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Functional grammar in the junior high school

Eberling, Agnes Emma

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Thesis

FUNCTIONAL GRAMMAR IN THE JUNIOR HIGH SCHOOL

by

Agnes Emma Eberling

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submitted in partial fulfilment of the requirements for the degree of

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1936

First reader: John J. Mahoney, Professor of Education
Second reader: Everett L. Getchell, Professor of English
Third reader: Winslow H. Loveland, Professor of English

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# Functional Grammar in the Junior High School

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Functional Grammar in the Junior High School

Part I

Introduction

Until recently, formal grammar has been one of the major courses in our school curriculum. Many modern research studies have proved, however, that formal grammar does not teach the majority of pupils how to talk and write correctly. These reports led to a decided reaction against the teaching of the subject. The Report on the Reorganization of English in Secondary Schools published in 1917 by a Joint Committee of the National Education Association and the National Council of Teachers of English, includes the following statement, which represents the attitude of the author: "In general, the grammar teaching is the grammar of use -- function in the sentence -- and the grammar to be passed over is the grammar of classification -- pigeonholing by definition. Children should be set to examining only those grammatical forms whose use they can plainly see, and they can pursue such examination with the conscious purpose of learning how to make better sentences."¹ As the speech and the writing of the students are the major consideration in functional grammar curriculum, and as the interest of the

The report of the committee on research cooperation and the report of the committee on international cooperation were presented to the 1919 meeting of the American Association for the Advancement of Science. The reports discussed the importance of cooperation in research and the need for international agreements to facilitate collaboration. The committee recommended the establishment of a permanent international committee to promote research cooperation and the development of a plan for the exchange of scientific information. The committee also suggested the creation of a central agency to coordinate international research efforts.
community is centered in the child and his needs, it becomes necessary to vitalize the grammar work. To do this, one must first approach the student through his own needs and teach him to apply them to his speech. In my opinion, the separate formal grammar lesson has no place in our progressive schools. To have favorable results, grammar must be related to the child's interests and become his by use.
community is central to the city and its people. It provides

necessary to answer the question more than once. What time do you leave the house on your way to

school? How do you travel to the school? In the morning, the

coaches for the team. You have responsibilities,tramonts and responsibilities.

listening to the author's infant and person is the need.
Purpose

There are two purposes of this thesis. In part one, the author sets forth and discusses the views of noted educators about functional grammar. Part two is the discussion and the development of a course of study to teach functional grammar in the junior high school.

In my opinion, there is a great need for such a curriculum. As far as I have been able to ascertain, the junior high schools are still teaching a modified course in technical grammar. As such, it is just another lesson, not a social experience related to the pupil's life.
There are two branches of life science. One of these is the study of life itself, and the other is the study of the development of organisms. To these two branches, the development of a course of study is important. In my opinion, there is a great need for more critical thinking. We need not just to learn, but to think critically. We need to develop the ability to analyze and critically evaluate the material we study.

In the course of study, we need to develop a critical mind. In this way, we can better understand and evaluate the materials we study.

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Formal Grammar Defined

"By formal grammar is meant grammar highly organized and taught as a strict science, chiefly for its own sake or as a discipline for the mind. Particular attention may or may not be paid to the elements that function in the interpretation of literature or in expression through language."

This kind of grammar consists of formal statements which children memorize without any real understanding of them. This kind of grammar has no practical value in later life. There are many terms taught in technical grammar which are not needed. For example, case forms for nouns, persons, and gender should be given but little attention. Classification of adjectives and adverbs may be omitted. Other terms such as mood, need only to be mentioned. In fact, as Professor Thomas says, "A generation ago, by a consensus of opinion, educational authorities were willing to accept the theory that grammar is the agency that teaches us to write and speak the English language correctly. The same generation voiced its approval by using it in analyzing and parsing generous portions of Paradise Lost or some equally famous literary selection."

This kind of grammar sentence or term statement

with obvious and explicit important and key understandings of terms.

If the kind of grammar have on present light and iron then there are many terms that in systematic term which are not

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English language correctly. The same generation mostly the

abroad of name in analyzing and preparing numerical reports

of Periphery part of some absolutely famous financial report.
Thus the influence of technical grammar was allowed to dominate both the teaching of composition and the teaching of literature. "Today this theory is out of date. In the author's opinion, too many teachers still regard technical grammar as important and many courses of study give too great proportion to the teaching of formal grammar. "In the last analysis, rules of grammar do not establish habits of correct speech. Knowledge of the rule would be sufficient, 'if to do, were as easy as to know, what 'twere good to do.' Every teacher knows that it is not." Mere learning of rules never made a speaker or writer. The subject matter of English consists of activities, not information. Of course, there is value in systematized knowledge of grammar, but the writer believes this knowledge can be gained through constructive activities. The relating of rules of knowledge to the pupil's daily experience is more important than relating of those rules to each other in his memory.


The influence of previous experiences on the reception of new information is a key factor in human learning processes. This can be observed in various everyday scenarios, such as the way children learn to make sense of their environment. For instance, if a child has had previous experiences with certain objects or situations, they are more likely to recognize and relate to similar stimuli in the future. This ability to recognize patterns and make associations is a fundamental aspect of human cognition and plays a crucial role in the development of language and other cognitive abilities. The capacity to draw upon past experiences and knowledge is essential for the acquisition of new information and the formation of new concepts. Therefore, it is important to encourage a rich, stimulating environment for children, where they can explore and learn from a variety of experiences, thereby fostering their intellectual growth and development. In the long run, this will contribute to the overall success and well-being of the individual.
**Functional Grammar Defined**

"Functional grammar is that application of the knowledge of a grammatical item which will prevent the commission of an error in English or which will assist in the correction of an error already made."¹

This new type of grammar teaches the children what words and groups of words do. It is best to eliminate all unusable material from the curriculum. Grammar is no longer taught as an end in itself, but rather as a means to an end. Formal grammar has been replaced to a large extent by functional grammar, which must be a part of a life unit of knowledge, related to the child's interest. It can be significant only when used to meet an immediate need. That such grammar ought to be taught can hardly be questioned. As yet, however, there has been no objective investigation made telling when, how, or to whom it shall be taught. So far, we have just considered functional grammar philosophically.

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¹ Rivlin, Harry, Teachers College, Columbia University, New York City, 1930., *Functional Grammar.*
Period of Growth of English Grammar

Before 1850, English grammar was the art of correctly speaking the English language. Grammar as applied to the written work was not as important, because little writing was done except by educators.

In 1823, English grammar was merely an imitation of Latin grammar. The same method of teaching, the inductive method, was used. At this time, there was little or no thought given to the practical application of the rules learned. "Historically English came into the curriculum as a substitute for Latin, under the guise of an efficient instrument for mental discipline. To defend their newly won outpost, the proponents of English invented a grammar as nearly like the Latin as they could and imported Latin prosody and rhetoric."¹

In 1850, the second method of teaching English grammar in our schools was that of parsing and correcting false syntax. Teachers were insistent that students must not only memorize rules but they must also thoroughly understand and apply those principles. The aim now became to present English grammar as a science rather than an art.

"A practical knowledge of the laws of our mother tongue can

be acquired by patient, persistent exercise in analysis and synthesis of words and sentences. Neither the erudition of the teacher nor the exhaustive completeness of the text book can compensate for lack of drill.¹

The next cycle, 1873-1900, may be called the transitional period from the study of English grammar to that of teaching English composition. The central idea of these years was that grammar was a science and composition an art. It was impossible to learn the second until the first was thoroughly mastered. During this period, Goold Brown's "Grammar of English Grammars" was often replaced by thin booklets presenting only essentials of English grammar.

In 1900-1928, there developed a period of socialized language. The teacher was constantly emphasizing the social aims of English study, both by direct teaching and examples.

During the last few years, the teaching of English grammar has been influenced by other factors. Among the most important of these are the project method, socialized recitation, unit of work, and standardized tests. Rulvin's excellent definition of functional gram-

The next decade, 1997-2000, may be called the
transitional period from the epoch of post-Cold War co-
operation to a period of new strategic competition. The
main issues and trends that shape the future context of
strategic cooperation are:

- The potential for initiating a dialogue among the
  alliance countries and other parties.
- The security situation in the Asia-Pacific region.
- The role of the United States in the international
  system.
- The impact of regional and sub-regional cooperation.
- The effects of globalization on international
  relations.

In addition, the following factors are important:

- Economic development and trade.
- Cultural exchange and interaction.
- Environmental protection and sustainability.
- Nuclear disarmament and non-proliferation.

These issues will continue to influence the course of
the future relationship between the United States and
the other alliance countries.
The criterion for work on selection of grammatical items as well as proposing a valid reason for teaching these rules. As Miss Mirrielees points out, "The teacher of English will be forced to omit much formal grammar now being taught. She will be required to change grammar teaching from a memory process and she will be obligated to show pupils how the grammar learned will function in their own expression."  

Investigations of Relation between Formal Grammar and English Expression

Like other subjects in the curriculum, the various phases of English have been subjected to careful investigations. Some of the most important studies in the field of grammar are discussed in this section of the thesis.

The earliest investigation of the relation between formal grammar and English expression was made by Franklin S. Hoyt in 1906. Mr. Hoyt chose this subject for scientific testing because its place in the elementary school curriculum has long been disputed. From his survey Mr. Hoyt found that most people agreed that grammar

"(1) disciplines the mind, (2) prepares for the study of languages, (3) gives command of an indispensable terminology, (4) enables one to use better English, and (5) aids in the interpretation of literature."¹

In order to verify the belief that grammar disciplines the mind, Mr. Hoyt carefully prepared three examinations; one in grammar, one in composition, and one in interpretation. These examinations were given to two hundred Indianapolis high school pupils who had recently

The often expressed fear of the academic and hemorrhage because of studies have been modified to scientific formulations. Some of the more important changes in the field of research are indicated in this section of the report.

The scientific formulation of the situation between formal learning and the learning situation may well be.

Plantin in 1889, a year ago, the experiment for scientific teaching became the basis in the elementary school curriculum and your own physiology.

In order for that many people keep track of the scientific formulation its principle for the whole or the scientific formulation its principal
do not subscribe to one particular method, may also in the introduction of the principle.

In order to clarify the matter, certain ideas in interaction are given to the numbers of interactions from school biology and researches of laboratory work and theoretical formulation. In addition, the analytical method and the comparative method, one in grammar, and one in interaction. These examinations were given to two

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completed the work of the elementary schools. The correlations for the three tests were low: between grammar and composition, .18; between grammar and interpretation, .21; between interpretation and composition, .28. Mr. Hoyt concluded that "there is about the same relationship existing between grammar and composition and grammar and interpretation as exists between any two totally different subjects, as grammar and geography. Also that the correlations are not sufficiently great to lead us to believe that knowledge of, or proficiency in, one of them depends upon, or is materially influenced by, a similar attainment in either of the other abilities."

Another argument for the teaching of formal grammar is that it teaches terminology. Mr. Hoyt "asserts that indispensable part of the terminology of grammar is limited to a very few terms, much better acquired by actual use in a functional way."

What Mr. Hoyt means may be illustrated by a story he told about the language work in the Francis Parker School, Chicago. As he visited the school, he found no period for grammar on the program for the eighth grade. When he asked the teacher if she taught any grammar, she

replied that she taught it only as she found it helpful in writing or speaking English. If a pupil used an adverb incorrectly, for example, she called attention to the error and used the term *adverb*. She said the pupil generally asked what an adverb is and that she then gave him the term. In my opinion, this is the way the grammar course should be formulated by the pupils themselves. In other words, exercises should not be devised for the sake of exemplifying principles, but principles should be seized upon because they enable greater success in communication. Of course, such a viewpoint narrows the range of grammatical topics, which it seems worth while to include in the course of study.

Mr. Raper used Mr. Hoyt's same test and general procedure in Minneapolis. He did this to verify Mr. Hoyt's conclusions. By his results, which were practically the same as Mr. Hoyt's, he proved the accuracy of the correlations. 

The conclusion drawn from these two tests is, in my opinion, that formal grammar is not as necessary to the student as many educators believe. As the amount of transfer of technical grammar to composition, or applied grammar, is small, formal grammar should not occupy such an important place in our school activities. As Dr. Thomas says, "These investigations support the view that knowledge of grammar
neither insures correct literary interpretations nor gives the pupil additional power in discriminations.\(^1\) Merely learning of rules never makes a speaker or a writer. Therefore, the subject matter of English should consist primarily of activities, not information.

One of the most extensive and careful investigations of the value of formal grammar has been reported by Thomas H. Briggs. He made an elaborate analysis to determine the disciplinary value of formal grammar. He first summed up the disciplinary values of formal grammar under ten headings. Briggs said, "Formal grammar tends to train children (1) to see likenesses and differences, (2) to test a definition critically, (3) to apply a definition, (4) to make a rule or definition, (5) to test reasons, (6) to take from a mass of data all that are necessary and to use them in drawing a conclusion, (7) to demand all necessary data before drawing a conclusion, (8) to reason in other fields -- for example, in arithmetic, (9), to reason syllogistically, (10) to detect catches."\(^2\) As a check, Mr. Briggs next selected tests in each of the above

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values, and gave them to two seventh grades in the Horace Mann School, of Teachers College, Columbia University. He taught these classes for six months by contrasted methods in grammar. Class 1 was taught formal grammar for three months. On the other hand, Class 2 was taught composition and language at the same time. The teaching methods were then reversed for a second period of three months. All the class records of Class 2, the non-grammar group, showed a slight improvement over the scores for the formal-grammar group. Briggs concluded as follows: "These particular children after the amount of formal grammar that they had, do not, as measured by the means employed, show in any of the abilities tested improvement that may be attributed to their training in formal grammar."¹

That is to say, grammar should no longer be taught as an end in itself, but rather as a means to an end. It should be regarded as an art, not as a science. Then it will be learned by practice rather than by generalization, for theory and practice should go together. The principles of grammar should be taught at the time when they are to be used in speech or in writing. A good method would be to find out the topics that have actual value to children in

helping them to improve their speaking and writing, and to teach just these parts as functional grammar.

*School and Society* published an article on "Does Knowledge of Formal Grammar Function?" by William Asker, in which comparison was made between knowledge of certain phases of formal grammar on one hand and ability to judge the correctness of a sentence and the ability to use English in compositions on the other. Mr. Asker used the tests devised by Professor Starch of the University of Washington. They consisted of Grammatical Scale A (judging correctness of sentences), English Test 1 (parts of speech), English Test 2 (case), and English Test 3 (tense). The scores on English Tests 1, 2, 3 were averaged to form a composite score for knowledge of formal grammar. In the results, Mr. Asker found that between grammar knowledge and the ability to judge correctness of sentences there is but small correlation (.23). In this test the pupil's knowledge of formal grammar functioned only to a very small degree. However, between grammar knowledge and ability in composition the correlation is higher (.037), which showed that formal grammar functioned more. For the third tests, the correlation between ability in English composition and general ability reached .63. This figure discloses that

does not indicate or amount of knowledge and writing on this page is not available.

General equations appear, etc. No further information is present on this page.
ability to write English compositions depends more on the general ability than upon formal grammar.

Mr. Asker made the following conclusions, which agreed with the results of the previous investigations:

"Facts of this investigation show, that knowledge of formal grammar influences ability to judge the grammatical correctness of a sentence and ability in English composition only to a negligible degree. As the number of cases involved is large enough to be a fair representation of conditions in general, we may therefore be justified in the conclusion that time spent upon formal grammar in the elementary school is wasted as far as the majority of students is concerned."¹

The writer believes that this investigation substantiates the fact that the study of language should be through the medium of the "art-form" of speech and writing, rather than through the abstract formalities of spelling, grammar, and rhetoric. Then the language would be vital rather than formal, for it would be based on the child's own experiences, and the solutions of his own problems. In this case, grammar would be used as an aid to writing, just as his knowledge of woods and tools guide him in the study of manual arts. In order to follow this procedure, it will be necessary to change both the philosophy and customary

methods of grammar teaching. It is the aim of this paper to offer concrete suggestions to accomplish these objectives.

Segal and Barr also measured the achievement in formal grammar and in applied grammar. They gave a test in these two subjects to more than one thousand sophomores and juniors in the senior high schools of Long Beach, California. One hundred items were included in this test. The average score made by these English classes revealed the fact that the score on the formal grammar test decreased from year to year, while those on the applied grammar increased. This showed that formal grammar was forgotten but that language usage improved. The authors said that "no more relationship exists between the two sorts of grammar than there is on the average between any two of the high school subjects of any curriculum. Formal grammar has no immediate transfer value so far as applied English grammar is concerned."

Here is another investigation similar to that of Mr. Asker's. All three authorities agree that proficiency in formal grammar does not lead to proficiency in composition. They also agree that grammatical usages which function directly in speech and in writing should be included in the curriculum as functional grammar.

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kind of grammar finds the errors and tries to correct them. It also directs the pupil in the methods used to construct sentences. This is both a corrective and a constructive method of teaching.

From a little different angle, Mr. Symonds investigated the practice versus grammar problem by experimental method. To determine what transfer existed, Mr. Symonds carried out some test-teach-test experiments in Grade VI of New York City elementary schools. He followed six different experiments. Each one of which was in a separate school. They were as follows:

1. Pupils repeated the correct forms corresponding to the errors found in Charter’s Diagnostic Test.
2. Pupils repeated both the right and the wrong forms a given number of times.
3. Pupils mastered a set of grammatical rules and principles.
4. Pupils made formal analysis of sentences.
5. Pupils made choice between correct and incorrect constructions.
6. Pupils performed a combination of five processes.

In his results, Mr. Symonds pointed out several
significant facts about teaching grammar. He found that mere mechanical repetition of rules apparently yielded almost no learning. Hence, instead of increasing the amount of drill on formal grammar, more care should be paid to the kind of drill. As the average child finds it difficult to learn definitions mechanically and also finds it more difficult to apply them logically, learning should be accomplished only when it meets an immediate need. For example, a paragraph containing several errors in grammar might be handed in. That paragraph would determine the teaching problem of several lessons. It might require only revitalizing and drill of the sentence sense, and pronouns. Then, the teaching of the complex sentence would be new work. Obviously, grammar introduced and taught to meet a current need is more definitely learned and applied in composition work than the lessons of an abstract course of grammar for the sake of grammar.

After we have studied the foregoing investigations, it seems doubtful that formal grammar aids in giving a mastery of correct use of English. All studies have found that the influence of the study of grammar upon composition ability, as it has been taught, has functioned inadequately. The decline of confidence in formal grammar, because of these investigations, has been accompanied by an
Although faculty reports for winter semester were generally well-received by the faculty, there was one pressing issue that needed to be addressed immediately. The issue of faculty overload was a major concern, with many faculty members reporting feeling overwhelmed by the workload.

In an effort to address this issue, a committee was formed to investigate potential solutions. After several meetings, the committee recommended implementing a new set of workload guidelines for faculty members. These guidelines would help to ensure that faculty members were not burdened with more work than they could handle, and would provide clearer expectations for workload.

However, the implementation of these guidelines was met with resistance from some faculty members, who felt that they were being asked to do more with less support. The committee worked diligently to address these concerns, and eventually a compromise was reached that satisfied both parties.

Overall, the process of implementing new guidelines was challenging, but ultimately it was a positive step forward for the faculty as a whole.
urgent demand for functional grammar. This term applies
to the grammatical usages which function directly in
speech and in writing. By this method, the teaching
of grammar is made interesting and stimulating as possible,
concrete instead of abstract, useful and still scientifi-
cally sound.

Because of the failure of formal grammar as
enhanced by the tests used in scientific investigations,
modern English courses of study include English grammar
only in so far as it functions directly in accurate sense
or in correct usage. The following quotations illustrate
the reactions of noted educators against formal grammar.

In referring to the preceding investigations,
Mr. Lyman said, "Without excepting these studies report
negative results. Apparently, formal grammar as measured
by tests used in these investigations has produced no
measurable improvement in the use of English."

"Functional grammar is not included in this
language plan. The very teachers who regard technical
grammar as the backbone of language teaching, and the very
incorrect still yield in this subject the great proportion of
the total amount of time given to language work. As s-

J. Lyman, R. L., Summary of Investigations Relating to
Grammar, Language, Alternatives. Chicago University
Press, 1940. p. 858.
Criticism of Formal Grammar

Many educators are now taking the viewpoint against formal grammar. They have come to believe that the curriculum is not only for the organization and assignment of subject matter, but for the guidance and direction of pupil activities which develop from appropriate subject matter. Because of the failure of formal grammar as measured by the test used in scientific investigations, modern English courses of study include English grammar only in so far as it functions directly in sentence sense or in correct usage. The following quotations illustrate the reactions of noted educators against formal grammar.

In referring to the preceding investigations, Mr. Lyman said, "Without exception these studies report negative results. Apparently, formal grammar as measured by tests used in these investigations has produced no measurable improvement in the use of English." 1

"Technical grammar is not included in this language plan. Too many teachers still regard technical grammar as the backbone of language teaching, and too many courses still yield to this subject the great proportion of the total amount of time given to language work. As a

matters of fact, however, rules of grammar do not fashion speech; they record its crystallization. They never establish habits of correct usage; they serve rather to make that usage more intelligent and self-directive. Knowledge of the rule would be sufficient, 'if to do were as easy as to know what 'twere good to do.' Every teacher knows that it is not."

"It appears that everybody has been to day school and therefore knows grammar to be not a necessity nor even an adornment, but a superfluous and rapidly disappearing survival of the archaic past, a verbal vermiform appendix."\(^1\)

"Much of the time spent on grammar may be put to better use. The only imaginable reason why teachers spend so many hours on certain obscure constructions, like the nominative absolute and the objective complement, is because teachers understand these constructions and pupils do not. The nominative absolute is a thief of Latin descent, come to rob us of a forceful English style. Rather than teach such an awkward expression as 'The rain having begun, I will put

\begin{enumerate}
\item Mahoney, John J., Standards in English. World Book Co., 1926, p. 109.
\end{enumerate}
up my umbrella—let it come down upon my unprotected head forever."

The objectives now being urged against the subject have been well stated by Klapper. "First. The old boast that grammar teaches us how to write and speak the English language correctly has been disproved. A child whose compositions leave little to be desired may score a failure in grammar, while his neighbor well versed in the intricacies of verbal forms and rules of agreement in grammar, may write English that is devoid of all application of this technical knowledge. Second. In many classrooms there is little or no relation between grammar and composition. Third. There are too much refinement of terms and too many hair splitting distinctions. Fourth. Lessons are given over exclusively to reciting set classifications, stereotyped definitions, formal rules and memorized lists."²

"No time for formal grammar. Technical grammar should not be taught in the elementary school."³

"Present day practice in the teaching of


grammar in view of the objective studies in both usage and error, must, then, be quite radically revised. It is especially evident that extensive eliminations of technical grammar are advisable."

"One wonders what will happen to formal grammar in the age of reason the coming of which will be accelerated by asking why. Sometimes it is urged that formal grammar teaches children to write and speak correctly; but as all Americans have studied formal grammar, including newspaper reporters and saleswomen, there would appear to be no guaranty that formal grammar study leads to correct habits of speech. On the other hand, I once knew a school where for fourteen years not a minute was spent on formal grammar, and, like the worm who does not miss a slice or two, no one even knew the difference. I suspect that formal grammar is in for trouble when parents begin to insist on knowing why."  

These quotations show that educators have changed their views in regard to the teaching of grammar. For years, in formal grammar, rules were taught patiently

In view of the importance of the topic, it is essential to recognize the significance of the statement. One must be aware of the implications of the issue at hand. 

In the case of lesson planning, which will not be so much

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In view of the importance of the topic, it is essential to recognize the significance of the statement. One must be aware of the implications of the issue at hand. 

In the case of lesson planning, which will not be so much
and faithfully. However, the children who recited the
rules most glibly were often the very ones whose everyday
speech was violating these same rules. It is clear that
formal teaching of rules does little good. At the time
formal grammar was taught, people complained generally
that the grammar used by children outside of school
reflected seriously upon the thoroughness of their
instruction. The pupils entering high school had no
general knowledge of grammar, and therefore had no ability
to use it correctly. However, it is agreed that grammar
must be taught, but today we examine the rules more care-
fully to decide which ones are the most needed. The
great value of habit training is recognized and we asso-
ciate it closely with the teaching of grammar. In this
way, practice exercises can be used that fix correct
habits at the same time. This is called functional
grammar.

Arguments for Functional Grammar

During the last ten years, marked changes have appeared in the attitude taken towards grammar both by investigators and by teachers. It has become clear that the teaching of rules of grammar, in a mechanical way, hardly produces the desired results. It was discovered that a pupil might speak correctly without a knowledge of rules; or even with a knowledge of rules one might speak incorrectly. What the task of the teacher is, and what grammar has become, is well stated by the following authorities in the field of English.

"This survey tried to find out what uses of language demanded by social and business activities caused difficulties unto the focus of English teaching. It was found that conversations with those whom you do not know very well, a letter expressing sympathy, an oral report to a committee, making a speech were among the chief hazards encountered by average Americans in the use of language. If this is the case, clearly English teachers should provide needed courses."²

"The Steering Committee this morning voted that there will be no separate outline of grammar, but

that every unit in grammar will appear in a sequence of composition units and will be attached to a composition experience out of which it naturally arises.\(^1\)

"The theory of grammar is not important to every one, but the practice is important to all. Grammar need not be theory for theory's sake. It is theory for the sake of practice and practice for the sake of getting on with people. Theory only so far as it explains the correct practice in grammar, and a knowledge of sentence structure in order to develop the ability to speak and write what we need. For example, it is necessary to know about adjectives and adverbs, to be able to recognize them and to use them, not for any virtue in them themselves but in order to be able to know when to use them. This is necessary equipment for enjoyment and for business."\(^2\)

"Functional grammar teaches children what words and groups of words do, and the possibilities of arrangement to help them to do it better. In short, the new grammar is composition-grammar, not 'preparation for Latin' or general 'information' grammar."\(^3\)

2. Ibid., p. 403.
the secret of success is not important to the secret or the secret to the secret or to the secret or the secret.

expression one or which is necessary to the secret or the secret or the secret or the secret.

one may need not be strong for success's sake. to be strong for the race of life or for the race of life to be strong for the race of life.

the secret of success is not important to the secret or the secret to the secret or to the secret or the secret.

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expression one or which is necessary to the secret or the secret or the secret or the secret.
"In teaching composition and in teaching literature, grammar should all the while be thought of, not as an end in itself, but as a means towards an end. It cannot in itself, teach any one to use the English language with unaltering correctness: it can, however, be utilized as an effective agency 1) in perfecting oral and written speech, and 2) in interpreting literature."¹

"Grammar should be taught as the architecture of communication; it should furnish the blueprint in helping construction; and it should assist us in criticizing our work. Finally, it should contribute to our pleasure in the appreciation of good writing."²

"There should be no useless drill, no memorization of forms, nomenclature, rules of syntax for their own sake. Only those parts of formal language subjects should be retained which function in the oral or written speech of the pupils."³

"Grammar is not, of course, presented as a separate discipline. Since grammatical concepts are valuable chiefly as tools for the improvement of expression,

In recognizing cooperation one is tacitly
conjecturing, perhaps, that the limits of
manifestation of cooperation in
reality, may not be as
wide as in theory. This and
the fact that in practice we
are often forced to
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alternatives to
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cooperation
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York.
only such items of grammar are introduced as serve immediately and importantly in building more effective sentences.\(^1\) "There is a series of units on instrumental grammar. With constant though oblique reference to those instrumental grammar units, the strands of communication include the oral experiences of ordinary social conversation, of telephoning, of story telling, of informal and occasional talks to groups; the writing experiences of letters, of reports and summaries, of news stories, and statements of opinion. This part emphasizes the social nature of communication and stresses the fact that the art of communication can be learned effectively only by doing the thing itself. The experiences with speech are given more weight than has ordinarily been granted them in the traditional courses of study; and the enabling techniques of rhetoric, grammar, and mechanics are kept wholly instrumental."\(^2\)

in view of the objective studies that the writer has just discussed, it is the writer's opinion that the grammar curriculum of most courses of study must be

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revised. It is especially evident that the elimination of technical grammar is advisable. In most schools, grammar seems to occupy much time devoted to English and is taught too intensively. "None but the very simplest instruction in formal analytic grammar is needed by elementary school (eight year course) pupils."¹ One remedy would be to simplify and revise the course of study to include a much more thorough drill in applied grammar, and to appeal more to the interests of the pupils. Whatever grammar is needed should be taught as functional grammar. This stresses those phases of grammar that make clear to the pupils the nature of errors and provide an intelligible basis for self checking and self correction.

¹ Teachers College Record, Formal English Grammar as a Discipline, September, 1913, p. 41.
In Part Two of this thesis, the writer has studied the ideas of prominent educators, of a number of papers for the branch of English called functional grammar. There has been the attempt to teach every phase of general grammar, regardless of its application to English. For example, grammar has been used as a basis for mental discipline, as a preparation for studying a foreign language, and as a means of correcting errors. Even though research studies have proved that formal grammar has little transfer value to the knowledge of language forms, the teaching of grammar as a method of correcting errors is still used in many schools.

A few cases Part II. From an eighth grade examination in a large city school with which the writer is familiar may help to illustrate unclear grammar or an ineffective method of handling the subject.

1. Define mode, tense, voice, conjugation. (Both the topic and the approach are formal.)

2. What is comparison? Write the comparatives of the following: bad, attractive, sweet, little, many.

3. What are the three ways of distinguishing the gender of nouns? Illustrate. (Not many people know...
Introduction

In part two of this thesis, the writer sets down her ideas, together with those of prominent educators, of a workable program for the branch of English called functional grammar. There has been too often an attempt to teach every phase of general grammar, regardless of its application to English. For example, grammar has been used as a device for mental discipline, as a preparation for studying a foreign language, and as a means of correcting errors. Even though research studies have proved that formal grammar has little transfer value to the knowledge of language forms, the teaching of grammar as a method of correcting errors is still used in many schools.

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3. What are the three ways of distinguishing the gender of nouns? Illustrate. (How many people know
Introduction

In order to analyze the market, you need to

1. Identify the potential market.
2. Research the competition.
3. Determine the target demographic.
4. Develop a marketing strategy.
5. Implement the strategy.

These steps will help you gain a comprehensive understanding of the market and make informed decisions for your business.

For example, if you are planning to launch a new product, you need to understand the needs and preferences of your target audience. This includes factors such as age, gender, income level, and lifestyle. By conducting market research, you can gather valuable insights that will help you create a product that is tailored to your target audience.

In addition, you need to research your competitors to identify their strengths and weaknesses. This will help you differentiate your product and create a competitive advantage.

Finally, once you have identified your target audience and researched your competitors, you can develop a marketing strategy that will effectively communicate the benefits of your product. This includes creating a compelling message, selecting the right channels, and setting measurable goals.

By following these steps, you can create a successful marketing strategy that will help you achieve your business objectives.

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*Note: The above text is an example and may not be an accurate reflection of the actual content of the document.*
the three ways or have any need to know them?)

4. Name and illustrate five kinds of nouns.

Of course from the writer's point of view, this is an entirely wrong approach to the study of grammar. First, it is too formal. Next, there is nothing in the whole test that attracts the interest of the pupil. What child cares about the comparison of adjectives or the mode of verbs? To be of interest to a child, they should be related to his own experiences. It has been proved that learning motivated by interest takes place more quickly and thoroughly. Also, after the pupil has learned these items, he will not know how to apply them to his speaking and writing. They will be just isolated rules to him without any knowledge of transfer. Often times the child who most glibly recites rules and parses parts of speech makes atrocious errors in his oral and written work, which proves that just the learning of rules is of little benefit to correct speech. When the study of grammar is treated in this mechanical way, it degenerates into more or less rote work.

This parrot-like repetition of rules may be avoided if the teacher will throw the emphasis upon the function of the words in sentences. To just say that such a word is a noun used as a verb, is a needless con-
fusion of terms. The work must be made concrete. We should start with an example and make the pupils understand that the rule is just a formula describing it. Of course, there must be repetition. The parts of speech should become part of the pupils' lives by familiarity and frequent use. Then we should be teaching the grammar of use, instead of formal grammar as used in the above test.

A course in functional grammar should be taught in such a way that pupils can see its significance and apply its principles and rules to their own speaking and writing. It should include only those phases of grammar of which the pupils can see the use. Moreover, Mr. Symonds found in his experiment, "Practice Versus Grammar in the Learning of Correct English Usage" that grammar should be conceived as a means of summarizing correct usage which has been learned rather than as a means for learning correct usage. Symonds concludes that better learning will result when material is selected in harmony with children's interests and previous learnings.  

Therefore, curriculum constructions in grammar should emphasize the psychological principles of language.

usage. It should also use the results of studies involving frequency of errors in relation to use.

The most extensive investigation reported in the most frequent errors in children's speech was made by Charters and Miller in Kansas City, Missouri, in 1915. The teachers in the elementary schools noted the errors of children in the classroom and on the school ground for a period of one week. Also, a series of similar investigations under the general direction of Charters followed the Kansas City study by Charters in Detroit and Pittsburgh; by Jones in Columbia, Missouri; by Richardson in Hibbing, Minnesota; and by Filler in Bonham, Texas. A comparison of the results secured in the researches just named is shown in the table taken from the study. The results show a similarity in the types of errors found to occur most frequently in the six studies. For example, verb forms constitute about 57% and pronouns 12% of all errors made. This suggests that intensive work in the course of study is necessary on verb and pronoun errors while certain errors appearing infrequently, such as confusing of prepositions and conjunctions and misplaced modifiers furnish material for individual instruction.¹

¹ Lyman, R. L., Summary of Investigations Relating to Grammar, Language and Composition. University of Chicago, pp. 29, 72, 73.
1. Subject of the verb not in the nominative case .......... 4 5 3 4 3 3
2. Predicate nominative not in the nominative case .......... 2 - 1 1 1 2
3. Object of the verb or preposition not in the
   objective case ........................................ 1 - - 1 1 1
4. Wrong form of pronoun .................................. 2 - 1 2 3 2
5. First personal pronoun standing first ..................... 2 2 2 1 2 2
6. Failure of a pronoun to agree with its antecedent ..... - - - 1 1 1
7. Confusion of demonstrative adjective and personal
   pronoun ....................................................... 3 3 4 3 2 2
8. Failure of a verb to agree with its subject in
   number and person ...................................... 14 8 9 12 9 13
9. Confusion of past and present tenses ..................... 2 5 6 12 7 3
10. Confusion of past tense and past participle ............... 24 20 19 14 8 14
11. Wrong tense form .............................................. 5 2 4 3 5 5
12. Wrong verb ..................................................... 12 21 24 18 20 18
13. Incorrect use of the mood .................................. - - - - - -
14. Confusion of comparative and superlative ................. 1 - - 1 1 1
15. Confusion of adjectives and adverbs ...................... 4 1 6 2 2 2
16. Misplaced modifiers .......................................... - - - - 1 -

**TABLE XXII**

Percentage Distribution of Errors in Oral English in
Kansas City, Bonham, Columbia, Detroit, Hibbing, and Pittsburgh

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<table>
<thead>
<tr>
<th></th>
<th>Kansas City</th>
<th>Bonham</th>
<th>Columbia</th>
<th>Detroit</th>
<th>Hibbing</th>
<th>Pittsburgh</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Double negatives</td>
<td>11</td>
<td>14</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>10</td>
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<tr>
<td>18. Confusion of preposition and conjunction</td>
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<tr>
<td>19. Syntactical redundancy</td>
<td>10</td>
<td>9</td>
<td>9</td>
<td>15</td>
<td>21</td>
<td>16</td>
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<tr>
<td>20. Wrong part of speech due to similarity of sound</td>
<td>1</td>
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<td>1</td>
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<tr>
<td>21. Confusion of prepositions</td>
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<tr>
<td>22. Pronunciation and enunciation</td>
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<tr>
<td>23. Adverb instead of negative form of verb</td>
<td></td>
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<td>2</td>
<td>3</td>
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<tr>
<td>24. Words omitted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>25. Miscellaneous</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total number of errors</td>
<td>5883</td>
<td>500</td>
<td>500</td>
<td>11207</td>
<td>10190</td>
<td>25676</td>
</tr>
</tbody>
</table>

**TABLE XXII** (continued)

Percentage Distribution of Errors in Oral English in Kansas City, Bonham, Columbia, Detroit, Hibbing, and Pittsburgh

In developing a grammar curriculum the test for the inclusion of subject matter is whether or not material is usable. Does it contribute to the pupil's understanding of the structure of language and widen his range of expression? To include material which is not usable, which does not contribute to this understanding, is like loading a pupil down for a trip with loads of luggage which he will never use. The cost in time and pupil's interest of the formal course in grammar is far too great. Many of the text books in grammar still in use in the schools contain an excess of over technical material having little relation to the child's speech or writing. It is, therefore, necessary for the teacher to know the points at which the children are most liable to make errors in their speech, and then to teach those phases of grammar that apply. Based on a study made by Dean W. W. Charters of the grammar needs of children, a committee of Iowa State Teacher's Association recommends the following omissions from grammar instructions: "the exclamatory sentence; the interjection; the appositive; the nominative of address; the nominative of exclamation; the objective complement; the adverbial objective; the indefinite pronouns; the objective used as a substantive; the classification of adverbs; the retained objective; the modes; the infinitive; the
In developing a program curriculum and text

for the information of subject matter to be taught

material to receive secure knowledge of personal and

opportunity to the practice of research and the

range of objectives shall be to make

adequate study to contribute to this modification,

to this course a subjects many a skill with a firm of the

never been seen, the cost to rise may

be little interest of the subjects course in grammar is not to

agree with the past practice in grammar; it is in

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partly the difference of the other reason to know the

for the purposes necessary for the success to know the

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in present success and find it to teach those purpose of grammar

part which is to teach to know a single name of deep. If to where

Teacher's Association recommends the following content:

from grammar information; the explanatory sentence:

information the acquisition the capacity of willpower;

the amount of explanatory the information becomes the option

the meaning or application the application of knowledge;

the recognition of principles; the concept the initiative; and
objective subject; the participle except present and past forms; the nominative absolute; sentences for analysis and parsing that involve subtle parts in grammar; formal parsing; conjugation; diagramming; person of nouns.\(^{1}\) This point of view is clearly reflected in present day theory and practice.

However, although a knowledge of grammar does not result certainly in correct speech, it does give the pupils a standard for the detection of errors. Dr. Paul Klapper in his "Teaching English in Elementary and Junior High School", makes the interesting observation that grammar is the science of language, serving as an aid to correct speech in the same way that a knowledge of the science of any medium of expression serves the art of expression. He calls attention to the fact that a knowledge of logic is no guarantee of logical thinking. Neither is a knowledge of grammar a guarantee of correct speech. Yet it does give the student a means of detecting speech errors just as a study of logic gives him a means of detecting logical fallacies.\(^{2}\)

In order to consider the relation between common errors and errors teachers considered the most serious, Charters collected from Pittsburg teachers the five errors

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which each teacher considered most objectionable. These errors were: 1. "was" for "were"; 2. "learn" for "teach"; 3. "that there"; 4. double comparatives; and 5. "them there". Such researches ought to prove to English teachers that functional grammar, which guards against drill on non-essentials, should be included in the curriculum. However, the program should work to eliminate remedial weaknesses such as incorrect speech, grammatical inaccuracies, elimination of and, but, so, and mastery of sentence sense. In other words, instructional emphasis should be placed on the immediate needs of pupils as contrasted with deferred needs. This has been difficult for three reasons. First, too much material has been taught. Next, the material has been poorly graded. Third, the standard of attainment has not been high enough. As Mr. Ward says, "In one respect, opinion about the place for grammar is unanimous. Teach it before the pupils come to me."  

The problem falls under three heads. We should eliminate the unnecessary material in our course of study. Second, we should establish correct grade placement of material. Lastly, we should determine a standard of

attainment which should be reached by all pupils before passing from one unit of work to the next. However, the course of study should definitely outline the minimum essentials in functional grammar to be taught. In his article, "The Ideal Curriculum", Mr. Hatfield says, "The backbone of the ideal curriculum is a sequence of life experiences constantly increasing in complexity. The muscle of such a curriculum is provided by the elements of skill, the master of which spreads and deepens as the pupil progresses. Its ultimate purpose is the production of individuals capable of serving their society and enjoying their world."¹

The functional grammar curriculum involves two things: first, the definition of the course in terms of things to be done; and second, the organization of instruction around expressional activities common to social experience.

¹ Hatfield, Wilbur W., The Ideal Curriculum. English Journal, 1932, p. 162.
Objectives of Functional Grammar

The best way to improve the mechanical skills of writing or speaking English is to set up as our immediate objectives life experiences with language. My aim is to teach those uses of language which will best enable the individual to improve his speaking, writing, and reading. In general, the grammar worth teaching is the grammar of use. The following are some excellent objectives of teaching functional grammar set forth by noted educators.

"The aims of English instruction are, when reduced to simplest terms, the acquirement of more skill in expression and interpretation."

"You will eliminate much formal grammar that has cluttered and confused the brains of past generations of pupils."2

"You will, if you are intelligent, change grammar drill from a process of memory to a process of thinking.

"You will show your pupils at the end of each drill period how the grammar work for that day can and

should function in their own speech and writing."1

"In the teaching of correct usage the aim is habit formation, not knowledge of correct forms."2

"To learn the inflections of the parts of speech that are involved in common errors of usage and to attack those errors anew by applying when necessary the rules of grammar wholly as a means of self help either in composition or in overcoming bad speech habits; to understand simple, complex and compound sentences as a means of improving sentence structure are the objectives."3

"To graduate pupils able to write an interesting paragraph of clean cut sentences, unmarked by misspelled words and common grammatical errors."4

"Theory and practice should go hand in hand. The principles of grammar and rhetoric should be taught at the time and to the extent that they are aids to expression."5

The estimate of the number of people who are living in poverty in the United States is a significant statistic. It is estimated that approximately 40 million people live below the poverty line. This number includes individuals, families, and children who struggle to meet basic needs such as food, housing, and healthcare. The poverty rate has fluctuated over the years, influenced by factors such as economic conditions, changes in government policies, and access to social services. Understanding the scale of poverty is crucial for developing effective strategies to address it, promote economic stability, and improve the well-being of affected communities. 

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*Source: U.S. Census Bureau*
"To develop through instructive drill and practice, correct habits of speech.

"To make students know of grammar function in his every day speech.

"To create in the student a desire for better speech, for without this desire, instruction and drill will be of little avail."¹

"To develop in the child, by constant drill and practice correct habits of speech and writing.

"To develop in the pupil a true sentence sense, to acquaint him with the many ways in which he may vary sentences to gain power of expression."²

"The basic idea in the teaching of English is to give the pupils power and skill to think clearly, to develop his originality, and to so arouse his interest and pride, that he may use the acquired knowledge in speaking and writing his mother tongue, correctly and effectively."³

"In our concern for communication as the essential objective of composition teaching our new attack

1. English Course of Study for Junior High School. Salt Lake City, 1929.
2. Course of Study in English, Boston, Mass., 1926.
3. Course of Study in English, Lynn, Mass., 1926.
The primary focus of the study is to examine the effectiveness of communication training in the workplace. This involves analyzing the impact of different communication methods and strategies on employee satisfaction, productivity, and team collaboration.

In our analysis of communication requirements and workplace interaction, we identified several key factors that influence the effectiveness of communication. These include:

1. The importance of clear and concise communication in reducing misunderstandings and conflicts.
2. The role of active listening in enhancing rapport and trust among team members.
3. The use of non-verbal cues and body language in conveying messages effectively.
4. The importance of feedback in improving communication skills and fostering a culture of open communication.
5. The need for ongoing training and support to maintain and develop strong communication skills.

Through our study, we found that effective communication training can lead to significant improvements in employee satisfaction and productivity. However, we also noted that effective communication requires ongoing effort and commitment from all members of the organization.

In conclusion, the study highlights the importance of communication training in today's workplace. By focusing on these key areas, organizations can enhance their communication skills and foster a more collaborative and efficient work environment.
on grammar may emphasize four things.

1. Grammar is the structure of language, yet essentially a study of the forms of thought.

2. Grammar as it applies to the teaching of effective communication distinguished from mere correctness.

3. Objectives of teaching grammar as Growth rather than correctness.

4. Purposeful instruction aimed to serve the needs of the student.\(^1\)

The objectives set forth by the educators seem to the writer of this paper to be well worth while. When examined carefully, they seem to be essentially the same. In fact, all the above objectives may be restated as follows:

1. To eliminate much formal grammar.

2. To teach only grammar of which pupils can plainly see the use in their own speech and writing.

3. To teach correct usage as habit formation.

4. To teach mastery of sentence sense.

The emphasis shifts among these aims. It is interesting to note how much more functional in idea the

views of Miss Mirrielees and Mr. Hatfield are than those of the standard course of study of Salt Lake City, Utah, and Lynn, Massachusetts. This is because the reaction against formal grammar constantly increases with the knowledge that formal work in the subject is of small practical value. Also, the recent trend in the study of grammar is to relate it to the child's experiences in life. An English program centering upon the child's experiences will put aside the theoretical elements of grammar for the practical.

The correct habit formation as an objective is stressed by four sources, Miss Mirrielees, Mr. Hatfield, Mr. Hosic, and Mr. McGraw. It will be noted also that Miss Wohlforth, Mr. Mahoney, Boston Course of Study in English make a statement about importance of sentence mastery. This is another one of the major objectives for functional grammar. However, in my opinion, Dr. Thomas's objective is too broad and indefinite in scope for practical use in the classroom. It is necessary that a teacher have objectives that are brief, clear cut and definite, if she is to secure the best results from the child.

Mr. Hatfield's objective is ideal - the teaching of grammar through use. Because scientific investigations have failed to show the effectiveness of grammar in the elimination of errors, he has not recognized it as a
distinct part in his course of study. No time at all is to be spent on grammar as such, but his objective is to teach it entirely informal. To quote Hatfield, "It is incidental to and instrumental in the improvement of sentences, but it is in no sense accidental or haphazard." When these objectives are summed up they come to the same conclusion; namely, the objective of functional grammar is to help the pupil to improve his speaking, reading, and writing.

Examination of Recent English Text Books for Grammar Content

In recent years, our formal grammars have been replaced by "bright, attractive volumes, well printed, well organized, and well illustrated. With this improvement in appearance of our books, I find corresponding advances in teaching devices and techniques entirely in harmony with the enormous advanced we have made in the science and art of teaching."¹

I have examined several of the modern English test books. I find what Mr. Pooley has said to be true. The changes in English teacher's attitude toward grammar have been reflected in the following text books. There is in them a large percentage of functional grammar.

In recent years, our research has been focused on the relationship between diet and health. Although it is well documented that a poor diet may lead to various health problems, the precise mechanisms by which this occurs are not fully understood.

Recent studies have shown that certain nutrients, such as omega-3 fatty acids, have a protective effect on cardiovascular health. Despite this, there is still much to learn about how to implement such a diet in a practical and sustainable way.

In conclusion, it is clear that improving diet is crucial for maintaining good health. Further research is needed to fully understand the complex interplay between diet and health.

[Note: The text is not fully legible, but it appears to be discussing the importance of diet and health, with a focus on omega-3 fatty acids.]

---

[Note: The text is not fully legible, but it appears to be discussing a study or report on diet and health.]

'Progress Report on Nutrient Content of Community Groceries in City X' 1982

P. 47
Junior English in Action.

J. C. Tressler and Marguerite B. Shelmadine.
D. C. Heath and Company, 1933.

This series of books is written for work in the junior high school. It is planned to make "English an active, dynamic subject and to stimulate, entice, and help young people." ¹

The grammar in this book is functional. "The method of procedure used in explaining a grammatical point is to ask a question about three or four sentences; to help the pupil to answer the question; to derive a simple rule; to add a model to show the pupil just how to go to work; and then to give him an abundance of practice." ¹ Its application to the needs of correct speech is immediate. For example, in the chapter "Parts of the Simple Sentence", the predicate nominative is presented in an interesting manner. Pictures show that the predicate nominative refers to the same person or thing as the subject. First, sentence one, "Johnny Scout is a canoeist", is written. Underneath is a picture of Johnny Scout in a canoe. Sentence two, "Bill Cook is a baseball player" is followed by illustrations. Of course this interests children and they remember and apply the correct form longer. Next, there are two pages of practice exercises to

¹ Preface.
The nature of pain is written for work in the

importing school. If in the brain to make you feel. on

certain, about your work and to emphasize more, and more

young people. The
to make it the goal in functional. The

method of bringing and to emphasize a functional point

to see a chapter more than any other sentence to highlight the

duty to answer the question to receive a single idea of help a

way to keep the brain that you to do the worst may pain to

give rise to emphasis on depression. The implication to the

necessity of correct figure in immediate. For example, in the

opposite "base of the upper sentence. The positive sentence

rise in pressure in an immediate manner. Flows from

that the brainless non-voluntary return to the same point of

that the brainless non-voluntary return to the same point of

a sentence" is written. "If I can to a point

again in a sentence. Sentence two," with four in a properly

brain" is followed by information. Of course now finish-

see another end that remember may which does correct now

words. Next, there are two began of picking existence of

T. Breese.
firmly fix the fact in the mind. At the end of each unit of work is a mastery test which serves as a final drill. As the authors express it in their preface, "The best way to help pupils to learn what they need to know about grammar, spelling, punctuation, capitalization, and the effective sentence is to 'test, teach, test, teach, test, teach to the point of mastery.'"¹ is carried out in this series.

The book has been divided into two distinct sections: "Writing and Speaking" and "The Sentence and the Work." This arrangement and a full index and contents make it easy for the teacher to find drill exercises which the class most needs at the given time.


Time Schedules

<table>
<thead>
<tr>
<th>Subject and predicate</th>
<th>10 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parts of Speech</td>
<td>20 days</td>
</tr>
<tr>
<td>Parts of the Simple Sentence</td>
<td>20 days</td>
</tr>
<tr>
<td>Sentence Sense</td>
<td>7 days</td>
</tr>
</tbody>
</table>

Second Semester

<table>
<thead>
<tr>
<th>Punctuation of Simple Sentences</th>
<th>14 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns</td>
<td>15 days</td>
</tr>
<tr>
<td>Pronouns</td>
<td>10 days</td>
</tr>
<tr>
<td>Verbs</td>
<td>15 days</td>
</tr>
<tr>
<td>The Right Word</td>
<td>10 days</td>
</tr>
</tbody>
</table>

---

¹ Preface.
The book was sent into the printer

section "writing and spelling" and the sentence was

work. This arrangement has a fall into each sentence which

If you can the respect to and ability to write, what the

new method is followed in the game the

<table>
<thead>
<tr>
<th>Article Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Title page</td>
</tr>
<tr>
<td>2</td>
<td>Date of edition</td>
</tr>
<tr>
<td>3</td>
<td>Author's name</td>
</tr>
</tbody>
</table>

Second paragraph

pronunciation of single sentences

Knee

Expression

Voice

The next part

The next part...

1. Introduction

Bureau of Education

Figure
Thinking, Speaking and Writing - Seventh, Eighth, Ninth Year.


This series of books has been revised since 1932 to present modern trends of English teaching. The authors have attempted to do three things; "to stimulate thought; to guide the oral expression of this thought; to furnish incentive towards its expression in effective written form."

Grammar is taught as the functioning of words in sentences. As soon as a grammatical principle has been presented, the pupil is held responsible for making that principle function in his own speaking and writing.

Each of the chapters constitutes a unit of work, in which there are three sections. One of these sections is given to composition, another is given to exercises in punctuation, word study, spelling, and phonetics. The third section presents work in functional grammar. The work in functional grammar gives the pupil a chance to use his creative ability. After a construction is developed inductively, after drill has enabled the pupil to recognize it in paragraphs of connected story, he is shown how to use this

---

1. Preface.
The effects of the war and post-war period have been significant. The economy has been disrupted, and the political landscape has changed. The need for international cooperation and understanding has become more apparent than ever. The technological advancements of the era have paved the way for new industries and innovations. Despite the challenges, progress has been made, and the world is a different place today.
construction in sentences and paragraphs of his own and how to make up exercises that he and his classmates can use for further practice in class. This method helps the pupil to transfer the study of grammar into the formation of habits of correct speaking and writing. The following is a sample lesson.

Exercise 23  Page 35.

Using Verbs Correctly -- The Verb Go.

You and your classmates will read these sentences aloud, stressing the principal parts of go.

1. We go outdoors to play.
2. We are going outdoors.
3. We went outdoors yesterday.
4. We have gone outdoors every day.
5. We went away.
6. We have gone away.
7. My brother has gone to Texas.
8. My sister has gone to the movies.

Principal Parts

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Present Participle</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>went</td>
<td>is or was going</td>
<td>is or has gone</td>
</tr>
</tbody>
</table>

Exercise 24

Read these sentences aloud or copy them, filling in the blanks with the proper principal parts of go. Remember the past participle, gone, should be used after some form of be or have; and that went is always used alone and never after any form of be.
Conversation in sentences and paragraphs of the kind you may be called on to make in examinations. The aim is to improve your ability to organise and express ideas accurately and fluently in a readable style. The following exercises will help to prepare you for this type of examination.

Exercise 1

Use the three concepts given opposite with each sentence.

Exercise 2

When you have completed the exercises, check your work and make any necessary corrections.
or have.

1. All the boys and girls have ____ out to play.
2. Where have they ____?
3. John has ____ to play ball; Mary has ____ on an errand; and Jim has ____ to play tennis.
4. I wanted to ____ too, but I came late yesterday, for I ____ to John's house on the way to school, so I have to stay after school.

Exercise 25

As you did with the different forms of come, make up a short paragraph using the different forms of go. Put your sentences on the board, leaving blanks where some form of go should be used.

Let gone be the word needed in at least five of your sentences. Call on your classmates to read your sentences, supplying go, went, going, or gone.

The following main sections are arranged by the authors:

Book I

I. Grammar First Semester
   - The Sentence & Complete Thought . . . . 10 days
   - Subject and Predicates . . . . 12 days
   - Some Common Verbs . . . . 8 days
   - Capitalization and Punctuation . . . . 6 days
   - Review . . . . 9 days

Then, there is a wealth of drill on minimaessentials. The 100 pages of the text and drill on grammar and correct usage are limited to thirty-three essentials. All drill sentences provide an abundance of practical use-
Junior Language Skills.


These three books are intensely practical. Much of the books is devoted to oral and written composition. I should say that they provide for three days of oral and written composition for every two days of grammar. The reviews in this series are of two types. First, there is a cumulative review from one book to the next; and second, a constant review of material taken up for the first time in any one book. For example, "The Sentence as a Complete Thought", is reviewed eight times in Book I, four times in Book II, and twice in Book III.

The following time schedules are arranged by the authors.

<table>
<thead>
<tr>
<th>Book I</th>
<th>Grammar</th>
<th>First Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Sentence a Complete Thought</td>
<td>10 days</td>
</tr>
<tr>
<td></td>
<td>Subject and Predicate</td>
<td>12 days</td>
</tr>
<tr>
<td></td>
<td>Some Peculiar Verbs</td>
<td>8 days</td>
</tr>
<tr>
<td></td>
<td>Capitalization and Plurals</td>
<td>6 days</td>
</tr>
<tr>
<td></td>
<td>Review</td>
<td>6 days</td>
</tr>
</tbody>
</table>

Then, there is a wealth of drill on minimum essentials. The 190 pages of the text and drill on grammar and correct usage are limited to thirty-three essentials. 3,416 drill sentences provide an abundance of practical mate-
Chapter I

Here's how it works:

1. Look up the meaning of a word or phrase:

   - 12 pages
   - Free trial
   - 100 pages

2. Understand and memorize:

   - 5 words
   - 5 questions

3. Review:

   - 5 pages
   - 5 minutes

Then, there is a penalty for getting it wrong.

To ensure the text is useful, you will receive an introduction to critical reading.

Suggestion: Use the sacrifice of time and effort to improve your understanding.
rials for mastery of these essentials. There is, also, throughout the book a cumulative review in grammar and punctuation. Altogether there are thirty-eight review exercises.

I have just analyzed the functional grammar in "Junior Language Skills." The composition program is well developed, stressing the activities of every day life.

The book may be used in the following ways: with any text, as supplementary drill for individual practice; independently as a guide for review and practice. In fact, "Grammar for Daily Use" concentrates on the essentials of functional grammar. The contents is arranged in a series of eighty-eight exercises. Each exercise consists of (1) a clear statement of the grammatical principle involved. (2) one or more examples of how the principle is applied. (3) a number of test sentences or passages for the student to work on. The exercises are arranged by units. Finally, a progress test is given at the close of each unit of work.

The Units In the Contents of "Grammar for Daily Use".

<table>
<thead>
<tr>
<th>Unit</th>
<th>The Sentence</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Sentence</td>
<td>1-6</td>
</tr>
<tr>
<td>2</td>
<td>Recognizing Parts of Speech</td>
<td>7-14</td>
</tr>
<tr>
<td>3</td>
<td>Groups of Related Words in the Sentence</td>
<td>15-22</td>
</tr>
<tr>
<td>4</td>
<td>Sentences According to Tone</td>
<td>23-30</td>
</tr>
<tr>
<td>5</td>
<td>Capitalization and Punctuation</td>
<td>31-42</td>
</tr>
</tbody>
</table>
The development of these concepts is important for understanding the good communication review in grammar and logic.
**Grammar for Daily Use**


For my fourth book, I examined a grammar work
book. As the work book is entirely functional grammar,
I find it an aid in the teaching of grammar, as it is a
combination work book and a review of English grammar.
This concise, interesting material is used for review of
the essentials of functional grammar. This work book may
be used in the following ways: with any text, as supplemen-
tary drill; for individual practice; independently as a
guide for review and practice. In fact, "Grammar for Daily
Use" concentrates on the essentials of functional grammar.
The contents is arranged in a series of eighty-eight exer-
cises. Each exercise consists of (1) a clear statement of
the grammatical principle involved, (2) one or more examples
of how the principle is applied, (3) a number of test sen-
tences or phrases for the student to work on. The exer-
cises are arranged by units. Finally, a progress test is
given at the close of each unit of work.

The Units in the Contents of "Grammar for Daily Use".

<table>
<thead>
<tr>
<th>Unit 1. The Sentence</th>
<th>Pages 1-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2. Recognizing Parts of Speech</td>
<td>Pages 7-14</td>
</tr>
<tr>
<td>Unit 3. Groups of Related Words in the Sentence</td>
<td>Pages 15-22</td>
</tr>
<tr>
<td>Unit 4. Sentences According to Form</td>
<td>Pages 23-30</td>
</tr>
<tr>
<td>Unit 5. Capitalization and Punctuation</td>
<td>Pages 31-42</td>
</tr>
</tbody>
</table>
grade distribution of the grammar lines. Besides, this,
numerous scientific studies and the reports of committees
were consulted to determine the treatment of functional gram-
mar.

The grammar in the "Daily-Life Language Series"
is strongly functional. Every element of grammar that has
an important function in speaking or writing Swedish is
included with ample drill. The grammar material is organ-
ized in psychological units. For example, the first
grammar unit in grade seven begins with the sentence and
gives training in the recognition of subjects and predicates.
In teaching the sentence, there are four major functions
recognized: the naming function, the action or state-of-being
function, the modifying function, and the connecting func-
tion. The grammar work is planned to develop these major
functions, one at a time in successive units.

Great emphasis is placed on self-teaching and exer-
cises of improving grammar. Frequent test and exercises
Daily-Life Language Series

Lyman, Johnson, Dearborn, Bear, McGregor.

To begin with, "Daily-Life Language Series" has been scientifically made. The actual writing of the books was preceded by preliminary study and research. More than one hundred courses of study were analyzed to determine the grade distribution of the grammar items. Besides, this, numerous scientific studies and the reports of committees were consulted to determine the treatment of functional grammar.

The grammar in the "Daily-Life Language Series" is strongly functional. Every element of grammar that has an important function in speaking or writing English is included with ample drill. The grammar material is organized in psychological units. For example, the first grammar unit in grade seven begins with the sentence and gives training in the recognition of subjects and predicates. In teaching the sentence, there are four major functions recognized: the naming function, the action or state-of-being function, the modifying function, and the connecting function. The grammar work is planned to develop these major functions, one at a time in successive units.

Great emphasis is placed on self-teaching as a means of securing improvement. Frequent test and exercises
give the pupil opportunity to discover weaknesses in grammar and supply references to corrective exercises in the appendixes.

The following is a page, typical of many throughout the series, showing a functional grammar exercise in verb forms.¹

Fill each blank with the correct form of the verb in parenthesis.

1. Hiawatha was ______ by Longfellow. (write)
2. Have you _____ my new bicycle? (see)
3. I _____ it yesterday, Jack. (see)
4. The aviator _____ over our house this morning. (fly)
5. I _____ to Boston last summer. (go)
6. We have _____ to see the books which are for sale. (come)
7. _____ what you can to help us. (do)
8. A bat has just _____ against my window. (fly)
9. The repair man has _____ for the chair. (come)
10. The cakes were _____ to a turn. (do)
11. Their names are _____ in alphabetical order. (write)
12. Ahead of the storm last week _____ hundreds of birds. (fly)
13. Has anyone _____ the fourth example? (do)
14. Then winter _____; the wind was his whip. (come)
15. You have _____ enough for one day. (write)
16. We looked into the kennel but he had _____. (go)
17. You _____ wrong to leave the poor animal. (do)
18. He caught the ball and was _____ in a flash. (go)
19. Allan _____ a letter to his uncle last week. (write)
20. I wonder if I _____ right in agreeing to do. (do)

Give the right opportunity to grasp conclusions in grammar

The following is a basic typographical exercise; it can be used as a fundamental grammar exercise.

Fill each space with the correct form of

the verb to be completed.

(1) If necessary, we ________ fix the particular.
(2) See, have you ________ my new protea?
(3) I ________ accept ________.
(4) I have not seen ________ to see the house, but ________

(5) Write ________ what you can to help ________.
(6) Do you have ________ to finish your workpaper?
(7) To tell what we are ________ to the printer.
(8) In the computer we have ________ to prepare a report.

(9) Write ________ for the computer to prepare a report.
(10) Write ________ for the computer to prepare a report.
(11) Write ________ for the computer to prepare a report.
(12) Write ________ for the computer to prepare a report.

(13) Write ________ for the computer to prepare a report.
(14) Write ________ for the computer to prepare a report.
(15) Write ________ for the computer to prepare a report.
(16) Write ________ for the computer to prepare a report.

(17) Write ________ for the computer to prepare a report.
(18) Write ________ for the computer to prepare a report.
(19) Write ________ for the computer to prepare a report.
(20) Write ________ for the computer to prepare a report.
Change in Emphasis of Junior High School Text Book

Since 1850, the language text books have been dominated almost entirely by grammar. As a result of a study of language and composition books published between 1850 and 1920, Lyman indicated the grammar curriculum as follows, with the final period covering the rapid development of junior high schools.

1. Period of emphasis on drill for its own sake 1848-1873.

2. Period of formalized self-expression, 1873-1891.


4. Period of socialized language aims, 1920-.

About 1905, two-book series began to appear; the three-book series for the junior high school is the most recent development of text books.

The attitude of the older text books is represented by a statement on the title page of "Revised English Grammar" by George and Murphy in 1896. "In the private affairs of life, as in political and international questions,

Since 1800, the humanities text books have been
governed by the principles of expansion of
the number of students and the concentration of the
humanities in schools between 1850 and
1900. These textbooks are the result of criticism as follows:
with the high demand covering the rapid development of
humanities
and science.

1800-1818
- Text of commencement self-development
- Text of composition 1819-1820
- Text of extension of knewness from
- Text of self-awareness lasted time

1820-1822
About 1800, two-page text began to appear
the two-page text is the only part of the text
recent development of text appears
the structure of the other text books is rather
centred on the structure of the two-page "humanistic"
"decrease" or "decrease" and little in 1850. In this process
study of life, as in politics and international diplomacy,

| Issue | 1880, Dec 42-44 |
he who speaks or writes the best will always gain an ascendency over his fellow-citizens." In contrast, the modern books are more functional. They have many plans for socialized class work and creation of vital situations as plays, telephone conversations, games, conversational groups for the purpose of arousing interest in the use of correct English.

The influence of the junior high school on the nature and content of text books was also investigated by Lyman. He studied twenty-four text books published from 1920 to 1924. Twelve of them were specifically prepared for the same grades in junior high school. He developed certain outstanding facts: "Approximately one-half of the contents of the twenty-four books was devoted to grammar. The junior high school books, however, showed a marked improvement in that they assigned to grammar 50.1 per cent of the space in the seventh grade books as contrasted with 57.3 per cent and 56.6 per cent for the corresponding elementary school books."2

In the text books of 1935, to which I have referred, there is still greater improvement. They are planned to teach students how to attain excellence in spoken and written English in modern situations. Grammar is not


### TABLE XI

Number of Mentions of Progressive Tendencies in English Instruction in Textbooks Published between 1920 and 1924

<table>
<thead>
<tr>
<th>Modern Tendencies</th>
<th>Twelve Junior High School Textbooks</th>
<th>Twelve Elementary School Textbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Progressive English emphasis:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Separation of expression and drill</td>
<td>320</td>
<td>189</td>
</tr>
<tr>
<td>2. Creation of vital expressional situations</td>
<td>110</td>
<td>150</td>
</tr>
<tr>
<td>3. Using pressure of social group</td>
<td>65</td>
<td>20</td>
</tr>
<tr>
<td>4. Transferring emphasis to other subjects</td>
<td>27</td>
<td>16</td>
</tr>
<tr>
<td>5. Using objective standards</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>524</strong></td>
<td><strong>384</strong></td>
</tr>
</tbody>
</table>

| Human Activities:                                  |                                     |                                    |
|----------------------------------------------------|                                     |                                    |
| 1. Social relationships: intercommunication       | 9                                   | 95                                 |
| 2. Citizenship activities                         | 14                                  | 37                                 |
| 3. Worthy home and school life                    | 17                                  | 15                                 |
| 4. Leisure, recreations, amusements               | 28                                  | 32                                 |
| 5. Vocational activities                          | 18                                  | 26                                 |
| 6. Physical and mental efficiency                 | 19                                  | 10                                 |
| **Total**                                         | **103**                             | **215**                            |

---

<table>
<thead>
<tr>
<th>Task</th>
<th>TAC</th>
<th>TST</th>
<th>TOA</th>
<th>TTO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task 1</td>
<td>10</td>
<td>10</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Task 2</td>
<td>15</td>
<td>30</td>
<td>1</td>
<td>42</td>
</tr>
<tr>
<td>Task 3</td>
<td>20</td>
<td>20</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>Task 4</td>
<td>15</td>
<td>15</td>
<td>30</td>
<td>72</td>
</tr>
<tr>
<td>Task 5</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Task 6</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

**Notes:**

- Task 1:
  - Description: Task 1 description.
  - Notes: Task 1 notes.

- Task 2:
  - Description: Task 2 description.
  - Notes: Task 2 notes.

- Task 3:
  - Description: Task 3 description.
  - Notes: Task 3 notes.

- Task 4:
  - Description: Task 4 description.
  - Notes: Task 4 notes.

- Task 5:
  - Description: Task 5 description.
  - Notes: Task 5 notes.

- Task 6:
  - Description: Task 6 description.
  - Notes: Task 6 notes.
taught by tight and hard rules to be used at examination time. It is learned by a process of practical applications from which the pupil gains a mastery over correct form of speech by constant association of them with their fundamental usage. These new text books correlate grammar work with composition. Really the heart of the books, or the central theme is found in the composition work. However, nearly one-third, or .33 per cent of the lessons are given over to speech drills, language games, or functional grammar. Stormzand and O' Shea have noted the steadily increasing stress placed upon practical exercises. In the examination of these modern tests, it reveals the fact that the majority of them are functional. The exercises meet local, class, and individual interests, as the subject matter of the books is taken from actual situations of people in their offices and homes, and at their places of recreation. Although the modern text books are scientific and interesting, the writer believes that the use of the text book alone is not sufficient to secure the best results in functional grammar. The book should suggest, give practical help, supply much material, and provide a consistently progressive plan of work, but there always remains as the essential, the teacher's individual initia-

tive and personal ability. She should supply this to the program of the modern text book.

The following sources of study outline a course in functional grammar:


2. English as a Minimum Grammar to Wisconsin English Teachers.

3. An Experience Curricula in English by W. Wilbur Patrick.


Courses of Study for Functional Grammar

In the grammar work, the course of study outlines the minimum essentials to be taught to the average classes. Curriculum makers are unanimous in their desire to teach only those elements of grammar which function in the speech and in the writing of the students.

The following courses of study outline a course in functional grammar.


II. Report on a Minimum Grammar by Wisconsin English Teachers.²

III. An Experience Curriculum in English by W. Wilbur Hatfield.³

---

A question to which we should all ask:

In the grammar book, the course of study to

familiarize students with the content in light of the

text of the question and its context within the broader

framework of the entire curriculum in

the discipline and in the criteria of the discipline.

I. Introduction

II. Examples of...
**Suggested Courses of Study for Functional Grammar**

*Grade Allocation of Functional Grammar.*

**First Year.**

I. Complete-sentence concept.

A. Recognition of the sentence as a complete thought. Practice in the recognition of complete thoughts expressed in simple and complex sentences, but no classification into these two kinds of sentences. Differences (not analytical but on the basis of thought elements) between complete sentences and fragments. Understand that subject may not always be stated, as in commands.

B. Capitalization of first word in every sentence.

C. Use of period at end of every sentence except when a question has been asked (no classification into imperative, interrogative, and declarative).

D. Use of question mark at end of sentence asking question.

E. Division of complete sentences into parts - complete subject and complete predicate. (This is to be a mere explanation leading into work of Division II.)

II. Subject-element concept.

A. Recognition of complete subject and its function. Need

---

II Coarse-Grained Concept

I Complex-Grained Concept

In recognition of the existence of coarse-grained concepts, it is argued that coarse-grained concepts may be formed by way of the following mechanisms:

1. Generalization and specialization
2. Use of abstraction as a way to conceive complex concepts
3. Division of coarse-grained concepts into parts - concepts that are to be more abstract

Coarse-grained concepts often involve a more abstract level of description.

I. Complex-Grained Concept

In recognition of the existence of complex-grained concepts, it is argued that complex-grained concepts may be formed by way of the following mechanisms:

1. Generalization and specialization
2. Use of abstraction as a way to conceive complex concepts
3. Division of coarse-grained concepts into parts - concepts that are to be more abstract

Coarse-grained concepts often involve a more abstract level of description.
for subject in every sentence, difference between complete subject and a sentence.

B. Position of complete subject and in a sentence - normal and reversed positions. Recognize subject when not stated as in command or request.

C. Single-word subject - subject substantive.

1. Noun
   a. Concept of noun - no classification
   b. Proper noun (omit common)
      (1) Recognition of proper nouns
      (2) Capitalization of proper nouns
   c. Number
      (1) Singular
      (2) Plural

2. Pronoun
   a. Concept of pronoun and its recognition
   b. Correct use of pronoun as subject of sentence
   c. Antecedent of pronoun
      (1) Recognition of antecedent
      (2) Agreement with antecedent in person, number, and gender
      (3) Place of pronoun in sentence in relation to its antecedent
   d. Capitalization of pronouns referring to God and of the pronoun I
a. Concept of focus - no classification

b. Number of focus (con't common)

- Recognition of proper nouns (i)

- Assignment of proper nouns (ii)

- Marking

- Noun

- Pronoun

- Article

- Preposition

- Conjunction

- Number of focus in sentences

- Number of focus in lemmas

- Configuration of focus at lexical level

- Configuration of focus at conceptual level
e. Changes in form of pronouns for plural number

f. Changes in forms of pronouns for different genders

D. Adjective
   1. Recognition and understanding of uses in sentences. Comparisons most frequently used adjectives.
   2. Position of adjectives near word explained may be placed in predicate.

III. Predicate-element concept.

A. Recognition of complete predicate and its function.
   Need for subject and predicate in every sentence.
   Difference between complete predicate and sentence.
   Subject and predicate relationship.

B. Position of predicate in sentence.

C. Verb.
   1. Concept - must be verb in every sentence and function use concept of complete verb.
   2. Subject of verb
      a. Recognition of subject and verb
      b. Agreement in number, formation of plurals of verbs

D. Adverb.
   1. Concept and function in sentence, recognition in sentences.

D. 2. Relation to verbs and adjectives.
II. Recognition and Interpretation of Sense in Speech.

A. Recognition of Complete Speeches or Single Sentences:

1. Comparison of Speeches and Sentences.

2. Recognition of Speeches and Sentences.

B. Recognition of Speeches and Sentences.

C. Recognition of Speeches and Sentences.

D. Recognition of Speeches and Sentences.

II. Interpretation of Speeches and Sentences.

A. Interpretation of Complete Speeches and Single Sentences.

1. Comparison of Interpretations and Interpretations.

2. Interpretation of Interpretations.

B. Interpretation of Speeches and Sentences.

C. Interpretation of Speeches and Sentences.

D. Interpretation of Speeches and Sentences.
Second Year.

I. Subject-Element concept.
   A. Noun.
      1. Possessive case (omit nominative and objective) to show
         a. Ownership (stress apostrophe)
         b. Relation or connection
      2. Collective noun - recognition of and effect on number of verb.
   B. Pronoun.
      1. From the meaning of pronouns derive the understanding of the use of relative, personal, and indefinite pronouns (stress "its" and "it's"). Dwell little on intensive, reflective, demonstrative uses. Stress improper use of personal for demonstrative pronouns.
      2. Case form of relative pronouns.
         a. Nominative - as subject
         b. Genitive - relationship and ownership
   C. Compound subject - recognition and plural meaning.
      Comma punctuation of word subjects in series without connectives.
   D. Adjectives.
      1. Proper adjectives and the way they are derived from
proper nouns.

2. Understanding of concepts of articles and correct use in sentences for various meaning. (No classification into articles or demonstrative because of no inflectional difficulties.)

3. Spelling and meaning of "those", "that", "these" and prevention of errors such as "them books".

4. Commas with adjectives in series.

II. Predicate-element concept.

A. Verb.

1. Auxiliary verbs (helping verbs; beginning with the break up of complete verb concept).
   a. Agreement with subject of "to have"; "to be".
   b. Correct use and meaning of most commonly used auxiliaries "may", "can", "shall", "will".
   c. Tense sequence (elementary).

2. Principal Parts.
   a. Difference between past participle and past tense. Stress correct use of principal parts of most common irregular verbs.

3. Understand three persons of verbs for agreement of subject with predicate verb.

4. Spelling, tenses, and formation of most common irregular verbs.
5. Tense
   a. Present
   b. Past
   c. Future-progressive

6. Object of verb - use of nouns and pronouns as objects of verbs (especially pronoun objects).

B. Adverbs.
   1. Position of adverbs
      A. Use of "more" and "most" with adverbs, context not memorization of comparison

III. Modification element.
   A. Concept of modification - qualifying meaning.
   B. Modification by words.
      1. Review function of adjectives
      2. Review function of adverbs
   C. Concept of modification by groups of words (phrases, clauses).
   D. Concept of subordination.
   E. Clauses.
      1. Recognition and function
      2. Dependent clauses (spend no time on others, for they are a simple sentence.
         a. Agreement of subject and predicate within clauses
         b. Placement in sentence
         c. Punctuation of dependent clauses
F. Phrases.

1. Recognition of phrases
2. Use of phrases in sentences

IV. Connective element.

A. Review compound subject.

B. Review previous connectives taught (those words serving as connection words but not having been called such).

C. Connecting simple complex sentence thoughts.
   1. Coordinate clauses
   2. Conjunctions for connection
      a. Coordinating
      b. Subordinating
   3. Punctuation with use of conjunctions to connect simple sentences into compound sentences.
   4. Punctuation of same ideas when conjunctions are omitted.
I. Introduction

A. Recognition of Process

B. Use of Process in Sentences

C. Use of Prepositions in Sentence (Review)

II. Preposition (Review)

A. Conjunction after Preposition

B. Review Conjunctions

C. Review Prepositions

D. Connective Simple Complex Sentence Structure

E. Conjunctions

F. Conjunctions for Connection

G. Conjunctions in Connection

H. Transitions with One or Conjunctions to Connect

I. Transitions into Compatible Sentences

J. Transitions of Some These Open Connections
I. Predicate element concept.

A. Verb.

1. Form and uses of verb "to be"

2. Tense
   a. Present perfect
   b. Past Perfect

3. Infinitives
   a. Concept and function
   b. Pronouns as objects
   c. Subject of infinitive and abusive splitting of infinitive (expand under modification).

4. Participle
   a. Dangling participles
   b. Pronouns as object participle. (Teach more in detail under modification.)

II. Modification.

A. Clauses.

1. Dependent clauses
   a. Modification of other parts of sentence
      (adjective and adverbial)
   b. Non-restrictive (pay no attention to restriction)
      (1) placement in sentence
      (2) punctuation of non-restrictive clauses and parenthetical expressions
c. Inverted order of clauses and their punctuation

B. Phrases.

1. Position of phrases in sentence (adjective, adverbial)

2. Use of commas when phrases are out of usual order

(a) Don't go (not "I'm not going").

(c) I didn't go, it rained.

(b) He would have came, could have known.

1. Grammatical changes: doesn't, aren't, hasn't, wasn't, still, now, etc. They're late. That's a pair of the time.

2. Need to go (not "I'm going").

3. Out of school, I'm quitting. Should I go with you?

4. Correct use of then, than, being, this, which, tell, ask, look, together.

5. Correct use of the, the, this, that, however, otherwise, except, except, since, how.

B. Phrases in daily use.


II. APSTAN-BURLINGTON, ed., 1926, p. 89.
A. Introduction of Exercise and Sport Implications

1. Preceding

2. Provision of Exercise in Education (Curricula)

3. Use of Exercise in Training the Out of Sports Other
Suggested Courses of Study for Functional Grammar

II. An Experience Curriculum in English.

Forms to be Mastered, 7 - 12.

I. Verb.

I'm not, he isn't; it isn't; I haven't; he hasn't
(not "I ain't seen him today).

May have seen (not "of"); might have seen; must have
seen; could have seen; should have known; could have
known.

a. Correct spelling of contractions: aren't,
haven't, didn't, wasn't, doesn't, it's, can't,
etc. You're late. Who's captain of the
team?

b. Ought to go (not had ought); ought not to go.

c. Use of shall I in questions. Shall I go with
you?

d. Correct use of learn, teach, bring, rise, raise,
tell, ask, lend, borrow.

e. Correct use of lie, lay, sit, set, affect, effect,
accept, except, loose, lose.

Mother is lying down.

How long have you sat in the first row?

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1. Hatfield, Wilbur, An Experience Curriculum in English.
English Monograph No. 4, National Council of English Teachers.
Father taught me that trick.

f. If I had gone (not would have gone).

I wish I had gone (not would have gone).

I wish we had a better baseball team (not would have).

Principal Parts. Principal parts of do, run, see, go, come, become. Use, for example of, did, ran, saw, came, became, have done, had run, has run, have gone, have come.

Principal parts of break, choose, freeze, speak, steal, swear, tear, wear, begin, drink, ring, sing, sink, shrink, spring, swim.

Use, for example, began, sang, rang, is broken, is frozen, is torn, has rung.

Principal parts of drive, ride, rise, strive, write, blow, fly, grow, know, throw, buy, eat, fall, get, give, take. Use, for example, of, gave, knew, threw, have driven, have eaten, have written, might have known.

Principal parts of attack, beat, bring, burst, climb, drag, draw, drown, show, say, teach, lie, sit, set.

Agreement with Subject.

You were; you weren't; we were; we weren't; they weren't; were you, weren't they.
If I had known (or thought I knew) when I wrote the essay, I would have included more detail and explanation. However, I didn't have the benefit of hindsight and was limited to the information available at the time.

For example, if I had known the significance of the event, I might have written more about its impact. Instead, I focused on the immediate aspects and didn't fully appreciate the broader implications.

In hindsight, I wish I had done a better job of researching the subject and consulting with experts to ensure accuracy. However, I was constrained by the resources and knowledge available at the time.

Given the opportunity to do it over, I would make some changes to the essay and provide more context and analysis. Overall, I feel that the essay is incomplete and could benefit from additional research and exploration.

For the record, I'm not sure I'm fully competent in the subject matter, but I'll try my best.
j. He doesn't; she doesn't; it doesn't.

k. Agreement of the verb with the subject when the subject is after the verb.

There are two. There were two. Where were the books? On the bank were some water lilies.

Agreement of a verb with a compound subject joined by and.

How are Gladys and Jimmy?

George and his sister were chosen.

Agreement of a verb with a subject followed by a phrase.

One of his tonsils is diseased.

The scenery in the Alps is beautiful.

l. Agreement of a verb with a compound subject joined by or or or nor.

Neither John nor James seems to be in a hurry.

m. Agreement of verb with each, every, either, someone, anyone, anybody, everyone, everybody, no one, nobody, and a person.

Each of the girls was rewarded.

n. Agreement of a verb with such a word as news, mathematics, civics, measles, or two-thirds.

News is scarce.

Measles is a contagious disease.
o. Agreement of a verb with a relative pronoun.

She is one of the girls who are organizing a writer's club.

Tense.

p. The use of past tenses ending in -ed: asked, helped, started, used, said.

I asked him yesterday (not "ask").

John helped to distribute fruit.

We used to live in Trenton.

q. Avoidance of careless shifting of tenses.

He looked at me and said (not says)

r. The use of the past tense for past time.

He gave it to me yesterday.

s. Use of the past perfect tense.

I found him almost well although he had been very sick.

t. Use of the present perfect tense.

Have you bought your tickets?

II. Pronouns.

A. Correct formation of pronouns: your (not yourn); our (not are); himself (not hisself); themselves (not theirselves).

B. Avoidance of the double subject: my father said (not my father he said); Mary came (not Mary she came);
Sherlock Holmes walked around.

a. Avoidance of what, when the antecedent is expressed. Here is the book which you asked for (not what).

The boys who went had a good time (not what).

C. Placing a pronoun in the first person last in a series.

Dad and I were playing ball (not me and Dad).

He and I did it (not me and him or I and he).

a. Correct spelling of these pronouns: ours, hers, its, theirs, their, yours, whose.

Is that dog yours?

b. omission of useless pronouns.

Ivanhoe tells of King Richard (not, in Ivanhoe it).

c. Inserting I when it is the subject.

I received your letter of March 14.

Use of who for persons, which for animals and things, and that for persons, animals, and things.

I saw a man who looked like my father (not which).

D. Case.

1. Personal pronoun as subject and predicate nominative.

John and I are going to camp this summer.

We girls went.

It was she. It was he.
The paper must have a good theme (not war).

I am going to describe my first vacation in Europe.

Dear Mr. Smith,

I am writing to you about my recent trip to Europe. I enjoyed my time there and would love to visit again someday.

Yours sincerely,

[Signature]
a. Avoidance of them as the subject.

Those are the ones I mean. (not them)

These are mine. (not them)

b. Personal pronoun as object of a verb and of a preposition, especially in a compound subject.

Margaret invited you and me.

No one but him knows the answer.

c. Correct use of who and whom.

I do not know who he is.

Who do you think she is?

Who do they think will be elected?

E. Reference.

a. Pronouns relating to each, every, either, neither, anyone, anybody, everyone, someone, somebody, no one, nobody, one, many a, and a person.

Every girl did her best.

Everyone did his work.

Each runner put his foot on the line.

A person can find what he looks for.


Mary said to her friend, "I am mistaken". (not Mary told her friend that she was mistaken.

III. Adjectives.

a. Avoidance of them modifying a noun: those books.
This is the text content that was previously extracted for the document.
(not them); those chickens (not them); those papers.

b. Avoidance of "that there" and "this here".
That boy is the one I mean. (not that there)
c. Use of a and an.
An apple; an airplane.
d. Correct use of such comparatives and superlatives as worse (not worser), worst (not baddest), better (not more better), heavier, kinder, cheaper, more beautiful, most wonderful.
e. Use of an adjective after a copulative verb.
I feel bad. The substance of the speech was fairly good. The rose smells sweet.
f. Avoidance of such overworked words as fine, funny, awfully, nice, great, and of the slang use of some and swell.
An artistic hat (not some hat); a delicious dinner (not a swell dinner).
g. Correct use of fewer and less; fewer horses; less wheat.

IV. Adverbs.
a. Avoidance of the double negative.
Haven't any (not ain't got none); didn't do anything (not didn't do nothing); haven't either;
haven't a book; doesn't know anything;

can't see anything; haven't any paper.
Plays well; writes well; slept well; do it well.

b. Spelling of too and there.
There are six.
I am too tired to go.

c. Use of an adverb to modify a verb, an adjective, or an adverb.
I surely was glad to see my mother. (not sure)
He had a really good excuse. (not real)
The book is very entertaining. (not real)
He didn't speak distinctly.

Everyone will be treated fairly.

d. Avoidance of negative with hardly, scarcely, only.
He is hardly old enough. (not isn't)
There is only one bank in the town. (not isn't)
He has hardly any friends. (not hasn't)
I can hardly hear you. (not can't)

e. That's as far as I went. (not all the farther)
Omission of useless words: again (not once more again); add (not add up); end (not end up);
return (not return back.)

f. That's as far as I went (not all the farther).
V. Nouns.

a. Spelling of the possessive singular of nouns:
   The sun's shadow; George's book; a day's work;
   a lady's picture.

b. Commonly used plurals of nouns:
   churches; houses; women.

c. Spelling of plurals of nouns:
   potatoes; flies; donkeys; calves; proofs;
   oxen; feet; sheep; data.

d. The formation of the possessive plural:
   boys'; men's; ladies'; monkeys'.

e. It is two miles to town (not mile).
   He is six feet tall (not foot).

We have six bushels of apples (not bushel).

VI. Prepositions.

a. Off (not off of).
   I fell off the chair. He got off the car.

b. Into, in.
   Harold jumped into the water to save the child.
c. In, at.

We enjoyed ourselves at the World Fair in Chicago. Avoidance of useless prepositions.

Where does she live (not live at)?

Where is he going (not going to)?

To whom did you give the knife? (not to whom did you give the knife to?)

d. Use of different from (not different than).

Stenography examinations are different from other examinations.

e. Avoidance of due to as a prepositional phrase.

Because of the rain the game was called after the fifth inning. (not due to)

VII. Conjunctions.

a. Avoidance of like as a conjunction.

Do as I say. He talks as if he were sick.

b. Avoidance of "being that" as a conjunction.

As he was the only music teacher in town, I invited him. (not being that)

c. Avoidance of overusing so, and, but, to join clauses.

Nothing seemed to stop Jimmy and his partner. They won the second set 7-5 and had the lead in the third set. (not partner so they.)
d. Avoidance of where and how in the sense of that.

Did you read that Leo won the medal for the best drilled cadet? (not where)

VIII. Sentence Sense.

a. Observance of parallel structure.

He taught piano, violin, and voice. (not vocal)

b. Avoidance of confusing or amusing dangling participle.

While I was walking down the street, an automobile almost hit me.

c. Placing modifiers so that the meaning will be clear.

The general lost nearly a thousand men. (not nearly lost)

d. Using all necessary words.

My sister graduated from high school last June.

I have never seen him or spoken to him.

Note: Corrective work is only for those who need it. It may be done individually or as small group work if several pupils have a common weakness to overcome.
I have never seen him or spoken to him.
Suggested Courses of Study for Functional Grammar

III. Report on a Minimum Grammar.¹

A Possible Course of Study

Seventh Grade

A. The complete subject and the complete predicate
(direct objects and predicate substantives should be deferred).

B. The Skeleton: predicate verb first, followed by
simple subject. It is best at first to use as
examples sentences with complete verbs. (We swam
in the river.) In this connection emphasize
compound subject and compound predicate.

C. Modifiers: Very simple treatment, just showing that
all words except simple subject and predicate verb
trim or garnish either one of those, or change
(modify) its meaning.

D. The noun, pronoun, verb, adjective, adverb as parts
of speech taught very simply for recognition without
classifying. Here teach the six troublesome
possessives: its, theirs, yours, ours, hers, whose,
as in spelling matter.

E. Predicate substantives and predicate adjectives,
treated simply as modifiers of the subject.

F. Direct object of the verb.

III. Report on foreign United States

A Tour of Europe on August

Seventh Grade

The complete report and the complete programme.

The extension programme very well followed up.

It is clear that the tour as an

example of programme with complete variety.

In the tour, if the programme is complete:

conclusory material and comprehensive background.

If Illus: The simple treatment, that showing that

will make excellent simple subject and background

with or without suitable one of choice to complete.

(south) the meaning.

D. The noon bloom, vary subjects, exposed as being

of speech for show very simply for recognition without

specification. Here come the fits programme,

housekeepers to facts, make, and paste, more

as in setting matter.

E. Logical statements and logical explanations.

L lucked simple as outlining of the subject.

E. Direct object of the verb.

I. Committee of the National Teacher's Association.

G. Nouns.

1. Number (formation of plurals).

2. Case forms: common and genitive.

Eighth Grade

First must come thorough review of seventh grade topics to insure full mastery. When all that is solid:

A. Prepositional phrases.

1. Prepositions and their objects.

2. Adjective and adverb phrases.

B. Cases of pronouns: nominative, accusative, particularly co-ordinate objects like "with you and me", "invited you and me".

C. Chief uses of substantives.

1. Simple subject or subject substantive.

2. Direct object.

3. Object of a preposition.

4. Predicate substantive.

D. Complex sentences, defined as those in which a clause is used as a part of speech. Subordinate clauses and subordinating connectives (undifferentiated).

1. Adjective and adverb clauses. Their uses are to be linked with those of simple adjectives and adverbs and of adverb and adjective phrases.

Adverb clauses should be no means be classified.
2. Substantive clauses: a brief treatment to illustrate that such a clause has usually one of the four major noun uses given above. The distinction between appositive and adjective clauses particularly seems valueless at this point.

E. Compound Sentences.

1. The co-ordinating conjunctions (and, but, for, and more rarely or, so, and yet).

2. The relation showing adverbs, which have no grammatical function as connectives (thus, therefore, then, however, moreover).

F. Fuller treatment of verb number, with special reference to such idiomatic uses as you were; the simple subject separated from its verb by modifiers; singular subjects with plural ending (politics, athletics); singular indefinites (everybody, each) as subject. (The teacher need make no use of the term indefinite); sentences beginning with the expletive there (there is, there are).

Ninth Grade

A. Verbs.

1. The complete subject and the complete predicate.
2. The skeleton: predicate verb and simple subject.

3. The noun, pronoun, verb, adjective, adverb as parts of speech, simply for recognition, without classification.

4. Predicate substantives and predicate adjectives, treated simply as modifiers of the subject.

5. Direct object of the verb.

6. Prepositional phrases.

7. Chief uses of the substantive:
   a. Simple subject or subject substantive
   b. Direct object
   c. Object of preposition
   d. Predicate substantive

8. Cases of pronouns: nominative, accusative, particularly co-ordinate objects like "with you and me", "invited you and me".


10. Fuller treatment of verb number

   In addition

A. Verbs.

1. Voice: active and passive.

2. Tense (in the indicative mood) with special reference to the use of the present perfect; to the distinction between the simple past and the past
perfect; and to the progressive forms (is going, was going). The future perfect is of no importance. Special attention should be given here to principal parts, particularly of irregular verbs which cause most trouble: do, come, see, go, run, bring.

B. Pronouns.

1. Personal and interrogative.

2. Special review of possessive adjective and pronouns.

3. Clear reference of pronoun to antecedent: "A bird can see a worm even when it is flying," "It says in the paper."

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Conclusions about Courses of Study for Functional Grammar.

All three of these modern curricula of fundamental grammar are a great improvement on the old-fashioned course of study which included all the minute points of formal grammar. For the most part, they do advocate "The teaching of only those grammatical forms without a knowledge of which the pupil is unable to know whether a sentence is or is not correct."¹

The course called, "Functional Grammar - What and Where?", by Paul Leonard is made objectively. Mr. Leonard claims to have followed Mr. Rivlin's excellent definition for functional grammar, namely, "That application of the knowledge of a grammatical item which will prevent the commission of an error in English or which will assist in the correction of an error already made."² Mr. Leonard used that definition as a general criterion for selection of grammar items as well as proposing a valid reason for teaching these items. Also, he studied the research problem of the selection and grade placement of grammatical items. Such studies as that of Stormzand and O'Shea, Rivlin, S. H. Leonard and Charters were examined. He analyzed them to determine the


items of grammar which seemed to be the most functional for
the average boy or girl. Then, on this basis, he proceeded
to prepare the following questions:

"Are the items suggested as functional by
present research adequately enough determined to use in
course of study building? If so, where should these items
be placed in the school program?

"What grouping of these items is most satis-
factory?

"From the standpoint of growth in terms of
language efficiency and of learning difficulty, in what
order should these items be taught?"

Finally, Mr. Leonard divided his course into
five functional divisions.

I. Complete - sentence concept.

II. Subject - element concept.

III. Predicate element concept.

IV. Modification element.

V. Connective element.

My objections, however, to this course of study
are in the items included in the eighth and ninth grades.
Such terms as intensive, reflective, and demonstrative pro-
nouns seem to be grammar of classification, rather than of

   English Journal, 1933, p. 734.
use. Then, the teaching, discussion and application of the subject of phrases is left until the last item to be taught in the ninth grade. Pupils will need to use phrases in their oral and written stories before this time. In my opinion, the placement of phrases, adjective and adverbial, could well be in grade seven. With these exceptions, "Functional Grammar - What and Where?" is, in the writer's opinion, a workable program.

The program of work outlined in the "Report on a Minimum Grammar", by the Wisconsin English Teachers is the one that coincided with the writer's viewpoint. The teachers have based their outline on the fundamental assumption that it be simple, yet determinative. As it is a course in essentials only, those topics have been included of which complete mastery is expected. The grammar presented for each grade is regarded as altogether necessary to every pupil who completes the work of the grade. This means that it is all grammar of use or practice. This course presupposes no knowledge of grammar on the part of the child when he enters the seventh grade. The whole purpose of it is to furnish a firmer basis for the use of correct English in speaking and in writing.

The newest curriculum, "An Experience Curriculum in English", is the most startling. For five years the
The problem of more and a "model" is one that has to be solved in order to proceed with the current situation.

In this case, the model is to be used as a reference point for the subsequent steps. The model needs to be adapted to the current situation, or it will not be effective.

The problem of more and a "model" is one that has to be solved in order to proceed with the current situation. The model needs to be adapted to the current situation, or it will not be effective.
Curriculum Commission of the National Council has been preparing this outline. It is the product of the best thought of English teachers in the United States. New educational theories have challenged the old-fashioned formal grammar. It is the belief of this Commission that "the school should teach the child rather than the subject, that the school is a rehearsal for life, a time of growth for the individual, rather than a period during which the individual is pressed into a standardized mold."¹

The principle carried out in this curriculum is only so much grammar for the child as he can and will use in his life experiences. The "Experience Curriculum" recognizes only one test for the soundness of any grammatical item, "will it contribute to the child's wisdom, awareness, and effectiveness as he meets the experiences of school and the experiences of past-school life?"²

This curriculum is also divided into five parts called literature, reading, creative expression, communication, and corrective teaching. Each part is further divided into a number of "strands of experience", each strand representing a special kind of experience that runs through a number of grades. In every strand there is a division into units, which are


². Ibid., p. 131.
The primary activity in this community is not being able to know the reason for the activities. The "fisheries" are defined as the "situation" that can be found in various ways. In addition, there is another "situation" that can also be found in this community. By reading this, you can learn more about this activity. In order to get an idea of what has happened in the community, you need to read the materials included in this activity. The "situation" of this activity is also included in this report.
simply small teaching plans. Each unit is made up of a primary objective and related enabling objectives. The part in which the writer is interested is the fourth, or communication, which covers both oral and written experiences, and also a series of units on instrumental grammar. It has constant oblique reference to those instrumental grammar units through the strands of communication which include oral experiences of ordinary social conversation of telephoning, et cetera, and stresses the fact that the art of communication can be learned effectively only by doing the thing itself. The experiences of oral talks are made very important, and the enabling techniques of rhetoric, grammar, and mechanics are kept wholly instrumental. In fact, grammar is advised only for those individual pupils who have a weakness to overcome. The pupils are neither given any definitions, nor are they required to use any grammatical terminology. There isn't any time devoted to the teaching of grammar as such, but it is presented entirely informally. To quote Hatfield, "Grammar so taught is certain to be practical because it is learned not merely for use but in use. Moreover, no time at all has been taken to teach it; it is merely a by-product of other work that needs to be done."¹

An early report released by the American Council of Education, with the title "A Study of the University," was the first of its kind to examine higher education in the United States. The report aimed to provide recommendations for improving the quality and effectiveness of higher education institutions. It highlighted issues such as faculty salaries, student enrollments, and the need for better research facilities.

The report was widely influential and paved the way for subsequent studies in higher education. It also served as a model for future research and policy development in the field. Many of its recommendations were adopted by universities and governments, and it remains a seminal work in the history of American higher education.
In the writer's opinion, this curriculum is ideal, but it does not seem that the schools are quite ready for such a drastic change. I also believe that we must have some firm realism with our grammar work. Therefore, the following original curriculum for functional grammar is presented.

New educational theories have challenged the benefits of formal grammar. The weakness of this has been that only so much grammar is taught as the child can and will use in his life experiences.

The work in grammar should be closely related with oral and written compositions. The class should be made to realize that "language is made up of words, and words are united in groups called sentences." Their ideas can be made much clearer through work, prose, and clause modifiers which function in the sentence or sentences.

While studying the parts of speech, such as, noun, verb, adjective, or adverb, the pupil should write compositions utilizing these modifiers to make their ideas vivid and interesting. In this manner, they should appreciate the aid that a knowledge of grammar can give to them in expressing stories of life experiences. Also, the class should understand that grammar is not an isolated subject, but that it

In the writer’s opinion, this approach is logical, but it does not seem that the situation can be fully tested for a general context. If the values start to wear, tests should be done to determine physical and mental work. Therefore, the following criteria and definitions for important elements in the project...
Sample Course of Study for Functional Grammar

I submit the following sample curriculum in which the principles and ideals of functional grammar are emphasized. There is little need to explain the present necessity for a revision of purposes and methods of grammar teaching. New educational theories have challenged the benefits of formal grammar. The outgrowth of this has been that only so much grammar is taught as the child can and will use in his life experiences.

The work in grammar should be closely related with oral and written compositions. The class should be made to realize that "Language is made up of words, and words are united in groups called sentences." Their ideas can be made much clearer through word, phrase, and clause modifiers which function in the enlargement of sentences. While studying the parts of speech, such as, nouns, verbs, adjectives, or adverbs, the pupils should write compositions utilizing these modifiers to make their ideas vivid and interesting. In this manner, they should appreciate the aid that a knowledge of grammar can give to them in expressing stories of life experiences. Also, the class should understand that grammar is not an isolated subject, but that it

1. Language Outline for Lynn Public Schools, Curriculum Committee, 1932, p. 17.
I cannot understand some of the following sentences. Following are the portions relevant to my understanding:

...some of the language is too complex...
has a close relation to everyday English.

This course of study does not attempt to give all the details a curriculum intended for direct classroom use would give. In each grade of the Junior High School, there has been developed a sampling of units presenting the essential principles of functional grammar. In the suggested teaching method and illustrations of the unit, no endeavor has been made to complete the entire work of the grade. Enough lesson plans have been included to give one the idea of the method used to carry out the grammar of use.
The course of study was not intended to give
students a comprehensive knowledge of their profession,
but rather to develop a capacity to make independent, in-
formed and correct decisions. The emphasis is on
situational analysis and decision-making.

However, the course of study has been designed to give con-
scious and practical insight into the nature of the
field and the role of the professional in it.
A Sample Course of Study for Functional Grammar

Grade VII

Objectives.

General Objective:
To enable the pupils to think clearly and to use correct English in speech and in writing.

Specific Objectives:
- To master the sentence sense.
- To learn the parts of speech involved in the common errors of usage.
- To correct these errors by applying the necessary rules of grammar.
- To use grammar as a method of overcoming bad speech habits.

Prerequisite.

At the beginning of the year, each teacher in the junior high school should test her class by using some simple diagnostic grammar test. For, in order to know what the child needs to enable him to speak correctly, it is necessary to find out what mistakes he makes, as well as what rules of grammar he violates. After the test has been given, and a careful tabulation of the errors made, the teacher should interpret the results with the class as a whole and then with each individual pupil. Next, the pupil should be helped by
other pupils and the teacher to make a complete list of his failings and to make every effort to correct them. After the disabilities of the class are thus determined, the proper remedial lessons should be introduced.

References.

The Charter's Diagnostic Language Test. This test discovers the weaknesses that remain in fundamental usages. It helps determine where the emphasis is now needed and how much time should still be devoted to grammar. It not only locates the pupil's weakness in grammar but it helps the teacher to attempt to build up correct habits in grammatical usage.

Cross English Test. This test may be used as a diagnosis of language difficulties, for sectioning of classes, and for measurement of progress.

The Wilson Language Error Test for general testing. The purpose of this test is "to discover the pupil's ability to recognize and avoid the common language errors." The emphasis is on language rather than technical knowledge of grammar.
Sample Unit I.

Content

I. Mastery of the sentence

A. Drill on:
   1. Recognition of sentence and non-sentence
   2. Complete subject
   3. Complete predicate
   4. Simple subject
   5. Simple predicate
   6. Natural and inverted order
   7. Kinds of sentences according to use
      a. Declarative
      b. Imperative
      c. Interrogative
   8. Simple sentence with compound subject and predicate

References:
Method and Illustrations.

In correcting papers many such errors as these are found. "He walked toward me with a fish on his hook it was bigger than I had caught." The teacher's immediate duty is to teach that every group of words expressing a complete thought must contain one principal subject and predicate. This is functional grammar, or grammar of use.

Recognition of sentences:

1. In ready made sentences.
   
   When they play ball.
   Every morning the old man went out to fish.
   They put all the fireflies into the bottle.
   Running across the lawn.
   The birds wheeled in great circles.
   When the first bell rang.
   Even if I had a dog of my own.
   We had plum pudding for dinner.
   With his hands and feet tied.

2. In home made sentences.

   A variety of sentences should be used to show the function of making statements, asking questions, and making requests.

3. In their own or neighbors' stories.
Illustration of developing sentence sense.
"The class witnesses the growth of the sentence with the subject and predicate remaining unchanged.
Go.
(The man) (goes)
(The tall man) (goes quickly)
(The tall man in the blue coat) (goes quickly toward the barn.)"

Illustration of developing subject and predicate.
Every sentence however long or short has two parts.
Teach subject and predicate.
One method is to fill in blanks in sentences by supplying the subjects, such as:
1. _______ taste very sweet.
2. _______ lives next door to me.
Completion of sentences to find predicate, such as:
1. A boy in our block ______.
2. The frightened horse ______.
Review of both subject and predicate by underlining:
Down the street came the fire engine.

Methods of Developing Kinds of Sentences.

As you gain in ability to speak and write you will use various kinds of sentences. It is just as well to be able to call those sentences by their correct names. In the following illustrations a statement is made, a question asked, a request made, and strong feeling expressed. Can you find each of these and how it is punctuated?

I did not understand the directions.

May I open your window?

Please lend me your ruler.

How beautiful this view is!

Since the first sentence makes a statement of fact it is called a declarative sentence. The second sentence asks a question and is an interrogative sentence. The third sentence makes a request. It is an imperative sentence. The fourth sentence expresses feeling. It is an exclamatory sentence. Notice the punctuation at the end of each kind of sentence.

Have you ever read the story of King Arthur and his knights? If you have, you will remember the story of Gareth. The following conversation takes place. Select the different kinds of sentences.

"Gareth. Lady, I am to right your wrong. Lead on. I will follow.

Lady. Go back! I smell kitchen grease when
We cannot know for certain what you will
and various kinds of sensation. It is not an easy way to be able
to carry these sensations of our sensations. In the following
the sensations are referred to above a sensation. Can you find each

or change any if you do the opposite.

I did not understand the instructions.

When I open your window.
Please keep no open letters.

You cannot fix this alone.

Since the first sensation, where a sensation of what if I can
a perception. The second sensation was a perception
and I am not interested in the second sensation a
lasted. If I am interested to see
the sensations of the two or any kind of sensations
have you ever seen the parts of the parts of

my impression. If you leave, you will remember the start of
create. The following conversation turns loose. Respect the
affection male of sensation.

"That, that I am to right your master. That
or. I will forgive.

That. Go away. I smell your place above.
you are near. Go back!

Sir Kay. Come with me to the kitchen.

Gareth. I will not. Lead on. I will follow.

(They ride away.)

Voice from the Wood. Help! They are drowning my lord! Will you not help!

Gareth. Follow! I will lead.

Lord. I am the lord of the castle yonder. You have saved my life. Will you not spend the night in my castle?

Make a list of the kinds of sentences spoken of at the beginning of the lesson. Write a sentence as an example of each.

Study the following paragraph and be ready to name each kind of sentence:

"Once Too Often".

"John was usually an obedient boy. There was one forbidden thing that he always longed to do. What do you suppose that was? He wanted to make his dog chase the two guinea hens because they made funny noises. Rover, too, thought it was good sport. One morning, John and Rover were strolling about the farm. The two guinea hens were also strolling.

you are near the piano.

exit the door and go to the kitchen.

terrible. I will not leave now and I will follow.

That's the way.

Voice from the room: Help! These crooks.

Why? Will you not help?

General: Follow me, I will find you.

You. I am the head of the secret society. You have saved my life. Why are you doing the secret in my concern?

Here is the first of the stunts of evidence shown at the beginning of the reason. With a scenario as an example of one of many.

Match the following paragraphs may be matched to make sense.

"Once Ten O'Clock"

"You are necessary as an actor, you know, there's one.

Television itself is not the magic kingdom of go. What do you end to work that we're always forced to go. Don't make the secret of voice not get across the two lanes.

One might add on. One might say and you can too.

Sort the facts. The two squares were also on the right.

1. Know more about your work performance. Start training.

my company. Yes. I will...
John glanced around. There was no one in sight. "Sic 'em, Rover," he commanded. The obedient Rover chased them down the lane far out of sight. How sorry John was next morning when his father found two poor, little dead guinea hens in the orchard!"¹

_Inverted Order._

Today we are going to learn something more about sentences. In the declarative sentences, we have found that the subject always came before the verb in the sentence. Look at the following sentences. Pick out the verb and ask yourself the question, _who_ or _what_?

1. The Scouts went on a trip.
2. Not far away was a large woods.
3. Toward it hiked the boys for their suppers.
4. On the ground they found many twigs.
5. There was great fun cooking supper.

Answer these questions: Who went? What was?

Who hiked? Who found? What was?

Do you see that the subject may follow the verb in a declarative sentence, but that you can still easily find it by asking who or what?

When the subject follows the verb, the sentence

---

is said to be in **inverted order**. Inverted comes from a Latin word meaning turned about. When a sentence begins with *there* like sentence 5, the subject always follows the verb.

When a sentence is written with the subject first, it is in the **natural order**.

Point out the sentences in inverted order and change to natural order.

1. The bear was sunning himself.
2. How very strange this was!
3. Long and difficult was the journey.
4. A slight illness is troubling me.
5. In the yard lay a half split post.
6. Susan invited me to her party.
7. Soon we reached the village.
8. On New Year's Day we make new resolutions.
Sample Unit II.

Content

I. Verb. to wonder if you will ever learn to speak correctly.

A. Drill

1. Simple predicate
   a. One word
   b. Verb phrase

2. Compound predicate

3. Transitive

4. Intransitive

5. Principal parts of lie, lay, rise, raise, sit, set, learn, teach, may, can, throw, threw, run, run, begin

6. Linking verbs

References:


b. Holman, Clark, Veit. Thinking, Speaking, and Writing English, Seventh Year, pp. 145-147.


Contents

I. Verp

A. Prijl

1. Single Negatives

2. One Way

3. Verp Prunes

5. Common Mechanics

8. Temporize

9. Intensifying

6. Intensifying Parts of the Verp Tree, User's Guide

set, learn, reason, may, can, price, item

then, push

4. Intensive Nature

References:

W. W. Norton & Company, Inc., Hearst-Kodak, New York, N.Y.

p. Home, Order, Right, Thinking, Complete, etc.

Writing Problems, Seventh Year, pp. 149-149

C. K. Nason, Intelli-Teaching Materials, Boston, Book

III, pp. 38-40.

4. Teacher's Appendix, Howard, Intelligent Language Guides

Book One, pp. 96.
Learning about Principal Parts.

You are corrected so often that perhaps sometimes you begin to wonder if you will ever learn to speak correctly. This is not so hard as you may think. One-half of the errors people make are in the use of verbs. Fourteen verbs cause eighty-five per cent of all mistakes in the use of verbs. If you can learn to use correctly these fourteen troublesome verbs, it will be much easier for you to speak good English.

For several lessons, we will study these verbs. For this week, let's work with do.

Principal Parts

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Present Participle</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>did</td>
<td>(is or was) doing</td>
<td>(has or is) done</td>
</tr>
</tbody>
</table>

The first form, do, is called the present tense. Tense means time. You use the present tense in speaking of what is happening now in the present time.

I do the work every day.

The second form, did, is called past tense. You use the past tense when you speak of something that happened in the past.

Yesterday I did my shopping.

Doing is called the present participle. It is made up of the present form plus ing. It is never used alone as a verb, it is always used as a verb phrase.
The boys are doing the extra practicing.

The fourth form, done, is called the past participle. Like the present participle, it is never used alone as a verb. It is usually used after has, have, had, is, was, or some other verb.

Who has done the cleaning? It was done by the boys.

In these troublesome verbs, the trouble comes in confusing the past tense and the past participle. If you will remember that the past is always used alone, and that the past participle is never used alone as a verb, you will find it easy to use these verbs correctly.

The following sentences are correct:
1. Each day I do my exercises.
2. The fox did not catch the rabbit.
3. He does not deserve the punishment.
4. He did all the work about his little farm.
5. I did all my homework.
6. After I have done my lessons, I go out.

Write ten original sentences in which you use the different forms of do. Use did in at least five of your sentences. Some pupils may write their sentences on the blackboard, leaving spaces for other pupils to fill with the right principal part of do.
Extra drill:

Copy the following sentences, filling in the correct form of do in each blank. Remember that done can be used only after is, was, has, have, or had.

1. The fox _____ his best to help the wolf.
2. The wolf _____ wrong to gobble up the fish.
3. 'What have you _____?' asked the fox.
4. I only _____ what you would have _____, if you had been in my place.
5. What can you _____ about it?
6. I _____ my duty in throwing out the fish.
7. You _____ not _____ yours in eating it up.
8. What you _____ makes you a bad partner.
9. I never _____ anything so unfair.
10. The wolf _____ nothing to excuse himself.'

Excerpts:

With the following sentences, fill in the conclusions you can draw.

1. The fox ran to pulp the fruit.
2. The wolf wants to escape the lake.
3. What have you? boys and girls.
4. I only want you empty these. If you

...and go in the fridge.

5. Where am I going to spend my time.
6. I am going to spend my time.
7. You not want to spend it.
8. What you mean you want my brother.
9. I never understand to travel.
10. The wolf requires to spend meantime.
A Remedial Drill for Correcting the Language Errors of Children.

"We find that authorities agree that the most effective way to correct the common errors is by drill on each error. I believe that this drill can best be motivated by means of a series of Correction Error Drill Cards."¹

Front of Card

Error: He ain't here.
Rule: Never use ain't.
Correct: He is not here.
    or
    He isn't here.

Back of Card

Fill blanks with correct word of words showing the not or negative response in each case:

You ______ going to the party.
John ______ come home from school yet.
I ______ going.
He ______ sure of the score of the game.

Correct English Chart.

I think this method of checking mistakes in grammar is very successful. The pupil can correct some of his errors outside of school, as well as in the classroom. "A knowledge of correct usage must function in habits of correct usage."  

Name of pupil ___________________________ Grade ______


1. Ain't for AM NOT, IS NOT, ARE NOT

2. I seen it for I SAW IT

3. He done it for HE DID IT

4. He don't for HE DOESN'T

5. It is me for IT IS I
   It was him for IT WAS HE
   It was her for IT WAS SHE

6. Me and John for
   JOHN AND I PLAYED

7. Bring for TAKE

8. Learn for TEACH

9. I got a pencil off Mary
   for I RECEIVED A PENCIL
   FROM MARY

10. Can for MAY

__________________________

I think this makes of efficient utilization in your work is very important. The ability to correct some of the text takes a correct course as well as in the American way. I would like to correct some of the mistakes in the text.
Sample Unit III.

Content

I. Nouns.

A. Define and recognize:

1. Common

2. Proper

3. Singular

4. Plural

   a. Formed by adding _s to the singular: eggs

   b. Formed by adding _es to nouns ending in ch, sh, s, x, or z: churches, bushes, topazes, dresses, foxes

   c. Formed by changing _y to _i and adding _es when y is preceded by a consonant: daisies

   d. Irregular formation: deer, tooth, sheep, mouse

B. Simple subject

C. Direct object of a transitive verb

D. Predicate noun

E. Object of preposition

References:


Method and Illustrations.

No definitions of any part of speech should be given until numerous examples of the idea have provided a definite background for the terms used. Even then it is wiser to allow variation and personal expression of the idea in the words of the pupil than to demand a set formula. Functional grammar must be kept a process of thinking, not a function of memory. This method makes far more likely the carrying over of the study into the formation of habits of correct speaking and writing than the more usual drill merely on the recognition of parts of speech in isolated sentences. This method has an advantage also for sentences and paragraphs written by pupils may be used for oral and blackboard drill in habits of correct usage. No text book can give such effective material drill as can be furnished by sentences and paragraphs written by pupils themselves.
Sample Unit IV.

Content

I. Modifiers for enlargement of sentences

A. Pronouns
   1. Define and recognize
      a. Personal

B. Adjectives
   1. Define and recognize
   2. Answers questions, what? what kind? and how many?

C. Adverbs
   1. Define and Recognize
   2. Answers questions, how? when? where?

D. Prepositions
   1. Recognize the common prepositions

E. Conjunctions
   1. Teach a few thoroughly; and, but, or, for

F. Interjections
   1. Use

References:


2. Teuscher, Johnson, Howard, Junior Language Skills, Book One, pp. 177-194.

3. Holman, Clark, Veit, Thinking, Speaking and Writing
English for Seventh Year, pp. 176-185.


Method and Illustrations

There should be very simple treatment of the modifiers. Just enough to show that all words except the simple subject and predicate verb are modifiers. The same procedure should be used as described in nouns. We should remember that no word in itself is a part of speech. It gets its name from its use in the sentence.

For example:

The dog ran away. Mother sent me.

The run is short.

See her mother the little turkeys.

Examples of all parts of speech treated in this way will be associated with the definition. Really clarify the subject for the pupil.

Conjunctions and prepositions are the easiest to distinguish, but writing out the entire prepositional phrase and underlining the preposition in a first sentence makes it clearer.
A. Grammar in Newspaper.

"The newspaper varied in content and appeal, puts into use and form parts of speech, rules and laws of grammar, and composition emphasized in text books on the study of English.

"When parts of speech are studied begin to make scrapbooks or posters to illustrate these different forms taking them from the newspapers. To start, ask pupils to clip ten nouns from papers and bring these to school before pasting, because at first many strange parts of speech will be classified as nouns. A large noun poster in which all have taken part is often more forceful as an illustration than individual books or posters.

"Divide paper into three columns because nouns are names of persons, places and things. This division showed that the names of things comprised the largest lists, with persons and places coming next. The familiar slogan 'Names make news' renders it easy to find proper nouns.

"Examples of all parts of speech mounted in this way and associated with the definition really clarify the subject for the pupils.

"Conjunctions and prepositions are the hardest to distinguish, but cutting out the entire prepositional phrase and underlining the preposition with its object makes it easy
to understand."

B. Language Games

Here are some language games that my classes find diverting.

1. This one was adapted from the old one known as "Beast, Bird, or Fish." The class decided to call our game "The Wide-Awakes and The Dreamers". The class forms a line on one side of the room, and one person is chosen to act as a leader and one as a timekeeper. The leader stands in the center of the room with a pointer in his hand. Pointing to someone, he says, "pronoun". The child thus selected has to name a pronoun, and use it in a sentence. If he fails to accomplish this in one-fourth of a minute he has to stand on the opposite side of the room. All the parts of speech are named in this way and the time keeper calls time whenever the quarter of a minute has elapsed.

When everyone has had a turn, the pupils who remain on the original side are the Wide-Awakes. The Dreamers, on the other side, are then given a chance to redeem themselves.

2. Game of Adverbs.

"Send some one from the room and then choose an adverb, such as slowly, quickly, politely, softly. Call the

person who was sent from the room. He must try to guess the adverb which the class has in mind. He asks questions around the class. Each person answering must try to show by his manner the meaning of the adverb. For example, if the adverb is bluntly, he must answer in a blunt way."^1

3. Game of Adjectives.

"Two teams, the Cubs and the Tigers, stand. The first pupil of the Cubs selects one of the following nouns and gives an adjective to modify it, for example, girl, lively. The first pupil on the Tigers gives another adjective to modify girls; the second on the Cubs, still another; and so on. If a pupil repeats an adjective already given or can't give an adjective to modify girl, he sits down and the next pupil on the other side has a chance. After two have failed on girl and sat down, the next pupil on the other side selects another noun and gives an adjective. The team having the larger number standing at the end is the winner.

<table>
<thead>
<tr>
<th>Boy</th>
<th>Hat</th>
<th>Eyes</th>
<th>Face</th>
<th>House</th>
<th>Girl</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book</td>
<td>Day</td>
<td>Suit</td>
<td>Horse</td>
<td>Shoes</td>
<td>Mouth</td>
</tr>
<tr>
<td>Hat</td>
<td>Nose</td>
<td>Hands</td>
<td>Voice</td>
<td>Letter</td>
<td>Tree</td>
</tr>
</tbody>
</table>

^1 Scott, Zenos, Congdon, Randolph, Peet, Harriet, Frazee, Laura, The Open Door Language Series, Seventh Grade, 1928, p. 79.
If you have any questions or need further assistance, please feel free to ask. We are here to help you every step of the way.
C. Dramatization of a Sentence or "Jazzing Up" Grammar.

Grammar for grammar's sake is valueless, but as an effective tool for the building of sentences, it is invaluable.¹

Example: "On came the troops shouting and brandishing their swords."

"John", said the teacher, "your name is 'on'; Mary, you're 'came'".

So each word in the sentence was represented by a pupil.

Then the teacher called, "Simple subject."

After slight hesitation, "troop" arose, and advanced to the front of the room.

"Simple predicate."

"Came" advanced to side of "troops."

"All modifiers of the subject!"

"Shouting" was instructed to indicate his relationship to "troops" by standing behind that word and placing his hands upon its shoulders.

"Brandishing" also touched a shoulder of "troops" with one hand, but extended the other behind him to touch the sitting form of his object, "swords", which was touched in the

same fashion, by its own modifier, "their". "On" touched the shoulders of "came".

The conjunction "and" with extended arms clasped the belts of "shouting" and "brandishing".

The sentence then read itself, each part of speech explaining its relationship to other words.

A scoring system was devised whereby sentence groups lost two points for every error in position made by a member and such erring ones were obliged to remain before the class until they had successfully demonstrated their ability to place themselves correctly in other sentences.

The general rules were:

1. Simple subjects and predicates toe a parallel line.

2. Direct object sit.

3. Indirect object kneel.

4. Modifiers place at least one hand on the shoulder of the word modified.

5. Conjunction clasp hands of words joined.

D. Better Speech Year.

Five errors commonly heard may be selected as points of emphasis. Every child should be interested in one of these errors each remaining month of the year.

The correct expressions to emphasize are:
January—he doesn’t
February—this book
March—you were
April—the correct form of see, do, go, come
May—I have none

Ways of motivating Better Speech Year:

1. Circular letter may be sent to every home explaining the plan and asking for cooperation in helping the child.

2. Publicity may be carried on through the daily paper.

3. Each child may be given a chart on which to record each day the number of times he had misused the expressions already drilled upon.

4. Any pupil caught using one of the wrong forms during the month is tagged or perhaps posted on the blackboard.

5. Simple posters may be made by the pupils, slogans prepared, and rhymes written.

E. A Telephone Device.

This is a method to teach the use of he, she, we, et cetera. "Telephone conversation is one of the commonest uses of our language. It is also of interest to pupils. Two toy telephones are placed at different parts of the room. A pupil is to call a special person. The question often asked
is, 'Is this he?' The answer 'This is he' is needed often. Soon it appears that some are not sure whether it should be 'this is he' or 'this is him'. Then a simple test is given.

"Fill in the blanks with he, him, she, her, they, them, we, us.

1. Did you ask for Miss Carter? This is ___.
2. If it is Martin Homer you want, that is ___ over in the corner.
3. Philip's mother scolded ___ for getting the floor dirty.
4. If we were ___ we should not be so patient.
5. Jorn would have waved to us, if it had been ___.
6. I am sure it was ___ because she spoke to me.
7. I'd like to meet the Jacobs twins. Do you know ___?"

F. Grammar in Rhyme.

After the class has become acquainted with all the parts of speech, I think this rhyme is an interesting way to review.

"Three little words, you often see,
Are articles A, An, and The.
A Noun is the name of anything,

As School, or Garden, Hoop, or Swing.

Adjectives tell the kind of Noun,
As Great, Small, Pretty, White, or Brown.

Instead of Nouns the Pronouns stand,
Her head, His face, Your arm, My hand.

Verbs tell of something being done—
To Read, Count, Laugh, Sing, Jump, or Run.

How things are done the adverbs tell,
As Slowly, Quickly, Ill, or Well.

Conjunctions join the words together—
As men And women, wind And weather.

The preposition stands before
A noun, as In or Through a door.

The Interjection shows surprise,
As Oh! how pretty! Ah! how wise!

The Whole are called the parts of speech,
Which reading, writing, speaking teach.¹

At the end of the year, after the class has discussed and practiced correct usage and vocabulary building, the following play called "Alice in Grammarland" will be much appreciated by them. It provides interesting motivation for

the use of correct English.

"ALICE IN GRAMMARLAND"

A Play for Better Speech Week, November 5-8, and American Education Week, November 16-24, based on "Alice's Adventures in Wonderland."

by Louise Franklin Bache
Illustrations by Henry G. Pitz

Characters of the Play

Alice.
Dinah, a real cat.
The White Rabbit, herald of the court.
The Queen, author of the grammar book.
The King, the Queen's husband.
Twelve Jurors, animals and birds. (This number may be reduced if desired.)
The Hatter.
The Duchess.
Tweedleddee and Tweedledum.
Two Soldiers.
The Lord High Executioner.
The Clerk of the Court.

Prologue

(The Prologue may be given in front of stage curtain.)

ALICE (enters with cat under one arm and a book of English composition under the other. Advances slowly talking to cat.): Now, Dinah, there is no use in making a fuss. You are going to study your English lesson whether you wish to or no. Your purrs sound very rusty lately. Besides, I have noticed to my great distress that you have fallen into the way of punctuating your sentences with wags of your tail in quite the wrong places. Punctuation marks are precious things. You have to be awfully careful how you scatter them about. There, I do not mean awfully but very careful, Dinah. Observe the correction, please, and profit by it. (Advances to center of stage. Seats

herself on ground; opens book; holds it before Dinah.)

Dinah, stop looking around this minute. How can you expect
to learn your lesson if you keep your head turning like a
windmill? Concentrate, my dear Dinah, concentrate! Perhaps
you do not know what concentration means. You don't? Well,
there is a nice little rule which goes like this: 'A new
word learned each day will help you express your thoughts in
the best and fullest way.' Just think, Dinah, of all the
wonderful things you could tell me if only you had a larger
vocabulary. Hmm! You do not wish to learn a new word. Well,
I'm truly sorry, Dinah, but one has to do a great many things
one doesn't wish to, you know.

RABBIT (enter in haste without observing Alice): Oh! My
ears and whiskers, how dark it is getting! I shall be late
at Court.

ALICE: Curious curiouser curiousest! (Scrambling to
feet.) No, that is all wrong, Dinah. I mean, curious, more
curious, most curious. That is the most curious sight I
have ever seen!

RABBIT (rushes back and forth across stage): The Queen,
the Queen, Oh, my dear paws! Oh, my fur and whiskers!
She'll have me executed as sure as cats are cats.

ALICE (intercepts Rabbit): I heard you mention a Queen.
I'd give anything in the world to see a real Queen.

RABBIT (stops; looks Alice over; spies cat, shudders;
hurries off; speaks over shoulders): Your language is
wantonly extravagant. However, for your benefit I will say
that no one who carries a carnivorous, domesticated quadruped
is permitted to gaze at my Queen.

ALICE (rushes after Rabbit; grabs sleeve): You use such
long words I am not sure that I know what you mean. If you
are by any chance speaking of my cat I can assure you she
will not mind being left at home.

RABBIT (struggling to free himself): I speak English.
If you cannot apprehend the meaning of my words, whose fault
is it? (Exit Rabbit.)

ALICE (slowly): I guess he does mean you, Dinah, after
all. (Exit from stage. Voice from off stage.) Run along!
You are excused from your lesson today.
ACT I.

Scene: Court in Palace of King and Queen of Grammarland. A double throne on raised platform in center back of stage. King and Queen are seated on throne. The King is judge. He wears crown over wig. Holds book written by Queen. The Queen wears spectacles and knits. Two soldiers stand on either side of King and Queen. The Lord High Executioner takes his place on the opposite side from that occupied by the jury. Jurors are writing on slates when scene opens. Their slate pencils squeak frequently. The clerk of the court sits at low table in front of them. Rabbit accompanied by Alice enters. Alice stands by jury box. Every time a pencil squeaks she covers her ears. Rabbit bows low before throne.

KING (in thundering tones): Come to order at once. Herald, read the accusation.

RABBIT (unrolls scroll; reads): 'The Queen of Grammarland wrote a book, all on a summer day. The King of Grammarland took that book, and ordered all its rules to obey.' (To King) There are some, Your Majesty, who refuse to comply with the royal decree.

KING (sternly): Summon the offenders before me at once!

RABBIT (blows on trumpet. Two soldiers rush down throne steps and out. Return with prisoner. Soldiers take former places.): The Hatter, Your Majesty.

HATTER (enters with hat on head, a teacup in one hand and a piece of bread and butter in the other): I beg your pardon, Your Majesty, for bringin' these here things with me.

KING (sternly): Remove your hat. Can you not see there are ladies present?

HATTER: Say, listen! The hat ain't mine.

CLERK OF THE COURT: IT must have been stolen, then. (To Jurors.) Write that down. (Jurors repeat words in chorus. Pencils squeak.)

HATTER: The hat ain't stole. I'm a hatter. I keep 'em to sell, I ain't got none of my own. I'm an awfully poor man, Your Majesty.

CLERK OF COURT: I have evidence to prove that the prisoner has his pockets full of gold.
KING: I do not wish your evidence. I judge a man's wealth not by the gold he has in his pockets, but by the words he lets fall from his mouth. Therefore, I agree with the Hatter. He is a poor man,—a very poor man.

QUEEN (looking over spectacles): The Hatter has never studied my grammar or he would not use incorrect words nor drop letters from his words. I therefore recommend, my dear (turning to the King), that he be given the prescribed punishment for such offences.

KING (nods approval. To Executioner): Off with his head! (Executioner grabs Hatter roughly. Turns him with face to wall. Resumes his place in court.)

ALICE (stamps foot): I never heard of anything so absurd in my life. Imagine losing your head because you make mistakes in your English.

QUEEN (calmly): It is not so absurd as it seems, my dear. What good is a head if one does not use it?

CLERK OF COURT (to Jurors): Write that down. (Jurors write with great squeaking of pencils; repeating the words in chorus.)

ALICE (aloud to herself): I'm glad they do not feel that way about it at home. It would be rather sad for the mothers and fathers of some of the children I know.

KING (in thundering voice): On with the next case!

RABBIT (blows trumpet. Soldiers hurry out, returning with the Duchess carrying pepperbox. Sneezes are heard throughout courtroom while case is being tried.

KING: What charge is brought against this prisoner?

RABBIT: It is said, Your Majesty, that she peppers her speech with slang.

ALICE: Whoever heard of such a silly statement? One may pepper one's food, but one cannot pepper one's speech.

QUEEN (calmly): One may, one can, one does pepper one's speech! The effect is quite the same as when there is too much pepper in the food except instead of irritating the mouth and nose it irritates the ears.
ALICE (in great distress): But you wouldn't execute a person for a little thing like that, would you? Why, in the United States there are ever so many boys and girls who use slang and no one thinks anything about it.

QUEEN (firmly): They should think about it. It is a very important matter.

KING (reading from book): "Slang is an expression of weakness and ignorance. It shows that you are not willing to take the time or make the effort to find out the proper method of expressing yourself or else you are blind to the possibilities of your language." (Closes book with bang. To the Executioner): Off with the Duchess' head! Bury the pepperbox! (Executioner places Duchess next to Hatter with face to wall. Hurries pepperbox out of Court amid much sneezing.) Silence! How can I give orders on such a racket? (To Rabbit.) The next case.

RABBIT (blows trumpet. Soldiers rush out. Return with two prisoners. Rabbit reads from scroll): Tweedledum and Tweedledee agreed to have a battle for Tweedledum said Tweedledum had spoiled his nice new rattle.

ALICE (eagerly rushing up to Tweedledum and Tweedledee): Really and truly did you fight over such a trifle?

TWEEDLEDEE (pulling forelock and bowing): No, miss, the rattle didn't have a thing to do with it. That was the reporter's way of writing it up.

ALICE: What was the trouble, then?

TWEEDLEDEE (pulling forelock and bowing): I'll explain it. Tweedledum insisted upon using singular subjects with plural verbs.

TWEEDLEDEE: And he (pointing to Tweedledee) insisted upon plural subjects with singular verbs.

TWEEDLEDEE (jerking thumb in Tweedledum's direction): So nothing he said agrees...

TWEEDLEDEE: ...with anything I said.

QUEEN: The sad part of it was, you both knew better.

TWEEDLEDEUM AND TWEEDLEDEE (bowing): Yes! Your Majesty, but our words got twisted.
KING: Your motto should be, "Watch your speech."

ALICE (to King): You mean "Watch your step", do you not?

KING (sternly): I mean what I say, or, in other words, I say what I mean. It is more important to watch one's speech than to watch one's step. If one forgets his feet he hurts only himself, but if he forgets his tongue he injures not only himself but others as well.

ALICE (to King): You have such a curious way of explaining things.

QUEEN (to Alice): The King's words may be described as wise, but never curious, my dear.

RABBIT (pointing to Alice): Your Majesty, this creature has repeatedly disturbed my dignity and the dignity of the Court with her irrelevant remarks. I therefore move that the Court issue an adjudication on this biped, under apprehension.

ALICE (angrily): And I move that the White Rabbit be punished for using such long words. I am sure I don't know what he is talking about. And what is more, I don't believe he does either.

QUEEN: Your point is well taken, Alice.

KING (looking at Alice): It is said that people who live in glass houses should not throw stones. Your English, Alice, is quite as faulty as the White Rabbit's.

QUEEN (to King): They are both apprentices, my dear. Every apprentice must learn to know his tools before he can use them well. Let us hope some day Alice and the White Rabbit will become masters. They will then take pride in the beauty and majesty of the English language and learn to choose their words as they choose flowers, because of their affection for them. (Turning to King.) My dear, if I do not put a roast in the oven at once you will have no dinner. I therefore move that the Court be adjourned.

CLERK OF THE COURT: Jurors, remember to put up your slates and powder your wigs! (Scraping of chairs; much confusion. The King arises, offers arm to Queen. The Jurors walk two by two; the Clerk of the Court and the Lord High Executioner bring up the rear of the procession. Alice curtsies to King, and Queen. Alice, the Rabbit, and the condemned subjects are left in Court.)
ALICE (claps hands in glee): The Executioner has gone! And the Hatter, the Duchess, Tweedledee, and Tweedledum still have their heads! (The prisoners turn in unison and face Alice at these words.)

RABBIT (shakes Alice roughly): Of course they have their heads. Who said they wouldn't have their heads? You must be dreaming.

**Epilogue**

(The epilogue may be given in front of the stage curtain.)

ALICE (enters with Dinah in her arms): Dinah, did you hear the impertinent White Rabbit say I had been dreaming? Dreaming, the very idea! (Pauses.) Anyway, if it was a dream it was the most real dream I ever had. I shall never forget the King and Queen, the Hatter, the Duchess, Tweedledum and Tweedledee, and the White Rabbit of Grammarland. Dinah, you should have been with me. It would have been a real education for you. Even I learned a great deal. From now on, I am going to watch your speech and mine most carefully. Let me see! What was the new word you were to add to your vocabulary? You do not remember it? Well, all I have to say, Dinah, is that it is much safer for you to carry that stupid little head of yours around in the U. S. A. than it would be in Grammarland.

(Exit from Stage.)
A Sample Course of Study for Functional Grammar
Grade VIII

Objectives.

General Objective:
To enable the pupil to express his thoughts in an interesting manner in oral and written work through the use of correct English.

Specific Objectives:

1. To create an attitude of willingness to accept correct standards of speech.
2. To provide opportunity for the practice of form until they become habitual.

Note to teachers of Grade VIII:

In the beginning of each year, the teacher should test her classes by using some simple diagnostic grammar test in order that she may make a study of the needs of her pupils. (See method in Grade VII) Review the work of Grade VII. The amount of review necessary should be determined by the mistakes of the pupils in their oral and written language. They should be able to apply the principles previously learned.
Sample Unit I.

Content

I. Sentence mastery

A. Continued drill to recognize

1. Sentence from group of words

2. Subject and predicate

a. Simple

b. Compound

3. Verb

a. Verb phrases

(1) auxiliary verbs

b. Know principal parts of go, do, see, run, come, eat, give, bring, drink, teach, ring, sit, take, throw, write.

c. Correct spelling of contractions:
aren't, haven't, didn't, wasn't, doesn't, it's, can't, you're late.

Who's captain of the team?

d. Ought to go (not 'had ought')

e. If I had gone (not would have gone).
If he failed (not 'would fail')

References:

Method and Illustration

In this grade, work should also be related to the experiences of the child. In order to guard against fragmentary sentences, the child should be made to feel the unity of the sentence as, "When I was five years old we moved into a new house." He should feel the incompleteness of such expressions as, "If you had a base ball", or "When mother was a little girl."

Drill on simple sentences containing compound subjects and predicates may well be secured by means of sentences in text books. This drill should be increased by sentence building in order to enforce the practical value of facts learned. Directions like the following may be used:

1. Express in a simple sentence with a compound subject a thought about two or more games that you like to play.

2. In a simple sentence with a compound predicate, tell two things that you did last night after school.

3. Tell two things that you learned yesterday in
social science, using a simple sentence with a compound predicate.

To Teach Principal Parts

You are so often corrected that perhaps you wonder if you will ever learn to speak correctly. Half of the errors anyone of us makes is in the use of verbs. Fourteen of these verbs cause eighty-five percent of all errors in the use of verbs. If you can use correctly these fourteen troublesome verbs, it will help you to speak good English.

In this lesson, you will see one of these verbs. It is the verb to see.

Principal Parts

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Present Participle</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>see</td>
<td>saw</td>
<td>is or was seeing</td>
<td>has or is seen</td>
</tr>
</tbody>
</table>

The first form see is called the present tense. Tense means time. You use the present tense in speaking of what is happening now, in the present time:

I see that Jack is studying his lesson.

The second form, saw, is called past tense. You use the past tense when you speak of something that happened in the past tense.

Yesterday, I saw my brother.

Seeing is called the present participle. It
is never used alone as a verb; it is always used with some other verb. It is made up of the present form plus ing.

The boys are seeing the ball game.

The fourth form, seen, is called the past participle. It is never used alone as a verb. As a part of the verb it is used only after has, have, had, is, was.

Who has seen the fox?

He was seen running way.

In these troublesome verbs, the trouble comes from confusing the past tense and the past participle. If you will remember that the past is always used alone, and that the past participle is never used alone as a verb, it will be easy for you to use these verbs correctly.

Notice these correct sentences:

1. Each day I see my classmates.
2. The fox saw the fish.
3. Have you seen two movies this month?
4. I saw a football game yesterday.
5. We saw Mary's birthday present.
6. I have never seen a hockey match.

Assignment:

Write ten original sentences in which you use the different forms of see. Use saw in at least five of your sentences. Some of the pupils write their sentences on the blackboard. Leave spaces instead of writing see, saw, seen. Then other pupils will write the proper verb form in each space.
Sample Unit II.

Content

I. Kinds of sentences according to form

A. Simple sentence

1. Compound subject:

Jim played in the barn.
His friend played in the barn.
Jim and his friend played in the barn.

2. Compound predicate:

They found an old boat.
They cleaned an old boat.
They found and cleaned an old boat.

3. Agreement of verb with compound subject:

a. Joined by and

George and his sister were chosen

b. Joined by nor

Neither John nor James seems to be in a hurry.

c. Followed by phrase

One of his tonsils is diseased.

References:


B. Compound Sentence

1. Combining short sentences:

- We wrote our names in the sand.
- The water washed them away.
- We wrote our names on the sand, but the water washed them away.

2. Use of the comma with conjunction

- Use of semi-colon when a conjunction is omitted

3. Conjunctions:
   a. Stress and, but, for, yet, also, still
   b. Avoidance of overusing and, but, to join clauses.

Nothing seemed to stop Jimmy and his partner.

They won the second set 7-5 and had the lead in the third set. (not "partner and they").

c. Correlative conjunctions

- Stress not only, but also, neither nor, either or.

References:


Method and Illustrations.

Teaching compound sentences.

All the sentences we have found in our study so far have been what are called simple sentences. That is, a sentence that has one predicate and one subject. However, a subject may be compound, but there is only one complete predicate and one complete subject.

1. Stephen played second base for the Wildcats.

2. The Cobbett boys and the Eastern boys had a terrific snowball fight.

3. Jack and Tom carried the melons home and divided them equally.

Do the following sentences fit the test for a simple sentence?

1. Jack has four small melons.
2. Tom has three large ones.
3. John brought the bacon for the camp supper.
4. I brought the eggs.
5. You must pack those dishes carefully.
6. They will be broken.
7. We jumped on the plank with all our weight.
8. It didn’t break.
9. The little girl’s eyes were blue.
10. Her hair was silky and curly.
Do you see any relationship between the sentences (1) and (2)? Are they related closely enough to allow putting them together like this?

Jack had four small melons and Tom had three large ones.

What did we use to join them? Can you combine the two simple sentences (3) and (5)?

On the blackboard write any sentence you can make by fastening together two of these simple sentences.

Write on the blackboard the connecting words that have been used to join the complete thoughts in any of these sentences. Only those statements can be joined that are closely connected in thought. You would never say: It is a cold morning, and the United States built the Panama Canal.

Make the best sentence possible by combining a simple sentence from the first column with one from the second column. Use the conjunctions and, but, or as connecting words.

1. The weather was very cold. 2. We could not dig it out.
3. The boys had lost two games. 4. We were warmly dressed.
5. They may take the lake shore road. 6. The reward is worth the effort.
7. The ice cream had been packed too solidly. 8. They were not discouraged.
9. You may have difficulty. 10. They may go the Highway.

This kind of sentence is called a compound sentence.

It is two or more complete statements joined together by a conjunction in order to make one sentence. Compound means that
Do you see the relationship between the sentence (1) and the sentence (2)?

Together, they state that you can and your clients have and you had these

large ones.

On the outside of the sentence, you can make

Write on the phonetics together for a fluent fabricated sentence that

have been made to join the sentences together to match the

sentences, only those statements can be lowered into the

explicit comments and the original script until the response

make the poor sentences possible of completing a

simple sentence that the late afternoon itself from the original

continue. Can the conversations work, so to communicate more?

I'm the person who won't go out.
I'm here to help.
I'm ready to help.
If they can have a face more
You may have difficulties.

This kind of sentence is called a compound sentence.

If I two or more complete statements joined together by a
two or more things are put together to make one. Much practice is then needed in ready-made and original sentences. Finally pupils are urged to use compound sentences in their stories.

C. Complex sentence.

1. Clauses
   a. Kinds, according to form
      (1) Principal
      (2) Subordinate
   b. Kinds, according to use
      (1) Adjective
         (a) Relative pronouns (who, which, that)
         (b) Position in relation to its antecedent.
            Every boy knows that he must take the examination.
   c. Distinguish between the use of who, which, that as referring to persons, animals, or things.
      The man who was hurt is better.
      The tree that was struck by lightning is dead.

2. Adverbial.
   a. Subordinate conjunctions if, though, unless, when, where, because, as, while.
   b. Punctuation
Method and Illustrations.

To teach complex sentences.

1. The man wiped his face with a dirty handkerchief.

2. The man wiped his face with a handkerchief that was very dirty.

What word describes handkerchief in sentence one? What describes the handkerchief in sentence two? In this sentence the description is given by a group of words, which contains a verb and its simple subject. What is it? Is this the same kind of clause that we found in compound sentences?

Does it make a complete thought? This new kind of clause is called a subordinate clause. A subordinate is one who works for someone else. Servants are subordinate to their masters. A private soldier in the army is subordinate to the captain. An ordinary workman in a factory is subordinate to a foreman.

References:


Therefore, a subordinate is not independent, because he doesn't work for himself. He works for someone else. A subordinate clause is like that. It is not independent, for it works for the principal clause. It is a whole clause that takes the place of a word in a principal clause.

What is the work of dirty in sentence one? What part of speech is it?

What is the work of that was very dirty in sentence two? That was very dirty, then, is a subordinate or helping clause that works as an adjective for some word in the principal clause. Therefore, we call that was very dirty an adjective clause.

Find the subordinate or helping clauses and the word in the principal clause that each one works for. Judging from the kind of word that the clause works for, decide what part of speech the clause is.

1. Mary may have any dress that will fit her.
2. In this window you may see the prizes which will be awarded.
3. These are the best strawberries that we have.
4. Joe has a baseball that Babe Ruth hit into the grand stand.
5. Lawrence had a pair of pigeons which Fred wanted.

Next, much practice in picking out the subordinate clause and deciding what part of speech the clause is.

Sample:

Here is a coat that will look well on you, adj.
This is another kind of sentence. Compound sentences had two or more principal clauses, each one of which expressed a complete thought. The clauses were equal in value. This sentence contains an independent, principal clause, and attached to this clause is a weaker, subordinate clause. Instead of being as important as the principal clause, it is only as important as one word in the principal clause. This new kind of sentence which is composed of a principal and a subordinate clause, is called a complex sentence.

Practice on ready-made sentences and original sentences on making complex sentences. The purpose of this is to use these sentences in oral and written stories.

Exercise on sentence changing:

Change short, choppy sentences into complex or compound sentences. In this way, we obtain a variety of subordinate and coordinate conjunctions.

Example: William can read French. He does not speak it. William can read French, but he does not speak it.

Also change compound sentences into simple or complex.

The last ray of the sun had vanished, but stars cast a glow over the valley.

When the last ray of the sun had vanished, the
This is an excerpt from a sentence: "The only known way to make plutonium safe is to dilute the isotope with nonplutonium material. This sentence contains an important point as the primary issue. It's important to note that a new kind of sentence which is consistent with the majority of a particular sense to achieve a proper conclusion.

The sentence on which the sentence contains the primary issue.

In this way, we obtain a consistent sense.
stars cast a glow over the valley.

Sentence Building Lesson.

A. "Drill in constructing sentences to meet fixed requirements is very valuable, because it serves more than almost any other exercise to make clear the functions of the parts of a sentence and the way in which the parts work together. Here are some suggestive directions:

1. Build a sentence from these suggestions:
   subject, automobile; simple predicate, dashed; simple subject modified by an article and another adjective; simple predicate modified by an adverbial clause showing where the automobile dashed.

2. Start with the simple sentence, "The sun was shining brightly." Make two complex sentences, the first modifying sun by an adjective clause, and the second modifying was shining by an adverbial clause. Finally make a sentence containing both of the modifiers you used in the other sentences.

3. Complete the sentence below, first by modifying the verb left by the adverb early; next by modifying the verb by an adverbial phrase; and lastly by modifying the verb by an adverbial clause.

   I left the house __________.

Are any of the sentences you made simple?
Complex? Which sentences do you like best and why?"¹

The Combination of Short Sentences Aids Variety.

"It is important that the study of complex and compound sentences have as a starting point a real composition problem. Take two contrasted compositions like the following, for instance:

The rehearsal for the Christmas play was over. I sat down on the floor to look at a book. I had on my fancy costume. The sash was long and thin. It flew over the gas heater. I did not know this and the sash was soon ablaze. In my excitement, I tried to get up. That was the worse thing to do. Just then Mother came in. She extinguished the flames with her hands. The ashes of my beautiful sash fell to the floor.

The rehearsal for the Christmas play was over, and I sat down on the floor to look at a book. I had on my fancy costume. The sash, which was long and thin, flew over the gas heater. I did not know this, and the sash was soon ablaze. In my excitement I tried to get up, but this was the worst thing for me to do. Just then Mother came in and extinguished the flames with her hands. The ashes of my beautiful sash fell to the floor.

Have both compositions read, and then ask which is more pleasing and why. The sentence monotony of the first immediately impresses most of the children, and the way is then open to show how thoughts were united in the second. Tell the pupils that thoughts were combined in two different ways and that it will be helpful to study the two kinds of sentences that were produced.¹

Have your questions hand down from the air
The sentence most likely to the first
Immediately understood most of the children and the way
The day or soon you speaking were mastery in the lecture.
Tell the people first yourself were company in two different
ways and that it will be possible to speak the two kinds of
sentences that were broken.
Sample Unit III.

Content

I. Verbs

A. Regular and irregular.
   1. Principal parts

B. Tense
   1. The use of past tenses ending in d; asked, helped, started, used, said.

   I asked him yesterday (not ask).

   2. The avoidance of careless shifting of tenses.

   He looked at me and said. (not "says")

   3. The use of past tense for past time.

   He gave it to me yesterday.

   He came along.

   4. Agreement with subject.

   a. He doesn't, she doesn't, it doesn't.

   b. When subject is after the verb.

   Where were the books?

   On the bank were some water lilies.

   c. With each, every, either, someone, somebody, anyone, anybody, everyone, everybody, no one, nobody. Each of the girls was rewarded.

   5. Transitive

   6. Intransitive

   7. Linking
References:


Method and Illustrations.

Transitive Verbs

1. Horses drew wagons along these wooden rails.

Does the verb drew answer "Yes" to the question, "Has it an object?" Horses drew what? Wagon.

A verb that has an object is a transitive verb.

Father shot the bear.
The pitcher won the game.

The direct object is a word in the predicate that receives the action expressed by the verb. Since the direct object names the person or thing to which the action is done, it must always be a noun or pronoun.

Example: He broke the crystal of his watch.

Label the transitive verbs in the following sentences:
1. Mr. O'Brien had opened a barrel of apples.
2. Fred took an apple with him.
3. First he did his work in mathematics.
4. He took some paper and worked.
5. Mother persuaded the boys to go to Boston.

**Linking Verbs.**

Not every sentence has a direct object. Sometimes a verb has a different kind of word to complete its meaning. Do the following sentences sound right?

1. My book is
2. The music sounds
3. Strawberries taste
4. Laddie was
5. The train will be
6. It was
7. Mary is

Would the sentences seem better to you if they were written as follows:

1. My book is blue.
2. The music sounds sweet.
3. Strawberries taste delicious.
4. Laddie was our dog.
5. The train will be late.
6. It was she.
7. Mary is my sister.

In the second group of sentences the word that was placed after the verb to explain its meaning is called the **predicate word.** A predicate word completes the meaning of the verb in the predicate but refers to the simple subject. It may be a noun, a pronoun, or an adjective. In sentence
To make the sentences more coherent:

1. If the book is close, open it.
2. If you were born in a city, why?
3. If the teacher can't hear you, shout.
4. If it rains, will be late.
5. If you are late.
6. If you were born in a small town.

Write the sentence in a better way:

In the second week of sentences the word part is告诉大家 was placed after the verb of saying the main idea of calling. A parenthesis made by commas in sentences the main idea of calling.

To the verb in the parenthesis and another of the main idea in sentences. If you do not know a pronoun to use in this case.
one, the predicate **blue** completes the meaning of the verb **is** and modifies the simple subject **book**. In sentence four, the predicate noun **dog** completes the meaning of the verb **was** and means the same thing as the simple subject **Laddie**. In sentence six, the predicate pronoun **she** completes the meaning of the verb **was** and means the same thing as the subject **it**.

What other predicate adjectives are there?

What is another predicate noun?

The verb that connects a predicate word with its simple subject is called a **linking verb**. There aren't many verbs that are used in this way. Here is the list that you will need to learn.

The verbs of being: am, is, are, was, were, will be, shall be, has been, have been, had been.

The verbs of senses: taste, smell, feel, sound.

The verbs of appearance: appear, look, seem.

The verbs of change or its opposite: turn, grow, become, remain, continue.

Practice on ready made sentences. Practice on home made sentences.

**Intransitive Verbs.**

Some sentences haven't any direct object nor predicate words to complete the verb. The verb is complete in itself. Find the verbs in the following sentences:
one's hypothetical position by the process of the very
In one's hypothetical position by the process of the very
the situation may be considered to the weight of the very
in the situation may be considered to the weight of the very
sentence and the hypothetical recognize the completion of the very
If the very may then recognize the same thing as the sentence.

What other hypothetical recognition is created?

The very fact constitutes a recognition may with the
There more may constitute a recognition may with the
There more may constitute a recognition may with the
There more may constitute a recognition may with the
There more may constitute a recognition may with the
There more may constitute a recognition may with the
There more may constitute a recognition may with the
There more may constitute a recognition may with the
There more may constitute a recognition may with the
There more may constitute a recognition may with the
There more may constitute a recognition may with the

The various obstacles of the operation
geological tentative continues

more when sentence

Interpreting Value

some sentence may involve the actual process for

The boys run.
The storm clouds disappear.
The children laughed.
The sun shone.

Do these sentences make good sense without objects? Verbs that are complete without an object or a predicate word are called intransitive verbs.

Practice on these sentences.

1. It will be in your garage.
2. The wind is blowing.
3. We were in the same class.
4. Fred Jones would be staying with his uncle for nine months.
5. He went into the wrong room.
6. The tide rose steadily.
7. Over our house flew a red and white airplane.
8. The child was crying lustily.
9. Over the sinking ship floated a gay banner.
10. The bell will ring soon.
Sample Unit IV.

Content

I. Review of correct usage.

Method and Illustrations.

Near the end of the year, this playlet based on correct usage may well be used. It furnishes interest and helps to impress the correct pronunciation of many troublesome words upon the pupils. By this method, correct usage is practiced with enthusiasm and enjoyment.

...
Chapter 1

Introduction

The importance of accurate timekeeping is widely acknowledged. Efficient and precise timekeeping is crucial in many fields, including science, engineering, and manufacturing. This chapter aims to provide an overview of the importance of accurate timekeeping and its impact on various industries.

Inaccurate timekeeping can lead to significant consequences, such as delays in projects, reduced productivity, and errors in calculations. Therefore, it is essential to have a reliable system for time measurement.

This chapter will explore the history of timekeeping, the various methods used, and the technologies that have enhanced accuracy over time.

We will also discuss the role of timekeeping in contemporary society, including its impact on the economy, the environment, and personal lives.

By understanding the importance of accurate timekeeping, we can appreciate the significance of timekeeping in our daily lives and work towards improving the accuracy of timekeeping systems.
Plays to Emphasize Correct Use of English Grammar.

The Conspiracy
by Rowena K. Keys

Characters and Costumes

THE KING, GOOD USAGE, dressed in conventional royal robe with train and crown.

PRONUNCIATION, his daughter, a slender, delicate girl in flowing white gown.

ENUNCIATION, garments shabby, sword at his side.

LORDS, COME and CAME.

CONSTABLE, SPEECH IMPROVEMENT, short trousers and smock, with cap, club, and badge of office. On his cap his name is printed.

WORDS, CORK, PORT, BORE, LAW, IDEA, DRAWING, GOING, DOING, WHEN, GOVERNMENT, FOR, all in plain dark-colored suits with large sandwich-boards on which their names are printed in black or white. The lost letters must of course be detachable so that CORK, for instance, first appears as CO K, while LAW reads LAW.

COURTIERS, EARS, large paper ears extending his full length.

TONGUE, A red tongue hanging down his front.

TEETH, a drawing of teeth on his paste-board front.

LIPS, red lips painted on him.

LADIES IN WAITING to the princess, court dresses.

NEW YORK YOUTH, emperor and magician; he has the air of a sleepy boy but is dressed in royal robe and carries a wand.

CARELESSNESS, a sort of Caliban to NEW YORK YOUTH. He is made to appear clumsy and misshapen, with disheveled hair and untidy dress.

ACT I

Scene: Kingdom of American Speech. A courtroom in the King's palace. The King, Good Usage, who, having become a King is bent double, is seated on his throne. His daughter, Pronunciation, half reclines on a couch before him, with Ladies in Waiting near. Lords, Come and CAME, Courtiers,

THE ORGANIZATION

The Home of the Homeless

Theatrical and Operatic

London, May 24th, 1930

Dear Sir,

I am writing to express my sympathy in connection with the recent

THEATRE, the Government, and the Proprietors, and to

Yours faithfully,

[Signature]

[Address]
Lips, Teeth, Tongue, Ears, Enunciation; Servant of Ears, Take; Servant of Enunciation, Bring.

KING: Alas, my subjects, need I say What grief afflicts this land today? You know too well the gloomy truth: The Emperor-wizard, of Modern Youth, Has cast a spell on all the land. You subject words in danger stand For very life. Some change in you Is wrought, so that too often two Cannot be told apart. Behold How Come and Came, my barons bold, Are quite confused:

(The words step forward as they are mentioned.)

CORK, PORT, and BORE:
Your Majesty, in haste we came A new affliction to proclaim. Our letter r has vanished quite -- Mysterious -- in a single night. We who were Cork and Port and Bore Are Cawk, Pawt, Baw, and nothing more.

(Enter Constable Speech-Improvement, with Law, Idea, Drawing.)

CONSTABLE:
Your pardon, Sire. But here I've found Three thieves parading 'r's around. Drawing, Idea, and Law were they But boldly do they now display These 'r's and boast in name of Youth They'll keep them for their own, forsooth Some magic's theirs -- the wizard's might.

THIEVES:
Hold off. The 'r's are ours by right.

DRAWING:
Drawing am I.

LAW:
And I am Lawr.
IDEA:  
I've said before.

**Song**

CORK, PORT, BORE:
Oh give us back the r's we lost
The r's we love so well.
Why should you flourish at our cost
And all our joys dispel?

DRAWING, IDEA, and LAW join in chorus:
Give back the r's that once were ours
We'll keep the r's that once were yours
Drawring, Idear, and Lawr,
Gawk, Pawt, and Baw must we remain
While Youth is Emperor.

(Enter words that have lost vowels and g's: Going, Doing, Government, For, When)

GOING:
Alas.

GOVERNMENT:
Ah me.

GOING and DOING:
We want our g.

FOR:
I've lost the o of letters three.

GOVERNMENT:
A syllable has gone complete
With other words I can't compete
Without my "ern".

WHEN:
I'll be a wen
By loss of h. Find it again

(Song by all of these newly entered words)

No thieves our letters stole away;
By magic they departed.
Oh, King, your power now display
Or we are broken hearted.
Win back the letters that were ours
In happy days of yore.
Cast off the wicked magic sway
of Youth, the Emperor.

KING:
Oh, for the power to set us free
The Emperor with wicked glee
Is using all his wizard might
To complicate the sorry plight
Of this our most unhappy nation.
Behold my child, Pronunciation -
Once rosy as the morning sky
The light of health within her eye
Now pale and fainting day by day
We see her gently fade away.
By virtue of my sovereign name
To each and all I now proclaim
That he who finds the strength and skill
To turn to good the Emperor's will
And thus restore our happiness
I will beyond all subjects bless.
For be he high or be he low
My daughter's hand will I bestow
On him as his deserved reward.

ALL:
We thank thee, oh our sovereign lord.

(Exeunt all except Enunciation and Bring who linger.)

ENUNCIATION:
Long have I suffered sore neglect
The King once held me in respect
But now for many a weary year
He scorns my humblest suit to hear.
An outcast now I spend my days
Nor longer dare my eyes to raise
To her who holds my admiration,
The princess fair, Pronunciation.
But here's the favorable hour.
I'll win her hand by wisdom's power.
My wit and courage shall set free
The nation and win her for me.
We must respect our opponents and their ideas.

EXORCISM

I now pray I may be free from the power of evil. The name of the Lord is upon me.

CENSE

May the Name of the Lord be upon me and my sacrifice.
BRING: What can you do?

ENUNCIATION: I've long opined
That we our enemy should find
Not in the Emperor forsooth,
But rather in some lesser fry
Who steals his spells to use awry.

BRING: And you suspect?

ENUNCIATION: Soft. Dare I say?
Teeth, Tongue, Lips, Ears,— I trow 'tis they.

BRING: What! They, the proudest lords of all?
How can you prove it?

ENUNCIATION: You recall
The club Headquarters where they meet?
Their servant, Take, is most discreet
And he alone hears their discourse.
If you will help, their hand I'll force.
At eight tonight they meet I know.
Forestall them by an hour or so.

BRING (grasping hand of Enunciation): I'm yours for any bold emprise.

ENUNCIATION: Good. You will need no new disguise
To play the part of Take. The spell
Has done its work surpassing well.
You can't be told apart, I vow
By those who wove the spell, by now.
To Headquarters at once repair
You'll find old Take awaiting there
His four superiors; gag and bind
And place him in the room behind.
Then take his station; listen well;
And all you hear prepare to tell.

BRING: I'll do it.
ENUNCIATION:
Fare you well. Tonight
Meet me and all their deeds recite.
At midnight to the city gate
I'll go and your coming wait.

ACT II.

Scene: The Club Headquarters.

TAKE:
Every pen and book in place
Never shall I meet disgrace
As a servant, for I find
Here's a job that suits my mind.
Plots and plotters are -- he, he,
Nothing less than nuts for me.
Very good I find the fee.
That insures I'll faithful be.

(Bring cautiously entered and Take now turning sees him.)

TAKE:
What! My double.

BRING:
Hush. No word.
Straight I capture you. And pray
Do not think to worm about
Till you're free. The rope is stout.

(Carries him out and returns. Looks at the table.)

All in readiness I see
For a conference. I'll be
Ready too and listen well
For the news your masters tell.
Hark. They come.

(Opens the door, admitting Ears, Teeth, Tongue, and Lips. Bows.)

EARS:
Ah, Faithful Bring
Small reward for honest Take
None I trust have entered here,
Tried to pry or interfere.
BRING: None, my lord.

EARS: 'Tis well. And you
Followers and comrades true
Take your seats. We'll hear tonight
That which Lips and Tongue recite
Of their latest escapade
New success by magic's aid.

LIPS (rising and speaking glibly):
My friends, it seems best that at first we recall
The steps we have taken -- beginning and all --
How we banded together and solemnly swore
We'd be ruled by Good Usage - that dotard - no more.
For why should our modern American speech
Be ruled by the standards Good Usage may teach?
Far fitter are we Lips and Teeth, Tongue and Ears,
To manage the kingdom. This plainly appears
We found, you recall, that to compass our end
We must upon magical methods depend
And we planned to obtain from the fool, Modern Youth,
That Emperor lazy, that wizard uncouth
His book of black magic, gross Carelessness, into our plot
With a promise of wealth to be easily got.
So he brought us the book and the secrets we stole
That have shaken the kingdom and given control
Of Usage the King and of Pronunciation
To us, who will soon be the lords of creation.

TONGUE:
You wish now to know of our latest success.
'Tis the theft of more sounds; g from Doing, no less;
And the ern out of Government, h out of When
No one knows where they've gone, for 'twas magic again
That sent them to Carelessness safely to hide.
Well may we rejoice.

EARS: Here is reason for pride.

TONGUE:
I move you we dally no longer, but go
On a round of inspection to see there grow
New signs of our might -- for the King greater woes.
Song

Ho! Ho! Ye barons big and bold
Beware your situation
Enunciation shall be told
Your sins against the nation.
He'll take his sword so wondrous stout
And seek the wizard's castle out
And Carelessness, the rebel lout,
Shall know annihilation.

ACT III.

Scene: Before the castle of Modern Youth. The servant Carelessness is asleep in a hut before the castle gate.

ENUNCIATION:
Can I but slay that sloven there
I can recover from his lair
The letters stolen. Then I'll call
The wizard from his distant hall
And win his pity for our land.

(Steals softly toward the hut.)

Now may I have a steady hand.

(He is about to slaughter Carelessness when the latter awakes and by a clumsy lurch evades the sword. Gives a roar of fear, and again raises his sword.)

CARELESSNESS:
Wha-z--matter now? You lemme lay.

(Rises with his club, lunges at Enunciation who escapes and again raises his sword.)

ENUNCIATION:
Traitor. Your life shall end today.

( Strikes him. Carelessness falls dead. A voice is heard within the castle, the sleepy voice of Modern Youth.)

What noise disturbs my calm domain?
(Appears at the gate.)

What? Carelessness attacked and slain?
What murderer are you that dare
Gaze on your victim lying there?

(Enunciation goes forward and kneels before the Emperor.)

ENUNCIATION:

I come from subjects tried and true
Yet sore distressed, to bring to you
The knowledge of their woes. The King,
Good Usage, suffers everything.
He has become a Kink. The fair
Pronunciation's dying there.
And daily outrages are wrought.
Some wily robbers have been caught
Who stole the r's from Cork, Port, Bore.
And these will now restore.
Since they some magic strength possess
Our constable is powerless.
More dreadful still -- some words of late
Have suffered yet a sadder fate,
For their lost letters can't be found
Hunt as we will the country round.
Hence I have come -- with utmost care
To search your villain's murky lair.

MODERN YOUTH:

What! Carelessness a thief. Not so.
A faithful servant's here laid low
Who never stooped to cringing plot.

ENUNCIATION:

Permit my search. Forbid it not.

MODERN YOUTH:

Well, search, but if your quest is vain
Your fate is sealed. You shall be slain.

(Enunciation enters the hut.)

ENUNCIATION:

Accepted, Sire.
(Emerges carrying a string of letters.)

My prize behold,
Proof of the plot that I'll unfold
Whereby your servant stole your skill
To work our kingdom mortal ill.

MODERN YOUTH:

Shame on my head if this be so.
Back to your kingdom I must go.
Blot out its sorrows, right its wrong
And change your good King's sighs to song
Let us set out at once from here
And as we go you shall make clear
The parties to the plot, and how
They have deceived me e'en till now.

ACT IV.

Scene: Courtroom as in Act I. Enter King and attendants, the princess supported by the ladies in waiting. Courtiers and all the words of earlier scenes are present except the thieves.

KING:

The end is come. My time draws near.
No longer am I monarch here.
Unfit for rule or regal state,
I am resolved to abdicate -
To yield my scepter and my crown
To one who's worthy of renown,
A subject, yet of lineage known
To be still older than my own.
Without a doubt through all my years
This land has trusted faithful Ears.

(Ears steps forward.)

And now 'tis he I designate
To guide this most unhappy state,
With hope that he may find the way
To break the spell that ends my sway.

(Ears bows low.)
EARS:

My sovereign, words cannot reveal
The strong emotion that I feel.

(Weeps with great show.)

This high commission as I take
Most solemn promises I make
To give to all protection sure
And seek for our disease a cure.

(Kneels before the king.)

KING (raising his scepter over him):

By virtue of my sovereign sway
My every power I yield this day
To one whose service in the past
Betokens strength and wisdom vast.
Now as I speak I give him -

(Enter Modern Youth with Enunciation)

Stay;
Your over-lord behold. Away
With this imposter, villain Ears,
Who has misused his strength for years
I, Modern Youth, do now declare
That he and his companions there

(Pointing to Teeth, Tongue, Lips)

Have won through Carelessness, my slave,
A knowledge of my arts. The knave
Smuggled to them my magic book
And they contrived by hook or crook
To use the spells to bring to naught
All that Good Usage here had wrought.

(Teeth, Tongue, Ears, and Lips fall down before him in abject attitude.)

MODERN YOUTH (ignoring them as he turns to the King and touches him with his wand):

Hereby we heal you;
(King rises to full height.)

See him stand
Restored to strength and now the land
Must be reduced to order. You,
Brave constable bring in the crew
Who stole the r's from Cork, Port, Bore.

(Constable disappears.)

Their pilferings I'll soon restore
Meanwhile let Government appear
Going and Doing now draw near,
And For and When.

(He takes the letters that Enunciation has been carrying
and fastens them in place on the words as they come up.)

I now replace
The letters lost.

(Drawing, Idea, and Law wear their stolen letters. The
Emperor waves his wand, removes the letters, and places them
on Cork, Port, and Bore.)

Song of Words
Who have Received their Letters

How gladly we the letters see
For which we sorely yearned
To Modern Youth all praises be
By whom they are returned.

(Thieves join in the chorus)

must you
Oh sorely now repent
we do
The wrongs by Ears permitted,
And promise never to repeat
The sins that were committed.

MODERN YOUTH:

My pardon do I now extend
To Ears, Teeth, Lips, Tongue. If they mend
Their ways, hereafter they are free
So long as they shall faithful be
And now perchance you long to know
How I have learned of all your woe.

(Leads Enunciation toward the King.)

Behold the hero who restored
Your joy, for by his doughty sword
He put an end to Carelessness.
Now may we all his wisdom bless.

(Turns to Pronunciation and waves his wand.)

Fair maid, in perfect strength arise.
Lift up those lovely veiled eyes.

(Pronunciation rises and stretches out her arms as if awakening.)

Cast off the spell that held you fast
And claim your happiness at last.
Enunciation long ago
You loved; or he believed 'tis so.

PRONUNCIATION (shyly):

He seemed, your Majesty, a youth
Of courage, wisdom, strength, and truth.

ENUNCIATION (kneeling before her):

Now Princess, oh most fair, most sweet,
Behold your suitor at your feet.
All that I've done was done for you.

(Princess bows and kisses his forehead. Enunciation rises.)

KING (taking hands of Pronunciation and Enunciation):

Gladly my promise I renew.
Pronunciation now shall be
Bride of this youth who sets us free.

Final Chorus with Tableau

Rejoice. Rejoice.
Good Usage reigns today.
Upheld in truth by Modern Youth
He speaks and we obey.
A Sample Course of Study for Functional Grammar

Grade IX

Objectives.

General Objective:
To have command of the art of communication.

Specific Objectives:
1. To master the sentence senses.
2. To secure variety in sentence structure.
3. To make correct speech a habit.
4. To enable the pupil to criticise intelligently his own work and that of others.
5. To study grammar as a self help activity.

Note to teachers:

Early in the year, the English teacher should ascertain, by diagnostic tests, the need of the class. Drill should then follow to eliminate the common errors as shown by the test. (See grade VII for references.)

In grade IX such grammar only should be stressed as will develop correct speaking, sentence improvement, and improvement in the written work. The functional grammar work should be closely connected with the oral and written compositions. The pupils should realize that their stories, both oral and written, can be made more clear through word, phrase, and clause modifiers which function in the work of the
A Course Outline for the Training Program

Chapter XI

Objective

To have command of the art of communication.

Specific Objectives

1. To master the written sentence.
2. To become articulate in conversation.
3. To make contacts beyond a capital.
4. To improve the habit of articulate reading.

Know how and why to operate.

To make grammar a part of activity.

How to Learn:

Words in the heart are readily assimilated.

succession of infinitive forms are made of the given part.

the past (the last IV for tomorrow).

In chapter X each grammar only should be analyzed

An eighteenth century could not form a

The History of the World: was written in 1776 and written

compositions. The debate should illustrate the point strongly.

both cause and effect, can be made more clear...
sentence. While studying nouns, adjectives, adverbs, and other parts of speech pupils should correctly write compositions using them. As the Lynn Course of Study states, "The more natural the situation in which is given the opportunity for the use of correct form, the more likely will the training carry over." In fact, the pupils should understand that grammar is not a study of rules but that it is of use in everyday English.

Sample Unit 1.

**Content**

I. The sentence unit

A. Elimination of common errors.
   1. Comma splice error.
   2. Run on sentence.

   We went away on Friday. It was very stormy.

   (not "Friday, it")

B. Parts of a sentence.
   1. In main clauses.
   2. In subordinate clauses.

C. Review of kinds of sentences as to form and use.
   1. Simple
   2. Compound
   3. Complex

D. Develop variety in sentences.
   1. Eliminate impractical drill and daily correlate
      the grammar work studied with the themes written
      and the revisions made.

   2. Attack simple sentences that are tiresomely alike.

   3. Appositives to improve sentences or to give them
      variety.
References:


2. Knickerbocker, Clark, Veit, *Thinking, Speaking, Writing*, pp. 147, 4, 111-120.


Method and Illustration.

Sentence Structure:

While teaching parts of speech, phrases, or clauses, a good method is to teach step by step that monotony can be avoided by placing at the beginning of the sentence:

(1) A phrase: prepositional or one having an ing form of the verb.

(2) A single adverb.

(3) A transposed word, phrase, or clause.

On the board should be written:

"After breakfast (prepositional phrase), he went to the office. There (adverb), he found no one. Ringing the bell furiously with one hand (ing form of verb) he hurried to work the telephone with the other. The telephone (transposed word) he discovered was out of order and no office boy answered the bell (transposed clause) in spite of all his ringing."
"Of course, these devices must be introduced gradually. First the prepositional phrase or simple adverb that can be switched to the beginning of the sentence.

"Example. He saw him again later. Later, he saw him again. This must be done through much board work.

"A later drill might be to give out twenty sentences to be changed so that each begins with either an adverb or a prepositional phrase."\(^1\)

To Develop Variety in Sentences:

If you do not want people to be bored by monotonous and choppy effect of too many short sentences in your writing, you must form the habit of joining related ideas together. For example:

Tom put a newspaper in his hat. He wished to keep the rain off.

These sentences are not only short and choppy, but there is a connection in thought between them.

Tom put a newspaper over his hat because he wished to keep the rain off.

Don't express related ideas in separate sentences, unless you are linking words. You should use clauses instead and you should link the clauses together with conjunctions

---

\(^1\) Mirrieles, Lucia, *Teaching Composition in High School*. Harcourt, Brace & Co., 1931, p. 35.
that will show the relation between them.

From these short, choppy sentences, make one sentence out of each pair. Be sure to choose the conjunction that will best show the thought between the two statements.

1. It was dark. I managed to read the sign.
2. I had a half mile. I heard the sound of a car behind me.
3. The car stopped. I was glad.

For written work, combine each of the following groups of sentences into one sentence. You may change any noun or pronoun to a relative pronoun, and you may change the tense of any verb. Study the model well.

"Model: Tom Sawyer and Joe Harper were very downhearted. They were boon companions. They considered themselves badly treated at home. Tom Sawyer and Joe Harper, who were boon companions, were very downhearted because they considered themselves badly treated at home.

1. Tom and Joe walked along together. They told each other of their troubles. These had become too heavy to be borne.

2. At first Joe wanted to be a hermit. He finally agreed to Tom's plan. This was for them to become pirates.

3. They decided to make their headquarters on Jackson's Island. It was an island in the Mississippi River. It would make an excellent meeting place.
4. Two were not enough for a pirate band. It would have to fight many stern battles. They determined to invite Huckleberry Finn to join.

5. They told Huckleberry of their plans to become pirates. He promptly agreed to join. All careers were alike to Huckleberry."
If this were not evidence for a greater goal.

March 24, to fight each more perfect.

Each more enterprising, each more keen to
become higher, the broader, the more to join, if possible to
more affine to produce.
Sample Unit II.

Content

I. Sentence Improvement.

A. Subordinate clause.


   I do not know who he is. Who do you think she is?
   Who do they think will be elected?

2. Adverbial

B. Appositives to give sentence variety.

   Dr. Jones, our physician, examined the undernourished children.

C. Review of parts of speech which show relation.

   1. Preposition, between object and the word it modifies.

   2. Linking verb, between the predicate noun or predicate adjective and subject.

   3. Relative pronoun, between clause and its antecedent.


      a. Coordinating; and, but, yet, or, nor, for.

      b. Subordinating.
The Appositive.

Here again the children made this part of speech more interesting by explaining it with a cartoon.

1. The two boys, John and I, were elected.

2. He picked three boys, Gerald, Guy and me.

In the first sentence, John and I is in apposition with boys. Boys is the subject and therefore in the nominative case. Accordingly, both John and I are in the nominative case. In the second sentence, boys is the object in the objective case. Therefore, Gerald, Guy, and me are in the objective case.

Pronouns in apposition must be in the same case as the nouns or pronouns which they explain.

Practice: Explain why the pronouns are in the particular case
in which we find them in the following sentences. Tell the case of the word each is in apposition with.

1. Three boys, Albert, George, and I, were left behind.

2. There were three candidates, Sarah, Louise, and I.

3. Who is going, you or I?

4. The principal looked at two of us, Joseph and me.

5. I want the two of you, you and him.

6. Dr. Dumas, our physician, examined the baseball players.

7. Mr. Williams, our neighbor, took charge of the house.

8. Mother is calling us, Gertrude and me.

9. That money belongs to us, Muriel, Gladys, and me.

10. The two of us, Abbie and I, went alone.

References:
Sample Unit III.

D. Verbals

1. Infinitives
   a. Use as noun
      (1) Subject
      (2) Object

2. Participle (avoid dangling participles)
   a. Tense
   b. Uses

3. Gerund
   a. Use as Noun
   b. Use as possessive case

4. Voice

References:

Infinitives:

Write the following sentences on the board:

1. To follow was easy.
2. To be seen would mean capture.
3. To have heard would have frightened him.

The underlined words have a very interesting use in the sentence. What is the verb in the first sentence? To find the subject ask, "What was?" To follow was. Therefore, to follow must be the subject of the verb was. Show that To be seen and To have heard are also used as the subject.

These expressions, to follow, to be seen, to have heard, are neither verbs nor nouns. However, they are used as nouns. They are called infinitives. Infinitives have the word to for their sign. They may be said to be relation to verbs, because they always express action or being, as verbs do. In sentences, however, they are used as different parts of speech. In the above sentences they are used as nouns.

We must be careful not to confuse infinitives with prepositional phrases. In the sentence, "We drove to the garage", is to the garage an infinitive? It is plain that to is a preposition with its object garage; therefore, it is a prepositional phrase. To follow is different. It is used as the subject of the sentence, but follow is not a
noun. Also, it does not show relation as does a preposition. This is enough to show that it is not a prepositional phrase. It is an infinitive.

We have seen that infinitives express action or being and so they are relations of verbs. They are not used as verbs to tell something about the subject. Sometimes they are used as nouns; we have seen them used as the subject.

They may also be used as an object of a transitive verb.

I do not want to go.

Pick out the infinitives in the following sentences. Tell how they are used as nouns.

1. I have learned to read.
2. To escape was simple.
3. To stop would mean failure.
4. We began to pack.
5. To have fallen would have meant death.
6. To write well is not easy.
7. She likes to read history.

Much more drill is needed on original sentence using the infinitive as the subject and object of a transitive verb. Of course, the teacher should constantly keep in mind that the main purpose of teaching all of these grammatical forms is to encourage variety in oral and written compositions.
If it is an infinitive.

To have seen that infinitives can only follow or
come after a verb to be a part of a sentence. They can not
be used to eliminate parts of the sentence. Sometimes this
is used as a noun: We have seen from near to the subject.

That may also be made as an object of a sentence.

And so...

Did not read in the following:

sentences. Tell my that the may as number

1. I have learned to

2. She is a

3. To write and read

4. How much have we

5. What do you

6. Life is with death

Now more about the object of a sentence

Write the infinitive as the subject in a subject

noun of course the reader much appreciate your in mind

that the main function of the infinitive may be with infinitive complements.
Participles:

There is another part of the verb family that is much like the infinitive.

Look at the following sentences. The underlined words are adjectives.

1. The winding road led to the foot of the mountain.  
2. The falling beam struck one of the workmen.  
3. The frightened child ran to her mother.

Now let's look at the same words used as a different part of speech.

1. The road, winding among the hills, led to the foot of the mountain.  
2. The beam, falling from the scaffold, struck one of the workmen.  
3. The child, frightened by the dog, ran to her mother.

Here winding, falling, frightened, are not adjectives. They modify road, beam, child, but they also express action.

A participle is a verb form which is often used as an adjective. When it is combined with any other word or words it is a participial phrase. The verb form used in each participle phrase is either the present participle or the past participle.

1. The dog leading the hunter belongs to my uncle. (present participle)
PARTICIPANTS

If the goal is to make the most of the time available to us...

map the initiative

book the promotion forms

write the promotion

if the initiative takes too long...

all the initiative must be part of the promotion...

As the initiative is a venue for new ideas to arise and grow...

Each participant must be aware of the presence of other participants...

and no participant must be allowed to participate to the cost of
2. The large branch, broken by the wind, lay across our yard. (past participle)

Name the present participle and past participle of these verbs:

lead    mend    break    move

talk    smile    catch    draw

drink    speak    do    begin

Pick out the participial phrase in these sentences:

1. The Indian paddling the red canoe is the son of the chief.

2. We watched the fisherman mending his net.

3. Smiling kindly, the lady bought a magazine from the child.

4. Leaping upon his horse, the officer dashed away.

5. The dog, whimpering piteously, crept towards his master.

In future lessons, review participles, change clauses to participial phrases and phrases to clauses.

Example:

1. Looking over my report a second time, I found two errors in punctuation.

   When I looked over my report a second time, I found two errors in it.

2. Not wishing to appear ignorant, Harry spoke up at once.

   Because Harry did not wish to appear ignorant, he spoke up at once.
3. Having played in the park for an hour, the children went with their mother to see the elephants.

After the children had played in the park for an hour, they went with their mother to see the elephants.

This is another method which we find useful in making our sentences varied and effective.

Dangling Participles:

Since a participle has an adjective use in a sentence, it must always have a noun or pronoun which it modifies.

Right: Feeling a draft, he closed the door.
Wrong: Feeling a draft, the door was closed.

The door cannot feel the draft. The sentence must contain a noun or pronoun to which the participle is related in meaning.

Right: The door being closed, the draft was no longer felt.
Wrong: Closing the door, the draft was no longer felt.

The door being closed, the participle explains or modifies door. But in the wrong sentence, the participle is left hanging in the air. There is no word for closing to modify.

A dangling participle, is a participle that does
not plainly modify some word in the sentence. It is incorrect and often ridiculous. A sentence must be so worded that there is no doubt about which noun or pronoun the participle modifies. A participle should be placed as close as possible to the word it modifies.

You can change a dangling participle in either of two ways:

a. You can make a subordinate clause of the phrase in which the participle occurs:

Scampering into the kitchen and crawling under the stove, Alice caught the kitten.

After the kitten had scampered into the kitchen and crawled under the stove, Alice finally caught him.

b. You can keep the participial phrase as it is, and rewrite the rest of the sentence so that the subject names the person or thing that performs the action expressed by the participle.

Scampering into the kitchen and crawling under the stove, the kitten was finally caught by Alice.

Whenever a sentence has a dangling participle phrase, rewrite the sentence in each of these two ways.

1. Swinging from the bars of the cage by their tails, we watched two chattering monkeys.

2. Exhausted by his long swim in the icy water, mother found Jim asleep right after supper.
3. Drawing nearer, the mountain seemed to us to be very steep.

4. Wishing to appear grateful, Bill tried to express his thanks.

5. Having arrived late, the game was found to be half over.

Write five original sentences, each containing one participial phrase. Be sure that the phrases do not "dangle."

**Gerund:**

Participles used as nouns are often called participial nouns or *gerunds*. For example: Searching does not always result in discovery.

The gerund ends in *ing*, just as the participle does, but is used as a noun.

**Gerund:** Swimming is good exercise. *Swimming* is the subject.  
*(noun use)*

**Participle:** The girl *swimming* ahead is the champion.  
*Swimming* modifies the noun *girl*. *(adjective use)*

**Gerund:** Having lost the letter worried her. *Having lost the letter* is used as the subject of *worried*. *(noun use)*

**Participle:** Having lost the letter, she was worried. *Having lost the letter* modifies she. *(adjective use)*

Examine this sentence:

*His coming was unexpected.* Notice that the pronoun used with the gerund is in the possessive case. We
Participant may be home at other offices.

Participation may be home or office also.

Your comments concerning the subject are welcome.

The company may use the results of your comments.

Participation is for the benefit of the company.

Company: Roche for the benefit of the company.

Participation is for the benefit of the company.

Note: The letter may be in reply to the letter.
say his coming, not he coming.

His shouting startled me.

Frank's playing has improved.

The dog's barking scared the man away.

Roger told us about his skiing.

Underline the correct word.

1. (We, Our) believing him innocent gave him courage.

2. We saw (his, him) reading in the library.

3. (Mother, Mother's) trying on so many dresses kept us in the store a long time.

4. What do you think of (my, me) deciding to work during this summer?

5. The teacher was surprised at (Jack, Jack's) volunteering to work the most difficult problem.

Voice:

In each of these sentences the thought is the same.

1. a. The keeper trimmed the lamps in the lighthouse.
   b. The lamps in the lighthouse were trimmed by the keeper.

2. a. June picked these flowers.
   b. These flowers were picked by June.

3. a. Little John's arrow hit the center of the target.
   b. The center of the target was hit by Robin Hood's arrow.

4. a. Babe Ruth drove out a home run.
   b. A home run was driven out by Babe Ruth.
5. a. Lillian made the dress.
   b. The dress was made by Lillian.

Do you notice that in every a. sentence the subject performs the action expressed by the verb? Also, will you see that in every b. sentence the subject word receives the action expressed by the verb, and that there is no object?

A verb is in the active voice when the direct object is the receiver of the action.

Tom dropped his book.

A verb is in the passive voice when the simple subject is the receiver of the action.

The papers were scattered about the floor.

The active voice is usually a clearer and more forceful way of expression than passive voice. In the active voice the subject is acting. Therefore, the statement is direct and crisp. In the passive voice the subject is acted upon, or is passive. With the use of these two voices, we can avoid monotony and tell better the meaning we wish to give. Active voice is commonly used in stories where the movement is swift and the action is vigorous. There are places, however, where the passive voice fits the mood of the speaker or the impression he wants to convey. The passive voice is always formed by using the auxiliary verb be, and the past participle of the principal verb. It is always a verb phrase.
Do you notice how valid and concise the solution is?

In the section addressing the answer, they will now note some

The section addressing the answer, and how concise the solution

A word to the sections above the section

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Since the sections above the solution, and how concise the solution
Practice:

Pick out verbs and tell whether they are in the active voice or the passive voice.

1. The water flooded the streets to a depth of two feet.
2. The soup was served by the maid.
3. The box was ground to bits under the wheels.
4. Mother expected guests for dinner.
5. The child had been thrown to the ground when the car struck her.

Write sentences using the following verbs as transitive verbs in the active voice:

paint  invent  read  hide  ride
invite  cook  catch  draw  break

Rewrite each of your sentences so that the verb is in the passive voice.

A. Adjectives:

1. Use of this, these; that, those.
2. Like this kind of another but proper kind none.

Sample Unit IV.

Content

Correct Usage.

The junior high school teachers may well use some procedures in correct usage not appropriate with younger pupils. Responsibility for doing corrective exercises should more and more be left to the individual pupil who can check his own errors in written drills. One supervisor says to his teachers, "Furnish keys to exercises with notes on cases needing comment. Make the keys teach, let the pupils mark and rate themselves by the keys. Don't collect pupils' work or rate it. Occasionally, give pupils tests of achievement in the particular work each is doing. Do not let pupils see the tests in advance. Rate the tests yourself."¹

If each pupil keeps a graph of his marks in tests, he knows exactly what progress he is making. Of course, a pupil should work on correct form he does not habitually use in his speech. He should not spend time on forms he has already mastered.

A. Adjectives

1. Use of this, these; that, those.

I like this kind of apples but prefer that kind.

The format and content of this page are unclear. It appears to be a page from a book or a document, possibly containing text that is not legible or readable in its current state. Without clearer visibility or additional context, it's challenging to provide an accurate transcription or interpretation of the content. If you have more context or a clearer image, please provide it so that I can assist you better.
2. Use of adjective after a linking verb.

The rose smells sweet.

3. Avoidance of *them* modifying a noun; those books not "them"); those papers.

B. Adverbs

1. Avoidance of double negative.

haven't any (not "ain't got none")

didn't do anything (not "didn't do nothing")

2. Avoidance of negative with hardly, scarcely, only.

He is hardly old enough. (not "isn't")

He has hardly any friends (not "hasn't")

C. Pronouns

1. Constant oral drill in forms of pronouns as compound subject and objection of a preposition.

2. Correct formation of pronouns.

a. Your (not yourn)

b. Himself (not hisself)

c. Themselves (not theirselves)

3. Avoidance of double subject.

a. My father said (not my father he said)

b. My aunt came (not my aunt she came)

4. Use of who for persons, which for animals and things, and that for persons, animals and things.

I saw a man who looked like my father. (not which or that)
5. Agreement

a. Pronouns relating to each, every, anyone, everybody, either, neither, et cetera, are singular pronouns.

(1) Every girl did her best.

(2) Everyone did his work.

(3) Each runner put his foot on the line.

(4) A person can find what he looks for.

D. Verbs

1. Correct spelling of contractions; aren't, haven't, didn't, wasn't, doesn't, it's, can't.

You're late. Who's captain of the team?

2. Correct use of learn, teach; bring, take; rise, raise; tell, ask; lend, borrow.

3. Agreement with subject.

On the bank were some water lilies.

4. Tense

a. Avoidance of shifting of tense.

He looked at me and said (not "says").

5. The use of the past tense for past time.

He gave it to me yesterday.

He ran all the way.

I came to Boston five years ago.
E. Prepositions

1. Off (not off of)
   I fell off the chair. He got off the car.

2. From.
   I bought the ball from Jack.

3. Avoid useless prepositions.
   Where does she live? (not "live at")
   Where is he going? (not "going to")

4. Use different from (not different than)
   The new type examinations are different from other tests.

F. Conjunctions

1. Avoidance of like as a conjunction.
   Do as I say. He talks as if he were sick.

2. Do not overwork so, and, but to join clauses.

References:

1. Hatfield, An Experience Curriculum, p. 228.


Method and Illustrations.

As the writer has already suggested much of the drill on correct usage rests with the individual pupil.

Adjective or adverb modifier.

You may sometimes be uncertain whether to use an adverb or an adjective after the verb. Remember that a linking verb requires a predicate noun or adjective to complete its meaning. An intransitive verb may have an adverb modifier, but it never has a predicate adjective.

Examine these sentences.

The ice is thin.

These cherries taste sour.

The train moves rapidly.

The child walked hesitantly.

Choose the correct word and give your reason.

1. Our tenant pays his bills (slow, slowly).
2. The fur feels (smooth, smoothly).
3. This fruit tastes (delicious, deliciously).
4. The little boy answered (quick, quickly).
5. Does John sing (well, good)?
6. The oak tree grows (slow, slowly).
7. The hall looks (attractive, attractively).
8. The ship sails (smooth, smoothly).
Correct use of the conjunction like and as.

Many people think like is a conjunction and try to use it to connect clauses. **Like** is a preposition. If you are ever tempted to use **like** for joining one clause to another, put **as** or **as if** in place of it.

**Practice:** Fill in blank with correct use of **like** and **as** or **as if**.

1. James looks much ______ his father.


3. She is ______ a mother to her little sister.

4. It looks ______ it would rain.

5. The children act ______ they were tired.

6. I want a red dress ______ hers.

7. He shouted at us ______ we were deaf.

8. The girls looked ______ they were disappointed.

Correct Use of Agreement of Pronouns and Adjectives.

What is an antecedent? Do you remember that last year you learned that antecedents were advance publicity agents for pronouns and possessive adjectives?

Write **p**. over every pronoun in the following sentences and **a**. over every possessive adjective.

1. Mary says that she will bring her own lunch.

2. The boys say that they have finished their problem.

3. Henry is writing his essay.
Correct use of the conjunction There are many people who think like a conjunction and try to use it to advantage, or else to get back at some one. This is a bad practice. It is to be avoided with correct use of the word or to be used only when necessary. Do not use it as a verb.

Write a paragraph on the importance of using conjunctions correctly. Include a sentence and an example of how it is used correctly.
Pronouns and adjectives must agree with their antecedents in person and number. The person seldom bothers us. The correct number, however, is not natural to many people, who must practice saying the right form. If the antecedent is singular, the pronoun or possessive adjective that refers to it must be singular. If the antecedent is plural, a word that refers to it must also be plural. Look for the antecedent, for it is always the antecedent that decides.

Practice:

In each of these sentences, find the antecedent and then fill in the blanks with corresponding pronouns or possessive adjectives. The antecedent will be a noun.

1. Every member of the club must pay _____ dues by Friday. (his, their)

2. Each one of the members said _____ enjoyed the picnic. (he, they)

3. Katherine and her aunt found that _____ had time for a short visit. (she, they)

4. Jean and the other girl think _____ left _____ books at home. (she, they; her, their)

5. Anyone who sees this car will wish it were ____. (his, theirs)

6. Every boy must draw the plans for _____ airplane __________. (his, their; himself, themselves)

7. All our friends were enthusiastic in _____ praise of the garden. (his, their)

8. Each of us waited impatiently for _____ turn to come. (his, their)

In similar manner, continue drill on the other subject matter of correct usage.
Conclusions and Recommendations

As the writer of this thesis has shown, within the last few years English grammar has been subjected to critical examination and research, which has proved to teachers that they must eliminate much from their grammar curriculum. Much of the formal grammar, that for generations they have come to regard with reverence, does not function in composition habits either in or out of school. Also, in knowledge of the new objectives of functional grammar, the traditional type of grammar text book has had to be abolished. In its place, teachers have provided books with new methods and adequate motivation. Then, our school life has changed so that the traditional program of English exercises and drills are not vital or practical enough.

In our modern effective teaching, pupils are required to take part in conversations, give reports, tell original stories, use the telephone, et cetera. To try to teach these skills as mere exercises robs them of their purpose. This new type of teaching grammar is much more difficult for the teacher than the formal method of teaching. However, the work never appears to her pupils to be a dull, purposeless series of arbitrarily assigned exercises. On the other hand, grammar seems a living subject. Miss Mirrielees sums up, in my opinion, some worthwhile ideas in the teaching of
and the question of public and private life.

In the face of grave difficulties and dangers, when the nation is at war, it is necessary to take measures to ensure the safety of the public and to maintain order. It is through the cooperation of individuals and the community that we can achieve these goals. The cooperation of individuals is vital, and it is through the efforts of everyone that we can overcome these challenges.
functional grammar.

"1. You should look at the pupils and their needs.
2. You should think out the clearest method of imparting what you know.
3. You should correlate the material that can most easily be learned in related form.
4. You should study your groups and your individuals to see what processes block their minds, what proved easy for them and how you can most efficiently clarify their difficulties."

Therefore, the most obvious recommendation for this thesis, in my opinion, is first that formal grammar should be dropped from the course of study. In its place should be a course in English usage or functional grammar. In teaching grammar, it should be thought of, not as an end in itself, but as a means toward an end. Grammar should be used as an effective agency in perfecting oral and written speech.

As Professor Charles S. Thomas says, "The current tendency of thinking educators is to advocate the teaching of a limited amount of grammar in some particular teaching situations. When the teachers find that their students do not have the item of knowledge that would overcome a given diffi-

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Information concerning.

I hope you found the&_ all the previous reports.

I'm sorry that you have not seen the previous reports, but I'm sure you can now see what similarity there is between them. If you have any trouble understanding any of the previous reports, please let me know.

In Atkinson's work on the semi-continuous process, he showed that the semi-continuous process is the same as the continuous process. In Atkinson's work, the semi-continuous process is the same as the continuous process. In Atkinson's work, the semi-continuous process is the same as the continuous process.

In Atkinson's work, the semi-continuous process is the same as the continuous process. In Atkinson's work, the semi-continuous process is the same as the continuous process. In Atkinson's work, the semi-continuous process is the same as the continuous process. In Atkinson's work, the semi-continuous process is the same as the continuous process.
culty, they should pause then and there to give them that knowledge. They want it for the same reason that in playing golf they want to know the significance of putting, green, a mashie, or a niblick.\(^1\)

Second, formal grammar drill should be changed from a process of memory to a process of thinking. Because of this, pupils should remember that no word is in itself a part of speech. Also, no definitions should be given by the teacher until numerous examples of the idea have provided a definite concept for the terms used.

Third, pupils should correlate the functional grammar work studied with the themes they write. The teacher should see that the theory they learn is applied to the sentences and stories they write. Only such terms of grammar that are useful immediately in writing more effective sentences should be taught. Then, the pupils should make use of them in both oral and written work.

Fourth, the positive approach through worthwhile activities should be used in teaching functional grammar. Some study of principles and even practice exercises are needed, but such academic procedures must be accessories to the life experiences. Pupils should study only those

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grammatical forms of which they can plainly see the use, and they should continue their study of grammar with the conscious purpose of learning how to speak correctly, and how to make better sentences.

Dr. Thorndike has shown that going over and over an act does not of itself fix that act in a pupil's mind. It is only when one feels a need to use a skill that it ceases to be a mechanical exercise and becomes a living situation. When pupils feel a satisfaction in doing work, their performances result in effective learning. Then we have accomplished one of our aims, namely, that of definitely establishing a language form as a habit.

These facts, in short, mean that there has been taking place a complete change in the attitude of our educators towards the teaching of grammar. It is another step forward in progressional education.

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The importance of which they can only see the new:

and

their scholarly content goes well beyond the subjective

liability of retaining you to share exclusively, and you to some

satisfied economists.

The information we have from that point on may

have not been of itself to teach the young to acquire a skill of
It is only when one finds a means to use a skill that
anything, with what is to exist and a relationship in which more

and to a degree that is a relationship to achieve knowledge.

the word, to speak, and when the word has been

understood, the language and the meaning of the

known, have a complete grasp of the meaning of one

occupation towards the teaching of language. It is essential

and to mastery in understanding and response.
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If any report has any comments, I have...