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The teaching of grammar in grades 7-8-9-10

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GRADUATE SCHOOL

Thesis

THE TEACHING of GRAMMAR in GRADES 7-8-9-10

Submitted by

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OUTLINE of THESIS

English Grammar in Grades 7-8-9-10

Part I

I. Status of grammar in the curriculum to 1903
II. Importance in the curriculum since 1903
III. Introduction of functional grammar
IV. Reasons for the study of English grammar in Junior and Senior High School
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Part II

I. Course of Study in English Grammar for Grades 7-8-9-10
ENGLISH GRAMMAR
Part I

Since about the middle of the nineteenth century, the psychology of teaching English in the schools of America has been subject to many and radical changes. The former viewpoint of educators seemed to be that education meant teaching subjects to children, or teaching children to think; hence a series of mental gymnastics was imposed. One of the subjects which educators thought necessary to use as a mental discipline was grammar. Grammar, with all its ramifications, was taught in the latter part of the nineteenth century to give the child a necessary drill in mental development.

The experiments of William James, Coover, and Angell seemed to indicate that the doctrine of formal mental discipline was valueless as a criterion for the selection of subject matter, hence the changed conception of subject-matter in the curriculum. After this upheaval, the position of grammar in the curriculum became only a minus quantity as compared with its status before the storm. However, enough was salvaged to cause agitation over its place in the curriculum today.

This agitation caused the first organized attempt to eliminate useless material from the elementary curriculum; this had its beginning in the year 1903, when a Committee on Economy of Time
in Elementary and Secondary School Subjects was appointed by the National Council of Education. Ten years later the results of its deliberation up to that time were published as Bulletin 38 of the Bureau of Education. The report was entirely general in scope.

Meantime a committee from the National Department of Superintendence had been appointed to cooperate with the committee of the National Council. The first report of this committee was published in "The Fourteenth Year Book of the National Society for the Study of Education". In the first part of the report three means of economizing time in education are discussed:

1. Elimination of non-essential subject-matter;
2. Improvement in methods of teaching and learning;
3. A reorganization of the school system and course of study.

The Language problem is discussed by James Fleming Hosie, under the title, "The Essentials of Composition and Grammar". After setting forth the basic principles that should guide the work of the committee, and speaking briefly on composition, Dr. Hosie remarks: "The most pressing problem is to decide what sort and how much of grammar to teach"; and he proceeds to discuss the three most important contributions up to that time towards the solution of this problem: the studies of Franklin S. Hoyt, Thomas H. Briggs, and W.W. Charters. A more detailed

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*Minimum Course of Study--Reports of Committees on Minimum Essentials in Elementary Education. Edited by Ernest C. Moore, Macmillan 1923.

**Fourteenth Year Book of the National Society for the Study of Education.
account of these studies will be given later; for our present purpose the summary may be of value.

The investigations of Franklin S. Hoyt were published in full in 1906 in "Teachers College Record" under the heading, "The Place of Grammar in the Elementary Curriculum".*

After tracing the history of English grammar teaching, Mr. Hoyt discusses the current arguments at the time of writing in favor of the study of formal grammar; these investigations he had found to be:

a. It disciplines the mind.
b. It prepares for the study of other languages.
c. It gives command of an indispensable terminology.
d. It enables one to use better English.
e. It aids in the interpretation of literature.

He rejects the first three arguments as unsound. In regard to the last two, he says that he has found a great variety of opinion. He then proceeds to give an account of the tests in formal grammar, composition, and interpretation, imposed by himself upon first-year high school pupils, the results of which tended to show that grammar, as then taught, had little or no effect on either composition or interpretation. He states his belief, however, that analysis properly conducted, would be an important tool in interpretation.

His conclusion is that the course in English needs read-

*Hoyt, Franklin S. "Place of Grammar in the Elementary Curriculum" Teachers College Record, Vol. 7, pp. 1-34
justment and that grammar in elementary schools should be restricted to the study of the subject from the point of view of function. In accordance with this conclusion he gives a brief outline of grammatical essentials, which nearly corresponds in content to the course of study in "Applied Grammar" prepared by the Committee on Learning to Speak and Write English.

The article by Thomas Briggs referred to by Dr. Hosie is to be found in "Teachers College Record", Vol. XIV. It is entitled "Formal Grammar".

The author defines formal grammar as grammar "highly organized and taught as a strict science, chiefly for its own sake or as a discipline of the mind"; and he urges that the distinction between formal and functional grammar be kept in mind, because a failure to discriminate between them "becloids the issue". Dr. Briggs conducted a number of tests from which he drew the following conclusion: "These particular children, after the amount of formal grammar that they had (three months) 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."

The study of Dr. Charters was an investigation different in aim, hence in method, from those of either Mr. Hoyt or Dr. Briggs. He assumes that the purpose of grammar in the elementary schools is "the improvement of speech through correction of errors." The aim of his investigation was, then, to discover speech errors with the importance and relative frequency, and to base a course in grammar upon the discoveries made.
Dr. Charters cites several other studies of children's speech errors which were conducted at the same time. The studies he mentions are:

1. First Kansas City Study January 1915
2. Northern Illinois Study May 1915
3. Boise City Study June 1915
4. Second Kansas City Study June 1915
5. Cincinnati Study September 1915

A subcommittee belonging to the Committee on the Economy of Time appointed by the National Council of Teachers of English reports that its aim is "to determine the fundamentals, the topic that unquestionably must be taught if the purposes of English instruction are to be realized."

The committee thus states the purposes of grammar teaching:

1. English grammar is to be taught to serve the purpose of instruction in English, and not to prepare for or aid in the study of foreign languages.
2. Its greatest contribution is the mastery of the sentence.
3. It must also deal with the problem of accepted usage.*

In regard to the "grammar of sentence mastery", the committee holds that the unfailing recognition of sentences, and their proper indication in speech and particularly in writing "should be established in the first six grades without the use of grammatical categories or principles, though there seems to be

no good reason for dodging grammatical terms- particularly subject, verb, modifier- when they may be useful." In the 7-8-9 grades attention should be given to a few fundamentals which in the opinion of the committee are essential to such a degree of sentence mastery as may be reasonably expected of children at this stage of development.

It is functional grammar that is recommended in the report of the Committee on Learning to Speak and Write English. This report is in substantial agreement with that of the Committee of the National Council of English Teachers. The apparent divergence as to the number of essential topics arises mainly from the fact that this committee has included under the head of "Applied Grammar" all topics that concern the correct use of grammatical forms, even though they are treated without grammatical terminology or formal definition. "Moreover, the committee of the National Council does not aim to give a course of study in detail, but only the broad topics on which such a course may be based.

Although English has been included in the Secondary School program of studies for many years, it was not until 1913 that a committee began to work in detail on the problem of reorganized subject matter. The chairman of the Committee on English, in a preliminary report, said that the Committee intended to begin anew a study of English in the Secondary schools since the function of these schools had widened beyond that of simply preparing
pupils for further academic study.

"The particular results to be sought may be somewhat specifically indicated as follows:

1. In general the immediate aims of secondary English are two-fold:
   a. To give the pupil command of the art of expression in speech and writing.
   b. To teach the pupil to read thoughtfully and with appreciation, to form in him a taste for good reading, and to teach him how to find good books.

"These two aims are fundamental; they must be kept in mind during the whole course."

The chief immediate aims of English teaching, as set forth by this Committee, it will be recognized, are in contrast to the psychological purpose of language in terms of Dewey.>*

The Committee on the Reorganization of English in Secondary Schools, in 1917, in harmony with the report of the earlier committee of 1913, outlined a report of general aims which is nothing more than a reiteration of the Committee of 1913.

Some basal objectives are already available in English expression relative to the training of all pupils. The following is a sample list published in connection with the Los Angeles curriculum investigation in 1922.** The reader understands that the list as quoted below is redundant; item 6, for instance, is all-inclusive.

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**Bobbitt, *Curriculum Making*, June, 1922, Los Angeles
1. Ability to pronounce one's words properly.
2. Command over an adequate reading, speaking, and writing vocabulary.
3. Ability to use English which is grammatically correct.
4. Ability to organize and express one's thoughts effectively.
5. Ability to converse easily, agreeably, and effectively. Ability to utilize conversation as a profitable and enjoyable means of participating socially in the thought of the world.
6. Ability to join in more or less formal discussion of topics. Ability to participate in public discussion of current social problems as a leisure occupation.
7. Ability to present one's thought orally to an audience.
8. Ability to present written or printed thought effectively through oral reading.
9. Ability in speech to use the voice in ways both agreeable and effective.
10. Amateur ability to do literary production of different kinds.
11. Ability to take part in dramas, theatricals, and pagents.

In many schools there is a tendency to reduce the time given to formal English. To quote from an Indiana report:

*Curriculum Making in Los Angeles, Bobbitt, p. 82. University of Chicago, Department of Education
"Of the fifty-seven schools that answered concerning the teaching of grammar in the high school, thirty do not offer a specific course but give instruction in grammar in connection with the other English work. Seven schools give grammar two periods each week during the second semester of the twelfth year. Five give it one period each week during the ninth year, and six schools give it one period each week through the ninth year and one period during the last semester of the high school course."

Through all these attempts to reduce grammar to its minimum essentials there runs a single purpose: to teach only those grammatical facts that function in speech, and to apply them continually so that they may function.

What, then, should we teach in order that our grammar should be functional? Our first answer must be whatever are the needs of our children. Before setting up our own needs and aims, it may be well to inquire into the thoughts and investigations of those who have given the subject serious consideration.

The Hoyt, Briggs, and Charters studies, quoted by Dr. Hosic bear vital testimony that functional grammar is necessary.

Dr. Thomas Briggs in his article "Formal Grammar as a Discipline" declares that by the technical grammar we mean the science of correct construction of the English language, as a science which deals with logical analysis of the sentence.

apart from any setting of literature or composition. He states there are four claims for grammar as a separate study:

1. To teach the child to express himself correctly.
2. To help him to interpret the thought of others from the written or printed page.
3. As a standard of criticism for correct speech for himself and others.
4. As a basis of comprehension for the study of other languages.

To oppose these claims Dr. Briggs offers the following points:

1. The flexibility of our language is its great beauty. Changes are being constantly made, for example: verbs agree with their subjects, "to be" is the only flexible verb; pronouns agree with their antecedents in person and number,—only the personal pronoun shows this inflexion; inflexion of the noun,—the noun is inflected only in the possessive case. According to Hoyt there was no English grammar available for use until near the close of the Elizabethan age, hence the language attained its greatest vigor and beauty before the "science of speaking and writing correctly" was adopted.

2. Mr. Hoyt's study of children on Gray's Elegy proves there is no connection between interpretation and grammatical construction.
3. Grammar is subordinated to usage; grammar is flexible. "It is me" is sanctioned by Professor Lounsbury of Yale. "Shall and will" are now used interchangeably. The split infinitive is now considered correct by Professor Krapp of the University of Cincinnati, who says "the split infinitive is not only a natural but often an admirable expression".

4. From letters sent to Professor Bonser the following citations are made:

Professor Barton, head of the Latin department in the University of Illinois says: "Students must be able to detect objective relations; to know that verbs and nouns do go along together; to know there is such a thing as a subject, etc."

Professor H.C. Pearson, Principal of the Elementary Department of the Horace Mann School, Teachers College, Columbia, says: "I may say I have been a teacher of Latin for six years: I should say technical grammar should be postponed as late as possible before beginning Latin."

Professor Kelsey, head of the department of Latin in the University of Michigan states: "I cannot recall an instance of a successful attempt to correct erroneous habits of speech through the study of technical grammar alone."

From Professor John Kirtland, head of the department of Latin, Philips Exeter Academy, Exeter, N.H.: "It has seemed to me that too much time is given in most schools to formal
instruction in English and too little attention to the cultivation of correct usage of speech and writing. There are some things they ought to know thoroughly; the subject and its case; the object and its case; the form of the possessive; what a predicate adjective is; the inflection of the verb; the parts of speech and their functions; the difference between subordination and co-ordination."

Mr. Hoyt's decision is that technical grammar or the study of formal grammar as a distinct subject should be postponed "until some time in the high school course, giving attention in the elementary school to only such grammatical forms as naturally evolve in training in the use of language, and will be found of real value as an essential part of the pupil's usable equipment."

Professor Whitney in his "Essentials of English Grammar" concludes: "It is constant use and practice, under never failing watchfulness and correction, that makes good writers and speakers; the appreciation of direct authority is the most efficient corrective. Grammar has its part to contribute but rather in the higher than in the lower stages of the work. One must be a somewhat reflective user of language to amend even here and there a point by grammatical reason; and no one ever changed from a bad speaker to a good one by applying rules of grammar to what he said."

Dr. Briggs advocates the teaching of fundamental and
indispensable portions of technical grammar, not as a separate subject, but in connection with other studies. Grammar should be taught wherever and whenever the need arises in the school-life of the child. Eliminate all that is not essential to the correct expression or interpretation of written thought.

Professor Percival Chubb, Supervisor of English in the Ethical Culture Schools of N.Y. City suggests: "The formal side of grammar should be merely an outcome of expression of lively experience with interesting thought. The child or youth who writes well is he who feels that he has something to say, wants to say it, and say it well to make his point. A workmanlike regard for his tools, a sense of responsibility toward the medium in which he is working,—this is what we want to develop."

Professor Chubb and Professor Wisely both support the use of grammar to give the child a standard of criticism of correct speech for himself and others.

The following plan was suggested by Dr. Briggs’s committee:

1. The teacher should draw those relations which can be made to function in teaching the child to speak and write his mother tongue with fluency and correctness, and to appreciate the thought of others.

2. Certain grammatical errors should be corrected throughout all the grades and in all subjects. In the primary grades, this is to be done by means of games; in the intermediate
and grammar grades, by sentence construction, oral composition, and testing in elliptical sentences.

3. The teacher should make lists of incorrect local expressions, and work for their correction through grades one to eight.

The grammar which should be taught in the elementary school is

- Kinds of sentences as to meaning
- Use of three kinds of sentences as to form
- Elements of a sentence such as subject, predicate, modifier
- Parts of speech with only such divisions as are practical
- Comparison of adjectives and adverbs
- Agreement of verb with the subject
- Possessive form of nouns
- Case and person forms of pronouns
- Simple and compound tenses of the verb, except the future perfect tense.

This plan eliminates all parsing, conjugation and intricate analysis; or in detail, participles and infinitives, gender and person of nouns, mood, voice, form, and perfect tense of verb.*

According to W.W. Charters' "Report of Study of Children's Errors" there are five points of view for determining minimal elements in a course of study:

*Briggs, Thomas H. - Formal Grammar as a Discipline- Teachers College Record, Vol. 12, pp. 5-22.
1. Discipline of mental activities
2. Knowledge of structure of thought as exhibited in sentence
3. Understanding of literature
4. Improvement of speech through artistic use of grammatical information
5. Improvement of speech through elimination of errors

Five differs from four in this: four seeks to raise speech which is grammatically correct to the plane of rhetorical effectiveness through knowledge of grammatical elements which may become tools with which to manipulate expression of ideas. Five aims to study errors of speech and present a body of information which may be used to make the language as spoken, grammatically accurate.

*From Dr. Charters' scientific investigation the topics to be emphasized in Oral Language of the children of Waukegan, Illinois School arranged in the order of importance as determined by relative frequency of errors are:

Redundancy (Syntactical)
Double Negatives
Verbs
Tense
Present for past
Past participle for past tense

The oral investigation in the Boise Schools resulted in the errors being listed under six heads: verb errors, double negative, mispronunciations, misuse of pronouns, adverb errors, and colloquialisms.
The Kansas City report is contained in the study "Grammar Based on Errors" by Betz and Marshall. The entire list of errors were divided into three parts and classified as:

1. errors of punctuation,
2. errors of language,
3. errors of grammar.

The Cincinnati Study was conducted by Isabel Sears and Amelia Diebel. The tabulated list of errors were--verbs, pronouns, negatives, ambiguous expressions, syntactical redundance and mispronunciations.

Edgar D. Randolph, State Teachers' College, Greeley, Colorado, in his stenographic reports of oral schoolroom language in Speyer School, N.Y., lists--sentence structure, pronouns, verbs, adjectives and adverbs, connectives, prepositions, and miscellaneous errors.

The Kansas City, Missouri, investigation of Edith Miller supplemented by oral grammar errors of the children in the schools of Detroit collected by S.A. Courtis and classified in laboratories of the University of Missouri, the oral and written errors of school children of Bonham, Texas by Superintendent H. D. Fillers and corps, and a study of oral errors in Columbia, Missouri Schools by J.K. Jones form the basis of Charters' principles which need to be corrected:

1. Subject of the verb not in the nominative case

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**Elementary School Journal, Vol. 18, pp. 172-186
***Sixteenth Yearbook of the National Society
2. Predicate nominative not in the nominative case
3. Object of a verb or preposition not in the objective case
4. Wrong form of noun or pronoun
5. First personal pronoun standing first in a series
6. Disagreement of noun and pronoun in number and person and gender
7. Confusion of demonstrative adjective and personal pronoun
8. Failure of verb to agree with subject in person and number
9. Confusion of past and present tenses
10. Confusion of past tense and past participle
11. Wrong tense forms
12. Wrong verb
13. Incorrect use of mood
14. Incorrect comparison of adjectives
15. Incorrect comparatives and superlatives
16. Confusion of adjective and adverb
17. Misplaced modifier
18. Double negative
19. Confusion of preposition and conjunction
20. Syntactical redundance
21. Wrong part of speech due to similarity of sound.

*A study of these investigations was made by E.A. Cross,

who wrote on the subject of Functional Grammar in the Elementary School Journal, Vol.18. Mr. Cross says that grammar based on errors catalogues the formal errors and tries to eradicate them. Functional grammar does the same and then goes to direct the child in the methods at his command to construct sentences. Both are corrective; the latter is corrective and constructive, since it first teaches the child to think clearly and then supplies the deficiencies apparent in his machinery of expression. Elementary books should help the teacher in her task of erasing the bad language habit by writing in the good. Mr. Cross suggests that the seventh or eighth grade is the time when facts of parts of speech and sentence structure are workable mechanics. He suggests teaching proper and common nouns for purposes of capitalization; possessives through spelling, not case; nothing of gender except where nouns are distinctly masculine or feminine; little about mode; drill in building type sentences; practice for use of specific expression, simple forms of sentence analysis, such as subject, predicate, and their modifiers in forms of words, phrases, and clauses.

Practically the same program is that formulated by Mr. S.A. Leonard in "English Composition as a Social Problem".* The minimal essentials in formal grammar should probably include recognition of the sentence; of the parts of speech; of clauses as distinct from phrases, and their chief uses of

both; of the distinction between main and subordinate propositions; of complete verbs; transitive verbs (voice) and linking verbs, with objects and predicate attributes; tense. It is intended that simply these points be thoroughly understood, always by the test of use in the sentence, and without any refinements of subclassification whatever. It should be possible to complete in eighth and ninth grades.

* In Standards in English, Mr. John J. Mahoney writes that in the teaching of sentence manipulation, technical grammar will be a help. He further states: "The teacher who plans economically will so correlate her grammar teaching with her work in language proper as to enable the pupil to apply his knowledge of technical grammar from day to day." Given the working knowledge of those grammar forms that best serve language ends, the pupils may be led to produce sentences which demonstrate skillful handling of the tools of language.

**"The Teaching of English" by Klapper contains the statement that there are three schools of grammar: all formal, that which eliminates except for errors, and a combination of the two. The author suggests that a proper organization of the course of study and a more pedagogical procedure will remove abuses in the teaching of grammar. Practical grammar is a discredited subject because

1. Practical results prove little relation between actual

*Mahoney, John J. Standards in English World Book Company, 1923 p.145
speech and grammar.

2. In school the relation between grammar and composition is negligible.

3. Grammar in many courses of study and in textbooks abounds in sterile verbal subtleties.

4. The prevailing method of teaching is cause of discord.

5. The variety of terminology.

The following aims were suggested by Klapper:

1. Practical Value. A guide to correct speech—grammar teaches us to understand English and aids in self-criticism, and correction.

2. Disciplinary Value—The limited value of mental power developed in grammar proves conclusively that no topic in grammar must be taught for its disciplinary value alone. Disciplinary value of grammar must be achieved through teaching topics that can be used by the child in correction of speech and that have, therefore, a social worth.

3. Grammar as an aid in literature interpretation should be used only when an awkward or unusual construction of the sentence hinders the acquisition of meaning; then a knowledge of grammatical functions aids in literary interpretation. This situation seldom occurs in elementary school. Hoyt's test was quoted.

4. Conventional justification need not guide either in teaching the subject or in organizing the course of study,
for it is a result of teaching grammar by any method through any course.

5. Preparatory value justifies the teaching of grammar to only 10% of the school population.

Mr. Klapper insists upon the sentence as the point of contact with the child's knowledge; he states there should be great emphasis placed upon sentence structure before the parts of speech are taught. Every grammar should begin in the expressional errors of children since the work should be made concrete and practical as possible. Ask the class what next lesson in grammar ought to be taught next, to motivate the instruction. As far as method is concerned either the deductive or the inductive has a distinct and legitimate province. The use of type form must not be overemphasized. At first there should be type form then variations should follow. The child should give an original illustration, then his own definition ought to follow. The step which is taught must have immediate application. Analysis is important in giving helpful insight into language structure, in teaching how to apply grammar to derive obscure meanings, and in training in logical thought. The diagram must be kept simple and must have a uniform system. Parsing is a basis of technical grammar. Classification for its own sake is as sterile practically as it is deadening mentally. To postpone the constructive work of false syntax means to continue grammar
as an arbitrary subject despite the fact that we can interpret it in terms of social need and social value for the child.

Tests should be designed to test the child's progress along lines that mark guiding values of the subject. Essential reviews are most successful when they are made incidental in the course of ordinary application exercises. The textbook must be used frequently and a comparison made between the textbook definitions and the definitions formed by the children. The textbook is valuable for its well-graded and varied exercises, logical summary of facts, and as a means of teaching children how to study.

In brief, Mr. Klapper maintains there should be a liberal reduction in requirements of courses in formal grammar, a simplification and standardization of its terminology, and the introduction of methods of teaching which emphasizes the function rather than the form.

It was recognition of the aid that grammar offers composition teachers that led the National Conference on Uniform Entrance Requirements in English to record its opinion: "English grammar should ordinarily be reviewed in the secondary school; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years." After quoting the above, Mr. Thomas in a chapter on Grammar in "The Teaching of English in Secondary Schools"
states his conviction that technical grammar in itself is of limited value. When taught it should be taught as a means toward an end, not as an end in itself. Its laws are not to be viewed as sacred or unalterable; they are simply attempts to record current principles of good usage. When this usage changes the laws must be revised. Mr. Thomas appears convinced also that grammar is an effective agent not only in helping perfect oral and written speech, but also in interpreting literature.*

*Miss Simons in her "English Problems in the Solving" takes the point of view that the problem of grammar is a Junior High School problem, and the point of departure of all four years in the sentence. The following program is suggested for Junior High School:

1. Clinch the sentence-sense through approaching the problem of grammar from the point of view of service, words and word-groups serving only to help the thought.

2. Teach the sentence as a whole, a complete unit though of varying degrees of complexity.

3. Teach the sentence in its parts: the two basic elements, subject and predicate. These are the master parts; all other parts serve them.

4. Teach the "other parts": single words, word-groups, the phrase and clause as single words (parts of speech). Teach connectives as they function in the sentences, complex or compound.


**Simons, Sarah E. English Problems in the Solving, Scott, Foresman 1920
5. Teach laws of service: agreement of subject, noun or pronoun, and verb; agreement of pronoun and antecedent. If the word serves the noun or pronoun, it partakes of the nature of an adjective and so must take the adjective form (e.g., slow not slowly). If it serves the verb, it is an adverb and must take the adverbial form. To be of immediate service, words should be placed near the words they serve.

6. Teach certain usages: noun usage, matters of case; verb usage, principal parts of irregular verbs; pronoun usage, inflection.

Mr. Otto Jesperson in an article entitled "The Teaching of Grammar" in the English Journal for March, 1924, places much stress on phonics as a means of teaching English grammar. He states we should be proud of the nobly simple structure of our language instead of trying to give five cases to English nouns, which can be achieved only through a gross falsification of scientific facts. He suggests that the grammar that should be taught is concrete English grammar, not abstract grammar in the clouds. To quote: "It (grammar) should deal primarily with the children's own language and show them how that is constructed and how it serves to express thoughts which the children can understand. They should be made to see consciously the rules they have already learned to follow unconsciously: the inductive method here is absolutely to be preferred to the deductive."
In teaching what Mr. Jesperson thinks the first elementary lesson, the formation of plurals, he suggests the study of older forms, or a very elementary philology.*

A new aspect is placed on the value of grammar study; that of word-order. He makes a point of distinction between the following sentences: "He had made the shoes" and "He had the shoes made." The difference in the thought as well as the word order can be aided by a knowledge of grammar:

Although the needs and aims of each grade vary somewhat with the maturity of the pupil, and the amount of grammatical background he has attained already, yet they are basically the same.

The grammar which we should teach in our schools is functional grammar, such as Mr. Cross suggests; the grammar which works toward the elimination of error, but also has the constructive purpose of building with a firm foundation the speech of the child. Dr. Briggs's study gives a constructive program which might be followed, but which lacks purposive guidance.

I feel that Charters' study is a part failure because it gives no constructive work. His investigations produced much material upon which he might have built a helpful course in English. It seems to me that Charters is like a physician who has discovered the cause of a deadly disease, but who takes no further steps towards the eradication of the disease.

The Teaching of Grammar by Otto Jesperson.
Mr. Cross appears as the natural sequel to Mr. Charters since he supplies the deficiencies which are noted in the work of the latter. Mr. Cross also improves upon the production of Dr. Briggs for Mr. Cross not only notes the mechanics which may be used, but also explains briefly the reason for each mechanical detail. Mr. Leonard improves upon Mr. Cross's study by subordinating all the mechanics to "use in the sentence". The sentence he makes the basis of his whole grammatical study. This use of the sentence has been stressed by Mr. Mahoney in the phrase "Apply knowledge of technical grammar from day to day."

Mr. Klapper speaks of the sentence as "the point of contact" with the child's knowledge. In such a connotation the sentence must exist as "the be-all and end-all" of the whole study of grammar. I am in accord with Mr. Klapper as to his position on this question, as I am also on the treatment he suggests for the correction of common errors, and the value of grammar in interpretation in grades 9 and 10. Mr. Klapper wanders far afield, though, in his idea on motivation. To me, it seems positively absurd to ask the children what step in grammar ought to be taught next; that is, of course, if the teacher intends to be guided by the children's suggestions.

The same idea of the aid grammar gives to composition can be understood from Mr. Thomas's statement that grammar
should be taught as a means toward an end, not as an end in itself. His ideas on grammar as an aid in the interpretation of literature, though not in accord with Hoyt's test, can be upheld as a common device which teachers in senior high school contend has borne successful results.

Miss Simons simply places a new dress upon the old familiar dummy when she presents her program of service. If English were to be subordinated to the Social Science studies perhaps Miss Simons' dress might, of untold value. However, her program seems sane, though her purpose appears somewhat changed, at first sight. I am at variance with Miss Simons when she claims that the problem of grammar is a junior high school problem. If the sentence is the point of departure for junior high school pupils, why should it not be equally essential for senior high pupils? The latter need to be given an awareness that sentences are complete units of thought; correct usage and sentence improvement need drill in senior as well as junior high school. In addition, in senior high school a little more knowledge might be necessary for interpretation of the thoughts of others.

Mr. Jepperson's contention that grammar be taught through phonics is a good one when not carried to an extreme. Some of our sentence errors result, no doubt, from poor enunciation, but these are in the minority so greatly that the time spent
upon phonetic grammar might have but negligible results. His suggestions as to making children see consciously the rules they have unconsciously learned, is indeed, excellent. The study of older forms might prove a hindrance instead of a help; it would inevitably mean an enormous waste of time, the very thing we are endeavoring to avoid.

From the study of the investigations and their resultant thoughts we have decided that a study of functional grammar is a necessity in grades 7-8-9-10. The children in all the grades mentioned need to be taught:

1. The kinds of sentences;
2. Parts of speech for use in the sentence;
3. Clauses- main and subordinate- for clearness in thought;
4. Subordinating and coordinating conjunctions, for recognition of the relationship expressed by each;
5. Verbs for the elimination of common errors;
6. Pronouns for construction in sentence;
7. Nouns - proper and common- as an aid to capitalization;
8. Plurals and possessives as an aid to spelling;
9. Distinction between adjectives and adverbs for correct usage;
10. The preposition as a joining word.
The chief aims of the teaching of grammar should be the mastery of the sentence tending toward sentence betterment; the establishment of a standard of criticism for self and others as an aid in correct usage; and in grades 9 and 10, at least, the basis for literature interpretation.
Part II

COURSE of STUDY for GRADES 7-8-9-10

Grade VII

Aims

1. Mastery of the sentence tending toward sentence betterment.
2. Establishing a standard of self-criticism by teaching simply and concretely certain facts of English grammar which function in correct usage.

I. Grammar for Sentence Improvement

1. Recognition of simple sentence
   a. Subject and predicate
   b. Compound subject for verb agreement
2. Parts of speech for use in sentence
3. Complex sentence
   a. Main or principal clause
   b. Subordinate clause
      (adjective or adverb)
c. Subordinating conjunctions

(if, when, although, until, since, after, while)

4. Declarative, interrogative, imperative, and exclamatory sentences for terminal marks

II. Grammar for Correct Usage

1. Verb

a. Principal parts of the following verbs for drill in the use of past tense and past participle:
do, see, come, go, come, take, drink, ring, break,
run, being, become, begin, eat, give, draw, write,
drown, burst, ask

b. Eliminate errors such as ain't, would of,
gotta go, ought to gone, don't (for doesn't)

2. Pronoun

a. Subject pronouns (I, he, she, we, they, who)
after is or was

b. Object pronouns (me, him, her, us, them, whom)
objects of verbs or prepositions

(Special attention to
She called Mary and me into the house.
Between him and me there is a compact.)

c. Possessive pronouns (mine, ours, yours, his, hers,
its, theirs, and their compounds)
This might be introduced into the spelling lesson.
3. Noun
   a. Distinguish between proper and common noun for correct capitalization
   b. Plurals of ordinary English nouns spelled correctly
   c. Spelling of possessives, such as Dickens in the singular, and men in the plural

4. Adjectives and adverbs
   a. Recognize adjectives as words that add to nouns or pronouns, and adverbs as words that add to the meaning of verbs, adjectives, or other adverbs
   b. Discriminate between adjectives and adverbs commonly misused: good, well; easy, easily; sure, surely.
   c. Eliminate double negatives

5. Prepositions
   a. Recognize as a word that joins a noun or pronoun to some word in the sentence

Much drill work should be carried on by the teacher.

After detecting the different parts of speech in sentences, the pupil should be given drill in using the same word as different parts of speech.
Aims

1. Mastery of sentence tending towards sentence betterment.
   a. Teaching various kinds of sentences, and means of obtaining mastery of such; their relative value in expressing thought.

2. Establishing a standard of criticism for self and others by teaching certain facts of English grammar which function in correct usage.

I. Grammar for sentence betterment

1. Review of simple sentence
   a. Recognition of subject and predicate

2. Phrase as a means of expanding thought of the sentence (adjective and adverbia1 phrase for position near the word modified)
   a. Preposition as an element in a phrase

3. Review of complex sentence

4. Clause as a means of expanding thought of the sentence
   a. Subordinating conjunctions
      (since, while, if, when, although, until, after)

5. Compound sentence
   (Coordinate or principal clauses joined by a conjunction)
   a. Coordinate conjunctions: and, but, or, yet
Drill on relative value of subordinate and coordinate sentence.

Drill on elimination of and and so habit.

II. Grammar for correct usage

1. Verbs
   a. Principal parts of verbs in Grade VII for use of past tense and past participle
   b. Special attention to new verbs
      lie, lay sit, set, rise, raise, may, can, learn, teach, bring, take
   c. Constant drill on elimination of errors
   d. Attention to change of tense

2. Pronouns
   a. Personal, relative, and demonstrative pronouns, not by name but these alone should be taught as pronouns.
   b. See that pronoun refers clearly to antecedent, and agrees with it in number.
   c. Pronoun form after than

3. Nouns
   a. Recognize few commonly used nouns which are either always singular or always plural, and use the correct verbs, pronouns, and adjectives with them; as scissors, trousers, falls, woods, news, measles, mumps
4. Adjectives and adverbs
   a. Distinguish adverbs from predicate adjectives
   b. Form and use comparative and superlative correctly.
      (It is not essential to use the terms "comparative" and "superlative" to the class)

5. Agreement
   a. Agreement of verbs and pronouns with nouns modified by each, every, and other distributive words;
      also singular nouns connected by or or nor
   b. Agreement of pronoun with antecedent
   c. Agreement of third person present tense of verbs
   d. Agreement of verb in sentences beginning with one, either, neither, and there
   e. Recognize "you were" for both singular and plural

6. Syntax
   a. Proper case of pronouns after preposition and verb
   b. Difference between adjectives and adverbs
   c. Distinguish pronouns from adjectives (them boys)
   d. Distinguish prepositions from conjunctions (like, as)
   e. Proper form of negative
Grade IX

Aims

1. Mastery of sentence tending toward sentence betterment.
2. Improvement of style through work on sentences.
3. Establishment of a standard of self criticism as an aid in correct usage.

I. Grammar for sentence improvement

1. Review of simple sentence
   a. Subject and predicate
   b. Compound subjects and compound predicates
   c. Recognition of quick action in simple sentence

2. Review of complex sentence
   a. Work to subordinate lesser idea through complex sentence

3. Compound sentence
   a. Work against the long stringy sentence

4. Review phrases and clauses
   a. Work to avoid incomplete sentence by uniting fragments with proper assertions

Drill on contracting or expanding of thought by means of various kinds of sentences.
II. Grammar for correct usage

1. Verbs
   a. Use correctly past tense and past participle of verbs in Grades VII and VIII, with the addition of awake, arise, fly, flow, flee, rise, and raise.
   b. Recognition of the infinitive to aid in the use of the pronoun subject.

2. Pronouns
   a. Drill on cases of pronouns.
   b. Review case of pronoun after than.
   c. Teach case of pronoun after like and as.
   d. Teach case of pronoun as subject of infinitive.
   e. Teach the case of pronoun after the infinitive to be.
   f. Case of pronoun after the preposition.

3. Nouns
   a. Plurals of foreign nouns commonly used, as datum, alumnus.
   b. Proper forms of possessives when nouns end in s in the singular; when plural does not end in s.
   c. Possessive forms in compound nouns in singular and plural.
   d. Substitution of phrase for possessive of inanimate objects.
   e. Possessive in the case of a name of a firm.
4. Adjectives and adverbs
   a. Distinction between adjective and adverb
   b. Comparative and superlative use of adjective and adverb
   c. Use after verbs of feeling

5. Preposition and conjunction
   a. Use as connecting words

Miscellaneous drill

1. Drill on distinctions in the following:
   to, too, two
   there, their
   of, have
Aims

1. Mastery of sentence tending toward a degree of facility in variation of sentence structure and idiomatic manipulation of words.

2. Establishing a broader standard of criticism for self and others as an aid in correct usage.

I. Grammar for sentence improvement

1. Parts of speech as they are found in a sentence

2. Simple, complex, and compound sentence, to eradicate short, choppy sentences, or the long run-on sentence Variation of sentence structure, and subordination of lesser thought

3. Review phrases and clauses to help in punctuation

II. Grammar for correct usage

1. Verbs

   a. Review the work of Grades VII, VIII, IX

   b. Shall and will for correct usage

   c. Infinitives for case before and after

   d. Teach to be takes the same case before and after

   e. Gerund to explain the case of a noun or pronoun modifier
f. Distinction between active and passive

g. Use of present tense to denote general truths—things true in past time and still true

h. Agreement of verb with a compound subject connected by or or nor, when two pronouns are of different persons

i. Drill on troublesome verbs:
   lie, lay—sit, set—fly, flow, flee—rise, raise,—teach, learn—may, can—might, could—accept, except—affect, effect—lose, loose—let, leave

j. Teach intransitive and transitive verbs in order to obtain proper distinction of correct use of verb and object

k. Teach subjunctive form "if I were" in contrary to fact conditions

2. Pronouns
   a. Thorough drill in all previous work of pronouns

3. Nouns
   a. Work on uses in Grades VII, VIII, IX
   b. Teach collective nouns in order to distinguish singular from plural.

Jury agrees on the verdict. Jury are eating lunch.
4. Adjectives and adverbs
   a. Review of correct usage and distinction between use of each

5. Preposition
   a. Especial attention given to correction of errors similar to the following:
      off of, of from, out of
      and for to, as "try to go"
      inside for within
      of for have in for into with for of
      between for among

6. Conjunctions
   a. Recognize the relationship expressed by most conjunctions
      Addition, and; opposition, but;
      alternation, or; conclusion, therefore
   b. Recognize relationship expressed by relative pronouns and conjunctive adverbs
   c. Place proper conjunctions in pairs
      Than-as, like-as, as-as, so-as (after negation)
      both-and, either-or, neither-nor, not only-
      but also, such-as, whether-or, so-that
Drill Chart

Drill on verbs often misused

1. *(May- can)* James and I sit together?
2. The wounded man had *(lie- lay)* on the ground all night.
3. *(Sit- set)* the box on the table.
4. The dog *(lie, lay)* there all day.
5. The little pyramid still *(sits- sets)* on the shelf.
6. *(May- can)* you solve this riddle?
7. The girl *(lay- laid)* her hat on the table.
8. *(Shall- will)* I go to the store?
9. He has just *(went- gone).*
10. He *(came- come)* to inquire about it.
11. I *(saw, seen)* him yesterday.
12. See what I *(did- done).*
13. He says that he *(shall- will)* go.
14. They have *(laid- lain)* there an hour.
15. I am determined that John *(shall- will)* go.

Drill on the cases of pronouns

1. Mr. Smith is the man *whom* you saw last evening.
2. Jack is the boy *who*, you saw, played so well.
3. Tell me to *whom* the large book was sent.
4. Whom do you take me to be?
5. Who do men say I am?
6. The girl whom you see at the wheel is my sister.
7. If I were he, I should be afraid.
8. His coming has changed our plans.
9. I saw him riding a horse.
10. Don't you think it could have been he?
11. Let Mary and me gather the flowers.
12. It wasn't I.
13. This is a secret between you and me.
14. Who is the better runner, you or he?
15. We, boys, are going on a hike.

Drill on agreement with antecedent or verb.

1. If anybody finds that, -- will be lucky.
2. Everyone must be sure to take -- rubbers.
3. Someone must have been in the house; here are -- gloves.
4. When a customer buys one of these -- will have no trouble in learning how to use it.
5. (Have, has) either of the girls been here this afternoon?
6. Neither of the boys (is, are) on time.
7. Of the two people neither (is, are) willing to work.
8. I am sure that everyone in the schoolroom (is, are) going.
9. Nobody else except those three (was, were) ready yesterday afternoon.

10. Either John or Mary (is, are) coming.

Drill on pronoun after like, as, than, different from.

1. Mary looks like her.
2. Henry bats a ball better than I.
3. Whistle as I do.
4. John is taller than I.
5. Others are as late as we.
6. This is different from that.
7. Her brother runs faster than I.
8. She is stronger than he.
9. The child does not look like me.
10. James is different from him.

Drill on this and that.

1. This kind of ink is better than that.
2. Did you buy those kinds of flowers?
3. I bought that kind of curtain.
4. I like this kind of rug.
5. These sorts of pens are good.
6. That sort of girl is worth knowing.
7. That kind of fruit is best.
8. I like this kind of pupil.
9. Where did you get that kind of cake?
10. I bought that kind of ribbon.
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