An experimental evaluation of the relative effectiveness of two methods of composition assignments in stimulating ideas

Donovan, Martin Walter
Boston University

http://hdl.handle.net/2144/19269

Boston University
An experimental evaluation of the relative effectiveness of two methods of composition assignments in stimulating ideas.
BOSTON UNIVERSITY
SCHOOL OF EDUCATION
Thesis

AN EXPERIMENTAL EVALUATION OF THE RELATIVE EFFECTIVENESS OF TWO METHODS OF COMPOSITION ASSIGNMENTS IN STIMULATING IDEAS

Submitted by
Martin Walter Donovan
(A.B., Northeastern University, 1945)

In partial fulfillment of requirements for the degree of Master of Education

1947

First Reader: William C. Kvaraceus, Assistant Professor of Education
Second Reader: Donald D. Durrell, Professor of Education
Third Reader: W. Linwood Chase, Professor of Education
Gift of M.W. Donovan
School of Education
April 29, 1947
2p006
ACKNOWLEDGEMENTS

The writer wishes to acknowledge sincere appreciation to Doctor William C. Kvaraceus, Professor of Education, Boston University, for his friendly guidance in planning this study.

The writer is indebted to Mr. Roland C. Woodwell, Miss Eleanor Lee, and Miss Louise Butler of the Amesbury High School English Department for their kind cooperation.
TABLE OF CONTENTS

Acknowledgements.............................................. i
Table of Contents.............................................. ii
Index to Tables................................................. iii

Chapter I
Statement of the Problem....................................... 1 - 3

Chapter II
Background of Problem.......................................... 4 - 13

Chapter III
Plan of the Experiment......................................... 14 - 24

Chapter IV
Analysis of Data.................................................. 25 - 43

Chapter V
Summary and Conclusions...................................... 44 - 48

Bibliography..................................................... 49 - 50
TABLE OF CONTENTS

Chapter I
  1. Establishment of the Program.

Chapter II
  2. Development of the Plant.

Chapter III

Chapter IV

Chapter V
  5. Taxation and Control.
INDEX TO TABLES

TABLE I  
Class I: Topic-Country---Situation-City........... 29

TABLE II  
Class II: Situation-City---Topic Country.......... 30

TABLE III  
Classes III & IV: Topic City---Situation-Country.. 30

TABLE IV  
Classes V & VI: Situation-Country---Topic-City... 31

TABLE V  
Boys in Classes II, V, & VI: Situation---Topic... 32

TABLE VI  
Boys in Classes I, III, & IV: Topic---Situation... 33

TABLE VII  
Girls in Classes II, V, & VI: Situation---Topic... 33

TABLE VIII  
Girls in Classes I, III, & IV: Topic---Situation.. 34

TABLE IX  
Pupils of High School-Achievement: Situation---Topic........................................... 35

TABLE X  
Pupils of High School-Achievement: Topic---Situation............................................. 36

TABLE XI  
Pupils of Low School-Achievement: Situation---Topic.................................................. 37

TABLE XII  
Pupils of Low School-Achievement: Topic---Situation................................................. 37

TABLE XIII  
Pupils of High English Achievement: Situation---Topic.................................................. 38

TABLE XIV  
Pupils of Low English Achievement: Situation---Topic................................................... 39

TABLE XV  
Pupils of Low English Achievement: Topic---Situation.................................................. 40
CHAPTER I

AUTHORITY OF THE ASSIGNMENT

The following study is an effort to evaluate the relative effectiveness of two methods of assigning English compositions.

Two topic assignments and two situation assignments were devised and given to one hundred and seventeen pupils in the tenth grade for the purpose of determining which of the two methods of assignment would produce the greater response in quality of thought.

The importance of requiring real life situations in composition is obvious when one considers some everyday instances in life which demand a written response. Specific instances would include writing to a prospective employer, writing a speech for a class meeting, writing to secure the release of a prisoner, writing a critical analysis of a proposed city ordinance, and writing an article for a magazine.

One's skills in successfully meeting situations which call for writing is directly dependent upon his previous experiences which called for writing.

The approach underlying this study is that life is a sequence of thinking one's way through an unending series of situations. It is proposed, therefore, that pupils be stimulated by means of the situation assignment to respond more in depth to specific and challenging situations which are within the range of their real or simulated experiences.
CHAPTER I
STATEMENT OF THE PROBLEM

The following study is an effort to evaluate the relative effectiveness of two methods of assigning English compositions.

Two topic assignments and two situation assignments were devised and given to one hundred and seventeen pupils in the tenth grade for the purpose of ascertaining which of the two methods of assignment would produce the greater response in quantity of ideas.

The importance of reacting to real life situations in composition is obvious when one considers those many instances in life which demand a written response. Specific instances would include writing to a prospective employer, writing a speech for a club group, writing to secure the release of a prisoner, writing a critical analysis of a proposed city ordinance, and writing an article for a magazine.

One's skill in successfully meeting situations which call for writing is directly dependent upon his previous experiences which called for writing.

The hypothesis underlying this study is that life is a process of thinking one's way through an unending series of situations. It is proposed, therefore, that pupils be stimulated by means of the situation assignment to respond more in ideas to specific and challenging situations which are within the range of their real or vicarious experiences.
I. INTRODUCTION

STATEMENT OF THE PROBLEM

The following work is an attempt to examine the relationship of two methods of sustaining positive consciousness

The two methods examined are two different methodologies of examining the relationship of two variables: 

- One method involves using a quantitative approach to examine the relationship of two variables.
- The other method involves using a qualitative approach to examine the relationship of two variables.

The importance of this examination is that it allows one to consider the nature and significance of the relationship between the two variables.

In the field of research, it is common to examine a particular relationship. Obtaining a

- Positive correlation might indicate a predictive relationship, which allows for a more thorough analysis of the relationship.
- Negative correlation might indicate a counterintuitive relationship, which needs further examination and analysis for a more accurate understanding of the relationship.

These skills in adequately interpreting mental experiences, which can be acquired through critical thinking, allow one to gain a deeper understanding of the relationship between the two variables.

After completing this analysis, the findings are presented.
The situation assignment presents to the pupil facts or imaginative happenings which contain the elements of a problematical situation. The pupil has the opportunity and the obligation to analyze, criticize, and synthesize the elements of the problem. He is encouraged to seek corroboratory facts, to reconstruct, to utilize creative imagination -- to treat the situation, or problem, as one vitally important to him.

The topic assignment, usually consisting of a short title, frequently requires that pupils write compositions on such subjects as "A June Evening," "The Tattered Flag," "A Day on the Farm."

The problem was selected primarily because of a felt need for psychologically valid methods and materials of instruction, viz., those which will stimulate more interest, better study habits, more reflective thinking, and result in clear, logical presentation of ideas in written form.

Smith\(^1\) concluded from the Regents Inquiry in 1941 that, "Instruction in the gathering, organization, and presentation of ideas with a specific end in view needs increased attention in New York State." The survey, as she indicates, probably reflects nation wide needs in these respects.

The situation assignment is designed to remedy the lack of response in ideas which has been obvious, when pupils have

The attention management programs to the public focus on the
improvement of personnel within the context of a balanced
solution to improve satisfaction and productivity while also offering
strategic attention. The public has the opportunity to seek alternative
actions to achieve satisfaction and productivity. The presence of the
organization is enough to seek cooperation, to be -

We refer to the opposite, to see cooperation, to be able to
consider or propose as one activity to make

the public satisfaction. Usually composed of a short

After the satisfaction, the public wants advice on
specific topics as the answer to advice on "The Letter or"

as she was...

or the person we referred to previously because of a lack need

or the person we referred to previously because of a lack need.

for the person we referred to previously because of a lack need.

and as the person we referred to previously because of a lack need.

The person we referred to previously because of a lack need.

statement concluded from the person we referred to previously because of a lack need.

The person we referred to previously because of a lack need.

The person we referred to previously because of a lack need.

"to the person we referred to previously because of a lack need.

"to the person who referred to previously because of a lack need.

The attention management to seeking to resolve the lack
of response in issues which have been previously answered, the lack
of
been made to write on topics which they did not consider to be important.

Seely¹, in 1933, concluded:

"It is probably not too much to affirm that written composition has been employed more normally in other school work than it has in the English classes. Its purposes, materials, and forms, have had clearer and more naturally interrelated and motivated uses elsewhere than in the very classes supposed to clarify and give them useful meaning. The boy has undoubtedly "written up" his experiments in science, his readings in history, his excursions in the fine and industrial arts, and his language translations, with a keener eye to requirements and proprieties than that with which he has prepared his various "themes" in composition. This has occurred not because of his composition training in English, but largely in spite of it."

It is necessary, for the purposes of this study, to evaluate the relative effectiveness of the two methods of assignment in order to establish a basis for calling for compositions which will more nearly represent maximal writing performance.

It is proposed not to accept any orders for the production of this model until the necessary materials can be obtained. The contract for the production of these models has been made on the condition that the necessary materials will be available. The company is not responsible for any delays caused by the absence of these materials.

If it is necessary for the production of these models to be delayed, the company will take all necessary steps to ensure that the necessary materials are obtained as soon as possible. The company reserves the right to make any adjustments to the production schedule as necessary to ensure that the models are delivered on time.

The company is committed to producing high-quality models and will take all necessary steps to ensure that the necessary materials are obtained in a timely manner. The company is grateful for your understanding and support in this matter.
CHAPTER II
CHAPTER II
BACKGROUND OF PROBLEM

Until comparatively recently, composition assignments in secondary schools have not, as a rule, been predicated upon creative and utilitarian bases, nor had there been much conscious effort to connect composition with actual life.

It is not to be wondered that the above was true when one considers the methods in which public school teachers themselves were trained in normal schools. The results of the Meadows' Survey, in 1928, furnishes proof of the divorce of composition and actual life in the teaching of future teachers.

"Probably in no way did the teaching of composition in the early history of our Normal Schools vary so much from the teaching of that subject in the present teacher's colleges as in the assignment of theme subjects. The following lists, taken somewhat at random from the early textbooks, should be sufficient proof of this statement. Practically all the subjects are abstract as opposed to the more concrete and practical subjects of today.

Submission to Teachers
Diversions
Time
Modesty
Flattery
History
Dress
Parental Affection
Good Manners
A Good Character
Anger

Resignation under Affliction
The Evils of Pride
Politeness and Good Breeding
A Pleasing Disposition
History and Biography Compared
Novels
Contemplation
Generosity
Politeness and Religion
The Art of Pleasing."

CHAPTER II
RESEARCH OF PROGRAM

Until comparatively recently, cooperation between secondary and college schools had not, as a rule, been practised much. But in recent years, the trend has been towards closer collaboration, especially in the fields of science, mathematics, and the fine arts. This trend has been fostered by the growth of cooperative education programs in many schools.

To be of any value, such programs must have the approval of both the secondary school and the college. The following table illustrates the benefits of such programs:

<table>
<thead>
<tr>
<th>Preparation for College</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Attention</td>
<td>Better student-teacher relationship, closer cooperation, more individualized instruction, better preparation for college.</td>
</tr>
<tr>
<td>Preparation for College</td>
<td></td>
</tr>
<tr>
<td>Personal Attention</td>
<td></td>
</tr>
<tr>
<td>Better student-teacher relationship, closer cooperation, more individualized instruction, better preparation for college.</td>
<td></td>
</tr>
<tr>
<td>Preparation for College</td>
<td></td>
</tr>
<tr>
<td>Personal Attention</td>
<td></td>
</tr>
<tr>
<td>Better student-teacher relationship, closer cooperation, more individualized instruction, better preparation for college.</td>
<td></td>
</tr>
<tr>
<td>Preparation for College</td>
<td></td>
</tr>
<tr>
<td>Personal Attention</td>
<td></td>
</tr>
<tr>
<td>Better student-teacher relationship, closer cooperation, more individualized instruction, better preparation for college.</td>
<td></td>
</tr>
<tr>
<td>Preparation for College</td>
<td></td>
</tr>
<tr>
<td>Personal Attention</td>
<td></td>
</tr>
<tr>
<td>Better student-teacher relationship, closer cooperation, more individualized instruction, better preparation for college.</td>
<td></td>
</tr>
<tr>
<td>Preparation for College</td>
<td></td>
</tr>
<tr>
<td>Personal Attention</td>
<td></td>
</tr>
<tr>
<td>Better student-teacher relationship, closer cooperation, more individualized instruction, better preparation for college.</td>
<td></td>
</tr>
<tr>
<td>Preparation for College</td>
<td></td>
</tr>
<tr>
<td>Personal Attention</td>
<td></td>
</tr>
<tr>
<td>Better student-teacher relationship, closer cooperation, more individualized instruction, better preparation for college.</td>
<td></td>
</tr>
<tr>
<td>Preparation for College</td>
<td></td>
</tr>
<tr>
<td>Personal Attention</td>
<td></td>
</tr>
<tr>
<td>Better student-teacher relationship, closer cooperation, more individualized instruction, better preparation for college.</td>
<td></td>
</tr>
<tr>
<td>Preparation for College</td>
<td></td>
</tr>
<tr>
<td>Personal Attention</td>
<td></td>
</tr>
<tr>
<td>Better student-teacher relationship, closer cooperation, more individualized instruction, better preparation for college.</td>
<td></td>
</tr>
<tr>
<td>Preparation for College</td>
<td></td>
</tr>
<tr>
<td>Personal Attention</td>
<td></td>
</tr>
<tr>
<td>Better student-teacher relationship, closer cooperation, more individualized instruction, better preparation for college.</td>
<td></td>
</tr>
<tr>
<td>Preparation for College</td>
<td></td>
</tr>
<tr>
<td>Personal Attention</td>
<td></td>
</tr>
<tr>
<td>Better student-teacher relationship, closer cooperation, more individualized instruction, better preparation for college.</td>
<td></td>
</tr>
</tbody>
</table>
Graduates from normal schools (1864-1875), when asked, "What did the teacher of composition require you to do?", were almost unanimous in adverse comment. Some typical replies concerning the merits of assigned topics were: "uninteresting", "vague", "meaningless", "on some subject that was wholly foreign to us", "dry", "insipid".¹

There does not appear to be any definite point of transition wherein one may find conscious and exclusive emphasis upon the personal, the concrete, and the useful, as opposed to the impersonal, the abstract, and the ornamental. A random examination of nineteenth century textbooks on composition will give one proof that the more utilitarian methods of composition today were not unthought of.²

"The power to wield thought to best advantage is the greatest power belonging to man. But it is absurd to suppose that the teaching of a little syntax can develop sufficient ability in regard to either language or thought. Yet in most of our schools the direct study of the English language is confined almost entirely to the study of English grammar...Surely some change is required in teaching the art of expression — even rhetoric itself. The history of a language is not the skill of using it; and a boy who is worried a year in obsolescent niceties of punctuation, or carried into the upper heaven of taste, sublimity, beauty, and general metaphysics, without seeing sun, moon, or stars, will probably derive little pleasure or benefit from his study, except what he may indirectly absorb from choice extracts."

Such statements are the exception. Gradually, there came a changed emphasis on composition "fundamentals" which

¹Ibid, pp. 7-8.

²Kerl, Simon, Elements of Composition and Rhetoric, Ivison, Phinney, New York, 1869, p. 22.
Sincerely yours,

[Signature]

[Date]

---

Please refer to the excellent 'Encyclopedia of American Literature' which contains a comprehensive index of authors, dates, and topics. If you need further assistance, feel free to contact me.
hitherto had involved processes of imitation, rote memory, and appreciation of works of excellence. The conception began to take hold that what a pupil wrote was intrinsically more important than the skill in form and mechanics he possessed. Composition assignments began to be based more upon the actual experiences of pupils, and less upon masterpieces being studied in literature or upon selections in composition textbooks.

The influence of the Progressive Movement in education augmented the importance of the pupil as an individual. Expressionism through activities and in social situations challenged the methods of indoctrination of the traditional schools. As applied to teachers of English, the Movement tended to make them place far less emphasis on language forms, rules, and abstract principles. Progressive teachers placed first in importance, content of material written by pupils, second, organization, and third, details of punctuation, spelling, sentence structure, and choice of words.¹

Educational psychologists argued for the meaningful in school instruction. They pointed out that learning is psychologically an individual matter and that it occurs most fruitfully in situations in which behavior is purposive.

Dewey, the philosopher spokesman of the Movement, expressed a view which found its counterpart in composition

The influence of the Progressive Movement in education

Emphasizing the importance of education in society, the Progressive Movement sought to make education more accessible and relevant to the times. The movement advocated for the reformation of schools and colleges to prepare students for active participation in society. They believed in the importance of cooperative work and the development of the individual. The Progressive era led to significant changes in American education, including the rise of adult education and the development of practical arts and trades.
methodology of progressive schools.

"...what he the pupil gets directly cannot be an idea. Only by wrestling with the conditions of the problem at first hand, seeking and finding his own way out, does he think...We can and do supply ready-made 'ideas' by the thousand; we do not usually take pains to see that the one learning engages in significant situations where his own activities generate, support, and clinch ideas — that is, perceived meanings or connections..."¹

Studies were made in English composition for the purpose of determining what topics or situations were most interesting to pupils at various grade levels. By 1925, many investigators were busy with the problem. Findings reflected the common conclusions that reality is better than imagination, immediate experience is better than recalled experience, and personal topics are better than impersonal topics.²

Laidley³ reported an interesting variation from other findings in her survey of the content of at least one issue from the publications of forty six junior high schools in all parts of the country. She measured interest in terms of numbers of different types of articles to be found in the publications. Her findings are as follows in order of their importance; (1) General news (assemblies, lectures, musicales, plays, school

¹Dewey, John, Democracy and Education, Macmillan Company, New York, 1917, p. 188.


parties, honor records, contests, etc.), (2) verse, (3) jokes and personals, (4) club news, (5) stories (most were concerned with everyday life, a smaller number were concerned with the fanciful, the humorous, the personal experience, and the historical, (6) The moralities (articles dealing with honesty, etc.), and (7) informational essays. She found that description finds little favor with pupils at this age level, interest in nature and outdoor life even less, and civic interest and travel fared least in amount of space.

Laidley's findings are perhaps not as variant as they might seem to be since her technique of measurement was confined to quantity of articles appearing in school publications and is not in accord with the usual techniques of measuring compositions written in classrooms and in administering interest questionnaires.

Smith, in 1926, reported findings of pupil interest in composition topics for thirty junior high schools. In order of importance the topics are concerned with: Personal experience, imagination, how to do or make things, current events and community problems, school expeditions, and community enterprises.

Teachers in this same study, from grades seven, eight, and nine, were asked to list five topics they found most successful in teaching composition. The topics coincide with the listing in the previous paragraph.

Although every efforts were made to contact the personnel of the "Blue Cross" cooperative, they refused to allow the cooperation with the project. The cooperation with the personnel of the "Blue Cross" cooperative was therefore not possible.

It is to be noted that the cooperation with the personnel of the "Blue Cross" cooperative was not initiated by the cooperation with the personnel of the "Blue Cross" cooperative but by the cooperation with the personnel of the "Blue Cross" cooperative that the cooperation with the personnel of the "Blue Cross" cooperative was initiated.

It is to be noted that the cooperation with the personnel of the "Blue Cross" cooperative was not initiated by the cooperation with the personnel of the "Blue Cross" cooperative but by the cooperation with the personnel of the "Blue Cross" cooperative that the cooperation with the personnel of the "Blue Cross" cooperative was initiated.

It is to be noted that the cooperation with the personnel of the "Blue Cross" cooperative was not initiated by the cooperation with the personnel of the "Blue Cross" cooperative but by the cooperation with the personnel of the "Blue Cross" cooperative that the cooperation with the personnel of the "Blue Cross" cooperative was initiated.
It should be mentioned here that Smith in the same study warns against the dangers of dogmatic reliance upon results of pupil interest questionnaires in composition preference since no one type of discourse or topic is equally valued by all pupils.

Coleman\(^1\) reported that high school pupils were most interested in writing about travel, ethics, adventure, and sports.

Eberhart\(^2\) concluded that when high school pupils are given a choice of subjects, they frequently choose the following topics: Death, family relationships, getting up, dogs, games, imaginary experiences of adults, and discussions of social problems.

Landis\(^3\) concluded, from the viewpoint of organic foundations of personality, that youth in our culture want what all people in common want — recognition and status, respect and social favor, response and happy social interaction, security and group acceptance, experience and expression, achievement and success, and happiness and freedom. The writer agrees wholeheartedly with his statement that, "The problem of the school, the home, and, in fact, of all social groups, is to


It appears to me that the United States should give serious attention to the development of a cooperative relationship with the Soviet Union. This is not a question of appeasement, but rather of mutual interest. Cooperation in certain fields could contribute to world peace.

The United States should be willing to negotiate with the Soviet Union on issues of common interest. This does not mean that we should abandon our principles, but rather that we should explore ways in which we can work together for the good of humanity.

In my view, the key to resolving the Cold War is not to engage in military action, but to find a way to live in peace and cooperation. This requires a willingness to compromise and a recognition that our problems are interconnected.

I believe that the United Nations can play a role in mediating between the two superpowers. The UN has a mandate to promote peace and security, and it should be used to its fullest potential.

Ultimately, the goal should be a world in which nations cooperate for the common good, rather than compete for dominance. It is time for us to put aside our differences and work together for a better future.
create situations in which these basic wants of adolescents and young people find satisfaction, or else to remove them from the sphere of adult values.\(^1\)

One must think well in order to write meaningfully and successfully. Clear, sane, and impartial thinking, not to overlook the importance of critical thinking, is a goal peculiarly important to the survival of our way of life. Where best can one stimulate skills of critical thinking and accurate communication than in a course in composition? Whether recognized in theory or not, the recognition has hardly been carried into large scale practice. Evidence persists that in many school systems, more natural motivation for composition has been found in other courses than English.\(^2\) The evidence suggests that this tends to be the case where compartmentalization rules out the techniques of correlation, intergration, or fusion.\(^3\)

If the functional or the utilitarian viewpoint should be accepted in modern educational philosophy, and there is abundant evidence from the literature to support this assumption, and if it is the duty of the school to prepare youth to live profitably and happily now and in adult years to come, it seems entirely logical that pupils be given the opportunity to react to situations which they meet in daily life, many of which

\(^1\)Ibid.


One measure which might be taken in order to arrive at meaningful and significant results is the employment of a critical attitude. To a great extent, the importance of a critical attitude may be seen in the light of the real need for the development of the process of critical thinking and as a check on our work. We must point out, however, that the development of critical thinking may also serve as a check on our work. We must not fall into the common trap of regarding writing as a mere mechanical process. To this end, we must make a conscious effort to become acquainted with the techniques and the methods of writing. In this way, we can prevent the possibility of overlooking important aspects of our work.
situations they will meet at any age.

For the purposes of this thesis, it is proposed that the situation assignment be utilized in composition classes whenever possible (although not necessarily exclusively) rather than the older and more firmly entrenched topic form of composition assignment.

Nicholson¹, in 1939, defined the situation assignment specifically as follows:

"The situation assignment is given by presenting to the pupils the pertinent facts of an incident, a problem, a condition drawn from reality or from imagination -- in short, any set of circumstances, factual or fanciful, which may be covered by the term "situation." The manner of presentation possesses much elasticity. It may or may not be preceded by class periods devoted to the mechanics of composition, conversely, it may or may not be followed by class discussion of the scene presented, dwelling upon the ideas, or the method of developing, or both. The teacher may leave the situation uncompleted, in which case the pupil is instructed to bring it to a conclusion. Again, the situation may be offered in its entirety, and the pupil may be told to write his version of it, his acceptance or denial, approval or disapproval, possible improvements, or perhaps a recounting in the form of a news story, fiction, or editorial for the school paper. These suggestions will indicate what may be included in this method, and the possibility of variety."

Nicholson's study measured "response" in compositions written on topic and situation assignments. He concluded that situation assignments were superior in eliciting more written words and more expressed ideas than were topic assignments.

Mentioned in the 1969 edition of the American Association of Retired Persons' guide to retirement, the San Francisco area offers a range of options for the older population.

The guide highlights various retirement communities, senior centers, and recreational activities available in the San Francisco area. It emphasizes the importance of maintaining an active lifestyle and staying engaged in social activities to promote well-being in retirement.

The guide also provides advice on finding housing options that suit the individual's needs and preferences, whether it's in a retirement community or a more independent living arrangement. It encourages retirees to consider the location's proximity to family and friends, as well as access to healthcare and other essential services.

Additionally, the guide offers suggestions on managing finances during retirement, including information on Social Security benefits, Medicare, and other sources of income. It advises on creating a personalized financial plan that balances retirement savings with the desire to maintain a comfortable lifestyle.

Overall, the 1969 edition of the guide serves as a valuable resource for older adults considering retirement in the San Francisco area, providing guidance on various aspects of life after retirement.
Hel concluded, also, that "The situation assignment stimulates and directs the imagination to a greater extent than does the topic assignment."

This study attempts to verify the findings of Nicholson and also to verify his statement:  

"When the pupil meets situations at first hand or vicariously, at present or in the future, they will not face him in the form of topics or topic sentences. Such being the case, it would seem inadequate preparation for such circumstances where writing is applicable to attempt to spur pupil composition by means of a topic."

It is further suggested that situation assignments be made optional and that the number of choices allowed by the teacher be not a few but many. The burden of presenting situation assignments need not necessarily fall upon the teacher exclusively; pupil selection should be encouraged. Fewer well-constructed, purposeful compositions are better for the inculcation of proper writing habits than many inferior "rainy day" compositions.  

The situation assignment is intended to be an antidote against the abstract, the vague, and the impersonal since every constructed assignment is based upon real or vicarious experience within the range of the particular pupils being dealt with and a specific and delimited situation is presented; a personal

1 Ibid. p. 27.
2 Ibid. p. 8-9
reaction is almost assured, especially if the pupils are allowed choice of assignments.

Restatement of Problem

In order to establish the validity of the hypotheses previously stated, the attempt must be made to measure the relative effectiveness of the two methods of presenting composition assignments. Is it a more effective teaching procedure to present the situation or the topic assignment from the point of view of number of ideas called forth by each type?

If it can be established that one or the other of the two methods is the better from a statistical analysis, the results may prove to be of value in the methodology of composition classes.
Research in space research, especially at this point in time, suggests that the choice of technology for testing and development may have significant implications for future space exploration. In order to establish the validity of a hypothesis, the selection of appropriate tests is crucial. The effectiveness of the two methods of presenting conclusions of this nature will be assessed from the point of view of the effectiveness of the topic presentation and the degree to which each of these methods adds value to the discussion of the topic.

If it can be established that one of the other of the two methods is better than a straightforward analysis, then testing will prove to be of value in the methodology of testing.
CHAPTER III

The objective of procedure in this study was to

1. Understand the particular school populations

2. Understand the context of experimental situations

3. Minimize the potential for extraneous factors

4. One or more English instructors, one or two

5. Three or more English instructors. The aim was to

6. One or more English instructors. (One or two)

Experimental Design for the Experiment

The study design and execution methods were

1. The experimental group

2. The experimental group

3. The experimental group

4. The experimental group

5. The experimental group

6. The experimental group

Secondary High School probably may be described as being a

CHAPTER III

PLAN OF THE EXPERIMENT

The details of procedure in this study necessitated

1. consideration of particular school population involved;

2. consideration of particular experimental technique to be utilized;

3. selection of two approximately equal subjects (on bases of pupil interest and knowledge) to be used in the rotation technique;

4. conferences with English instructors regarding teaching and administrative procedures;

5. construction of an adequate measure of ideas;

6. construction of a questionnaire to reveal pupil preferences in regard to topic or situation assignments; and

7. use of same questionnaire to check upon assumption that pupil interest and knowledge re country and city were approximately equal.

Status of Population for the Experiment

One hundred and seventeen pupils from six tenth grade English classes in Amesbury High School, Massachusetts, participated in the experiment. The high school has four curricula: college preparatory, commercial, general, and industrial arts. Of the six classes used, one was composed mainly of college preparatory pupils, one mainly of general and commercial pupils combined, two mainly of general pupils, and two mainly of commercial pupils.

Amesbury High School probably may be described as being a consolidated school since it accepts pupils from neighboring
CHAPTER III

PLAN OF THE EXPERIMENT

The general procedure in this research necessitated:

1. Paperback or perforation of school population in

2. Selection of two demonstration schools either specially con

3. Passage of both interviews and knowledge to be made

4. In the selection recommends:

- A conference with Exhibit interviews regarding research

- An examination of the evidence presented of research

- Construction of a demonstration to receive study plan

- Examination in regard to scope of information wanted

- Area of some demonstrations to agree upon selection

- Only those interviews which knowledge to contain any

- Stills were supplementary short

OBJECTIVE DESCRIPTION OF THE EXPERIMENT

The principal and secondary duties from this chapter include:

- The successful and efficient handling of the high school mathematics part

- Special classes in teaching High School Mathematics, Partly-

- Objectives to the experiment, The high school and your course

- After college baccalaureate, commercial, business, and industrial

- Part of the high school course, one may accomplish many of

college preparation problem, the main or General and commercial

- Ability combined, can remain of General or Public, any two kinds of

collegesmbly possible

- American high school mathematics may be regarded as paper
communities; some of the pupils come from New Hampshire.

The town of Amesbury, the writer concluded from many talks with citizens, pupils, and teachers in the elementary and secondary schools, may neither be described as being urban nor rural to any significant degree of exclusiveness. According to the 1940 census, it has a population of 10,862. Its geographical location is within an imaginary triangle formed by the city of Newburyport to the south (population, 13,916), Haverhill to the west (population, 46,752), and Portsmouth, N. H., to the north (population, 14,821). Amesbury also fringes some of the small, rural towns of lower New Hampshire. Farms and factories will be found in Amesbury.

Intelligence test scores were not available for all of the pupils in the experiment; the writer, therefore, compiled each pupil's average school achievement grade and average English achievement grade for one and a half year's work in the high school. No attempt was made to equate groups on these two bases.

The sentence is stressed in the ninth grade and the paragraph is stressed in the tenth grade. Grammar and literature are studied concurrently in all of the English classes of the school. The text currently used in the tenth grade English composition work is Correct English by Tanner.¹

¹Tanner, William M., Correct English, Ginn and Company, Boston, 1938.
We can, therefore, conclude our study of New York State with a brief discussion of the influence of the city on the state, and vice versa. The city of New York has been a powerful force in the development of the state, contributing to its economic, political, and cultural growth. On the other hand, the state has also played a significant role in the evolution of the city, providing a framework for its growth and development.

One of the most significant influences of New York City on the state has been in the area of education. The city has been a center for higher education and has played a crucial role in the development of many of the state's leading universities and colleges. The city's universities and colleges have provided a source of intellectual stimulation and have contributed to the state's cultural and economic development.

Another important influence of the city on the state has been in the area of politics. New York City has been a major political force, influencing the state's political landscape and playing a crucial role in national politics. The city's influence can be seen in its role as a center for political power and its contribution to the state's political leadership.

In addition to these influences, New York City has also been a source of cultural innovation and influence. The city's role as a cultural center has contributed to the state's cultural development, providing a rich source of artistic and intellectual inspiration.

Finally, the city's influence on the state has also been felt in the area of commerce and industry. New York City is a major center for commerce and industry, and its influence has been felt throughout the state, contributing to its economic development and growth.

In conclusion, we can see that the city of New York has been a powerful influence on the state, contributing to its development in many ways. The state, in turn, has also played a significant role in the evolution of the city, providing a framework for its growth and development. The complex interplay between the city and the state is a testament to the dynamic and ever-changing character of New York State.
Design of Experiment

The rotation method of experimentation was used because of its tendency to reduce the difficulty of handling carry-over effects. This is a differential study of the results of two assignments in composition on the same pupils; it involves a study of the critical ratios.

The particular technique of rotation used follows. It will be observed that no pupil wrote twice under the same method nor did he write twice on the same subject. Actually, however, the assumption is that he was writing on the "same thing" since country equals city.

<table>
<thead>
<tr>
<th>First Week</th>
<th>Third Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class I - (C) Topic-Country</td>
<td>(B) Situation-City</td>
</tr>
<tr>
<td>Class II - (B) Situation-City</td>
<td>(C) Topic-Country</td>
</tr>
<tr>
<td>Class III - (A) Topic-City</td>
<td>(D) Situation-Country</td>
</tr>
<tr>
<td>Class IV - (A) Topic-City</td>
<td>(D) Situation-Country</td>
</tr>
<tr>
<td>Class V - (D) Situation-Country</td>
<td>(A) Topic-City</td>
</tr>
<tr>
<td>Class VI - (D) Situation-Country</td>
<td>(A) Topic-City</td>
</tr>
</tbody>
</table>

The Assignments Used

The following assignments were given: A and C are of the topic type; B and D are of the situation type.

A. "Some Things I Like About the City."

B. "Mr. John Jones works on a country newspaper. This has been his work all his life. He has never become familiar with city people or with living conditions in the city. In spite of his limited knowledge of urban problems, he undertakes
Design of Experiment

For the selection of experimental design, the following considerations were made.

- The problem to be addressed is the difficulty of selecting a proper design.
- The selection of a design is critical as it affects the feasibility of the experiment.
- The chosen design should be appropriate for the specific problem.

The experimental techniques of rotation need to follow. If the experimental techniques are not feasible, then the experimental technique should be reevaluated.

Drill Table

<table>
<thead>
<tr>
<th>Course I</th>
<th>Course II</th>
<th>Course III</th>
<th>Course IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-C1</td>
<td>Problem-C2</td>
<td>Problem-C3</td>
<td>Problem-C4</td>
</tr>
<tr>
<td>Problem-C5</td>
<td>Problem-C6</td>
<td>Problem-C7</td>
<td>Problem-C8</td>
</tr>
<tr>
<td>Problem-C9</td>
<td>Problem-C10</td>
<td>Problem-C11</td>
<td>Problem-C12</td>
</tr>
</tbody>
</table>

The instructions were given to the students to:

- Copy the above instructions on a community member's name.
- Write the name on the instruction type.
- Write their name on the instruction type.
- Write the name on the instruction type.
- Write the name on the instruction type.
- Write the name on the instruction type.
- Write the name on the instruction type.
the writing of a series of articles concerning the merits of living in the city. The articles, as one might expect, are not complimentary to city life or even to city people. Jones attempts to prove that America's greatness depends upon its rural population. He claims that living in the city is conducive to unhappiness, insecurity, and ill-health.

What do you think about the articles Jones wrote? Write your own opinions about the city. Choose as your audience either readers or listeners. You may prepare your speech or your article for the members of your class, for the entire student body, for a radio audience, for the editor of any newspaper or magazine, for Mr. Jones, or for any other person or group you think might be interested in your opinions of the city."

C. "Some Things I Like About the Country."

D. "Mr. John Jones works on a city newspaper. This has been his work all his life. He has never become familiar with country people or with living conditions in the country. In spite of his limited knowledge of rural problems, he undertakes the writing of a series of articles concerning the merits of living in the country. The articles, as one might expect, are not complimentary to country life or even to country people. Jones attempts to prove that America's greatness depends upon its urban population. He claims that living in the country is conducive to unhappiness, insecurity, and ill-health.

What do you think of the articles Jones wrote? Write your opinions about the country. Choose as your audience either
The primary function of a society of engineers is communicative. In this capacity, the engineer has a unique perspective on the activities of the society and its members. From this vantage point, the engineer can offer insights into the workings of the society and its relationship with the community. The engineer's role is analogous to that of the artist, who uses their expertise to create works that reflect the values and aspirations of the community.

The engineer's role is not limited to the technical aspects of their work. They are also responsible for communicating the results of their research and development to the public. This involves a wide range of activities, from preparing technical reports to giving public lectures. The engineer must be able to communicate effectively with both technical and non-technical audiences.

In addition to their technical and communicative functions, engineers are also involved in the education of future engineers. They may serve as instructors or mentors, helping to guide the next generation of engineers.

The engineer's role is a vital one, and one that requires a wide range of skills. Engineers must be able to work effectively in teams, to communicate clearly and concisely, and to work within constraints of time and budget. They must also be able to adapt to changing circumstances and to work under pressure.

In summary, the engineer's role is one of communication. They are responsible for communicating the results of their work to the public, for communicating with the community, and for communicating their expertise to the next generation of engineers. This role is one that requires a wide range of skills, and one that is essential to the functioning of society.
readers or listeners. You may prepare your speech or your article for the members of your class, for the entire student body, for a radio audience, for the editor of any newspaper or magazine, for Mr. Jones, or for any other person or group you think might be interested in your opinions of the country."

**Teaching and Administrative Procedures**

The three teachers in charge of the experiment balanced their instruction from the opening day (January 27th) until the closing day (February 12th). Grammar was taught in the interim between assignments. Below are the instructions to which each teacher adhered:

"1. Each assignment should be given equal emphasis.

2. Pupils must not, under any circumstances, become aware that they are key figures in an educational experiment.

3. Every attempt must be made to duplicate the instruction for each class in the experiment—i.e., what is taught in one class must be taught in all with a maximum degree of effort toward equalizing instruction in such matters as content, method, enthusiasm, etc.

4. The method of handling assignments on days of composition writing must be uniform.

5. Do not tell the pupils how long the compositions should be. They will be curious, undoubtedly, about the number of words expected, but the instructor is requested to advise them to write the best composition they can. Conscience should be the guide.

6. The instructors are to contact me if situations arise which might jeopardize the success of the experiment."

**The Idea**

The basis for measurement in this experiment is the idea. The literature was searched for adequate keys leading to the measurement of ideas, but little of a concrete nature, for the
The entire and completeibble information

The entire and completeible information

The entire and completeible information

The entire and completeible information

The entire and completeible information

The entire and completeible information

The entire and completeible information

The entire and completeible information

The entire and completeible information

The entire and completeible information

The entire and completeible information

The entire and completeible information

The entire and completeible information

The entire and completeible information

The entire and completeible information

The entire and completeible information

The entire and completeible information

The entire and completeible information

The entire and completeible information

The entire and completeible information
purposes of this study, could be found. Surprisingly enough, one accepted clue came, not from a recent experimental study, but from an old textbook written in the best traditions of the old school.¹

A technique, mentioned by Rinsland², to count ideas in evaluating themes was considered. It was felt, however, that to write out a "perfect" answer consisting of a number of ideas or to determine the number of ideas expected in a perfect answer would not do justice to the pupils in this particular experiment. Some pupils would undoubtedly introduce the unique. All of them are individuals who react differently to stimuli.

Nicholson's³ study which measured relative effectiveness of "response" to topic and situation assignments was considered.

It was first attempted to define an idea on two bases: ideas of things, the relationships of ideas; and complete, correct thoughts.

A specific example of the preliminary measurement follows.

"Mr. Jones had no real reason for disliking country people."

1. 2. 3. 4. 5. 6. 7. 8. 9.

Ideas of things: Mr. Jones, had, no, real, reason, for disliking country, people.


I. The School

A precedent, mentioned in the literature, is to count errors in

The problem, however, is that both the number and the

In this case, we want the mean of a section of the

This may not be obvious to the public in the particular example,

These errors may be multiplied in a similar

In this case, we have a number of different concepts and

It is now time to consider the results in this case of the

These of course, are the derivations of the final and complete

A specific example of the preliminary measurements follows:

"We have had no rest lesson for histidine content"

people

"... for the last lesson for histidine content"

Critical comments, people

I always thought this time, we have had the mean, 1929, 1869, 1869"
1. Relationships of things: Mr. Jones had, no real reason was had, reason for disliking country people.

2. Correctness of thought: Clear, satisfactory: 3 points.

Total: 15.

Seventy eight papers were scored using the foregoing method. It was apparent, after that amount of scoring, that relationships of things closely paralleled in proportion ideas of things. To continue using the relationships of things would have been superfluous and would have served no worthwhile purpose.

It was found, also, that scoring upon the basis of correctness of complete thought (or correctness of sentence) penalized too harshly those pupils who used complex or compound-complex sentences and favored those pupils who used short, simple sentences. The resulting scores were obviously misleading.

In order to remedy the above defect, correctness of complete thought was abandoned. This meant the elimination of certain standards concerning the sentence. The clause, rather than the sentence, was adopted as a unit of measurement. Any clause which was incoherent to two of three scorers was not given score credit, although specific ideas within the clause were counted.

The final and accepted bases of measurement were:

1. Number of specific ideas - 1 point for each  
2. Number of general ideas - 1 point for each

The specific ideas are synonymous with "ideas of things" mentioned earlier; the general ideas are synonymous with coherent clauses.
Seventy eight percent were scored twenty five times total.

It was apparent after first round of scoring, first iteration.

The percentage of choices correctly placed in multiple times of analysis.

To continue chart the relationship of choices wrong have been.

Explanations may vary have received over multipartite duplicate.

If we count, those who scored above the middle.

Correctness of complete screen (or correctness of sentence).

Benefit you properly those points who seem complex or complex.

Complex sentences may include those dupiles to reach points.

Explanations. The explanations scores were originally miswritten.

In order to review the same general correctness of complete screen.

This means the explanation of complete screen was produced.

The Chinese are certain reorganization combining the sentences. The Chinese termed.

After these, were asked as a unit of measurement with.

The Chinese define and incorporated to two or choice correctly are not.

Every error screen in specific question 100% within the choice.

were corrected.

"The idea of reading, the sense of measurement were:

1.if percent of specific these - I point for each
2. if percent of incorrect these - I point for each

The idea of these screen are multiplied with "indexes of principle."

were corrected.
For the purpose of measuring more exactly and validly in terms of ideas, quantity was obviously better than quality. Quality, by no means to minimize its more important place in writing, is a variable the measurement of which is not attempted here. If its measurement were to be attempted, recourse could have been had to standardized composition scales or to some technique involving pooled teachers' judgements.

Many mistakes in spelling and capitalization did not affect the scoring, nor did some errors in grammar since some pupils' errors do not necessarily obliterate the meaning of what they write. Errors in grammar which destroyed clear thought deprived pupils of credit for clauses.

The paragraph was not included in the scoring for reasons which have been aptly summarized by McGregor:

"Lessons on the structure of the paragraph... are on the whole futile. The paragraph in modern prose has no definite structure. The type paragraph taught in composition classes contains its topic sentence, developing sentences, and summarizing sentence, but one will search in vain for this traditional model in contemporary literature."

The writer believes that a fair and impartial balance has been created between penalty or award of score points. The pupil in all cases is given credit for possessing some ideas thru the counting of specific ideas; he is also given credit for possessing some coherent ideas thru the counting of general ideas. To phrase it in another way, the pupil is given credit for having ideas which can be readily understood by an impartial scorer.

Directions for Administering Questionnaire

Each of the teachers adhered to the following mimeographed instructions in administering the questionnaire:

Please read the following to each class:

"In a few minutes, I am going to hand out questionnaires to you, and you will have a chance to tell what you think about the experiment in composition in which the entire class was engaged recently. You will recall that you were given a chance to write on a topic assignment and on a situation assignment either about the country or the city. It may refresh your memory if I read the exact wording of each composition assignment." (Teacher reads the specific assignments for this particular class.)

Teacher hands out questionnaires. Do this after giving the following directions:

"Read the directions carefully, and be sure that you understand exactly how to check and write on your paper. Be very careful in questions 5, 6, and 7 that you answer only one of them. If you answer question 5, you cannot answer either 6 or 7. If you answer question 6, you cannot answer either 5 or 7. If you answer question 7, you cannot answer 5 or 6.

If you find, in answering either questions 5, 6, or 7, that you do not have enough space to write as much as you wish, turn the paper over and write on the back. Be sure that you number the question."
Please keep the following in mind:

In the future, I am going to need all of the information that you provide to be clear and complete to ensure that you have made every effort necessary. You will receive the information you need to make an informed decision.

Significant criteria points are covered in this article. I may refer to your memory if I need the exact wording of each criterion.

Teachmen: Please keep the criteria information for this section.

The following information:

Read the criteria section carefully, may be more than one.

Understanding exactly what to achieve and what you want to achieve are very critical in determining 0, 0, and 0. If you transfer only one or two criteria it may skew the favorable or unfavorable. If you cannot transfer 0, you cannot meet criteria 0 or 0.

If you answer question 0, you cannot meet criteria 0, 0, or 0. If you have any questions, please raise your hand or ask your question.
Feel perfectly free to make any statements you wish concerning this experiment. Be as frank, as honest, as truthful as you can be. The total results obtained from all the pupils may prove to be of value in composition work. I will tell you later about the results of this experiment."

Suggestions to Teachers

1. Do not, by the slightest inflection of voice, or look, or any other mannerism, give any misleading impression that you expect one response or another.

2. Be sure that all understand exactly what to do.

3. Say nothing more than is absolutely necessary. The directions above may be all that will be necessary to say.

4. Refuse to answer any pointed questions. Do this in such a way that the pupil will realize that he must do his own thinking.

5. Give ample time for all pupils.
First briefly, there are several factors you need to consider when analyzing the results of an experiment.

For example, you can see that the focal length of the objective from the stated power will differ. The objective may have to be at a distance in each. In composition, work I will tell you from your own results or this experiment.

Section to Remember

In doing so, one selects information or advice, or to look at any other manuscript, give me any specific information, or I will not expect any concrete or specific information. A description will make a field clear, if it will be necessary to say, to receive or answer any question, etc. In each case, I am the only one with notice and permission to make changes.

Give specific time to complete.
Student Questionnaire on Methods of Assigning Compositions

Name:
Age (at last birthday):

Directions: In the following questions or groups of statements, check (x) those answers or statements with which you agree.

1. I found, during the writing of compositions on the country and the city, that:
   - I knew about the same for country and city
   - I knew more about the city
   - I knew more about the country

2. I found, during the writing of compositions on the country and the city, that:
   - The interest I had in both subjects was about equal
   - The country was more interesting
   - The city was more interesting

3. I believe I could do my best composition work if:
   - The teacher chooses a subject for me
   - I choose a subject myself
   - The teacher gave me a choice of a few subjects
   - The teacher gave me a choice of many subjects

4. I believe, after having written one composition on a topic type and one on a situation type, that:
   - a. I would rather write compositions from topics
   - b. I would rather write compositions from situations
   - c. I am undecided

5. If you checked statement 4(a) above, write the best answer you can to this question: Why did you like the topic better?

6. If you checked statement 4(b) above, write the best answer you can to this question: Why did you like the situation better?

7. If you checked statement 4(c), write the best answer you can to this question: Why are you undecided?

8. Write, if you wish, any comments or opinions you may have about the value of this experiment. (Use back of sheet, if necessary.)
CHAPTER IV

ANALYSIS OF DATA

The data obtained in this experiment were analyzed for
the purpose of evaluating:

1. The relative response in three for three classes
   writing stories on a situation assignment and testing by a topic
   assignment;

2. The relative response in writing for three classes
   writing stories on a topic assignment and testing by a situation
   assignment;

3. The relative response in testing the first in three
   classes to tell a story on a situation assignment and testing by a
   situation assignment;

4. The relative response in testing the first in three
   classes to tell a story on a topic assignment and testing by a
   situation assignment;

5. The relative response in testing the first in three
   classes to tell a story on a situation assignment and testing by a
   situation assignment;

6. The relative response in testing the first in three
   classes to tell a story on a topic assignment and testing by a
   situation assignment;

7. The relative response in testing the first in three
   classes to tell a story on a topic assignment and testing by a
   situation assignment.
CHAPTER IV
ANALYSIS OF DATA

The data obtained in this experiment were analyzed for the purpose of evaluating

1. the relative response in ideas for three classes writing first on a situation assignment and second on a topic assignment;

2. the relative response in ideas for three classes writing first on a topic assignment and second on a situation assignment;

3. the relative response in ideas for boys in three classes writing first on a situation assignment and second on a topic assignment;

4. the relative response in ideas for boys in three classes writing first on a topic assignment and second on a situation assignment;

5. the relative response in ideas for girls in three classes writing first on a situation assignment and second on a topic assignment;

6. the relative response in ideas for girls in three classes writing first on a topic assignment and second on a situation assignment;

7. the relative response in ideas for pupils whose average school achievement grade was above 75.0 and who wrote first on a situation assignment and second on a topic
The study of emotional development and expression is essential for an understanding of the role of emotions in shaping behavior and personality. The importance of emotions in the formation of meaningful social connections cannot be overstated. Emotions serve as a foundation for communication, enabling individuals to express their needs, desires, and experiences to others. Understanding the dynamics of emotional expression is crucial for fostering healthy relationships and social interactions. Furthermore, recognizing the role of emotions in decision-making processes highlights the complex interplay between cognitive and affective components in human behavior. By exploring the mechanisms that underlie emotional expression and regulation, we gain insights into the profound impact of emotions on personal and collective well-being.
assignment;

8. the relative response in ideas for pupils whose average school achievement grade was below 75.0 and who wrote first on a situation assignment and second on a topic assignment;

9. the relative response in ideas for pupils whose average school achievement grade was above 75.0 and who wrote first on a topic assignment and second on a situation assignment;

10. the relative response in ideas for pupils whose average school achievement grade was below 75.0 and who wrote first on a topic assignment and second on a situation assignment;

11. the relative response in ideas for pupils whose average English achievement grade was above 75.0 and who wrote first on a situation assignment and second on a topic assignment;

12. the relative response in ideas for pupils whose average English achievement grade was below 75.0 and who wrote first on a situation assignment and second on a topic assignment;

13. the relative response in ideas for pupils whose average English achievement grade was above 75.0 and who wrote first on a topic assignment and second on a situation assignment; and
14. the relative response in ideas for pupils whose average English achievement grade was below 75.0 and who wrote first on a topic assignment and second on a situation assignment.

In interpreting the critical ratios obtained for each of the preceding aspects of this study, the writer was guided by Mills.¹

"If a given difference between hypothetical and observed values would occur as a result of chance only one time out of one hundred, or less frequently, we may say that the difference is significant. This means that the results are not consistent with the hypothesis we have set up. If the discrepancy between theory and observation might occur more frequently than one time out of one hundred solely because of the play of chance, we may say the difference is not clearly significant. The results are not inconsistent with the hypothesis. The value of T (the difference between the hypothetical value and the observed mean, in units of the standard error of the mean) corresponding to a probability of 1/100 is 2.576. One hundredth part of the area under a normal curve lies at a distance from the mean on the axis, of 2.576 standard deviations or more. Accordingly, tests of significance may be applied with direct reference to T, interpreted as a normal deviate (i.e., as a deviation from the mean of a normal distribution expressed in units of standard deviation). A value of T of 2.576 or more indicates a significant difference, while a value of less than 2.576 indicates that the results are not inconsistent with the hypothesis in question."

¹ Mills, Frederick C., Statistical Methods, (Revised), Henry Holt and Company, New York, 1938, p. 471.
The particular rotation technique used for the six classes is repeated for the convenience of the reader.

<table>
<thead>
<tr>
<th>Class</th>
<th>First Week</th>
<th>Third Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class I</td>
<td>Topic-Country</td>
<td>Situation-City</td>
</tr>
<tr>
<td>Class II</td>
<td>Situation-City</td>
<td>Topic-Country</td>
</tr>
<tr>
<td>Class III</td>
<td>Topic-City</td>
<td>Situation-Country</td>
</tr>
<tr>
<td>Class IV</td>
<td>Topic-City</td>
<td>Situation-Country</td>
</tr>
<tr>
<td>Class V</td>
<td>Situation-Country</td>
<td>Topic-City</td>
</tr>
<tr>
<td>Class VI</td>
<td>Situation-Country</td>
<td>Topic-City</td>
</tr>
</tbody>
</table>

The tables which follow give critical ratios for each of the fourteen aspects listed at the beginning of the chapter. Tables IA, IB, IIA, and IIB account for the first two listed aspects of this study, i.e., for numbers 1 and 2. It will be noted that these four tables conform to the rotation technique pattern above; in order, they are I, II, III, IV, V, and VI. This technique was used in order to observe the differential effects on the same pupils in every possible writing combination.

Equivalence among classes was not attempted because of inadequacy of equating data for a sufficient number of pupils. One may note, however, that the critical ratios in the following tables give indications of the relative response in ideas of pupils compared against themselves writing on both topic and situation assignments. The tables shed light also on the subdivisions of sex, school achievement, and English achievement, in which the same pupils' responses in ideas are measured in
terms of situation assignment versus topic assignment.

Experimental Data

TABLE IA shows the results of writing first on Topic-Country and second on Situation-City by the pupils in Class I. The mean score for the topic assignment was 160.0 compared with 127.0 for the situation assignment. The mean difference in ideas was 33.0 in favor of the topic assignment. The critical ratio of 1.46 indicates that this is not a significant difference.

TABLE IA

Class I: Topic-Country--Situation-City

<table>
<thead>
<tr>
<th></th>
<th>No.</th>
<th>Mean</th>
<th>S.E.</th>
<th>S.D.</th>
<th>M - M</th>
<th>S.E.</th>
<th>Diff.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>15</td>
<td>160.0</td>
<td>17.16</td>
<td>66.45</td>
<td>33.00</td>
<td>22.67</td>
<td>1.46</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Situation</td>
<td>15</td>
<td>127.0</td>
<td>14.81</td>
<td>57.36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE IB shows the relative response from pupils in Class II who wrote first on Situation-City and second on Topic-Country. The mean score for the situation assignment was 149.94 compared with 134.92 for the topic assignment. The mean difference in ideas was 15.0 in favor of the situation assignment. The critical ratio of .56 indicates that this is not a significant difference.
Table I shows the results of writing tests on Topic.

The mean score for the topic statement was 10.0, the mean for the topic statement was 18.0. The difference in these means is 8.0. In favor of the topic statement. The critical value of the t-test is 1.80. In favor of the topic statement. The critical value of the t-test is not a significant difference.

### Table I

<table>
<thead>
<tr>
<th>Group</th>
<th>Topic</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>10.0</td>
<td>18.0</td>
</tr>
<tr>
<td>Class 2</td>
<td>11.0</td>
<td>17.0</td>
</tr>
</tbody>
</table>

Table I shows the relative response to prompts in Class 1 and Group 1. The mean score for the topic statement was 18.0. The difference in these means is 8.0. In favor of the topic statement. The critical value of the t-test is 1.80. In favor of the topic statement. The critical value of the t-test is not a significant difference.
### TABLE IIB

**Class II: Situation-City---Topic-Country**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>S.E.</th>
<th>S.D.</th>
<th>M - M</th>
<th>S.E.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation</td>
<td>18</td>
<td>149.94</td>
<td>16.83</td>
<td>74.40</td>
<td>15.0</td>
<td>27.01</td>
</tr>
<tr>
<td>Topic</td>
<td>18</td>
<td>134.92</td>
<td>12.76</td>
<td>54.12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### TABLE IIA shows the relative response from pupils in Classes III and IV who wrote first on Topic-City and second on Situation-Country. The mean score for the topic assignment was 160.06 as compared with 162.85 for the situation assignment. The mean difference in ideas was 2.79 in favor of the situation assignment. The critical ratio of .29 indicates that this is not a significant difference.

### TABLE IIA

**Classes III and IV: Topic-City---Situation-Country**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>S.E.</th>
<th>S.D.</th>
<th>M - M</th>
<th>S.E.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>48</td>
<td>160.06</td>
<td>6.66</td>
<td>46.12</td>
<td>2.79</td>
<td>9.65</td>
</tr>
<tr>
<td>Situation</td>
<td>48</td>
<td>162.85</td>
<td>6.98</td>
<td>48.33</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE II

**Classe III:** Topico-City - Topaco-City

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mean:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Median:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**10th:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**90th:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

The table above shows the relative response from public to Classe III and IV in the more liberal on Topico-City and less on Topaco-City. The mean score for the Topico-City was 10.2 as compared with 10.0 for the Topaco-City. The mean difference in these may be significant to favor the Topico-City.

---

**Note:**

The presented data does not indicate a significant difference.
TABLE IIB shows the relative response from pupils in Classes V and VI who wrote first on Situation-Country and second on Topic-City. The mean score for the situation assignment was 153.74 compared with 116.64 for the topic assignment. The mean difference in ideas was 37.10 in favor of the situation assignment. The critical ratio of 3.20 shows this difference to be statistically significant.

TABLE IIB

<table>
<thead>
<tr>
<th>Classes V and VI: Situation-Country---Topic-City</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Situation</td>
</tr>
<tr>
<td>Topic</td>
</tr>
</tbody>
</table>

An analysis of the results of the questionnaire administered to these pupils at the end of the experiment revealed that eight pupils preferred writing on the situation assignments, twenty preferred the topic assignments, and eight were undecided. This would seem to indicate that the situation assignment was more stimulating to the pupils in spite of the fact that over one half of them maintained a preference for topic assignments.
TABLE II

Comparison of Reaction Rates in Classes V and IV: Injection-Control--Top-City

<table>
<thead>
<tr>
<th></th>
<th>Class</th>
<th>Mean</th>
<th>S.D.</th>
<th>W-M</th>
<th>E-M</th>
<th>A-M</th>
<th>T-M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction</td>
<td>30</td>
<td>60</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inhibition</td>
<td>75, 150</td>
<td>90</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>205, 150</td>
<td>100</td>
<td>50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In an experiment of the nature of the determinations shown in Table II, it was found that the differences in the mean values of the reaction rates in classes V and IV were statistically significant. The mean reaction rate in class V was significantly lower than the mean reaction rate in class IV. This suggests that the injection control may have a significant effect on the reaction rates in these classes. Further investigations are needed to confirm these findings and to explore the underlying mechanisms.
TABLE III shows the relative response in ideas from boys in Classes II, V, and VI who wrote first on a situation assignment and second on a topic assignment. The mean score for the situation assignment was 119.74 compared with 109.21 for the topic assignment. The mean difference in ideas was 10.53 in favor of the situation assignment. The critical ratio of .82 indicates that this is not a significant difference.

TABLE III

Boys in Classes II, V, and VI: Situation--Topic

<table>
<thead>
<tr>
<th>No.</th>
<th>Mean</th>
<th>S.E.</th>
<th>S.D.</th>
<th>M - M</th>
<th>S.E.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Situation</td>
<td>19</td>
<td>119.74</td>
<td>8.79</td>
<td>38.31</td>
<td>10.53</td>
<td>12.83</td>
</tr>
<tr>
<td>Topic</td>
<td>19</td>
<td>109.21</td>
<td>9.35</td>
<td>40.75</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE IV shows the relative response in ideas from boys in Classes I, III, and IV who wrote first on a topic assignment and second on a situation assignment. The mean score for the topic assignment was 138.60 compared with 131.27. The mean difference in ideas was 7.33 in favor of the topic assignment. The critical ratio of .48 indicates that this is not a significant difference.
TABLE III

TYPE I II III IV V VI VII VIII IX X XI

<table>
<thead>
<tr>
<th>Mean</th>
<th>.0</th>
<th>.5</th>
<th>.1</th>
<th>.6</th>
<th>.2</th>
<th>.7</th>
<th>.3</th>
<th>.8</th>
<th>.4</th>
<th>.9</th>
<th>.5</th>
<th>.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>26.0</td>
<td>26.01</td>
<td>26.0</td>
<td>26.02</td>
<td>26.03</td>
<td>26.04</td>
<td>26.05</td>
<td>26.06</td>
<td>26.07</td>
<td>26.08</td>
<td>26.09</td>
<td>26.00</td>
<td></td>
</tr>
</tbody>
</table>

The mean values for Type I, II, and III were higher on the topic management than in the other types. The mean scores for the topic management were 12.83 compared with 12.13. The mean difference in mean V, VI, and VII was 0.53 to favor of the topic management. The critical ratio for the total difference was not significant.
**TABLE IV**

Boys in Classes I, III, and IV: Topic---Situation

<table>
<thead>
<tr>
<th>No.</th>
<th>Mean</th>
<th>S.E.</th>
<th>S.D.</th>
<th>'Diff.</th>
<th>S.E.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>22</td>
<td>'138.60'</td>
<td>10.56'</td>
<td>49.53'</td>
<td>7.33</td>
<td>15.26'</td>
</tr>
<tr>
<td>Situation</td>
<td>22</td>
<td>'131.27'</td>
<td>10.98'</td>
<td>51.50'</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TABLE V** shows the relative response in ideas from girls in Classes II, V, and VI, who wrote first on a situation assignment and second on a topic assignment. The mean score for the situation assignment was 169.14 compared with 134.29 for the topic assignment. The mean difference in ideas was 34.85. The critical ratio of 2.68 indicates that this difference is significant.

**TABLE V**

Girls in Classes II, V, and VI: Situation---Topic

<table>
<thead>
<tr>
<th>No.</th>
<th>Mean</th>
<th>S.E.</th>
<th>S.D.</th>
<th>'Diff.</th>
<th>S.E.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>'Situation'</td>
<td>35</td>
<td>'169.14'</td>
<td>9.60'</td>
<td>56.80'</td>
<td>34.85'</td>
<td>13.02'</td>
</tr>
<tr>
<td>'Topic'</td>
<td>35</td>
<td>'134.29'</td>
<td>8.79'</td>
<td>52.00'</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table VI

Here is the table of values for the different groups:

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>7.5</td>
<td>2.30</td>
</tr>
<tr>
<td>Group B</td>
<td>8.2</td>
<td>1.75</td>
</tr>
<tr>
<td>Group C</td>
<td>9.0</td>
<td>1.90</td>
</tr>
</tbody>
</table>

### Table V

Here are the results for the control group:

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group D</td>
<td>7.6</td>
<td>2.10</td>
</tr>
<tr>
<td>Group E</td>
<td>8.8</td>
<td>1.85</td>
</tr>
<tr>
<td>Group F</td>
<td>9.5</td>
<td>2.20</td>
</tr>
</tbody>
</table>

Note: The results indicate significant differences between the groups in their responses to the stimuli.
An analysis of the returns from the girls in these three classes reveals that ten of them preferred writing on the situations, seventeen preferred writing on the topics, and eight were undecided. In spite of their expressed preferences, it must be assumed that, for them at least, the situation assignment proved more stimulating.

TABLE VI shows the relative response from girls in Classes I, III, and IV, who wrote first on a topic assignment and second on a situation assignment. The mean score for the topic assignment was 171.40 compared with 166.40 for the situation assignment. The mean difference in ideas was 5.0 in favor of the topic assignment. The critical ratio of .44 indicates that this difference is not significant.

TABLE VI

Girls in Classes I, III, and IV: Topic---Situation

<table>
<thead>
<tr>
<th>No.</th>
<th>Mean</th>
<th>S.E.</th>
<th>S.D.</th>
<th>M - M</th>
<th>S.E.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Topic</td>
<td>41</td>
<td>171.40</td>
<td>7.47</td>
<td>49.56</td>
<td>5.00</td>
</tr>
<tr>
<td></td>
<td>Situation</td>
<td>41</td>
<td>166.40</td>
<td>7.88</td>
<td>50.47</td>
<td></td>
</tr>
</tbody>
</table>
In summary of the results from the data in the classes, it appears that Class I and Class IV have a much higher mean score on the topic management. The mean score for the topic management was 1.60 compared with 1.40 for the other classes. The mean difference in these two classes is not statistically significant at the 0.05 level.

Table IV

<table>
<thead>
<tr>
<th>Class</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Topic</td>
<td>INT</td>
<td>DEF</td>
<td>DEF</td>
<td>INT</td>
<td>DEF</td>
<td>DEF</td>
</tr>
<tr>
<td>Strutumn</td>
<td>INT</td>
<td>DEF</td>
<td>DEF</td>
<td>INT</td>
<td>DEF</td>
<td>DEF</td>
</tr>
</tbody>
</table>
TABLE VII shows the relative response in ideas from the pupils in Classes II, V, and VI, whose average school achievement was above 75.0, and who wrote first on a situation assignment and second a topic assignment. The mean score for the situation assignment was 187.88 compared with 135.31 for the topic assignment. The mean difference in ideas was 52.57. The critical ratio of 3.19 indicates that this is a significant difference.

<table>
<thead>
<tr>
<th></th>
<th>No.</th>
<th>Mean</th>
<th>S.E.</th>
<th>S.D.</th>
<th>M - M</th>
<th>S.E.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation</td>
<td>26</td>
<td>187.88</td>
<td>12.05</td>
<td>61.42</td>
<td>52.57</td>
<td>16.50</td>
<td>3.19</td>
</tr>
<tr>
<td>Topic</td>
<td>26</td>
<td>135.31</td>
<td>11.27</td>
<td>57.45</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An analysis of the questionnaire returns from the pupils in these three classes revealed that eleven pupils preferred writing on situation assignments, seven preferred writing on topic assignments, and eight were undecided. The writer believes that these results have a significance since, for the first time in the experiment, there is a majority preference for the situation assignment. In most cases, it was discovered that pupils indicated that they preferred topic assignments, but did slightly or significantly better on situation assignments.
TABLE IV gives the relative response in these four conditions where the data in Column II, V, and VI were averaged separately: the mean score for the mean average of 0.0 may vary due to a fluctuation effect. The mean score for the mean score of 0.0 may vary due to a fluctuation effect. The mean score for the mean score of 0.0 may vary due to a fluctuation effect. The mean score for the mean score of 0.0 may vary due to a fluctuation effect.

<table>
<thead>
<tr>
<th>Column</th>
<th>Mean</th>
<th>Std. Dev.</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In analysis of the Descriptive Response, take the
- number of these cases as a measure of their level of writing.
- number of these cases as a measure of their level of writing.
- number of these cases as a measure of their level of writing.
- number of these cases as a measure of their level of writing.
- number of these cases as a measure of their level of writing.
- number of these cases as a measure of their level of writing.
- number of these cases as a measure of their level of writing.
- number of these cases as a measure of their level of writing.
- number of these cases as a measure of their level of writing.
- number of these cases as a measure of their level of writing.
- number of these cases as a measure of their level of writing.
- number of these cases as a measure of their level of writing.

Some cases that have a significant score, if the
- these cases have a significant score, if the
- these cases have a significant score, if the
- these cases have a significant score, if the
- these cases have a significant score, if the
TABLE VIII shows the relative response from pupils in Classes I, III, and IV, whose average school achievement was above 75.0, and who wrote first on a topic assignment and second on a situation assignment. The mean score for the topic assignment was 158.75 compared with 167.00 for the situation assignment. The mean difference in ideas was 8.25. The critical ratio of .72 reveals that this is not a significant difference.

**TABLE VIII**

Pupils of High School-Achievement: Topic---Situation

<table>
<thead>
<tr>
<th></th>
<th>No.</th>
<th>Mean</th>
<th>S.E.</th>
<th>S.D.</th>
<th>'M - M'</th>
<th>S.E.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>40</td>
<td>158.75</td>
<td>7.93</td>
<td>50.14</td>
<td>8.25</td>
<td>11.48</td>
<td>.72</td>
</tr>
<tr>
<td>Situation</td>
<td>40</td>
<td>167.00</td>
<td>8.30</td>
<td>52.52</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE IX shows the relative response in ideas from pupils in Classes II, V, and VI, whose school achievement was below 75.0, and who wrote first on a situation assignment and second on a topic assignment. The mean score for the situation assignment was 119.61 compared with 118.63 for the topic assignment. The mean difference in ideas was .98 in favor of the situation assignment. The critical ratio of .10 reveals that this difference is insignificant.
TABLE VIII

Table of High School-Preparatory Total Comparison

<table>
<thead>
<tr>
<th></th>
<th>6.9</th>
<th>12.6</th>
<th>20.3</th>
<th>19.0</th>
<th>9.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>125</td>
<td>75.0</td>
<td>71.4</td>
<td>65.6</td>
<td>66.7</td>
<td>75.0</td>
</tr>
<tr>
<td>150</td>
<td>83.3</td>
<td>64.5</td>
<td>91.0</td>
<td>72.0</td>
<td>76.0</td>
</tr>
<tr>
<td>175</td>
<td>82.0</td>
<td>75.0</td>
<td>82.5</td>
<td>72.0</td>
<td>76.0</td>
</tr>
<tr>
<td>200</td>
<td>82.0</td>
<td>70.0</td>
<td>82.5</td>
<td>72.0</td>
<td>76.0</td>
</tr>
</tbody>
</table>

TABLE IX

Table of the Relative Response to these from

<table>
<thead>
<tr>
<th></th>
<th>6.1</th>
<th>12.1</th>
<th>20.1</th>
<th>19.0</th>
<th>9.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>125</td>
<td>72.0</td>
<td>64.0</td>
<td>65.6</td>
<td>66.7</td>
<td>75.0</td>
</tr>
<tr>
<td>150</td>
<td>83.3</td>
<td>64.5</td>
<td>91.0</td>
<td>72.0</td>
<td>76.0</td>
</tr>
<tr>
<td>175</td>
<td>82.0</td>
<td>75.0</td>
<td>82.5</td>
<td>72.0</td>
<td>76.0</td>
</tr>
<tr>
<td>200</td>
<td>82.0</td>
<td>70.0</td>
<td>82.5</td>
<td>72.0</td>
<td>76.0</td>
</tr>
</tbody>
</table>
### TABLE IX

Pupils of Low School-Achievement: Situation--Topic

<table>
<thead>
<tr>
<th>No.</th>
<th>Mean</th>
<th>S.E.</th>
<th>S.D.</th>
<th>'Diff.'</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M - M</td>
<td>S.E.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Situation</td>
<td>28</td>
<td>119.61</td>
<td>7.50</td>
<td>39.66</td>
<td>.98</td>
</tr>
<tr>
<td>Topic</td>
<td>28</td>
<td>118.63</td>
<td>6.90</td>
<td>36.71</td>
<td></td>
</tr>
</tbody>
</table>

### TABLE X

Pupils of Low School-Achievement: Topic--Situation

<table>
<thead>
<tr>
<th>No.</th>
<th>Mean</th>
<th>S.E.</th>
<th>S.D.</th>
<th>'Diff.'</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M - M</td>
<td>S.E.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Topic</td>
<td>23</td>
<td>158.95</td>
<td>11.09</td>
<td>56.86</td>
<td>26.21</td>
</tr>
<tr>
<td>Situation</td>
<td>23</td>
<td>132.74</td>
<td>10.44</td>
<td>50.08</td>
<td></td>
</tr>
</tbody>
</table>
### TABLE IX

<table>
<thead>
<tr>
<th>Topic</th>
<th>8.8</th>
<th>8.5</th>
<th>8.2</th>
<th>7.9</th>
<th>7.6</th>
<th>7.3</th>
<th>7.0</th>
<th>6.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>8.8</td>
<td>8.5</td>
<td>8.2</td>
<td>7.9</td>
<td>7.6</td>
<td>7.3</td>
<td>7.0</td>
<td>6.7</td>
</tr>
</tbody>
</table>

**Notes:**
- Table IX shows the relative frequency for each of the topic scores.
- The mean scores for each topic were calculated.
- The critical ratios of 1.779 were used to determine significance.

### TABLE X

<table>
<thead>
<tr>
<th>Topic</th>
<th>8.8</th>
<th>8.5</th>
<th>8.2</th>
<th>7.9</th>
<th>7.6</th>
<th>7.3</th>
<th>7.0</th>
<th>6.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>8.8</td>
<td>8.5</td>
<td>8.2</td>
<td>7.9</td>
<td>7.6</td>
<td>7.3</td>
<td>7.0</td>
<td>6.7</td>
</tr>
</tbody>
</table>

**Notes:**
- Table X provides the scores for each topic.
- The mean scores for each topic were calculated.
- The critical ratios of 1.779 were used to determine significance.
TABLE XI shows the relative response in ideas from pupils in Classes II, V, and VI, whose average English achievement grade was above 75.0, and who wrote first on a situation assignment and second on a topic assignment. The mean score for the situation assignment was 197.90 compared with 146.0 for the topic assignment. The mean difference in ideas was 51.90 in favor of the situation assignment. The critical ratio of 3.24 reveals this difference to be significant.

TABLE XI

Pupils of High English Achievement: Situation—Topic

<table>
<thead>
<tr>
<th>No.</th>
<th>Mean</th>
<th>S.E.</th>
<th>S.D.</th>
<th>M - M</th>
<th>S.E.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Situation</td>
<td>20</td>
<td>'197.90'</td>
<td>11.66</td>
<td>52.13</td>
<td>51.90</td>
<td>15.99</td>
</tr>
</tbody>
</table>

| Topic | 20  | '146.00' | 10.94 | 48.95 |

An analysis of the questionnaire returns from these pupils revealed that seven preferred topic assignments, six preferred situation assignments, and seven were undecided. This was considered to be somewhat significant to the writer (as in the case of high achievement pupils mentioned earlier) since the discrepancy between preferences was slight. The results indicate that pupils whose average English achievement is high tend toward preferring situation assignments, and actually are more stimulated by the situation assignments.
TABLE XI

<table>
<thead>
<tr>
<th>Topic</th>
<th>M.A.</th>
<th>M.2</th>
<th>M.3</th>
<th>M.4</th>
<th>M.5</th>
<th>M.6</th>
<th>M.7</th>
<th>M.8</th>
<th>M.9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

In the last stage of the experiment, after seven months, there were significant differences in the levels of the variables measured. This was due to the interaction of the environment and the animals. The results indicate that the interaction of the environment and the animals can significantly affect the variables measured.
TABLE XII shows the relative response in ideas from the pupils in Classes I, III, and IV, whose average English achievement grade was above 75.0, and who wrote first on a topic assignment and second on a situation assignment. The mean score for the topic assignment was 160.81 compared with 167.42 for the situation assignment. The mean difference in ideas was 6.61 in favor of the situation assignment. The critical ratio of .59 reveals that this is not a significant difference.

TABLE XII

Pupils of High English Achievement: Topic—Situation

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Mean</td>
<td>S.E.</td>
<td>S.D.</td>
<td>'M - M'</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>38</td>
<td>160.81</td>
<td>7.28</td>
<td>44.86</td>
<td>6.61</td>
</tr>
<tr>
<td>Situation</td>
<td>38</td>
<td>167.42</td>
<td>8.50</td>
<td>52.38</td>
<td></td>
</tr>
</tbody>
</table>

TABLE XIII shows the relative response in ideas from pupils in Classes II, V, and VI, whose average English achievement grade was below 75.0, and who wrote first on a situation assignment and second on a topic assignment. The mean score for the situation assignment was 125.30 compared with 112.79 for the topic assignment. The mean difference in ideas was 12.51 in favor of the situation assignment. The critical ratio of 1.08 reveals this difference to be insignificant.
TABLE XI

<table>
<thead>
<tr>
<th></th>
<th>Df</th>
<th>Mean</th>
<th>Mean - M</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td></td>
<td>3.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>6.3</td>
<td>6.9</td>
<td>0.6</td>
<td>0.52</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>11.3</td>
<td>15.6</td>
<td>4.3</td>
<td>0.02</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21.4</td>
<td>26.9</td>
<td>5.5</td>
<td>0.01</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28.7</td>
<td>32.8</td>
<td>4.1</td>
<td>0.03</td>
</tr>
</tbody>
</table>

TABLE XII gives the relative responses in each from the change in Group II, V, and VI, where vaccine and muffin scale.

In Groups II, V, and VI, the relative responses in a change from the scale.

The mean score for the relative responses was 3.5, which was not significant.

For the mean score, the mean difference of 0.5 is not significant.

Note on the relative responses. The critical ratio of 1.65 is not significant.
TABLE XIII

Pupils of Low English Achievement: Situation---Topic

<table>
<thead>
<tr>
<th>No.</th>
<th>Mean</th>
<th>S.E.</th>
<th>S.D.</th>
<th>'M - M'</th>
<th>S.E.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Situation'</td>
<td>34</td>
<td>125.30</td>
<td>8.27</td>
<td>48.24</td>
<td>12.51</td>
<td>11.59</td>
</tr>
<tr>
<td>'Topic'</td>
<td>34</td>
<td>112.79</td>
<td>8.12</td>
<td>47.38</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE XIV shows the relative response in ideas from the pupils in Classes I, III, and IV, whose English achievement was below 75.0, and who wrote first on a topic assignment and second on a situation assignment. The mean score for the topic assignment was 158.80 compared with 131.80 for the situation assignment. The mean difference in ideas was 27.00 in favor of the topic assignment. The critical ratio of 1.74 reveals this difference to be insignificant.

TABLE XIV

Pupils of Low English Achievement: Topic---Situation

<table>
<thead>
<tr>
<th>No.</th>
<th>Mean</th>
<th>S.E.</th>
<th>S.D.</th>
<th>'M - M'</th>
<th>S.E.</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Topic'</td>
<td>25</td>
<td>158.80</td>
<td>12.19</td>
<td>60.94</td>
<td>27.00</td>
<td>15.51</td>
</tr>
<tr>
<td>'Situation'</td>
<td>25</td>
<td>131.80</td>
<td>9.59</td>
<td>47.94</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 1

<p>| | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table above shows the data for the experiment. The first column represents different conditions or treatments, while the remaining columns show the corresponding results. The table is used to analyze the data and draw conclusions about the experiment's outcomes.
Results of Questionnaire

The results of the questionnaire were as follows:

1. a. Fifty five pupils held that they knew more about the country than about the city.

2. b. Fifty one pupils indicated that they knew more about the city than about the country.
   
   c. Thirteen pupils were undecided.

2. a. Fifty nine pupils held that they were more interested in the country than in the city.

   b. Fifty four pupils indicated that they were more interested in the city than in the country.

   c. Four pupils were undecided.

3. a. Sixty three pupils preferred the topic assignment.

   b. Twenty four pupils preferred the situation assignment.

   c. Thirty pupils were undecided.

4. a. Five pupils held that they could do their best composition work if the teacher chose a subject for them.

   b. Forty seven pupils believed that they could do their best composition work if they chose their own subjects.

   c. Twenty two pupils indicated that they could do their best composition work if the teacher gave them a choice of a few subjects.

   d. Forty five pupils thought that they could do their best composition work if the teacher gave them a choice
The purpose of this demonstration was to test:

- If it is justified to use the equipment and if it can be made more efficient.

- To determine whether the equipment is of equal value in the city.

- To produce city-wide interest in the equipment.

- To determine if the equipment is efficient.

- To determine if it is worth the investment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment.

- To study the effects of the equipment on the city.

- To test the efficiency of the equipment. 
of many subjects.

Some of the typical opinions in favor of the topic assignment follow:

1. "It gives a chance for more originality since it does not confine your thoughts quite as much. There is a larger field of ideas to choose from also."

2. "I would rather write compositions from topics because I think it gives you a better chance to express original ideas, where if you are given a situation many of the ideas are given to you."

3. "I like to write from topics because the topic gives you a definite thing to write about."

4. "I liked the topic better because it gives you something more definite to base your whole composition on. With a situation you let your mind wander before you start writing."

Some typical opinions in favor of the situation were:

1. "I prefer the situation type because one can obtain more ideas on just what is expected of him. It helps you to obtain a better view on just what you are to write about."

2. "I would rather write compositions on situations because they make you think more. Especially if you disagree with the reasons the person gives."

3. "It gives an idea of what we were to write on. The situations helped to explain the composition and made it easier."

4. "I like the situation better because you have a better and firmer basis to work on."
5. "I like the situation better because when I am writing about a situation the words and ideas seem to come to me much easier."
I'm not sure the situation warrants a response from me.

writing about a situation like this is just these words to you.

For me, things are...

...
CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to evaluate the effectiveness of the readership of the newspaper and its impact on the opinions and attitudes of the readers.

The study was conducted on a sample of 500 randomly selected readers. The participants were divided into two groups: Group A and Group B. Group A read the newspaper regularly, while Group B read it occasionally.

The results showed that readers who read the newspaper regularly had a more positive attitude towards the newspaper than those who read it occasionally. The readers who read the newspaper regularly were more likely to recommend it to others.

The study also found that the newspaper had a significant impact on the readers' opinions and attitudes. The readers who read the newspaper regularly were more likely to express an opinion on current events and to be interested in political issues.

In conclusion, the newspaper plays a significant role in shaping the readers' opinions and attitudes. It is recommended that the newspaper continue to provide quality content that is relevant to the readers.

A questionnaire was administered to the participants to gather their opinions on the newspaper. The results of the questionnaire will be analyzed to determine the effectiveness of the newspaper in shaping the readers' opinions and attitudes. The findings of this study will be used to improve the newspaper and to better serve the readers.
CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to evaluate the effectiveness of two methods of assigning English compositions; it was to test the quantity of ideas produced by topic and situation assignments.

Two topic assignments and two situation assignments were devised and given to one hundred and seventeen pupils in the tenth grade. Each pupil wrote on one situation assignment and on one topic assignment. The three instructors, who took charge of the six classes in this study, balanced their instruction prior to and during the experiment. One week separated the writing of the two compositions. The assignments were based upon two subjects assumed to be as inherently alike as possible for the particular pupil population involved.

The rotation technique of experimentation was adopted because of the limitation of equating data for a suitable number of pupils. In the technique which was followed, each pupil was measured, or was competing, against himself.

A questionnaire was administered to the pupils one day after the completion of the written composition assignments. It was designed to reveal preferences for either type of assignment and to check upon the assumption that most of the pupils would have approximate interest in and knowledge of the country and the city.
CHAPTER IV

SUMMARY AND CONCLUSION

The purpose of this study was to evaluate the effectiveness of two types of teacher training in the use of two methods of teaching English: (1) conventional method and (2) communicative approach. It was felt that this study would help to clarify the role of teachers in the classroom and to determine the effectiveness of the two training programs in improving teaching skills.

Two groups of teachers were selected for this study. Each group consisted of 20 teachers who had been trained in the conventional method and the communicative approach, respectively. The teachers were divided into two groups based on their years of teaching experience. The first group consisted of teachers with less than five years of experience, while the second group consisted of teachers with more than five years of experience.

The results of the study showed that the communicative approach was more effective in improving teaching skills than the conventional method. Teachers who were trained in the communicative approach showed a significant increase in their ability to teach English effectively. They were also able to use more innovative teaching techniques, which resulted in a more engaging and interactive classroom environment.

In conclusion, the study suggests that teacher training programs should focus on developing teachers' skills in using the communicative approach. This approach not only enhances student engagement but also improves the overall quality of instruction. Teachers who are trained in this method are better equipped to meet the needs of their students and to provide a more effective learning environment.
Findings

1. It was found, in eleven of the sixteen aspects of this study, that the mean response for pupils writing on a situation assignment was higher than the mean response for those writing on a topic assignment. There were, in four of these eleven aspects, significant differences between the means of the two types in favor of the situation.

2. No significant differences between means were found to favor the topic assignment.

3. Pupils in Classes V and VI who wrote first on Situation-Country and second on Topic-City did significantly better on the situation assignment. The critical ratio of 3.20 shows that their performance was better on the situation assignment in spite of their preference for the topic assignment.

4. Girls in Classes II, V, and VI who wrote first on a situation assignment and second on a topic assignment did significantly better on the situation assignment. The critical ratio was 2.68. The girls, in these classes, preferred the topic type of assignment seventeen to ten, but they were more stimulated to respond in quantity of ideas to the situation assignment.

5. Pupils in Classes II, V, and VI who had an average school achievement grade of 75.0 or better and who wrote first on a situation assignment and second on a topic assignment did significantly better on the situation assignment. The critical ratio of 3.19 became, in the opinion of the writer, more significant after an analysis of questionnaire returns. There was
revealed, for the first time in the study, a majority preference for the situation assignment. Eleven pupils indicated a preference for the situation assignment and seven for the topic assignment.

**Conclusions**

The following conclusions are justified in the light of the data presented:

1. Greater differences were shown by girls in their reactions to both types of assignments in favor of the situation assignment than were shown by boys.

2. Greater differences were shown by pupils of high school-achievement in their reactions to both types of assignments in favor of the situation assignment than were shown by pupils of low school achievement.

3. Greater differences were shown by pupils of high English achievement in their reactions to both types of assignments in favor of the situation assignment than were shown by pupils of low English achievement.

4. The situation assignment proved itself to be superior to the topic assignment, for a majority of the pupils measured against themselves, in drawing forth a greater response in ideas.

5. Pupils of high school-achievement and high English achievement tended to prefer writing on situation assignments.
The following conclusion was presented in the field of


correction.

I.

2. Greater differences were shown of girls to girls in-

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

26.

27.
Implications for Teaching Procedures

1. The situation assignment can be used effectively by the teacher of composition to insure that the majority of her pupils are adequately stimulated to respond in ideas.

2. The teacher of composition, being assured that her pupils are responding adequately in quantity of ideas, may then focus their attention upon the more important matter of quality of ideas.

3. It might be advisable, in certain instances, for the teacher of composition to introduce the situation assignment as herein defined. The results of the questionnaire, administered in this study, tend to show that the majority of pupils do not see readily the implications of this type of assignment.

Limitations of Study

1. Groups were not equated because of a lack of suitable equating data for a sufficient number of pupils. The rotation technique, which was used specifically to offset this limitation, was effective in getting a measure of a pupil against himself or of a class against itself. The resulting conclusions of this study, however, are based upon the writing performances of a smaller number of pupils than the writer desired.

2. The lack of two additional classes impeded the establishment of a perfectly rounded out rotation technique.
Suggestions for Further Research

1. It may prove of value, in further studies of the effectiveness of situation assignments, to note the correlation, between tests of critical thinking and measures of relative performance in writing on topic and situation assignments.

2. It may prove of value to note the effects of utilizing the situation assignment upon pupils' habits of study.

3. It may prove of value to note the effects of continued utilization of situation assignments on progress in grammar.
INTERMEDIATE REPRODUCTIVE

1. It may have a large number of offspring, but the reproductive rate is low.

2. The offspring are often larger and better adapted to the environment.

3. There is a high degree of genetic diversity within the population.

4. The population is often limited by resources such as food and space.

5. It can adapt to changes in the environment more quickly than other organisms.
BIBLIOGRAPHY


BIBLIOGRAPHY


Kerl, Simon, Elements of Composition and Rhetoric, Ivison, Phinney, New York, 1869.


McGregor, A. Laura, Supervised Study in English for the Junior High School Grades, Macmillan Company, New York, 1929.


Mills, Frederick C., Statistical Methods, (Revised), Henry Holt and Company, New York, 1938.

MUNIFICENT

Mr. J. C. H. Hackett, Esq.,
Member of Parliament for
South-Devon, England.

Yours truly,

[Signature]

[Address]

[Date]

National Education Association, Department of Supervisors and Directors of Instruction, *The Development of a Modern Program in English*, Ninth Yearbook, Washington, D. C., 1936.


