mut0361specs

MU Libraries
University of Missouri--Columbia

Digitization Information Page

Local identifier mut0361

Capture information

Date captured	02/2013
Scanner manufacturer	Zeutschel
Scanner model	OS 15000
Scanning system software	Omniscan v.12.4 SR4 (1947) 64-bit
Optical resolution	600 dpi
Color settings	24 bit color
File types	tiff

Source information

Source type	text book
Source ID	103334706006
Notes	

Derivatives - Access copy

Compression	Tiff:compression: 1
Editing software	Adobe Photoshop CS5
Editing characteristics	Contrast boosted
Resolution	300
Color	gray scale
File types	pdf / tiff
Notes	blank pages removed for pdf

UM Libraries Depository

103334706006

A STUDY IN SENTENCE STRUCTURE

195

by

Laura Anita Searcy, A.B.

SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS

in the

GRADUATE SCHOOL

of the

UNIVERSITY OF MISSOURI

1915

approved May 15, 1915
J. J. Merriam

378.7M71
XSe17

23979

Preface

In the University Schools conducted by the Educational Department of the University of Missouri an attempt is being made to bring all subjects in the curricula into more vital relations with the normal activities of students. The "Incidental method" of teaching composition is an attempt to make normal the study and practice of English expression. The present study is based upon the results of the incidental teaching of composition in the University High School during one year. Acknowledgement is due Dr. J. L. Meriam, Superintendent of the University Schools, for guidance in the work.

1.

A Study in Sentence Structure

Introduction

A. Setting of the Problem

B. Method of Discussion

1. Consideration of the "Formal Method" of
Teaching Composition

2. Consideration of the "Incidental Method"
of Teaching Composition

I. The Formal Method

A. Definition of Term

B. Function of Composition

C. Educational Principle Underlying the Method

D. Subject Matter

1. Its Nature

2. Its place in the Curriculum

E. Method

F. Results

II. The Incidental Method

A. Definition of Term

B. Function of Composition

C. Educational Principle Underlying the Method

D. Subject Matter

1. Its Nature

2. Its Place in the Curriculum

E. Method of Presentation

III. Data: Results of Study

A. Data Explained

1. Nature of Material

a. Themes

b. Book Reports

c. Oral Work

2. Illustration of Errors

3. Presentation and Discussion of Tables

IV. Conclusion: Data Shows:

A. Effectiveness of "Incidental Composition"

B. Lack of Effectiveness of "Incidental Composition"

Introduction

Setting of the Problem

I. Statement of Aim

The present study is a report of the results of the attempted correction of eighteen types of grammatical errors through the "Incidental method" of teaching composition. For five years the University High School has been doing pioneer work in the study of grammar, rhetoric, and kindred subjects, allied with the teaching of composition, which work has been termed the "Incidental method" of teaching Composition. If there is a school anywhere which pursues the same method, or lack of method, that particular school has not been called to the writer's attention. But the newness of the manner of procedure, though one is ever in full cry of what is new, does not and should not, recommend it. Indeed, those who have followed this type of study from its inception and who have labored for a justifiable fruition, have been its severest critics. The scientific attitude of judiciously watching results has prevailed throughout.

II. Indications of Results of "Incidental Composition"

Yet while this critical attitude has been maintained, it has seemed to those who have given the matter careful consideration that certain results are being made manifest. In the first place, ^{the} subject-matter of written work has been unquestionably enriched. Teachers who have visited the school and who have taken the pains to read the themes have given such a judgment.

Again, many students who do superior work in advanced English courses in the University have had all of their

training in composition and literature in the University High School. Moreover, a comparison of the ranking of University High School graduates in University Freshman English courses with those of a certain reputable high school in the state where the traditional method of teaching composition obtains, shows results very favorable to the University High School

A. Tabulation of Grades of "A" and "B"

The following tabulation shows the grades which graduates of the two schools have made in the Freshman courses in English in the University of Missouri. The grades of University High School graduates are marked "A"; those of the school with which comparison is made are marked "B". In order to have a uniform comparison, the distribution of grades for four years has been reduced to the basis of one hundred students.

1. Distribution of Grades and their Percentages

School "A"			School "B"		
	no.	perc.		no.	perc.
1910	E 1	5.8	E	0	0.0
	S 2	11.8	S	2	10.0
	M 8	47.1	M	9	45.0
	I 5	29.4	I	6	30.0
	F 1	5.8	F	3	15.0
	<u>17</u>			<u>20</u>	
1911	E 1	6.7	E	0	0.0
	S 4	26.6	S	5	25.0
	M 8	53.2	M	9	45.0
	I 1	6.7	I	2	10.0
	F 1	6.7	F	4	20.0
	<u>15</u>			<u>20</u>	
1912	E 1	4.5	E	0	0.0
	S 3	13.6	S	5	10.0
	M 14	63.6	M	21	45.7
	I 4	18.2	I	10	21.7
	F 0	0.0	F	10	21.7
	<u>22</u>			<u>46</u>	
1913	E 0	0.0	E	0	0.0
	S 5	19.2	S	3	9.7
	M 17	65.4	M	18	58.0
	I 1	3.8	I	2	6.4
	F 3	11.5	F	8	25.8
	<u>26</u>			<u>31</u>	

2. Average Grades for Four Years--Expressed in Percentages

School "A"		School "B"
E	4.2	0.0
S	17.8	15.1
M	57.6	48.4
I	14.5	17.0
F	6.0	20.6

B. Discussion of Tabulations

It is noted that in school "B" not one "E" in four years is found; in school "A" there is a noticeable per cent of "E's". In school "B" a very conspicuous per cent of failures is found in each of the four years; in school "A" there are no failures for one year, and in no one of the other three years is the per cent of failures equal to that in school "B".

According to the University system of grading approximately fifty per cent of each class is expected to rank as medium students. Twenty five per cent is supposed to rank above "M", and twenty five, below. Of the twenty five who are above "M", twenty two per cent is expected to rank as superior, and three per cent, as excellent. Of the twenty five who fall below "M" twenty two per cent should be inferior; three per cent should be failures. In some cases the University High School ranking in Freshman composition classes in the University falls below what is expected; in some cases it exceeds what is normally expected. It should have twenty five per cent of the grades above "M"; it has only twenty two per cent above. Yet while there are normally fifty per cent "M's", the University High School has fifty seven and six tenths "M's" to its credit. Again where there might be normally twenty five "I's" and "F's", the University High School has only twenty and five tenths. While there are not as many "I's" and "E's" as the grading system demands,

there are more "M's" and fewer "F's" and "I's".

The school which has been called "B" has only fifteen per cent of "C's" and "E's", only forty eight and four tenths "M's", but thirty seven and six tenths "I's" and "F's".

C. Criticism of Tabulations

1. The following criticisms may arise with respect to the tabulation;

1. A comparison of the records of University High School students with those of only one school does not prove the "Incidental method" of teaching composition more satisfactory than other methods.

2. The personnel of the University High School students may account for the higher ranks.

In answer to the first criticism one would say that the purpose of the comparison is not to prove conclusively that the "Incidental method" is more satisfactory than that method which obtains in the average high school. If such a proof had been the object here, the University records of the graduates of many schools throughout the state would have been given. Such a problem is one for the future after measurements have been made within each method. Such a comparison merely seems to indicate results in favor of the "Incidental method." However, no such conclusion is to be drawn here.

In answer to the second criticism,- i.e. that the University High School has the advantage over the average high

schools of the state in that University High School students are more mature and, therefore, more diligent, one must admit that such is, in part, the case. It is true that there are many serious-minded students in the University High School. It is also true that many are not seriously inclined. However, it frequently happens that the diligent student is greatly handicapped by bad language habits which have been formed or have continued under the conditions which exist now in schools of the "B" type. His application under those conditions has done nothing to make his language effective. Altogether, the personnel of the two schools, all things considered, is not unlike, and a comparison of the ranking of each is not unfair.

However the unquestionable enrichment of subject-matter and the ranking of University High School students in University English classes are merely slight indications of what "Incidental Composition" may be doing for its students. The present study has had as its aim the reporting of the results of "Incidental Composition" in the correction of eighteen types of grammatical errors that occur frequently in the sentences of high school students. The grammatical, rather than the rhetorical phase of the sentence, was chosen because it is difficult to judge results when the question of taste enters. What is ^{right or} wrong, rather than what is better or worse affords the safer basis for judgment. The study has had as data all written work done in the University High School classes from October, 1914 to May, 1915. But an intelligent consideration of the problem requires a knowledge of the methods

by which composition is ordinarily taught and the incidental teaching of the subject. One must know what the supporters of the two methods conceive to be the function of composition; upon what educational principle they base their teaching; what subject-matter they choose, and by what method they present it. What these two methods are, will be discussed in the next two sections. The data will be discussed in the third section.

Chapter I
The Formal Method

The Formal Method

A. Definition of Term

The ordinary method of teaching composition in the high school has been termed "formal" or "traditional". Perhaps the terms are self-explanatory. Each is here understood to mean that which is performed in a regular, methodical manner. The mere knowledge of individual terms is not sufficient, however. To understand the customary method of teaching grammar, rhetoric, or any other subject which is connected with the use of language, one must go further. He must know what the supporters of the method conceive to be the function of composition; upon what educational principles they base their practises; what subject-matter they choose; by what method and at what time this material is presented; what results such teaching can show.

B. Function of Subject

The traditionalist would probably say that the function of language is to serve as a tool. Indeed, it can have no other purpose. It is a medium which one must use in the expression of his own thought; it is a medium which one finds just as necessary if he wishes to understand the expressed thought of another. But a tool may be serviceable for present or for future purposes. An ax may be sharpened because a tree needs to be cut, and cut now, or the ax may be laid aside until a future use for it arises. Does the formalist stress

the present or the future serviceableness of language? He would say that he values both. He agrees that the study of language and practice in writing justify themselves because of the service which they render the growing boy. In most cases its service seems to be merely that of moral discipline. In his book on The Teaching of English Mr. Chubb says, "In striving for the art of self-expression, the student is striving for self-mastery, self-comprehension, and self-origination. In so far as he learns to be orderly, accurate, and pains-taking in his use of language,- to just that extent is he becoming an orderly, accurate, pains-taking lad."* His work in composition is developing his character. Yet while the formalist tacitly possitsthis fact, his practice clearly shows that he is really preparing language for its future,- rather than for its present use. This future use may be that of tomorrow, or it may be that of adult life. When a student is learning to classify pronouns, he finds no real use for such a classification at the time he is making it. He has a dim feeling that some day he may need this knowledge, but there is no conscious need of it at the time he is mastering it. Perhaps he will need it in a written exercise to-morrow, but he does not need it today. He most likely feels that the real need for the information will not arise until

* Chubb- The Teaching of English, p. 322

he goes to college. The formal method treats composition as if its main function were to prepare for adult life. The motives which most texts wage for the practise of writing, stress the preparation idea. Good writing will have a definite business value later. The man in the commercial world has a better chance if he have a ready pen. Refined speech insures a secure place among genteel folk. Good language as a helpful thing in one's present living is theoretically necessary according to traditionalists; practically, however, its real function is to serve one to-morrow or in the remote future.

C. Educational Principle

Since those who are in sympathy with the formal method of teaching composition emphasize in practise, if not in theory, the preparatory side of language, it follows that they do not accept those educational principles which make the student's present needs and interests the basic consideration in the selection of a curriculum. Accordingly, they may range themselves with the extreme effort theorists, or they may yield a point and insist that effort plus a certain type of interest,-- an aroused curiosity, must direct the selection of subject-matter and the method of its presentation. As Professor Dewey says in his monograph on Interest As Related to Will, "Those who are of the former class of thinkers will disregard the student's normal interests on the ground that they are changeable, unstable, and altogether too unreliable for any serious consideration."

* Dewey, Interest as Related to Will, p. 7

In their opinion, since everything is making toward manhood, the wise teacher will decide what will be desirable in language when one has reached that period, and he will see to it that the suitable material is mastered. If the student is not pleased with his task, no great concern should be felt. Effort and effort alone will acquire for him the ability to master language effectively.

Those who are formalists of the second class agree with the effort theorists in their insistence upon the preparatory function of composition. They would allow, however, that the subject-matter may be made interesting. There is nothing in the material as presented by the formalist that makes an appeal, engages interest, or supplies a need. It should, therefore, be made so attractive that it will excite curiosity. The rhymed multiplication table of the grades would please this type of formalist.

D. Choice of Subject-matter

The preparation idea, whether traditionalists admit it or no, is not only a basic one in their conception of the function of composition, and in the effort theory which they so stoutly maintain, but the idea guides in the choice of subject-matter. As an adult, the teacher determines what language material the student who is to become an adult must possess. He stands firmly by what tradition has put its stamp of value upon. Certain grammatical and rhetorical knowledge,

certain accepted forms must be learned. The student is expected to do "what others think it right that he should do to attain ends he can not fully foresee or appraise. Humility is required of him and trustful obedience. Let him feel that the wisdom of the ages and the sages,- the long experimentation and gathering tradition of centuries is behind him, and that respect for his elders and betters is his first lesson. He is not in school primarily, to please himself; he is there to fulfill his rational human destiny as his elders interpret it."* The elders have laid down in grammars and rhetorics in a logical way the laws and principles of correct usage. In these arbiters of correct speaking and writing is the subject-matter which the high school student must master. In the light of this knowledge he must compose his thoughts. In a monograph on The Teaching of Composition Professor Campagnac says,**"Look at the school exercises and you will discover immediately why many of them are so unsatisfactory both to the readers and to the writers. These children are writing, not because they want to write, but because their teachers want them to write; and, often enough, they are writing about things of which they have no knowledge which prompts a desire for more, but on subjects which their teachers like, or oftener still, which the teachers think that the children ought to like. All through this dreary business, there runs the British sense of duty. Unless the notion of duty in some perfectly real way corresponds with the notion of happiness,

**Campagnac, The Teaching of Composition, p. 27

* Chubb- The Teaching of English, p. 317

duty is deadly."

E. Method of Presentation

The method by which this subject-matter is taught is similar in all schools where traditionalists hold forth. The teaching of principles and formal practice in the application of them is the ordinary manner of procedure. Emphasis is placed upon the mastery of the laws of grammar and the principles of rhetoric. Such study precedes and gives direction to the larger portion of oral and written expression. A systematic course of study which follows the plan mapped out in the adopted text is made. Consideration of parts of speech is followed by that of the sentence and its elements. Texts in rhetoric are followed more or less closely. The four forms of discourse are covered, usually, in a definite order. Narration and description are taken up in the earlier part of the English course; exposition and argumentation, during the latter part. In some schools, however, all forms of discourse are taught each year. In each subject system and continuity in the presentation of material is stressed. The adult traditionalist demands a logical organization of facts; he, therefore, concludes that an adolescent should have material presented to him in the same way in which it is presented to the adult. According to present practice, little distinction is made in the teaching of language to a college student and a high school adolescent. The logical, rather than the psychological procedure is the same in both cases.

The practise of written and oral composition is as formal as the study of grammar and rhetoric. In most schools of the traditional type, written work is for the purpose of applying the principles or laws learned in those subjects. This study gives direction to written expression. If narration has been the topic for consideration in the rhetoric class and the student has learned to define and perhaps to appreciate the meaning of "a narrative", "plot", "characterization", and "suspense", he is asked to write on "A Trip to the Woods" or "My First Experience in an Aeroplane" in which narrative he is expected to employ those principles which he has been taught. If methods of paragraph development have been under discussion, the class is assigned for written exercises, topic sentences which are to be developed according to those methods. After the completion of the formal study of each unit, students are usually directed to those lists of suggested topics which follow each topical discussion. It is significant that such lists are labelled "Suggestive Topics for Practise". The student must feel the utter formality of such a phrase. He must practise writing for apparently no normal reason. Such practise is very far removed from himself, his interests, and his needs.

Aside from the written work which grows out of rhetorical study, there are occasional themes in connection with literature, science, or other subjects. Except for those papers which are correlated with literature and which are under the direct supervision of the English teacher, these reports are

assigned largely for the purpose of securing information of an historical or a scientific nature. Little attention is given, however, to English form. The English teacher is too busy to oversee the work, and other teachers do not care to add to their already arduous tasks the additional responsibility of teaching English. In this way the normal use of language as a tool in the service of other subjects is lost. The tool is not put to its normal present use at every opportunity. Too much composition is done for the English department; too little attention is given to English form in the student's normal activities where a rare chance for expression arises many times each day.

Not only is the study of subject-matter and the practise in composition formal, but there are set times at which the "practise" must go on. One year in the high school is frequently called "The Composition Year". If such a year is not set aside, the written work is carried on throughout the entire course at certain stated periods. A portion of each week is given over to the study of literature,- a portion, to written and oral expression. Whether there is a special year or merely definite hours, certain periods are devoted to the practice of speaking and writing for the purpose of mastering the technique of language.

F. Results of Formal Method

Now one is prone to ask, "What has come of all this insistence upon the mastery of information which an adult considers valuable for an adolescent to acquire through stringent effort at certain stated times?" One must answer that

the results of such teaching seem very unsatisfactory. The status of English in the school today, particularly the language equipment of those who enter universities is poor indeed.

The plea for "Better English" comes from every quarter. There is not the persistent criticism of work done in high school mathematics or science that one hears of that done in English.

The statement is often made that high school English teachers are not well qualified, but it is hardly possible that universities give the superior training to teachers of other subjects.

One is persuaded that it is not the teacher, but the thing taught, that is responsible. The loose use of English seems a direct outcome of the work done in the public schools.

The traditional material and method have not accomplished what they should. As English composition is being taught, it is

not answering a student's present nor his future needs. His high school course should fit him for college English, but it does not. Universities are forced to do high school work in

English because of the failure of the high school to perform its duty in equipping its students with effective language.

And why does the high school fail to meet present and future English needs? The answer does not seem far to seek. The stu-

dent is not assimilating what is given because he is not made to feel the vital meaning of it. The material is isolated.

The student takes it in after a fashion, intellectually, but he finds no normal use in his activities for his bit of intellectualized knowledge. Only as one finds a normal use for any

information does it take on real significance. Under present

conditions the student's learning is apart from a normal doing, and he is, therefore, divided from his task. He comes out of high school with a mass of formal definitions, but with no ability to speak or write effectively. Not to a lack of preparation on the part of the teacher, but to traditional subject-matter and method must one trace the unsatisfactory results in high school English.

The present discussion is intended to point out that the ordinary manner of teaching composition and the allied subjects of grammar and rhetoric in high school is exceedingly formal. Such teaching stresses in practise, if not in theory, the preparatory function of composition. The formalists insist upon effort as opposed to interest. The subject-matter that is given derives its value largely from that system and continuity which appeal to adults, -- to adolescents. This subject-matter is taught at certain definite periods. As a consequence of such formal proceedings the present discouraging results in High School English seem to come.

Chapter II
Incidental Method

Incidental Method

A. Definition of Term

That method which is opposed to the formal or traditional has been called the "Incidental Method" of teaching composition. The term has provoked criticism largely because of a misunderstanding of the meaning which is implied in the use of the word "incidental". It is not here employed as a synonym for "accidental" or hap-hazard. It has the sense of "that which is beside the main design" or "that which happens without regularity". English, spoken and written, is considered as a necessary tool in the service of other subjects. The study of English is thus incidental to that of other subjects which, for the time, are of prime importance. In a mathematics class, for example, the problem is the mastery of certain concepts. English is here "beside the main design"; yet in so far as it is a means to a better understanding and expression of that mathematical knowledge, it must receive attention in a mathematics class. No highly satisfactory results can be obtained in any subject unless language is serviceable. Yet it must always keep the subordinate place of a tool. If "Incidental Composition" is taken to mean that the function of English, spoken and written, is to serve as a medium for the expression of thought in every part of the curriculum and is incidental to the subjects themselves; that whenever and wherever it is found to be inefficient, in any particular service, it is made efficient, - the term is rightly understood.

B. Function of Subject

The explanation of the term above involves a statement of what the supporters of "Incidental Composition" conceive to be the function of language, but perhaps a fuller discussion should be made. In their theory of the function of composition, those who teach according to the "Incidental Method" would not disagree with the formalists. Each assumes language to be a tool for present and for future purposes. However, the methods differ radically in the practical working out of similar theories. As was shown in a former chapter, "Formal Composition" in its practice neglects to put composition to its normal present use. On the other hand, "Incidental Composition" puts language to its normal present service everywhere throughout the curriculum in the belief that such practice is the best preparation for efficient expression later. It does not minimize the importance of correct usage for business, social, or any other success in later life; it does insist that the performance of its normal function in present living will mean the performance of its proper functions at all times.

C. Educational Principle

Not only has there been confusion as to the meaning of the term "incidental", but there has been as great misconception of the educational principle upon which the method is based. Those who follow the plan of incidental teaching do not accept the idea of the traditionalists that effort or a certain curiosity on the part of students should be insisted upon as necessary to the securing of the best

results in English or in any subject. They do insist upon genuine interest inspired by a student's feeling of present need with respect to his subject as necessary to the securing of the best results. Need and interest do direct the work. But before one should cry out "Mere spoon-feeding", he should know what the terms "need" and "interest" imply. "Incidental Composition" is not a hap-hazard following up of a lad's passing whims; the catch-gleam of a fugitive pleasure has nothing to do with the guidance of the student's work; nor does his moral fiber become impaired by such a consideration of his normal needs. In one sense conscious interests are not considered at first. Needs that are quite different from whims, - needs that are revealed through his use of language, - these do guide the teacher's efforts. Of these needs the student may be altogether ignorant until he is led to recognize them. Perhaps he will say, "I seen", "I taken", "I had went", and never realize that he ought to know correct verb forms, but when he is led to see a real need for them, his interest will be aroused; he will be eager to master them. Interest cannot but grow out of such an awakening to the realization of short-comings in one's expression. Not only will a discovered need arouse a normal helpful interest, but in the effort to answer such a need, the student will find enough real difficulties arising to test his will. In his monograph on "Interest as Related to Will" Professor Dewey says, "Just because interest is an out-reaching thing, a

thing of growth and expansion in the realization of impulse, there can be no conflict between its genuine utilization and the securing of that power and efficiency which mark the trained mind,- which constitute real discipline. Because interests are something that must be worked out in life and not merely indulged in, there is plenty of room for difficulties and obstacles which have to be overcome, and whose overcoming forms will and develops the flexible and firm fiber of character."* "Incidental Composition" expects to arouse not a transient, but an abiding interest in the use of correct language whenever ideas are to be expressed.

D. Choice of Subject-matter

Material is derived at once from the activity of the students,- from their use of language throughout the curriculum. The subject-matter for consideration is always the outgrowth of work actually done. Every room becomes a laboratory where specimens of faulty English are collected by teachers. These errors are tabulated and used as a basis of study in those classes in which they occur. "Text books are only used for references and occasional exercises, but for little else,"** as Mr. Chubb advises. If the student shows a need of the principle of concord, that phase of grammar is studied; if he needs to know how adjectives differ from adverbs, adjectives are taken up. Such a selection of material which is seen to be an immediate need on the part of the student necessarily lacks that system and continuity

*Dewey, J., Interest as Related to Will, p. 32

**Chubb, p. The Teaching of English, p. 216

in its presentation which the close following of the logical order of the text insures. Material is psychologized at a sacrifice of logical order.

E. Method of Presentation

The question of the specific method of procedure in the incidental teaching of composition involves a discussion of the time at which the teaching of composition takes place. There can be no regular time nor special place for the teaching of composition, grammar, and rhetoric according to the "Incidental Method". Unlike the formal method it knows no composition nor grammar hours. Since language must be used everywhere within the curriculum, it must be taught in every subject at any time it is found to be needed. Botany, history, manual training are studied for their intrinsic worth, but within each, as a vital part of each, there is frequent need for the constructive use of language. A student is not called away at ten o'clock to write on "A Walk in the Woods" whether he has any desire or feels any need for so doing, nor is the English class the sole place for instruction in the use of that which must be a medium for thought everywhere. To build up certain desirable habits for one hour and to allow those to be broken during the remaining school hours is unpsychological. Mr. Chubb says, "More injurious than anything else, perhaps, to a student's power of expression, is the distinction he draws between the work done in the English department as a set exercise in composition and the

work done for the history teacher or the classics teacher, as the case may be, to test his knowledge."* The student thereby sets up two linguistic selves. "Incidental Composition" refuses to allow distinction between the English written in the English department and that written in history; it refuses to allow the building up of two linguistic selves. English must be put to its normal use; it must be kept so close to all subjects that such results as Mr. Chubb speaks of cannot follow. The written work at the University High School includes themes, note-books, and book reports. Themes are written whenever a unit of study has been completed and when there seems to be a normal reason for expressing in written form the information or impression gained from such study. The writing is done, not for its own sake, but for the clarification and enrichment of the student's knowledge and experience in the subject. As soon as a teacher in any department reports that a suitable occasion for writing has arisen, the supervisor of English goes into the class and helps the students organize the information which they have gathered. Oftentimes when a student is called upon to express his ideas to this supervisor who is not directing the special work

*Chubb, The Teaching of English, p. 327

and who may not be familiar with the subject, he finds that what he believed clear is confused; he cannot express his thought easily to one who does not know. Ideas which he felt to be simple elude concise expression. He must be sent back to his problem for better information. If, however, he shows a mastery of those ideas, the supervisor helps him to organize them. The same precaution as to mechanical arrangement and logical thought is observed as would be insisted upon in an English class. But while direction in the organization of material is given by the supervisor, the work is not completed here. The outlines are developed more fully on the outside, and returned on the following day. All English errors are under-scored, and the outlines are returned to the students, who then develop them into themes. These themes are read by the supervisor of English and by the teacher of the special subject in connection with which they are written. All errors are tabulated for class consideration. The supervisor goes again to the physics or manual training class with rhetorics and grammars for the real study of those language blunders which have been gathered from the themes. Such study continues until the more serious difficulties are overcome.

Aside from theme work which is carried on everywhere throughout the curriculum, the keeping of note-books is an especially important part of written composition. Each student keeps a note-book in which he writes daily assignments,

class or outside notes,- whatever material he feels to be valuable to him. There is no rigid requirement as to what shall go into these books. Students are free to use them as they feel best. However, they must observe daily care in writing, - in the mechanical details of margin, titles, in spelling, capitalization, sentence structure,- in the form and thought of whatever material they consider worthy of being kept. Every two weeks on Friday these note-books are collected, and all errors are under-scored and tabulated. Those which are found to be most common become the subject for class consideration on the following Monday when students bring grammars and rhetorics to class. Perhaps a day, perhaps a week may be spent in the study of such errors. If the class has shown an especial weakness in the use of the comma, they turn to rhetorics and study the comma; if the common fault is capitalization, that is taken up. Whatever has been found to be a class blunder becomes a topic for consideration in class. However, if a certain error is individual, it receives individual attention. When all common errors have been brought home to the class in a vital way, the note-books are corrected. In no case is a student allowed to keep two books,- one in which he jots down daily work hastily and carelessly; another in which he copies his notes fully and carefully. The object of such work is not to secure a neat, well ordered bit of writing that has been made correct only after much "copying", but to lead

students to be neat and accurate in daily written work. The books must be given in as they are kept each day.

Written reports on outside reading in English are required every two weeks. In these brief papers the student is asked to give the theme of the book, its plot, if there is one, and his own favorable or unfavorable opinion. Since practically every student in the school is required to take English, these reports upon outside reading come from the entire student body.

One further statement which cannot be made with respect to theme work, note-books, or outside reports as such, should be made with respect to written expression. Those who follow the "Incidental Method" of teaching Composition would not consider written expression to mean merely written language. All placing of mathematical propositions, all drawings are medium of expression,- and, hence, must be as effective as possible. No carelessness in such work is allowed. Whether expression is the medium of the history teacher for the making of outlines, or of the Latin teacher in the conjugation of verbs, or of the manual training teacher in the drawing of lines, or of the mathematics teacher in the placing of figures,- the utmost care on the part of the teacher and the student is required.

"Incidental Composition" stresses oral as well as written English. Indeed, spoken language should be, and is, given major consideration. Every teacher is required to

note and correct all errors in speech, to insist upon full, clear statements, accurate pronunciation, and clear enunciation in class-rooms, in halls, in debating and literary clubs, the speech of students is watched. No error that is heard by a teacher goes uncorrected. Fortunately, there is the fullest co-operation on the part of students and teachers in the University High School in the effort to improve spoken English."

It has been the purpose of this chapter to make clear the "Incidental Method" of teaching composition. The present discussion has shown that according to this method the function of language is that of a tool, valuable because of its present serviceableness, that the underlying principle which guides all practices is the present needs of students; that subject-matter grows out of these needs as they are discovered through the student's activity in his normal use of language. It has further shown that according to the "Incidental Method" language should be taught at any place and at any time throughout the curriculum. In the following chapter the results of such teaching in the overcoming of certain errors in sentence structure are discussed.

Chapter III

The Data

I. Nature of Data

The data have been derived from the written and oral compositions of students in the University High School from October 1914 to May 1915. The written work included themes in all subjects, book reports, and note-books. The oral composition considered was the language of students in classes. The writer did the reading of all themes and book reports. The correction of note-books was made by English teachers under the writer's direction. Observations of oral English in the various classes were made by competent and unbiased Senior students. The object of an English teacher's presence in the classes was so evident that conditions for observations were not normal. Errors that the writer had found to be common among high school students and that represented as many and as varied violations of the laws of grammar as could be watched satisfactorily were chosen for consideration. Illustrations of these errors are listed below.

II. Tabulation

In order to simplify the tabulation as much as possible, the number of errors that occurred in October 1914 is given in the first column; the number that occurred in the latter part of April, or the first of May, is given in the second column. To have a uniform basis for comparison, the number of students and the number of pages have been reduced to the uniform basis of one hundred. It will be noted that the number

of pages of manuscript read at the beginning of school was greater than the number toward the end. The reading of themes became such an arduous task that each student was limited to two pages except in those cases where the material for written work could not be developed within two pages.

Illustrations of Errors

- (1) Failure of verb to agree with subject in number

He don't come.

- (2) Failure of pronoun to have or to agree with antecedent

Everybody knew their lesson.

We gathered flowers which is a pleasant diversion.

- (3) Trailing participle

They moved to Beulah, a village, the family being so much pleased, their home being so large.

- (4) Lack of parallelism with co-ordinate conjunction

He had experiences to tell after a shipwreck and aboard another vessel.

- (5) Misuse of apostrophe

He had seven pigeon's. The books leaves are gone.

This is mothers room.

- (6) Comma blunder

The mayor missed the deer, but hit Edwards, next day he took Edwards home.

- (7) Clause as sentence

That had been owned by the Governor.

- (8) Phrase as sentence

Praying for the Great Spirit's aid.

- (9) Loose sentence

The stage was a platform, projecting half way into the pit and open on three sides and without any front curtain and provided with a dressing room

overhead and was supplied by pillars.

(10) Wrong tense sequence

She went to Rochester and is married.

(11) Confusion of past tense and past participle

The tree hasn't fell yet.

(12) Omission of subject

He wrote for the book, and was sent at once.

(13) Wrong case of noun "

Me and two fellers made the experiment.

(14) Wrong number of nouns

They killed several Indian in the fray.

(15) Preposition used as adverb

It seems to me like I heard you.

(16) Adjective used as adverb

We counted the balls separate.

(17) Adverb used as adjective

This here problem is wrong.

(18) Wrong article

He built a arch.

TABLE IEnglish Themes

	<u>Eng. I</u>		<u>Eng. II</u>		<u>Eng. III</u>		<u>Eng. IV</u>	
	: Oct. :	Apr. :	: Oct. :	Apr. :	: Oct. :	Apr. :	: Oct. :	Apr. :
1. Failure of verb to agree with subject	7	6	10	1	7	4	8	3
2. Failure of pronoun to have or agree with antecedent	55	8	36	12	21	25	49	17
3. Trailing participle	5	2	7	2	4	1	16	0
4. Lack of parallelism with ordinate conjunction	32	3	32	0	12	0	39	1
5. Misuse of apostrophe	1	0	8	4	20	2	12	14
6. Comma blunder	21	10	10	5	11	7	37	4
7. Clause as sentence	9	0	4	1	3	1	14	1
8. Phrase as sentence	4	1	5	0	0	1	1	5
9. Loose sentence	9	1	13	0	4	0	8	2
10. Wrong tense sequence	7	3	2	3	3	1	3	1
11. Confusion of past tense and past participle	1	0	0	0	0	2	1	0
12. Omission of subject	8	1	1	0	3	1	5	3
13. Wrong case of noun	10	0	0	0	0	0	1	1
14. Wrong number of noun	9	7	4	0	2	1	4	2
15. Preposition used as adverb	0	0	0	0	0	0	1	0
16. Adjective used as adverb	0	2	7	1	0	0	4	1
17. Adverb used as adjective	1	0	0	0	0	0	2	0
18. Wrong article	1	0	2	0	2	0	1	1
Total number of errors	180	44	141	29	92	46	206	56
Number of students in class	24	20	33	26	30	28	42	42
Number of pages read	50	64	80	32	90	42	132	68
Number of errors per 100 pages	360	69	176	90	102	109	156	82

Discussion of Table I.

Table I. indicates a decided decrease in errors in English except in English III. The improvement in English I., II., and IV. is very marked. There is a special decrease in the number of comma blunders, in the use of the clause as a sentence, in the ^{use} of the loose sentence, and in the misuse of the co-ordinate conjunction. Two explanations can be offered for the lack of progress in English III. One section had a very weak teacher during the first semester. The section was given over to a stronger teacher in February, but there was little time during the remaining three months for a very marked advancement on the part of the class.

TABLE IIHistory Themes

	<u>Eng. H.</u> <u>Oct. : May</u>	<u>Anc. H.</u> <u>Oct. : May</u>
1. Failure of verb to agree with subject in number	8 : 8	9 : 0
2. Failure of pronoun to have or to agree with antecedent	26 : 22	35 : 9
3. Trailing participle	3 : 0	3 : 0
4. Lack of parallelism with co-ordinate conjunction	0 : 0	8 : 0
5. Misuse of apostrophe	4 : 7	4 : 3
6. Comma blunder	27 : 2	20 : 1
7. Clause as sentence	2 : 3	12 : 3
8. Phrase as sentence	1 : 3	0 : 3
9. Loose sentence	0 : 1	10 : 1
10. Wrong tense sequence	0 : 2	4 : 1
11. Confusion of past tense and past participle	1 : 4	1 : 0
12. Omission of subject	2 : 2	2 : 5
13. Wrong case of noun	0 : 0	0 : 0
14. Wrong number of noun	0 : 3	6 : 6
15. Preposition used as adverb	0 : 0	0 : 2
16. Adjective used as adverb	0 : 0	0 : 1
17. Adverb used as adjective	0 : 0	0 : 0
18. Wrong article-	<u>0 : 0</u>	<u>0 : 0</u>
Total number of errors	74 : 57	114 : 35
Number of students in class	18 : 19	17 : 22
Number of pages read	50 : 54	53 : 50
Number of errors per 100 pages	148 : 105	214 : 70

Discussion of Table II.

Table II. shows an unquestionable advance on the part of students who took Ancient History. The more difficult errors of the comma blunder, the clause as a sentence, the agreement of subject and predicate, and the loose sentence were practically overcome. A comparison of the tabulation for Ancient History with that for English History, which comparison would be one of first and second year students, shows that the more rapid progress was made by the first year students. This fact is probably due to the closer application of first year students who feel the newness of the high school work upon which they have entered.

The tabulation for English History does not show satisfactory results. While the total number of errors were reduced from one hundred and forty eight to one hundred and five per one hundred pages, a comparison of individual errors made in October with those that occurred in May, does not show any decided improvement except in the case of the comma blunder.

39
TABLE III

German Themes

	<u>German I</u> <u>Oct.: May</u>	<u>German II</u> <u>Oct.: May</u>	<u>German III</u> <u>Oct.: May</u>
1. Failure of verb to agree with subject in number	0: 1	0: 3	2: 1
2. Failure of pronoun to have or agree with antecedent	5: 10	6: 9	22: 12
3. Trailing participle	0: 0	7: 1	0: 0
4. Lack of parallelism with co-ordinate conjunction	1: 0	1: 3	8: 2
5. Misuse of apostrophe	10: 2	12: 3	11: 2
6. Comma blunder	98: 9	4: 5	12: 1
7. Clause as sentence	8: 0	2: 1	2: 0
8. Phrase as sentence	0: 0	1: 6	0: 0
9. Loose sentence	8: 1	8: 1	5: 1
10. Wrong tense sequence	17: 0	5: 1	1: 1
11. Confusion of past tense and past participle	0: 5	0: 0	1: 0
12. Omission of subject	28: 0	4: 1	0: 1
13. Wrong case of noun	0: 2	0: 0	0: 0
14. Wrong number of noun	0: 1	3: 5	4: 0
15. Preposition used as adverb	0: 0	4: 0	0: 0
16. Adjective used as adverb	0: 0	4: 0	2: 0
17. Adverb used as adjective	0: 0	0: 0	0: 0
18. Wrong article	<u>0: 0</u>	<u>0: 0</u>	<u>0: 0</u>
Total number of errors	175: 31	61: 39	70: 21
Number of students in class	13: 22	17: 18	13: 12
Number of pages read	44: 22	39: 42	42: 12
Number of errors per 100 pages	³⁹⁷ :141	156: 93	166: 140

Discussion of Table III.

The work in German I. and German II. showed great progress. The decrease in the number of comma blunders in German I. is quite noticeable. Again, in May there was no case of the omission of subject; twenty eight cases of such omissions occurred in October. There were seventeen cases of wrong tense sequence in October; there were no cases in May. Eighteen of the thirty one errors made in German I. in May were made by one student who entered the class during the second semester. If the eighteen errors of this student were subtracted from thirty one, and the thirteen errors which the majority of the class made were reduced to the basis of one hundred pages, the result would show a still more remarkable progress on the part of the class as a whole. The comparison would be one hundred and seventy five errors in October as against fifty nine in May.

While results in German III. are not as satisfactory, as those in German I. and II., one fact should be taken into consideration here in an estimate of the progress of the class. One half of the errors made in German III. in May were those of a student who came into the class during the second semester.

TABLE IV
Science Themes

	<u>Botany</u>		<u>Physics</u>		<u>Biology</u>		<u>Zoology</u>	
	<u>Oct.:May</u>		<u>Oct.:May</u>		<u>Oct.:May</u>		<u>Oct.:May</u>	
1. Failure of verb to agree with subject in number	6:	3	18:	7	7:	12	1:	5
2. Failure of pronoun to have or to agree with antecedent	29:	2	13:	4	8:	16	10:	5
3. Trailing participle	4:	0	2:	1	5:	0	1:	1
4. Lack of parallelism with co-ordinate conjunction	14:	0	10:	3	3:	1	0:	1
5. Misuse of apostrophe	2:	2	1:	1	5:	3	6:	0
6. Commo blunder	6:	0	12:	2	18:	7	5:	2
7. Clause as sentence	6:	2	1:	0	2:	0	1:	1
8. Phrase as sentence	0:	1	5:	1	1:	0	1:	0
9. Loose sentence	3:	0	15:	0	8:	0	2:	0
10. Wrong tense sequence	0:	0	1:	0	2:	0	2:	0
11. Confusion of past tense with past participle	0:	0	0:	0	1:	1	0:	1
12. Omission of subject	1:	2	0:	0	4:	4	5:	1
13. Wrong case of noun	1:	1	0:	0	0:	0	0:	0
14. Wrong number of noun	2:	1	2:	1	1:	2	3:	0
15. Preposition as adverb	0:	0	0:	0	0:	0	0:	0
16. Adjective used as adverb	0:	0	1:	0	6:	0	0:	0
17. Adverb used as adjective	1:	0	0:	0	6:	0	0:	0
18. Wrong article	0:	0	0:	0	0:	0	0:	0
Total number of errors	75:	14	71:	20	77:	46	37:	17
Number of students in class	11	10	14	12	25	25	9	7
Number of pages read	38:	16	24:	30	35:	44	23:	22
Number of errors per 100 pages	197:	87	337:	66	219:	104	161:	77

Discussion of Table IV.

Again, there was a great decrease in the number of errors in all science classes. The greatest improvement was shown in physics, botany, and biology. Here the tabulation indicates that the more mature students made the more rapid advancement. The physics class which had the least percentage of errors in May, was composed of fourth year students. The less mature students were in biology and zoology.

Instances of the failure of pronouns to agree with their antecedents, of comma blunders, of loose sentences were reduced greatly in all science classes. In biology, botany, and physics cases of the lack of agreement between the verb and its subject decreased. Altogether, the written work in science was highly satisfactory not only from the standpoint of the correction of the grammatical errors which were considered, but from the viewpoint of richness of content and logical organization.

TABLE VComparison of Errors in English and EnglishHistory Themes

	<u>English</u> <u>Oct.</u>	<u>History</u> <u>Apr.</u>
1. Failure of verb to agree with subject in number	1	1
2. Failure of pronoun to have or to agree with antecedent	12	18
3. Trailing participle	4	0
4. Lack of parallelism with co-ordinate conjunction	2	2
5. Misuse of apostrophe	4	3
6. Comma blunder	7	2
7. Clause as sentence	1	0
8. Phrase as sentence	1	1
9. Loose sentence	7	0
10. Wrong tense sequence	3	0
11. Confusion of past tense and past participle	0	1
12. Omission of subject	4	0
13. Wrong case of noun	0	0
14. Wrong number of noun	1	1
15. Preposition used as adverb	1	0
16. Adjective used as adverb	1	0
17. Adverb used as adjective	0	0
18. Wrong article	<u>0</u>	<u>0</u>
Total number of errors	49	29
Number of students in class	9	9
Number of pages read	20	42
Number of errors per 100 pages	245	69

TABLE VI

Comparison of Errors in English and American
History Themes

	<u>English</u> <u>Oct.</u>	<u>Am. Hist.</u> <u>May</u>
1. Failure of verb to agree with subject in number	2	5
2. Failure of pronoun to have or to agree with antecedent	14	15
3. Trailing participle	11	0
4. Lack of parallelism with co-ordinate conjunction	4	4
5. Misuse of apostrophe	8	2
6. Comma blunder	9	4
7. Clause as sentence	1	0
8. Phrase as sentence	1	1
9. Loose sentence	7	0
10. Wrong tense sequence	10	0
11. Confusion of past tense and past participle	1	0
12. Omission of subject	4	1
13. Wrong case of noun	0	0
14. Wrong number of noun	0	1
15. Preposition used as adverb	1	0
16. Adjective used as adverb	1	0
17. Adverb used as adjective	1	0
18. Wrong article	<u>1</u>	<u>1</u>
Total number of errors	76	34
Number of students in class	18	18
Number of pages read	50	80
Number of errors per 100 pages	152	42

Discussion of Tables V. and VI.

In table V. is shown the result of a comparison of the written work of nine students in English and the written work of the same nine students in English History. The purpose of the comparison was to ascertain if these students had improved their English as a tool for other subjects. Five of the students were in second year English, two were in third year English, and two were in fourth year English. All were in the same section of English History. Results show that there were two hundred and forty five errors per one hundred pages in the English themes written in October, but only sixty six errors per hundred pages in history themes written in the latter part of April.

In Table VI. are given the results of a comparison of the written work of eighteen students in fourth year English and the written work of the same students in American History. The table shows that these students had one hundred and fifty two errors per one hundred pages in October, but only forty two errors per one hundred pages in May. There was greater improvement in the cases of the comma blunder, loose sentence, wrong tense sequence, and misuse of the apostrophe.

TABLE VIIBook Reports

	<u>Eng. I</u>		<u>Eng. II</u>		<u>Eng. III</u>		<u>Eng. IV.</u>	
	<u>Oct.:</u>	<u>May:</u>	<u>Oct.:</u>	<u>May:</u>	<u>Oct.:</u>	<u>May:</u>	<u>Oct.:</u>	<u>May:</u>
1. Failure of verb to agree with subject in number	14:	1:	3:	3 :	4:	3 :	2:	6
2. Failure of pronoun to have or to agree with antecedent	23:	10:	30:	14 :	26:	19 :	20:	20
3. Trailing participle	0:	2:	10:	0 :	21:	2 :	6:	1
4. Lack of parallelism with co-ordinate conjunction	12:	7:	7:	0 :	8:	0 :	19:	5
5. Misuse of apostrophe	10:	9:	11:	4:	12:	10 :	17:	15
6. Comma blunder	39:	1:	21:	15 :	11:	8 :	15:	3
7. Clause as sentence	2:	1:	9:	0 :	0:	2 :	6:	1
8. Phrase as sentence	4:	3:	0:	0 :	12:	0 :	5:	3
9. Loose sentence	16:	4:	8:	0 :	11:	3 :	0:	4
10. Wrong tense sequence	18:	3:	6:	6 :	4:	2 :	4:	2
11. Confusion of past tense and past participle	9:	1:	1:	0 :	0:	0 :	0:	3
12. Omission of subject	2:	1:	7:	0 :	7:	4:	3:	3
13. Wrong case of noun	4:	0:	1:	4 :	3:	1 :	0:	1
14. Wrong number of noun	0:	0:	1:	0 :	1:	0 :	6:	1
15. Preposition used as adverb	1:	1:	0:	0 :	0:	0 :	0:	1
16. Adjective used as adverb	0:	0:	0:	1 :	0:	1 :	0:	0
17. Adverb used as adjective	0:	0:	0:	0 :	0:	0 :	0:	0
18. Wrong article	0:	0:	0:	0 :	0:	0 :	0:	1
Total number of errors	154:	45:	115:	47 :	120:	55 :	103:	70
Number of students in class	24	20:	33:	26 :	30	28 :	42:	42
Number of pages read	40:	35:	120	83 :	54:	46 :	98	76
Number of errors per 100 pages	385:	126:	96:	56 :	222:	119 :	105:	92

Discussion of Table VII.

Table VII. shows a decrease in the number of errors in all English classes. The greatest total reduction of errors was made in the case of the agreement of pronouns and antecedent, the comma blunder, the loose sentence, clause as sentence, phrase as sentence, and the co-ordinate conjunction.

The least improvement was made by fourth year students. A comparison of the number of errors in the book reports of these students at practically the same time will show that results are by no means uniform. Such a difference may be accounted for by the fact that greater care was exerted when the themes were written. However, the fact that certain errors do not appear on one day and do appear a day later shows that language habits have not been fixed. Yet the majority of the class did show marked improvement during the year. The errors which appear in the tabulation were not made by the majority, but by a small minority of the class. Of the seventy errors made in fourth year English in May, thirty one were made by students who entered the class at Christmas. Again, of the forty two students in fourth year English, only fourteen had been in the University High School before. The greater number who took the fourth year high school work were not really University High School students. They entered the school during the senior year to make points for entrance to the University. Moreover, while they were, as a class, diligent students, they came largely from rural schools or small high

schools where English is neglected. They entered the University High School handicapped by bad language habits which can be overcome only with great difficulty.

TABLE VIIIIndividual ComparisonBook ReportEnglish II, Section II

	<u>October</u> <u>Errors</u>	<u>April</u> <u>Errors</u>
Student No. I	10	0
Student No. II	3	0
Student No. III	10	3
Student No. IV	8	3
Student No. V	11	4
Student No. VI	8	1
Student No. VII	6	5
Student No. VIII	7	3
Student No. IX	4	1
Student No. X	3	0
Student No. XI	5	3
Student No. XII	3	1
Student No. XIII	<u>5</u>	<u>1</u>
Total number of errors	83	25
Number of pages read	30	19
Number of errors per 100 pages	276	131

Discussion of Table VIII

The development of an entire class of students from October to May is shown in Table VIII. All of these students were in English II, Section II. Eight of the thirteen who made comma blunders and who wrote clauses as sentences in October had no such errors in their work in April. Three students, who in October had a total of sixteen errors of the types observed, had none of these errors in any written work in April. Four students had only one error in their work, the omission of an apostrophe.

TABLE IXOral English

	<u>October</u>	<u>May</u>
1. Failure of verb to agree with subject in number	37	32
2. Failure of pronoun to have or to agree with antecedent	1	0
3. Trailing participle	0	0
4. Lack of parallelism with co-ordinate conjunction	0	0
5. Misuse of apostrophe	0	0
6. Comma blunder	0	0
7. Clause as sentence	0	0
8. Phrase as sentence	0	0
9. Loose sentence	91	4
10. Wrong tense sequence	0	0
11. Confusion of past tense and past participle	19	12
12. Omission of subject	0	0
13. Wrong case of noun	7	0
14. Wrong number of noun	0	0
15. Preposition used as adverb	32	11
16. Adjectives used as adverbs	0	0
17. Adverbs used as adjectives	0	0
18. Wrong article	<u>0</u>	<u>0</u>
Total Number of Errors	204	87

Discussion of Table IX.

In November and in May all classes in the University High School except the manual training and the book-keeping classes were observed by three Senior students who were especially accurate in their use of English. These students spent one hour in each class watching for all errors in oral language. They noted not only grammatical blunders but mispronunciation, slang, or any crudity of speech. It is significant that the loose sentence in which students frequently join thoughts carelessly with "and-a" was a glaring error in the first column, but that it was practically overcome in the second. The misuse of the preposition "like" for the adverb "as" was reduced practically one third. However, the lack of concord between subject and predicate in such expressions as "he don't", "it don't" persisted.

In considering the tabulation of oral English one must take into account the fact that the basis of measurement was time, - not the number of words used. Students may have spoken twice as many sentences in one hour in October as they spoke in one hour in May, or more in one hour in May than in one hour in October.

TABLE XNote-books

	<u>October</u>	<u>April</u>
1. Failure of verb to agree with subject in number	6	7
2. Failure of pronoun to have or to agree with antecedent	6	4
3. Trailing participle	0	0
4. Lack of parallelism with co-ordinate conjunction	0	0
5. Misuse of apostrophe	60	50
6. Comma blunder	19	0
7. Clause as a sentence	2	2
8. Phrase as a sentence	5	7
9. Loose sentence	4	0
10. Wrong tense sequence	3	0
11. Confusion of past tense and past participle	4	3
12. Omission of subject	0	0
13. Wrong case of noun	2	0
14. Wrong number of noun	6	30
15. Preposition used as adverb	0	0
16. Adjective used as adverb	0	0
17. Adverb used as adjective	10	0
18. Wrong article	<u>0</u>	<u>1</u>
Total number of errors	127	104
Number of students	129	116

Discussion of Table X.

Note-books were corrected and errors were tabulated by the English teachers. Perhaps the data here is not as accurate as it would have been if all the reading had been done by the same person. However, those who had the work in charge did it conscientiously. While allowance should be made for the fact that six persons, instead of one person, did the reading, it should also be borne in mind that these teachers understood that the tabulation was important and they, therefore, exerted great care in the work.

Two difficulties arose in connection with the estimation of the number of pages that were written during the period from October 19 to November 2 when the first tabulation was made and during the period from April 15 to April 30 when the last tabulation was made. In the first place, much of the note-book work was in the form of jottings and outlines. Students were not required to write sentences. Hence no line was a full one. Then, too, all other estimations of the number of pages of manuscript that had been read had been made on the basis of the number of pages of regulation theme paper that had been covered. The pages of the Oxford note-books are very much smaller than those of theme paper. No definite estimate of the number of pages was possible. The comparison had to be made upon the basis of time. Such a basis is, of course, more or less inaccurate.

TABLE XI

Comparison of Total Number of Errors
for October and May

	<u>October</u>	<u>May</u>
1. Failure of verb to agree with its subject	152	112
2. Failure of participle to agree with its antecedent	487	51
3. Trailing participle	109	13
4. Lack of parallelism with co-ordinate conjunction	212	32
5. Misuse of apostrophe	218	136
6. Comma blunder	402	88
7. Clause as a sentence	87	27
8. Phrase as a sentence	47	90
9. Loose sentence	237	19
10. Wrong tense sequence	95	41
11. Confusion of past tense and past participle	40	21
12. Omission of subject	90	29
13. Wrong case of noun	29	10
14. Wrong number of noun	55	62
15. Preposition used as adverb	40	15
16. Adjective used as adverb	26	7
17. Adverb used as adjective	21	1
18. Wrong article	<u>7</u>	<u>3</u>
Total number of errors	2314	907

Discussion of Table XI.

Table XI. shows the total number of errors made by students in October and May. On the whole, there was a remarkable reduction. The grosser errors of the comma blunder, loose sentence, lack of agreement of pronoun and antecedent were greatly decreased.

The number of errors was not reduced to the basis of one hundred pages because the total estimate included errors in note-books and oral English.

Conclusion

Certain definite conclusions may be drawn from the study which has had as its aim the determination of what the "Incidental Method" of teaching composition actually does for certain types of grammatical errors that occur frequently in the sentences of high school students.

I. The method has reduced the total number of errors observed from 2314 to 907.

II. The method has been most successful in the correction of the following errors:

- (a) Failure of pronoun to agree with antecedent
- (b) Comma blunder
- (c) Clause as sentence
- (d) Loose sentence
- (e) Trailing participle
- (f) Omission of subject
- (g) Wrong tense sequence
- (h) Adjective as adverb

III. The method has been least successful in the correction of the following errors:

- (a) Failure of verb to agree with its subject
- (b) Confusion of past tense and past participle
- (c) Phrase as sentence

- (d) Preposition as adverb
- (e) Adjective as adverb
- (f) Misuse of apostrophe
- (g) Wrong case of noun
- (h) Wrong number of noun
- (i) Wrong article

IV. There is no apparent reason why certain errors should have been more effectively overcome in the written work than others except for the persistence of these errors in the oral language of the students. The tabulation in oral English showed a decided decrease in the number of errors. However, of the sixty three errors in agreement of subject and predicate in May, thirty two were in oral English; ^{of the} thirty two errors in the use of a preposition as adverb, eleven were in oral English: of the thirty two errors in confusion of past tense and past participle, twelve were in oral English. Such expressions as "He don't", "It seems to me like", "I run" are not easily overcome.

V. One may conclude, too, from the data given that the more rapid advancement has been made by first and second year students as is clearly shown by the tabulation of errors in English, history, German, science themes, and in English book reports. Whether this advancement is due to the alertness of younger students or to the lack of

former training on the part of more advanced students, one finds difficult to judge. In the case of the present fourth year English students, the latter cause seems more probable. The majority of students have had language habits which they strive to overcome. One year seems too short a time in which to break such habits. The majority of errors in English IV were made by students who according to standards maintained in "Incidental Composition" were really failures.

The report was made upon the work of all students in the classes during the two semesters. Results would have been much more favorable for "Incidental Composition" if only the work of those students who entered the first semester had been followed.

VI. While the present study has shown that "Incidental Composition" does correct effectively certain types of grammatical errors, the conclusion cannot be drawn that the method is, therefore, better than that which obtains in the average high school. There are indications that the "Incidental Method" is obtaining results. How much more satisfactory these results are than those of other methods is a problem for the future.

Appendix

Two sets of papers are given in the appendix. The papers in Group I. have been chosen from the work of students who are very weak in English. Two papers are given for each student. The first paper represents his first work, the second, his last. In every case the papers are given as they were written without any corrections. While the last written work is by no means accurate, the comparison of such with the first shows a decided improvement.

The papers of Group II. are given as illustrations of the types of material that are derived from the various subjects in the curriculum. These themes merely suggest in a general way, the nature of such material. Within each subject there is a possibility of writing descriptive, narrative, expository or argumentative papers. The form which suits the normal purpose of expression is always chosen.

Group I".

Student I.
Paper written in October

"One warm day in July Mr. Krause came home from work and asked his children if they would not like to go to the country being the weather was so hot in the city They decided to go. they left the next day, arrangements made to go to a farm near Rosanthal.

"They taken the street car from Mr Krauses house to the railroad station when they taken a train for Rosanthal.

"Soon came the train which theywere to take to Rosanthal. the trip on the train was very short as Rosanthal is not very far from Berlin.

"They where very glad to arrive at the farm as they where tired of walking the walk to the farm from Rosanthal was a long walk.

"The farmer and his wife greeted them with a hearty welcome and it was not long until the farmer's wife a table spread for them with break, milk, butter and cheese, and a hearty meal was eater as they where hungry from there long walk.

"The farm house looked very crude to them, being used to the city but they did not say any thing about the house until after the first meal.

"After they had eaten they taken a walk down to ward the barn where the stock was. the first thing they seen was a large cow which they thought to be the large rone, the pigs where grunting around the barn for something to eat, after while the farmers dog came runing around the corner of the barn and jumping on them as if he had knew them for a long time.

"At about half past eleven the harvest wagons came home from there work with loads of ripen grain which is to be put in the grainery for shelter for winter, then the horses where put in the barn for there feeding and then the farmers wife came and rold her husband that dinner was ready for them to come and eat that the servents and maid servests where waiting there arrival for dinner, but soon after dinner the horses where caught and put in front of the wagon to go bact to work. Mr Kurt the visitor and the farmer follow the wagon on foot to the field where some where throwing the hay on the wagon and some loading it on the wagons, but, no longer than six oclock did they work for the bells of the churches where ringing for six oclock. they only worked six days on the 7th they rested for it is written six days shall thou work and finish all thy deeds, but on the 7th days is the day thy lord thene shall thou do no work nor they servant nor they maid servant.

"After the harvest was completed there was a harvest festival in which the whole comunity taken part the houses where decorated with flowers, and the servents and maid servents gathered together on the farm yard to take a walk through the village and soon came the musician, then came the higher servents who where caring the harvest crown, the servents and maid servents where all beautiful dressed with ribbons on there hair and dresses.

In front of every house halt was made then the higher servents said a harvest speech in which he tahnked heaven for the bountiful harvest, then the higher maids also said a speech in which they wished the farmer good luck and rich blessings, the festival was in a emty barn that was prepared with swings and chines lamp's, where young and old danced to the music of the musicians, in

front of the barn where tables spread with lots of good things to eat and drink to which all was welcome to come, first late in the evening the natural quitness was made, to fast was the hour of joy passed and the next day was labour day again.

Student I.

Paper written in May.

Jack-in-the-Pulpit or Indian Turnips.

The Jack-in-the-Pulpit, or Indian Turnip, is a very curious plant. It is the only plant that is a female one year and a male plant the next; or it may be a female plant for several years, and then change into a male plant, and remain a male plant for several years. There is a way of telling whether the plant is male or female. The corm or turnip, when very large, is invariably the female plant, when small, it is a male plant. These corms send out buds which grow above the ground and form the plant as we see it. These plants bear one flower which is a male from the male corm and one female from the female corm. The male flower bears pollen, and the female flower bears ovules, which contain the eggs. The pollen is carried by insects from the male plant to the female, and the eggs are fertilized.

As it takes more substance for the female plant it soon uses up the surplus stored food in the corm, and the next year it is changed to a male plant. The male plant does not use all of its stored food in the corm, and the next year is changed to a female plant. The cause of this change has always been a mystery to scientists, and has not yet been successfully accounted for.

Student II

Paper Written in October
Bob Roy

I begin to meet with my friend an difficulture of difference kind. Early in the eighteen century when I was a youth of twenty year old. I left Bourdeau to see my father on business of imported after see him, I left for Osfalistone Hall. On is arrivel he met some men fox hunting with a few girl with tehm so he stop to see whose they were as they came by he saw one of them was is uncle, but he didn't notice him anyhow he rode up beside a pretty looking girl and begin to talk to her as she rode along. After the hunt was over they return to Osfalistone Hall for supper and to meet is uncle, afterward he was induce to some other friend such a Mr Francis, Mr Osfalistone, & Miss Vernon, the boy name was Squire Thornciff Osbalistone after he stead there a while he was accuse of a crime, but he said he was innocent of it, he went to see the judge about it. Him and is friends, also Miss Vernon who was the one he like went with him to get him out of it if she could But fintly the judge said he would let him go. Soon after this he relieve a letter from home wanted him to come back. His friends hated to see him lieve. But to obey is parent he went by telling Miss Vernon Good bye for ever beside him there was Mr Rashleigh and Mr Campbell and some others were in love with her at the same time so this cause some trouble between Rashleigh and is brother the fought with swords but they were stop by Campbell who separated them neither one was ^{hurt} very much. It wasen't long before we beginour journey, after they started and went a little ways they came to a place where there were neither horse or men meat to be found or a chair to seat in But they went on until one

day he receive a letter from a friend telling him to stop
a poor man house over night for there was night hawk after them.
One day they come so near cath them that they had to swim river
and throught wooded to make a expate, but they come so near
Bob Rob that he had a hard time to get a way the King men look
for them & man by the name of Macyreror's had men situated in
party for him finly it was a falture. But it wasn't long before
Bob Roy died in the year of 1733 was the year of is death. But
the death of Madoren didn't take place till after the death of
Bob Roy since it happened in the year of 1736. end

I like it because tell of it travel and difficulture of
difference kinds.

My first attenpt of it.

Student II.

Paper written May 6.

Jack-in-the-Pulpit.

Jack-in-the-pulpit, or the Indian turnips as it is after called, is a wild flower which is very common in this country. It grows in the damp, shady woods and grows to the height of three feet. The plant is not such a beautiful plant, but the peculiarity of its flower makes it very pretty. And as to its name, "Jack-in-the-pulpit", it is derived from its spadix, which is very upright, with the spathe surrounding and arching over it, suggesting a preacher in old fashioned pulpit with a sounding-board.

Jack-in-the-pulpit has a smooth fattish corm or tubes which is used to store up food for the growth of the plant in the early Spring. It is by this fleshy tuber that the plant, Jack-in-the-pulpit, has its relation to the Indian Turnip or turnip sex. These corms are of two sizes, a large one preventing the female plant and a small one preventing the male plant. The male plant contains a cluster of pollan, and the female contains the seed after they are pollinated. The cross pollination is caused by insects.

Jack-in-the-pulpit blooms from may to June, and since its grows in the damp, shady forest it is necessary that it should bloom early before the leaves on the tree put out to much shade. The stem rising from the corm had usually two or three leaves, and a club-shaped spadix covered by a green or purple spatle. This spathe fall away in the summer and leaves little red berries which is the first of the plant. In the early days of this

country the Indian used this fruit of Jack-in-the-pulpit.

They consider it very good.

But the main and useful purpose of the plants, is for its corm which is used for domestic medicine.

Student III.

Paper Written in December.

The Little Colonel's House Party

Down the long avenue that led from the house to the gate came the Little Colonel on her pony; She was on her way to the post office to mail the invitations for the house party in June. They were to have three of her best friends there to Locust Eugenia a sort of Cousin. Joyce and Elizabeth.

Elizabeth lived in a village where they had a post office in a little cross-road's store, She was very glad she was going to get to go to Locust to the house party and began to make preparations for the journey.

The New York letter reached the hotel while Eugenia was out in the park with her maid. Her father was a very wealthy man, so she spent the summers in a large hotel, in winter Eugenia went to boarding-school.

Joyce lived in a village of Clainsville, Kansas. the rain was running in torrents down the gables of the little brown house where the ware family lived. Joyce stood with her face pressed against the kitchen window looking gloomily out into the back yard. Her mother came in and announced that she was to go to the Little Colonel's house party.

Betty was the first to arrive at Locust. She was carrying an old-fashioned willow basket. How odd and countinfied she looked! In a few days Eugenia and Joyce arrived.

One day they were all out horse-back riding and came to a bunch of gipsies, they thought it would be great fun to have their

fortunes told. So in they went, all but Betty who thought it was useless and also the Little Colonel's told them or her they must not go in: And as a result all were sick with the measles but Betty. Later on Betty was sick for a day or two and finally had her share of them: She was very sick, and there was great danger of her being blind but careful nursing soon got her out of danger.

Eugeina's father came down for a few days and was so interested and liked Betty so well, that she was asked to go abroad with them. They all returned home after having four wks. of fun and a good time.

Student III.

Paper Written in March.

Mr. Crewe's Career

Mr. Crewe's Career was written by Winston Churchill. It deals a great deal with politics.

Austin Vane the son of the Honourable Hilary Vane, the council of state for the Imperial Railroad, returns home from the west and begins to practice law. Austin's first case was against the railroad in which his father was interested. He won the case and also met the girl who played such an important part in his life, Victoria Flint, the daughter of the Northeastern rail-road President.

Humphrey Crew was a candidate for governor, but was beaten in the election by Mr. Giles Henderson. Mr. Crew claimed that he had done more for the country than any other man in the state. He wanted to be governor so that he could build a railroad through the state.

Austin Vane and Victoria grew to be very dear friends. Mr. Flint did not think that Austin was sincere, but very soon he found out that he was. He gave his daughter in marriage to Austin, and they lived happily ever afterwards.

Student IV.

Paper Written in October.

The Queen of Sheba.

The date in which this story begins is 1872, and continues until 1875: The leading characters in this story is a young lady named Miss Ruth Denhan, and a young man named Edward Lynde. Mr. Lynde, at the beginning of the story was a cashier in a bank at Riversmouth.

In the month of June, the year 1872 his employer gave him a vacation. He used his vacation in a very peculiar manner. He hired an old bony horse from a nearby farmer. With for a saddle horse he was going to make a tour of the nearby country.

Every thing went well for a time, but by accident his horse got away from him. Where his horse left him was very close to a small town. Knowing nothing better he decided to go to this town. That morning the insane asylum which was located in that town had been broke into, and set all the lunatics free. Before he reached the town he met several of these peculiar acting people. Among these was a very beautiful girl. In a very peculiar manner she told him that she was the Queen of Sheba.

After a short time he made his return to Riversmouth in safety. This beautiful girl which he had met was continually on his mind.

About two years later Lyndes rich uncle died leaving him a goodly fortune. Leaving his job he decided to make a tour of Europe. While in Switzerland he met a very beautiful lady who looked exactly like the queen of Sheba. Later he found out that Miss Denhan (for this was the young ladies name) was the insane girl he had met in America. He fell greatly in love with her. His

love was by no means ill accepted, and they spent many pleasant hours together in the Alps. At the end of about six months they (to the pleasure of both) were happily united in marriage.

I like this story because of the peculiar manner in which it takes up characters. Some times you will be in doubt, sometimes you will be guessing, but in the end everything turns out for the best of all.

Student IV.

Paper Written in February.

An Inland Voyage

The "Inland Voyage," by Robert Louis Stevenson is a narrative that relates his voyage through Belgium and France with his friend "Cigarette". Most of the voyage was made along canals with small boats.

Stevenson, and his companion found their voyage very difficult on account of the great amount of rain. Excellent descriptions are given of their struggle along the Oise. After being drenched all day by the rain, they would sometimes find it very hard to secure a night's lodging. On account of their foreign birth, and peculiar drabbed look, many people would shun them and class them as peddlers.

Nevertheless, they came in contact with many places of interest. The Golden Valley pleased Stevenson very much. The Noyon Cathedral was also a place of interest. He also came in contact with many peculiar characters.

Stevenson was very fond of travel, and enjoyed all that surrounded him. However, he had a strong incentive for home, and on this occasion was more than pleased to get "back to the world".

I think that every high school student should read this book. The reader will become more in love with the nature which surrounds him. He will also learn how to express ideas more vividly, and how to make better descriptions.

Student V Paper Written in October

Alice's Adventures In Wonderland.

Alice's Adventures in Wonderland By Carroll.

Alice and her sister were sitting on a bank her sister was reading a book. While she was reading Alice fell asleep and dreamed a very exciting dream. In her dream she saw a rabbit that had a watch and she followed it down its hole which went straight on like a tunnel. Alice began to wonder where she would be when she stopped falling. She saw many exciting things on her fall. In one place the door was locked above it was the key, but she was not tall enough to reach it. Near by she found a bottle that she drank out of then she began to grow larger, everytime she ate anything down there she would either grow taller or shorter.

Alice was a brave little girl everything that she met she would talk to. Alice met a cat and asked it what sort of people lived about there and the cat answered in one direction lived the Hatter in the other the March Hare and that they were both mad she said she did not want to go about mad people, the cat told her she could not help it every one around there was mad. Alice asked all sorts of questions some seemed very easy. When Alice awoke she told her sister what a dream she had.

I think this book is a good book it is very interesting for children. It tells of what curious dreams people may have and come to find out it is all a mistake.

Student V

Penelope's Irish Experiences

Paper Written in May

Penelope's Irish Experiences written by Kate Douglas Wiggin is a narrative telling of the travels of Penelope, Salemina, and Francesca. They were together in Scotland, England, and Ireland. Penelope was already married. Salemina's lover lived in Ireland. While they were on their way to a hotel in England, they met a girl named Benella Dusenberry who was ill. Salemina took her to the hotel. Soon after the girl recovered they left the hotel, but Benella was so much in love with Salemina that she wanted to travel with her. They took her with them and was very much satisfied with her, and the girl was loved by them all.

Mrs Killballys gave a dinner in honor of Dr. La Touche, Salemina's lover, to which Salemina, Francesca, Penelope, and Benella were invited. In England they rented a house from a lady who was so much pleased with them that both she and her children cried when they left. In Ireland the Shaw Votch Hotel was so full that they were put in another house. Then later Francesca made up her mind to live in a small house in Ireland. She wanted Benella to live with her.

At last Dr. La Touche and Salemina were married.

I like this story, but it had so many hard words in it that the story was hard to get interested in.

Group II

Book Report English II

Momotara

The Japanese Fairy Book by Ozaki is very interesting. Momotara is the story best liked by the Japanese children. There is a song about it and all of the children know it.

The story is of a man and his wife who had no children. The man would go and cut grass for the farmers while his wife did the house work and tended to their little rice field. One day the old man went as usual to cut grass and his wife went to a stream to wash some clothes. While she was washing, she saw a big peach floating down the stream. She had never seen such a large peach in all of her life and thought it would be nice to take it to her husband for dinner. She pulled it out of the stream and took it home with her. The old man was very much delighted when he saw the peach. As he was about to cut it open, the peach split in two and he heard a clear voice say, "Wait a bit, old man!" Just then a beautiful child stepped out. He told them that the gods had sent him to them because of their sympathy for them. They named him Momotara which means "Son of a Peach".

At fifteen years of age he had more courage and strength than other boys of his age. One day he asked permission of his father to go to an island north east of Japan and kill the band of demons that had been robbing and killing the people of Japan. His father reluctantly consented.

On his way Momotara met a large dog who asked if he might go along. Momotara took him along. After they had walked some distance over hills and valleys, they met a monkey. He also went along with Momotara. After a while they came to a large field. A pheasant flew out in the road, and he also asked permission to go with Momotara. Momotara took him too. They finally came to the sea where they got a small ship and crossed to the island. Before they landed the pheasant was sent to fight the demons while the others landed. In going to the castle Momotara and his band met two girls who were captives, and they showed them the way into the castle. He succeeded in killing all of the demons except the chief, and he surrendered. Momotara set all of the captives free and returned home with the treasures of the demons, after which he was made a hero.

This book is very interesting in that it shows the ideals of the Japanese.

Theme--German

German Government

The government of the German Empire is like that of the United States. It consists of twenty-six states united into an Empire. The King of Prussia was elected Kaiser, or President of this Empire, by the rulers of the other states on January 18, 1871. The states composing this Empire are not all Kingdoms. There are four kingdoms, six grand duchies, five duchies, seven principalities, and four free states, or republics. These states all have their own form of government, but all are united under the government of the Empire. The executive, judicial, and military powers are vested in the Emperor. The Parliament, which has the law-giving power, is divided into two houses, the Bundesrat, which corresponds to our Senate, and the Reichstag, which corresponds to our House of Representatives. This form of government is very effective and powerful, as may be seen by the progress which Germany has made since it was adopted.

The executive, judicial, and military powers are vested in the Emperor. He is the Commander in Chief of the Army and Navy in war. He calls, opens, and closes the sessions of Parliament. He has no veto, but as King of Prussia, he can defeat any constitutional amendment.

The Parliament, which has the law-giving power, is divided into two houses, the Bundesrat, which corresponds to our Senate, and the Reichstag, which corresponds to our House of

Representatives. The Reichstag is elected by the people, and has 397 members. Any German over twenty-years old may be elected to the Reichstag. These members are paid 3000 marks a year. Their term of office is for a period of five years. The members of the Bundesrat are appointed by the rulers of the various states. The number of members from each state varies according to the size of the states. Prussia holds the balance of power in the Bundesrat, as fifteen negative votes will defeat any amendment, and Prussia has seventeen representatives. The Bundesrat can dissolve the Reichstag, with the consent of the Kaiser. In that case, a new Reichstag is elected in sixty days.

This form of government is very effective and powerful, as may be seen by the progress which Germany has made since it was adopted. Before its adoption the German states were independent, and constantly quarreled with one another. Now Germany is a world power.

Theme--Biology

"Jack-in-the-Pulpit" or "Indian Turnip"

This little "Chaplin of the Woods", as Wm. A. Quayle calls the "Jack-in-the-Pulpit", is a plant well known to people who visit the woods in early spring. It is one of the first plants that appear and its peculiar shape makes it attractive to the eye. It is a "little plant with a green and purplish flower, which rises from the end of the stem. The petal, which is all in one, laps over the little green finger-shaped body of the center of the flower, forming a canopy somewhat like those over the pulpits in some churches; hence the name "Jack-in-the-Pulpit". You can see the tip of the little green body just above the edge of the flower, resembling a minister in his pulpit. "Jack-in-the-Pulpit" is found growing where there is plenty of rich, loose, damp soil and shade.

The reproduction in this plant is carried on similar to that of other plants, except for the peculiar part played by the corm, or root. The corm, or root, which resembles a tulip bulb, is different in composition. A corm is a solid mass while a tulip bulb is composed of layers or scales. The peculiarity of this plant is that the plant may bear male or female flowers, the corm being the cause of this peculiarity. A large corm will produce a female flower the first year. After several years, the corm becomes smaller. It produces the male flower. On each corm will be found a little bud or projection. This bud will produce next year's plant, the

sex of the flower being determined by the corm. Experiments have been made which show that by cutting away parts of the corm, making it smaller before the bud is formed, that corm will produce a male flower. Pollination of the flowers is due to insects. On account of the canopy of the flower, and the position of the pollen sacs, the wind or other agents cannot aid in cross pollination. The seeds, when ripe, are red and are found in clusters on the top of the stem. They fall to the ground, and the next spring produce new plants.

Paragraph Botany

"The Star-shaped Gentian"

A year or two ago, in the month of May, as I was passing through the valley of Landeck in Tyrolian Alps, a strange mountain appeared in the distance belted about its breast with a zone of blue. Was it a blue cloud? Was it a mirage--a meteor? My curiosity was aroused, and though there were several miles of winding road yet between me and the foot of the mountain, in a short time the distance was overpassed and the mountain climbed. The curious band stayed patiently, expanding still into a richer breadth and heavenlier glow,- a belt of gentians! I thought I knew what was blue! When, as for the first time I gazed at these glorious gentians I recognized that I was mistaken. I felt that the long walk and hard climb was fully repaid by the bowing acquaintance that I had acquired with the most lovely and colourful of mountain wild flowers-- the star-shaped gentian.

Theme Civics

The Advantages of the Commission Form of Government

The commission form of government has recently been adopted in many cities. It is a plan which intends to secure definite responsibility by centralizing municipal powers in the hands of a few men. Although there are some arguments against the commission form of government, the advantages, to my mind, are of much greater importance.

One of the main advantages of the commission plan is the definite responsibility brought about by the centralization of municipal powers. If a fraud or disorder of any kind occurs under the regular city government, it cannot be traced to any certain city official, because the whole system is just one man under another, and so on, down through the entire organization. Under the commission plan, municipal powers are divided into different departments; such as finance and revenue, waterworks and sewerage, police and fire protection, streets and public property, health, or other departments that the city may want to include under the government. At the head of each division is a man elected by the people who is specialized in the particular work of that department. He has assistants under him, but they are directly responsible to him for everything they do. Therefore, the heads of each department are under the definite responsibility of their respective department.

The definite responsibility of the commission plan brings about another great advantage, that of lessening the corruption of the government. Influential legislation by bribery or any very conspicuous fraud or disorder may be traced directly to the person who has committed the crime. For that reason, the heads of the departments see to it that they have capable and honest assistants.

The efficiency of the officials and the promptness with which the government is carried on are two advantages of the commission plan which go hand in hand. The fact that the highest officials are specialized in the work of their departments insures the efficiency of the work, and, therefore, the quickness with which the work is done. The organization is more systematic and it does not take so long for the plans to be carried out.

The commission form of government has many reasons for being more advantageous than the usual form of city government. It is true that it has failed in some cities, but that was because it was not given a proper trial. In a great many of the largest cities the commission plan has been successfully carried out, and, I think, in time, it will be adopted in practically all the cities. It is a new idea of government that will grow, and the advantages of it will become more prominent as the plan develops.

Book Report English I

The Trojan War

The Trojan War was a struggle between the Greeks and the Trojans. This war can be divided into four parts, the causes, the preparation, the campaigns, and the fall of Troy.

There were several causes which led up to the war. Discord, one of the goddesses, was not invited to the wedding of Peleus and Thetis, so she became angry and threw a golden apple into the crowd, saying, "For the fairest". Three of the goddesses entered into the contest for the apple; and they left it to Paris, the son of the Trojan king, to decide which should have the apple. By deciding in the favor of Venus, he was to have the fairest maiden in all the world for his wife. Now the fairest maid was the wife of Menelaus, the king of Sparta. The abduction of Helen caused trouble, and Menelaus called upon the former suitors of Helen, who had promised to defend her.

After two years of preparation, the Greek fleet landed in a seaport of Boeotia. In a few days the wind blew fair, and they sailed to Troy. The Trojans opposed their landing, and a Greek was slain in the first battle. The war continued for about nine years without any definite results.

Now the campaigns began, and the first battle was fought between Achilles and Agamemnon. The gods and goddesses took part in the war, and the Greeks were compelled to retreat

to their ships. The next battle was fought by Hector and Ajax; Hector was wounded. Other battles were fought between Hector and Patroclus, Aeneas and Achilles, and between Achilles and Hector. Patroclus and Hector were both killed in the battles.

After the death of Hector, Achilles was treacherously slain by Paris. The Greeks secured his body, and seeing that the city could not be taken by force, they resolved to resort to a stratagem. They constructed a wooden horse, filled it with armed men, and then went to their ships. After seeing the Greeks embark, the Trojans threw their gates wide open. In the night, the armed men, and their friends that had returned, set the city on fire and completely subdued the people.

Theme Botany

"The Life History of Wheat Rust"

Wheat rust, a parasitic funge, which causes some of the most disastrous diseases of cereals, has a very complicated life history. The rust often requires two different host-plants to complete its cycle and reproduce its species. No one is absolutely certain of the direct cause of this most injurious fungi, but it is a well-known fact that the rust disease is especially prevalent when favorable weather conditions prevail. A wet spring, followed by warm, moist weather presents just the conditions the rust needs for the rapid growth and spread. Therefore, the farmers who think that the rust is caused by warm, wet weather are not altogether wrong.

We will begin with the early spring stage and trace the development of the rust through the four distinct divisions of its life history.

The telentospores, the reproductive spores that have rested through the winter, are revived by the spring warmth and moisture, and are caused to germinate and form a short thread. This thread cuts off the sporidia, generally four minute spores, which are easily dispersed by the spring winds.

Then the wheat rust sporidia are blown on the barberry bush, a small shrubby plant with prickly leaves now very common in South Dakota, where it is used as an ornamental hedge. Yellowish and often swollen spots appear upon the leaves of

the plant. In about twenty days a new set of spores are formed on the leaf over the infected spot. The stage is often called the "cluster-cup stage".

The spores coming from the barberry bush are readily distributed by the winds and are lodged upon the wheat plant where they germinate and produce the uredo-spores, or the summer spores, of the wheat rust. This summer stage is also known as the "Red rust stage" on account of the reddish color of the spores. These spores grow down into the living tissues of the host and rob it of a great deal of nourishment. After developing in the tissues of the wheat plant for about two weeks, another crop of reddish spores are formed and the disease is scattered to the other plants. This production of the reddish summer spores in immense numbers is reacted from very early in the season until late in the fall. It can be easily seen that this stage of the fungus is the cause of the greatest amount of damage.

Finally, near harvest time, black streaks appear on the stalk of the wheat plant. This indicates that the resting-cells, or winter spores are developed. And now we have come to the last stage in the development of the rust, for the spores that are now present remain in a dormant condition, as black spots on the stubble or straw until the spring-time when they are again germinated by the warm moist weather and faithfully repeat the above life history.

Theme -- History

History of the Panama Canal

Beginning with its discovery by white men over four centuries ago, many stirring scenes have been enacted in the region adjoining the present canal. Long and varied is the list of actors who have already taken part in the great drama being enacted on the isthmus. They would make a heterogeneous procession, from the armor clad figure of Balboa, the first European to view the calm waters of the Pacific, to the American official dressed in the customary linen of the tropics, or the steam shovel operator in overalls.

During the whole period of the ascendancy of the power of Spain in the New World, the isthmus was one of her most important possessions. Porto Bello on the Atlantic and Panama on the Pacific were at that time two of the richest cities of the world. They rivaled in grandeur the luxurious centers of Europe. It was from Panama that Pizarro sailed with the expedition that conquered Peru. To Panama and across the isthmus on muleback were sent the vast treasures so mercilessly extorted from the Incas. In the seventeenth century the wealth of the isthmus attracted the noted pirate, Sir Henry Morgan. Though ably defended, first Porto Bello and later Panama fell before the furious attack of Morgan and his intrepid followers. The isthmus and the adjoining seas were also the scene of many encounters in the general conflict between Spain and England, the latter being here represented by such noted seamen as Hawkins and Drake.

Even before the middle of the sixteenth century an isthmian canal was considered a feasible undertaking. In 1551 Philip II of Spain was urged to begin the work immediately. However, the enormous difficulties of carrying out such a project soon became apparent. Philip issued a proclamation stating that it was evidently the will of God that the oceans should remain separated at Panama, and therefore cursed should be the man who should attempt to unite them. Beginning two centuries later, in 1771, numerous schemes were advanced for the construction of a canal, and a number of actual surveys were made, but digging was never begun.

Upon the triumphant completion of the Suez canal in 1869, the able director of this undertaking, Ferdinand de Lesseps, turned his attention to Panama. A French company was formed for the purpose of constructing the canal, and work was vigorously begun in 1887. The French management was characterized by extravagance and corruption, and handicapped by the adverse climatic conditions. The company became bankrupt in 1887, but a new one was organized and work was resumed in a rather desultory fashion in 1894.

Many Americans had long believed that an isthmian canal was of more vital interest to the United States than to any other country, and that therefore it was logical that this country should control such a canal. The rush to the California gold fields in 1849 had called attention to the necessity

of better communication across the isthmus, and resulted in the building of the Panama railroad by an American company. The Spanish-American war had much to do with the final construction of the canal by Americans. The 14000 mile voyage of the battleship "Oregon" from the Pacific side of the country to the Atlantic made evident the value of a canal as a military asset. During the Cuban campaign the army physicians also made discoveries about the nature of tropical diseases which were invaluable when applied to the sanitation of the isthmus a few years later and the basis of the American success. It was the lack of this knowledge that defeated the French and made them willing to dispose of their rights on the isthmus.

In after ages Panama will be noted not merely for a stupendous feat of engineering achieved in the early twentieth century, but will stand for constructive enterprise in many other fields. Panama may well serve as an example for future industrial, political, and social undertakings. It will be remembered that this remarkable monument of the world's progress was reared by practical, yet truly imaginative men from the United States, imbued with true American ideals. If the American administration of the Canal Zone is maintained at the high standard which has been set, this meeting place of all the peoples of the world cannot fail to be an inspiration to them.

Book Report--English IV

Treasure Island

Treasure Island, a story of adventure, was written by Robert Louis Stevenson. Mr. Stevenson was born in Edinburgh, Scotland, on November 18, 1850. He commenced to write in 1878. Among his first writings were Inland Voyage, Travels with a Donkey. Treasure Island was written in 1883.

Jim Hawkins, the hero of the story, was living with his parents, who kept the Admiral Benbow, when the old Sea Captain came to lodge with them. This man, as Stevenson describes him, was "A tall, strong, heavy, nut-brown man; his tarry pigtail falling over the shoulders of his soiled blue coat." The Captain was repulsive in looks, mysterious in actions, and uncivil in manners. He was addicted to the use of intoxicants. He would drink for days at a time. In one of these drunken carousals he was siezed with an attack of epilepsy, that ended his life. He died only a few days after the burial of Jim's father. Jim and his mother were left without means or counsel. They decided to open the chest of the Captain in quest of money to pay the amount due them by the Captain. In their search for money they found a chart describing an island, on which, was buried an enormous treasure.

Hawkins told his friend Dr. Linesey about his find and showed him the chart. The Doctor in turn took his friend, Squire Trelanney, into his confidence; and they two fitted

out a ship to sail in quest of the treasure.

Long John Silver, a one legged sailor, was chosen cook. He had been a member of the pirate gang that had buried the treasure. Silver commenced at once to incite the ship's crew to mutiny. He succeeded by the time the ship had reached "Treasure Island", in gaining sufficient followers to make plain his intentions. His plan miscarried, however, through the daring of Jim Hawkins.

Silver and his gang were foiled at every turn. They had the chart showing the location of the treasure, but when they reached the spot they were chagrined to find that the treasure had been removed. Hawkins had found a man, who had been deserted by his comrades three years before, who showed him where he had concealed the treasure. Both parties met at the spot where the chart indicated the treasure was. Silver was so enraged he could scarcely contain himself. A fight ensued in which several from each side were killed. Silver was taken prisoner.

The treasure was soon after removed to the ship. The party consisting of Hawkins, the Doctor, the Squire, the Captain, John Silver, a prisoner, and Ben Gunn, the man that had been deserted by his friends, embark for Bristol, England. The Journey was completed without incident. The enormous treasure, amounting to approximately \$750 000, was safely landed and equally divided among the surviving party with the

exception of John Silver, who had escaped with a part of the booty.

Treasure Island is a clean story of adventure, carrying the reader back to the days when the high seas were infested with the blood thirsty pirates. It shows how utterly depraved the human mind can become. It also shows how daring men are when led on by the hope of riches. The book is very interesting.

Theme II. Physics

Magnetism

There are many useful electrical instruments which use magnetism as the basic principle of operation. The natural magnet, or lode-stone, was first discovered in Asia Minor. It is a compound of iron oxide, and has the property of attracting iron. When suspended from its middle point, a bar magnet will come to rest with its ends pointing north and south. Thus it will serve as a compass. Any piece of iron or steel may be magnetized by rubbing it on a permanent magnet. Modern compass needles are of hardened steel.

An electro-magnet consists of a coil of wire through which an electric current is flowing, surrounding a soft iron core. As long as the current is flowing, the electro-magnet has all the properties of a natural magnet. As soon as the current stops, however, the magnetism ceases.

A practical application of the electro-magnet is found in the telegraph. Pressing a key closes the electric circuit, allowing the current to flow. The electro-magnet at the other end of the line draws down a bar above it. As soon as the key is released, the bar flies back. This opening and closing the circuit produces the clicks by means of which messages are sent.

The electric door bell consists of an electro-magnet with the bar which carries the clapper of the bell mounted on a spring. When the circuit is closed by pressing the button, the magnet attracts the bar, breaking the circuit. The bar flies back, again closing the circuit. The bell therefore rings continuously as long as the button is pressed. "

The induction coil consists of a coil of wire called the primary, another coil surrounding it called the secondary, and a core of straight soft iron wires, Any increase of decrease of current in the primary will induce a current in the opposite direction in the secondary. The induction coil is used to increase or decrease the electromotive force of a current.

The dynamo, the motor, and the telephone are also electric appliances whose operation is based on the principle of magnetism.

Bibliography

Alexander Carter:	<u>Experiment in the Application
of Pragmatic Principles to the
Teaching of Composition.</u>
Bates, Arlo:	<u>Talks on Writing English</u>
Bell:	<u>The English Language
(Natural Method)</u>
Carpenter, Baker, and
Scott:	<u>Teaching of English</u>
Chubb, Percival:	<u>The Teaching of English</u>
Cubberly, Edward P:	<u>Changing Conception of Education</u>
Gayley, Charles:	<u>Suggestions to Teachers of
English in Secondary Schools</u>
Hall, G. Stanley:	<u>Adolescence</u>
Hartog, Phillipe Joseph:	<u>The Writing of English</u>
McMurry:	<u>Special Method in Language</u>
Stillwell, Katherine:	<u>The Educational Problem of
Adolescence</u>

UNIVERSITY OF MISSOURI
COLUMBIA

DEPARTMENT OF ENGLISH

May 19, 1915.

Professor Walter Miller,
Chairman Graduate Committee,
University of Missouri.

My dear Professor Miller:

I have read Miss Searcy's dissertation with great interest and care. It undoubtedly evinces "capacity for original research and independent thought" and in so far meets the conditions laid down in the catalogue. But I am not at all sure that it is a dissertation. A dissertation should, in my judgment, present a body of fact, newly discovered or newly organized, that shall make certain or highly probable some new generalization. In this dissertation I find nothing more conclusive than that the "Incidental Method" of teaching English composition in the University High School has reduced the total number of errors observed at stated times and in a comparatively small number of themes from 2314 to 907.

If the author had attempted to show that the "Incidental Method" had proved, under similar conditions (an almost impossible requirement), more effective than the "Formal Method", she would have had a thesis rather than a magazine article such as the present inconclusive study seems to me to be.

Inasmuch, however, as the catalogue is not very precise in its requirement and Miss Searcy has done her work with commendable honesty and care, I am not disposed to make any serious objection to the acceptance of it for the degree of Master of Arts.

Very truly yours,

Raymond D. Miller

University of Missouri - Columbia

010-100943437

378.7m71
X5e17