6	2	11	1	30	10	8	2	5	4	27	10-

DISCUSSION OF TABLE VI.

Table VI is also a set of fourth year papers; the dates do not correspond to those in the previous table, so we have treated them separately.

In the papers of November 20 and January 15, we see illustrated work from near the beginning of the first, and near the end of the first semester. Allowing for the greater length of the first papers, there is still a noticeable improvement. So in the papers of second semester there is a slight difference in favor of the later paper.

As the interest in a subject and the intimacy with the subject-matter for composition often makes a difference in the quality, in the end, we give here the subjects for the different dates.

The papers for November 20 were on Comus; again, they were written after class discussion.

Those for February 21 were paragraphs written in class on Rob Roy. This book had been assigned as outside reading; the class paragraphs were assigned near the beginning of the class discussion.

The last papers, those for April 14, were short themes based on reading or on outside interests, such as a game, or experience of any kind.

TABLE VII.

ENGLISH III. PAPERS.

Student	P	C	Sp	G	R	No. of pp.	Date	P	C	Sp	G	R	No. of pp.	Date	P	C	Sp	G	R	No. of pp.	Date
No. 37	1	0	0	2	3	2	Nov. 30 - Dec. 1	2	0	1	1	4	1	Jan. 22 - Feb. 1	0	2	2	0	4	1 2/3	May 13
No. 19	0	0	0	1	4	2	"	2	0	0	3	6	1	"	1	0	3	0	1	1	May 7
No. 18	2	0	0	1	3	2½	"	1	0	0	3	0	1	"	1	0	2	0	1	1	"
No. 35	1	0	0	1	4	3½	"	3	0	0	3	2	1	"	1	0	3	0	2	6	May 13
No. 34	2	1	1	2	5	2½	"	1	1	1	1	1	1	"	1	1	1	1	5	2 2/3	May 13
No. 12	0	0	1	3	6	2	Oct. 23 - Nov. 23	1	0	0	1	2	1	Feb. 26 - Feb. 29	4	1	2	1	4	1	May 10
No. 16	1	0	1	6	3	4	"	0	0	0	1	0	1	"	0	0	0	1	1	1	"
No. 41	3	1	0	5	2	3	"	0	0	0	3	1	1	"	0	0	1	0	2	1	"
No. 13	0	0	0	2	2	2½	"	0	0	0	2	1	1	"	1	0	1	0	2	1	"
No. 15	2	0	0	0	0	4	"	0	0	0	1	3	1	"	0	0	0	0	3	1½	"
No. 14	3	0	0	0	2	2½	"	0	0	0	1	1	1	"	2	1	1	0	2	1	"
No. 42	1	0	0	3	2	3-2/3	"	0	0	1	1	1	1	"							
No. 43	1	0	1	1	4	2½	"	0	0	1	0	3	1	"	0	0	1	0	1	1	"
No. 44	1	0	1	2	1	3	"	2	0	0	2	1	1	"	2	0	0	0	5	1½	"
	19	2	5	29	41	40		12	1	4	23	26	14		13	5	17	3	33	21	

DISCUSSION OF TABLE VII.

The first papers written by this third year English class were handed in on November 30. The subject was some character or phase of The Tempest, which had been read and discussed in class. The subject matter, then, was largely a result of class discussion, for the each student selected his own subject, the ones most frequently chosen were those which had furnished most class discussion, most points for debate in the class work.

The second paper was a short one, depending for its content on the experience and imagination of the student. Browning's poem, Such a Starved Bank of Moss, had been read and talked about. The assignment was then made - "Write something you yourself have seen in Nature; describe it so we can see it." The first efforts were crude, and showed a tendency toward fine writing and peculiar idioms. The records are of these copies. The supervisor of English then took up with the class the mistakes in the papers; as a result of this, the second copy was much better, particularly in the matter of simplicity and naturalness. It will be evident perhaps that these papers give opportunity for the use of the every day diction of the student, while the first essays were perhaps influenced by the phraseology of the class work.

The third column is again a record of essays written on the basis of class reading. They were brief, being given

for the study of paragraph development. On the basis of the effect produced by the writer, - Thoreau in one division, Ivanhoe in the other, - the means of getting this effect were studied, and the different methods of paragraph development tried. It was a first attempt in this particular work, and was done at the time of year when many papers were due and when commencement preparations were beginning.

In the cases of students 37,35 and 34, the essays were on the subject of Indian character and life as found in The Last of the Mohicans. These records are found also in a different series of comparisons in the record of papers from the special division of English.

TABLE VIII

ENGLISH I. PAPERS.

	December 18						March 1														
Student	P	C	Sp	G	R	No.of pp.	P	C	Sp	G	R	No.of pp.	P	C	Sp	G	R	No.of pp.	Date	Subject.	
No.4	3	1	14	7	9	5	1	0	1	1	6	2	4	0	2	1	2	2½	May 6	History	
No.5	2	0	0	0	4	10	2	0	0	0	1	2	0	0	0	0	2	4½	May 6	English	
No.6	5	0	4	1	5	4½	2	0	0	0	1	1	1	0	4	0	1	2	Apr.19	Latin	
No.7	4	5	3	2	4	6	1	0	3	0	2	1½	4	0	0	0	2	2	May 11	Latin	
No.39	1	5	2	2	4	7	3	0	0	0	0	1	5	0	3	0	7	2½	May 6	History	
No.40	5	1	6	2	5	12	1	0	0	0	0	1 2/3	4	1	7	0	6	3½	Apr.19	Latin	
	20	12	29	14	31	44	10	0	4	1	10	9+	18	1	17	1	20	17			

DISCUSSION OF TABLE VIII.

Judging the papers by the actual mistakes made, there is little improvement evident, except in grammar, and, to a less degree, in spelling.

There are two points that should be noted in this small number of papers: First, the list is a small percentage of the first year class, and in every case except that of student 5, represents a class of students that has to work up to a good M. Student 5 is above the average; his work at the beginning of the school year was excellent. Student 4 and Student 6 represent those who have not very good training nor habits to begin with, and who, besides that, are content to slide along and live happily by doing as little as possible. Students 7, 39 and 40 are good thinkers for first year students, and earnest in their work, but have bad habits of form to overcome.

The second point is the difference in subject. The first papers, those of December 21 are reading reports; Dickens' The Chimes and A Christmas Carol were read outside of class and these papers written, bringing out the plot in general, and the teaching. The papers of March 1, were a real or imaginary adventures based on How I Killed a Bear. No help was obtainable from books. The third papers of April or May - the dates are given *in next to the last column* ~~below the line of the student's name~~ - are written, with the exception of Student 5, out of the English department entirely. Comparing the totals brings us to no definite conclusion, but by comparing the work of individuals more definite results are obtained.

In the work of Student 4, there is an improvement in spelling, grammar, and rhetoric, even tho we allow for the difference in the length of the papers.

In the case of Student 5, the work is about the same in the last paper as in the first. His work at the beginning of the year was very satisfactory; when he made mistakes even then, as now , the cause was rather haste than ignorance. In rhetoric, his writing has gained in smoothness of diction.

In the case of Student 6, there is a clear gain in all but spelling. As the four mistakes there are recurrences of the same misspelling, the fact is not as serious as the records seem to show.

Student 7 improves in his use of capital letters. In punctuation, the figures show no improvement, rather an increase of one mistake for fewer pages. The nature of the mistakes is different, tho. The mistakes are these:

- 1) Quotation marks omitted.
- 2) Periods left off at the ends of sentences.
- 3) Comma omitted after an introductory phrase.
- 4) Comma omitted after an introductory clause.

For March 1, the mistake in punctuation is:

- 1) Comma omitted after an introductory clause.

The mistakes for May 11 are:

- 1) Comma omitted between parts of a long compound sentence.
- 2) Comma omitted between clauses of a long complex sentence.
- 3) Commas omitted for parenthetical words.
- 4) Comma omitted at end of parenthesis.

Three things should be noted about this comparison: 1) in the last list, no repetitions of the first mistakes occur; 2) there are fewer fundamental errors; 3) the mistakes are made in more complicated sentences. This is suggested by the list of mistakes; it could be proven by a reading of the papers. The number of mistakes in spelling is the same in the first column as in the second, while there are none in the two pages criticized in the third column. Slowely is so spelled in the first two papers. The persistence of this, as of other simple misspellings, shows the difficulty of overcoming habit that has been fixed by frequent and, now, unconscious usage. The same can be said of mistakes in grammar and diction.

However, the grammatical mistakes of the first paper are so crude that the absence of these in the other two papers, even tho the total of pages is less, is encouraging. The two grammatical mistakes made on December 18 were:

1) having came.

2) Richard and her were going.

No gain seems to have been made in rhetoric, repetition of words, diction, and long, loose sentences, being mistakes made in the first column and repeated in either the second or the third.

Student 39 seems to have learned the use of capitals and to have improved in his grammatical constructions. As to his rhetoric, he seems to have failed to use the principles he knew.

Student 40, according to the figures alone, has failed to improve in anything except grammar. The two mistakes made in grammar on December 18 were:

1) eat for ate.

2) the chimes, his old friend.

From these mistakes to none in two thirds the number of pages is a slight improvement. In punctuation, tho, the number of mistakes is as great, greater in proportion, there is a slight difference in the kind of mistakes made.

Punctuation, December 18.

1) Comma omitted after an introductory clause.

2) Comma omitted in a series.

3) Quotation marks left off.

4) Commas omitted around parenthesis.

5) Comma omitted after introductory participle.

March 1.

1) Comma omitted after introductory clause.

April 19.

1) Commas omitted around however.

2) Commas omitted around however.

3) Commas omitted for parenthesis.

4) Comma used instead of semicolon.

In the last four mistakes, the chief difficulty seems to be with parenthetical constructions. The use of the comma for the semicolon is not surprising in the case of a first year student whose sentence structure is not very good. We cannot say whether use of capitals is better or not. In the

first column it is omitted for the first word of a direct quotation; in the last column a proper name is begun with a small letter. In spelling, there are more mistakes at the end of the year than at the first. It is not logical to assume retrogression - they are different words from those that are misspelled in the first column; the paper is more careless. In rhetoric, the mistakes made by Student 40 are, in part, the same for both lists.

Rhetoric, December 18.

- 1) Diction - little in statue.
- 2) Diction - up a stairs.
- 3) loose sentences.
- 4) Frequent use of and.
- 5) Change of tense.

April 19.

- 1) Thoughts do not follow each other logically.
- 2) Loose sentences.
- 3) Lack of coherence which a knowledge of punctuation would rectify, e.g. Caesar was an excellent orator by nature and by training he used this power in behalf of his party with great success.

- 4) Similar sentence [to 3)]
- 5) Peculiar diction.
- 6) Paragraph structure ununified.

The mistakes in the last column are more numerous and deal with bigger units and less fundamental principles.

The individual inconsistencies, we do not attempt to explain. The carelessness in the last papers may be due to the time of year when they were written, and to the fact that written work in other subjects than English tends to show a disregard of the rules learned in English class. This point will be considered more in detail later.

TABLE IX.

PAPERS FROM THE SPECIAL DIVISION OF ENGLISH.

Student	<i>march 18.</i>					No. of pp.						No. of pp.	Date
	P	C	Sp	G	R		P	C	Sp	G	R		
No. 32	7	1	3	3	8	2	2	0	1	1	5	2	May 13
No. 31	1	0	3	0	2	2½	0	0	0	0	1	3	"
No. 59	3	0	5	1	17	5	3	0	2	0	1	2½	"
No. 30	0	0	0	0	4	2	5	*10	2	0	4	6	"
No. 34	9	2	4	3	6	2½	1	1	1	1	5	2 2/3	May 13
No. 29	6	3	2	0	1	1½	3	0	7	4	2	3	"
No. 35	9	4	10	0	6	6	1	0	3	0	2	6	"
No. 36	1	0	5	1	6	2							
No. 37	0	0	1	1	6	2	0	2	2	0	4	1 2/3	"
No. 38	1	1	0	0	1	2	2	0	0	2	5	2	"
37 11 33 9 57 27+ 17 13 18 8 29 29													

* 10 - These mistakes in capitalization are a repetition of one - indian- spelled 10 times with a small letter.

DISCUSSION OF TABLE IX.

These papers from the Special Division of English are all written for ^{the} English class. They are all from the second semester.

By comparing the totals it seems that there is a consistent improvement in punctuation, capitalization*, spelling, and rhetoric, and a slight improvement in grammar.

This shows the general nature of the work. That the grammar has not improved more strikingly in the figures given is perhaps due to several things: 1) the class knew they were to be very careful about their grammar, so in their written work we notice no startling number of mistakes in that respect; 2) the class had done considerable grammar work before the first paper was written; 3) the first papers show greater care than the later ones, which have greater freedom and naturalness of style, however.

* For explanation of number of mistakes see note on page 57, below Table IX.

TABLE X.

Papers in Mathematics first semester compared with second semester papers from Latin and History.

Student	January 18					No. of pp.						No. of pp.	Subj.	Date
	P	C	Sp	G	R		P	C	Sp	G	R			
No.60	0	1	6	1	6	3	2	0	3	1	2	4	Latin	May 6
No.27	5	0	0	0	7	6	4	0	0	0	5	3	"	"
No.48	5	1	2	1	6	5	2	4	3	0	2	4	"	"
No.17	7	5	4	0	4	4	1	2	3	0	1	3	History	Apr.1
No.23	2	0	0	1	0	2	0	0	1	0	0	2	"	"
	19	7	12	3	23	20	12	6	10	1	10	16		

DISCUSSION OF TABLE X.

In this table, the mathematics papers for the second semester could not be obtained in time for this date, so other papers of those students who had such work as was in at this time were used. As the purpose was to note the development in English usage in papers other than those assigned for English work, the Latin and History themes seemed to serve as well, *as mathematics would have served.*

In the results, it is evident that in every part of the work there is slight improvement, in rhetoric a noticeable improvement. This occurs, too, in spite of the technicality and repetition that often accompanies work in mathematics or even in Latin.

TABLE XI.
PAPERS IN MANUAL TRAINING.

Student	November 6						May 10.					
	P	C	Sp	G	R	No. of pp.	P	C	Sp	G	R	No. of pp.
No. 10	0	0	1	6	5	3½	3	0	3	4	4	3
No. 60	7	0	1	1	9	4½	1	0	6	1	2	5
No. 55	1	0	1	2	2	3½	1	0	1	0	0	3
	8	0	3	9	16	11½	5	0	10	5	6	11

DISCUSSION OF TABLE XI.

As the class with which we started in Table XI had changed its roll since the first semester, it was possible to get only the three names for comparison of the same kind of work. The results show an improvement in form, especially in grammar and rhetoric. We must conclude then that the English instruction, as carried out here, did affect all the school work, in spite of the tendency to disregard English rules when writing papers in other subjects. In the sciences it is more difficult to watch the English forms, but correctness, simplicity, and clearness can nevertheless be secured. The few figures given in these last two tables, papers of the second semester corresponding to those of the first, could not be obtained from more students, - ~~tend to~~ show a steady and consistent improvement.

The many misspellings in the second semester paper of Student 60 cannot be positively explained. The manuscript was not as neat in form as the first one; perhaps carelessness or haste entered in, for tabaret was sometimes spelled correctly, sometimes not; and the other misspellings were such simple words as: rubed and thourghly.

CHAPTER IV.

Conclusions.

CONCLUSIONS.

It is evident to every reader, as to the writer of this paper, that these tables prove nothing. They merely show that, in this case, certain mistakes have been corrected and certain difficulties and misconceptions have been overcome by a method more natural, more economical, - at least from the point of view of the student, - and more reasonable than the formal, cut and dried method of teaching composition, which, up to this time, has been generally used. There are exceptions to the general improvement in the work here illustrated; these mean simply that we have a system dealing with individuals who are not uniform, each of whom does not respond in a certain expected way. In school work there are always surprises; besides the undeveloped possibilities in the personality of each student, which cause consternation and destruction in any systems and rankings a teacher may attempt, there are further considerations - laziness, immaturity, and inadequate preparation - that play havoc with our plans. The fact that the units, with which the school has to deal, are natural and changing ones, gives value to such a plan as the one carried out here - its fundamental principle is that of conforming to the individual's needs and using his interests. We cannot attempt a comparison of the effectiveness of this plan with the effectiveness of the formal method. By this plan, certain things are accomplished - and accomplished in what, to those in the work, seems to be an easier and better way than the old method; whether the results are better than those obtained by the old way we do not try to show in any tabulated form.

The tabulation, in itself, may seem ridiculous. There are difficulties in connection with it: the papers are not the same length; some students write larger than others; the students do not always do their best work.

Further, we meet with a difficulty that is evident in all phases of English work - the indefiniteness of our ideal. In science or mathematics a statement, an experiment, a recitation, is right or wrong; there is a fixed standard, - that of correctness, of truth, - by which the work can be judged. In English composition, the manner of expressing a truth, a feeling, a fancy, is most important; the standard by which we judge it is intangible, is not fixed. While style enters into the study of the sciences, it is subordinated; in English it is one of the most important considerations. So a decrease in the number of mistakes in punctuation and capitalization does not necessarily prove that the student is doing good English work. But he is undoubtedly doing better work. English expression is largely a matter of good habits, and the formation of habits of correctness is one of the first essentials to good composition. It is a mere beginning, however; therefore the sooner made, the better.

We pause here to make a short digression suggested at this point. The mistakes and their correction are shown as clearly as possible in the tables. But beyond this change in the work, there is what is referred to in the discussion of Table V as "spirit and content." Formal mistakes may persist thru the written work, there may be no remarkable

improvement in that way, and yet there may be decided improvement in thought and organization. Often the two kinds go together, but we want to emphasize here the fact that, tho very important, the correction of mistakes in form is not the only criterion of good composition. It is merely a beginning. All of the tables endeavor to show the gain that has been made in a formal way; as a very meagre illustration of the other change, we insert here papers from three students of the University High School.

The first two papers are those of a country boy who was somewhat below the average student in ability as well as preparation. He cannot be taken as a type to illustrate the change in the work, but his two papers, the first, 1 A, written near the beginning of the first semester, the second, 1 B, near the end of the school year, illustrate, nevertheless, the improvement that he has made. For the convenience of the reader, we place the red ink marks on the first copy, to indicate the many mistakes which had to be overcome before even the point of the second paper was reached. We regret the impossibility of reproducing the writing and general form of the paper. There was no superscription of any kind.

1A.

SHYLOCK.

Wehren Antonio intered the roon Shylock i hate a Christian that lends his money gratis and being down the hate Shylock liked him till he mistreated him and then he turned against him Antonio called him dog and spit upon his jewish gaberdene then he wanted Shylock to charge no interest om his money and lone his friend some money Shylock says to him are you the one that spit om ne last Wednesday and for that i will lone you are your friend all the money you want. and Antonio says i an likely to do so again Shylock said he would conceal to his bond.

Jessica treated her father very cruel

She run of with a Christain and stoled his money and she gave the money away scarcely for nothing she spent part of it for a monkey the way she got away one of his neighbors ask him ones to dyne with them and he did'ant want to go but they persuaded him in to going while he was gone she run of with ——— When he found out they gone and that she had stolen his luckets he walked the streets of ventice and cry out o my duckets, my dckets my daughter he thought more of his money than he did of his daughter

1 B

A BEAR HUNT.

I went hunting one day, and as I was going through a great thicket of bushes, I saw something which looked like a dog. As I came near it, I saw that it was a bear. By this time it was coming towards me. I started to run, but I was so badly scared that I could not run very fast. I saw that the bear was gaining on me, so I thought I would climb a tree near by. I climbed the tree, and the bear went on by. He was about fifty yards past me when I thought about my gun. Then I shot at the bear and killed him. I climbed down and took the bear home.

Tho these papers are exceptional, the next ones are more nearly typical. They are the work of a good medium student. The first examples of his work are really two separate paragraphs, 2 A and 2 B, written at different times; together they illustrate his conception of form, his vocabulary and his breadth of thought. They are given in the order in which they were written. Both of the paragraphs were written for English work; the long essay, 2 C, was written for history class late in the second semester. It should show some development.

2 A - December 15.

The Most Joyful Holiday.

Easter Sunday is the day upon which old and young rejoice; Spring is then here. The birds are singing in the fresh green trees. The grass is springing up beneath the light footstep, and the clear sky is intensely bright before the yellow sun. As if in response to the beautiful flowers that cluster on the trees and in forest nooks, one's spirit leaps and throbs. The religious feeling of joy for what the day commemorates is sufficient to fill one's spirit to overflowing; but how can one escape the happy feeling, surrounded as he is by the new life to be seen on every hand.

2 B - January 17.

A Report on Stevenson's essay.

"Characteristics of Dogs."

In his essay on characters of dogs, L. Stevenson has given them several characteristics. He says that the chief aim of the dog is his "rage for consideration." The life of a dog is a continued falsehood but a dog has a sense of honor and shows it in his actions when discovered. The dog is in general bigoted and very much of a snob to other animals in an inferior position. An enfatuation for and chivalry toward female dogs is a marked quality of dogs. The dog also feels a sense of duty toward those who have done him service. The chief characteristics of dogs are, their desire to be noticed; their feeling of a distinction of classes; their lying and bigoted natures; their sense of duty; and their enfatuation for female dogs.

The last paper of this student was handed in as history work on May 1.

2 C.

The Roman Circus.

I remember how excited I was when I first saw the Circus. I had only recently put on the toga so I had a little more freedom than before. I attended the first Circus given after the ceremony. My smaller brother wished to go very much, but he could not as he was not yet a youth. I had bet a small sum of money with a friend upon the horses of the red syndicate.

The hour for the Circus arrived. I was there early and very impatient. The people filled the seats very quickly and many had to stay outside for lack of room. I could see my father on the spina in the center of the arena, with several other senators. The wall of a box loomed by my side so that I was not able to see my mother who was in the box. This wall was a great obstruction for it did not let me see the seat of the giver of the Circus or the start of the races.

After I had become enraged at the slowly passing time, the giver arrived late. His parade circled around the race course in the arena. Brilliant colors in the procession made me feel rather giddy, but the giver soon got in his box.

My impatience burned me fiercely. I did not even have the satisfaction of seeing the start. I heard it, however, and was lost to interest as soon as the quick thuds of the four horse chariots began. My senses almost left me when I heard

the first crash of an overturned chariot in the sand. The horses screamed and the driver gave a gruff cry when the opposing chariot crashed into them. Soon I saw them pass. There were three with whom the race rested. My red was one of them. They were not galloping at such an enormous speed, but it was terribly exciting as the horses slipped readily in the sand, and the charioteers attempted to overthrow each other. Round and round they circled. I became more aroused at each turn. I even saw my grave father on the spina as animated and disturbed as I. Seven times the chariots rushed before my eyes. Then I heard no more until I was told the winner. The winner was not the red. My loss of the wager was soon forgotten in the vainglorious manner in which the winning charioteer drove out of the triumphal gate. I should have learned to leave betting alone by this, my first loss, but since I have lost much and gained a little.

When the chariot race ended there was not much more of importance left to give amusement. There were a few races of men on several horses which were a trifle exciting, but the grand attraction had passed, and many people were leaving.

I left too. My friend, to make up for my loss, bought a few refreshments on the way home. I went to bed that night much impressed with the dangerous chariot race.

The last papers included are those by a student who is superior in every way. There is practically no change in form or content. This of course again represents exceptional work. By consulting the tables of first year work, Student No.5, his improvement in a merely formal way may be observed. The papers typical of his work follow. The first one, 3 A, is a representative of first semester work, while the second, 3 B, is the last that could be obtained.

3 A.

A Narrow Escape.

Our sugar camp had been often disturbed by a bear, and although we had never caught sight of him, we were always sure of his visits. The camp was not far from a small village in the heart of Vermont but most of the bears in the vicinity had been killed. We had become thoroughly tired of having so much of our syrup destroyed; so one afternoon, although we doubted our ability to kill a bear, four of us set off in search of Bruin. We had been hunting for three or four hours and had become pretty well separated, when Bruin put in his appearance. At the foot of a thickly wooded hill, I espied our bear coming slowly down towards me. My first thought was to creep up and shoot him, but he noticed my movements and came loping to meet me. I fired hastily. The shot missed him entirely and I had no time to reload. I called to my companions but I could tell from their voices that they were

a great deal farther from me than the bear was. I tried to think and to decide what I should do, but my mind was in confusion and turmoil, and I could think of nothing except a bear story I had read some time before. I ran in the direction of my friends with Bruin gaining on me at every step. I stumbled over every bush and stick, and it seemed as if my feet were loaded with heavy weights. The bear's growls were hardly six yards behind me now and it seemed as if I could run no more, when two rifle reports sounded from the nearby trees and Bruin toppled over. I was safe, but I had had as much bear as I wanted.

3 B.

Making a German Soldier.

When one thinks of Germany, he also thinks of the German army, which is the largest in the world. Indeed, the making of the German citizen and soldier is much the same, for all Germans must serve in the army some part of their life. It would naturally be thought that the people of such a nation would be warlike and fierce, but it is just the opposite. The people of Germany believe that service in the army is necessary, but they do not love fighting and wars, and the boys do not have the ambition to be generals when they grow up.

The life of the soldier is divided into three periods; the actual service, the Landwehr period, and the Landsturm period.

The government has its hold on the German from the time he is born, when he is registered by the officials, till he reaches the age of twenty and must do actual service for two years. After he has finished this, he belongs to the reserve for four or five years, and then he is a member of the Landwehr till he is forty. The Landwehr is something like the American militia. From forty to forty-five he belongs to the Landsturm which somewhat resembles our National Guards. In time of war these divisions are called out in the order in which they are mentioned and it is very rare that the Landsturm is called out. Twice a year these soldiers all come together to practise manoeuvres and learn the new changes in the army.

It is not always necessary, however, to serve for two years. If one has a certain amount of school training, he receives what is called a one year certificate, and enters the army as a Freiwillige, serving only one year, and not having to live in the barracks with the other soldiers. The majority, though, can not do this, for the one-year soldier must pay all the expenses that the government would otherwise pay.

The first year, and particularly the first week of the soldier's life at the barracks is very hard. To begin with, his suit of clothes is labeled and stored away till he finishes his service, and he is given a very old uniform and set to work blacking the officers' boots and cleaning out the barracks. His next duty is to learn each of his officers and how he must salute them, for there are very strict rules as to how the soldiers must salute. Sometimes one will see a squad of them

"goose step" as an officer goes by. This is done by thrusting the foot straight out in front and bringing it down sharply.

The new soldier must learn the use of all his weapons and every article belonging to his uniform and just how they should be kept. He is taught how to mend his clothes and take care of them, for the army is very strict about this and sometimes the inspection of one uniform will last an hour. Every regiment has a tailor, who usually takes pride in having good uniforms for its members, and it is said that one regiment owned six complete uniforms for every soldier. This habit of tidiness seems to abide all over the empire, for one very rarely sees an untidy person on the streets of cities in Germany.

The soldier is then given gymnastic exercise to strengthen him if he came from the city, and make him limber if he is stiff from farm work. His company is drilled in running, jumping, and vaulting, for there are some who enter the army that can not jump over a string two feet from the ground. More advanced companies can be seen working on the horizontal bar and scaling walls. They charge at board walls twenty feet high, which are supposed to represent forts, and over they all go in very little time.

The recruit is next given a rifle, and a great deal of drilling is necessary for him to become accustomed to it. Many Germans entering the army have never touched rifles before in their lives, for they do not care for hunting like most Americans. The soldier shoots first at a miniature target which is set very close. Afterwards he shoots at a larger target. Small

ammunition is used in target practise so as to save money. There are also bayonet duels, for the army is very proficient in the use of the bayonet. Company and regimental drill is also kept up constantly until an officer can organize or dispose of his troops perfectly.

The intellectual side is not forgotten for there are classes in the parts of history and geography which would interest a soldier. In studying the geography of Germany, they learn how their country could best be defended. They are taught about the present condition of the empire, for there are some who do not even know who the Kaiser is.

The German government pays its soldiers a very small salary in comparison with other nations. The private soldier receives about nine cents a day, two and one-half cents of which must be spent for his dinner, leaving him really only six and one-half cents a day which must cover all of his expenses. The salary of the major-general is \$185 a month, and of the second lieutenant \$20 a month, which is about the pay of a sergeant in the United States army.

The food upon which the soldier lives is very meager but nutritious. The only food which is given him free, is a kind of black bread and either coffee or soup. He must spend his two and one-half cents at noon for a sort of meat stew. Even then the officers watch carefully how he spends the small remainder of his money, so that he does not buy too much beer. One very rarely sees a drunken German soldier.

It will be seen that the main points which characterize the army are its discipline and economy. Economy is practised on every hand, and although Germany has the largest standing army in the world, it is run with the least cost. The discipline and work is the hardest, but as a result, it turns out the strongest and sturdiest soldiers of all armies.

Facts have been taken from:

McClure's Magazine, Volume 16.

Im Vaterland, Paul V. Bacon.

Before leaving this mention of development in thought content as well as excellence of form, we would like to conclude with the unanimous opinion of those who have watched the English work in the school this year, that, in general, the interest and vitality of all written work is much improved. There are some who, as by any method, show no great difference, but these are in the minority.

To return to the tables, the general tendency of the mistakes recorded there is to decrease in the first columns - those showing the mistakes in punctuation, capitalization, and spelling, which are habits that should be formed before high school - and to show not as large a decrease in the last two columns, grammar and rhetoric. The vacillation in the grammar column has been referred to before; there is greater improvement in grammar than in rhetoric. Under that heading, we find the later mistakes to be less fundamental ones, ~~less~~

less often a question of what a sentence is, and how to punctuate it. But the number of mistakes is not encouragingly smaller. This experiment is but one trial of this method, and a first one here, however. With the kind of students attending this school, so much time had to be spent on the fundamental and primary errors that the drill and attention necessary to produce an individual style could not be given. Still, it does not follow that these mistakes could not be very largely overcome by this method. Under other circumstances, or even a second year here when the rough part of the plan had been worked out and tried, more time could be found for the bigger phases of composition work.

In stating positively what has been accomplished by this method here, we should say four things:

1) Improvement has been made in the case of most students, in habits of correctness and general adequacy of the written work.

2) A consciousness of errors heretofore unnoticed has been aroused, a spirit that will make for "self-cultivation in English."^{1.}

3) The content of the papers in all departments has been enriched. There is the one illustration given earlier, and this is but one of many.

4) An apprehension of natural and logical order in the expression of thought has been developed. This last has

1. See Palmer's book by that name.

been a surprise to those doing the English work here. Instruction in the outline was given early in the year; sentence unity has been taught at different times, tho not necessarily by that name; and isolated paragraphs have been assigned. But beyond this, nothing has been explicitly taught concerning unity and logical order. Yet there are few among the papers that have not some practical conception of paragraph and theme unity. In choosing the subject, in working it out the way they please, the students naturally express themselves logically and make good paragraph divisions. This is, of course, as a general thing. For example in Table V, out of a total of 64 mistakes in what we have termed rhetoric, there are but 11 mistakes in paragraph or theme unity, coherence, or the relation of theme to its subject. Similarly in Table VI there are but 9 such mistakes out of a total of 84. These results were obtained by counting the mistakes referred to from a list of all the mistakes made in the papers upon which the tables were based. ¶ If now, we are willing to admit the value of incidental composition, that is, composition work done in all parts of the school, and taught and repeated and drilled on when the students show that they need it, there is still the objection of practical difficulty. The change in method would undoubtedly be a big one. It would require at the outset that all teachers, instructors in all subjects, have a good, clear, practical knowledge of the English language. As long as teachers in other subjects are slip-shod and careless,

and as long as they take the attitude that correction of English mistakes in their work is not to be expected, so long will conscientious efforts of English teachers be almost neutralized by these other teachers' re-enforcement of already-existing bad habits. This ideal, tho, for good English on the part of all teachers is part of a circle of responsibility; if these same teachers had had good English training in school, they would be helping instead of hindering the general work toward a good and adequate use of our mother tongue. If we can make the training, now, practical and effective, or as nearly so as possible, we can then look forward to the next generation of teachers to simplify, unify and standardize the English usage all thru the school. All must help - this is necessary for a complete and immediate solution to the problem; but all cannot, so it is the responsibility of the English teacher to do what she can with whatever aid comes from other departments. There are now some Latin and Mathematics teachers who know, use, and teach good English, and these will increase in numbers.

Objections will be raised to trying such a plan as this one; there will be an added burden for the English teacher, is one complaint. There are ways and ways of trying an experiment of this kind; and the burden of the English teacher could not be much heavier. Further, it is a fact that by the adding of interest and life, the work would be pleasanter and more vital, even tho the quantity should remain the same. In any

kind of a school, the change from teachers of English classes to teachers of English, would be possible and most gratifying. The objection comes that a change such as the one suggested here could not be arranged for in a large city school. It would, of course, call upon the ingenuity and practical wisdom of those who are interested, but if the desire to make an effort toward more vital work is an earnest one, some way of trying to accomplish it could be found. This is true of the town school as well, where each teacher now has more than she can happily and easily do. There is no unchangeable law as to the number of classes a week for an English teacher, the room she shall stay in, and the limitation of her work to the teaching of English literature and essays. A change that would broaden the English teacher's opportunities without making her duties heavier could be arranged in some way, we think.

In conclusion, we should like to point to the fact that the introduction of this incidental method of teaching composition is in harmony with the tendency toward making school less formal and more natural and interesting; making his education a real part of what the child considers his *real* life and not "just school." As it brings about the teaching of individual students in every phase of their work, rather than the teaching of composition in an English class, it naturally leads to greater sympathy between teacher and pupil, a more human and friendly relation. Its tendency is away from

the painfully ordered desk, with its row of classics, and its bottle of red ink, presided over by one vested with authority, an unsmiling dignitary, to the neat but not forbidding table containing interesting books and sometimes magazines to be used by all, tho belonging to the friend who knows how and is not afraid to smile.

But going back to the figures given in this paper, we wish to leave an unmistakable impression of our opinion that they prove nothing. The problem we have endeavored to handle exists as an important one in the school of today. We have treated it with the means at our disposal in the hope that it will bring up the question in the minds of others, and lead eventually to more and valuable work on the subject of which this is but a small start.

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