

A STUDY OF THE GROUP METHOD OF TEACHING ENGLISH
IN THE MANHATTAN JUNIOR HIGH SCHOOL

by

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INTRODUCTION

The selection of content material is an important process in the organization of a course of study in English. Equal in value is the method of presentation accompanying this subject matter and adapting it to the needs of the pupils concerned in the process of instruction.

In the summer of nineteen hundred twenty-nine, the writer of this thesis was assigned five classes in English, grades eight and nine, in the Manhattan Junior High School. Before the formulation of the program of instruction, an extensive course of reading was pursued, the purpose of which was to discover and analyze the best methods of procedure that are being used by progressive and efficient teachers in the field of English. Books, magazines, and courses of study became a matter of chief concern. The thoughts uppermost in the mind of the teacher launching out into a new field may be stated in the form of questions: What shall be the guiding principles? Where shall the emphasis be placed? How may the interests of life best be conserved by the program that has been formulated? As one might anticipate, varying answers were found for all these inquiries. The situation resolved itself into a selection of materials and methods that had stood the test of actual

use in the classroom.

After the organization of the material and the procedure in the classroom were determined, the teacher entered upon the work with all the enthusiasm and energy that characterizes a pioneer setting out on a new and challenging adventure.

To clarify the thinking process and to serve as a constant check upon the elements involved in the classroom procedure, a statement of aims and outcomes was formulated. These may properly receive attention at this point in the discussion.

STATEMENT OF AIMS IN ENGLISH INSTRUCTION

1. To use language, oral and written, habitually in accordance with the best usage.
2. To express oneself clearly and forcibly in terms of communication.
3. To master an extensive vocabulary to the end that thought may have adequate verbal symbolism.
4. To gain a wide view of life and its experiences by the ability to read with ease and comprehension.
5. To realize the gradual development of the means of inter-communication resulting in respect for one's mother tongue.

6. To function more successfully as a citizen because of acquaintance with the world's best thought and effort.
7. To make the acquaintance of the world's best authors and their productions as a solace for leisure hours.
8. To gain that information and inspiration which enables one to function successfully and enjoyably in his chosen vocation.
9. To secure and hold the range of adjustment required in a dynamic social order.
10. To gain that intellectual development and emotional responsiveness which culminates in breadth and nobility of character.
11. To contribute to the world's best thought in the measure of one's native and acquired ability.

OUTCOMES IN ACTIVITIES AND EXPERIENCES

1. Habits of accuracy in speech and writing.
2. Improvement in clear and forcible language.
3. Measurable increase in vocabulary.
4. Improvement in speed and comprehension in reading.
5. Development of a more favorable attitude toward the native language.
6. Cooperation in action and tolerance in opinion.

7. Increased acquaintance with authors and their works.
8. Conscious selection and evident preparation for a vocation.
9. Flexibility in habits and attitudes.
10. Evidences of culture and emotional poise.
11. Skill in the use of language as self-expression.

The foregoing outcomes will receive additional attention when the survey has proceeded to the point where careful evaluation is possible and necessary. When work has been done, checking naturally follows as the test of completeness and effectiveness.

CLASS CLUBS AND WORK GROUPS

Having formulated the objectives of the subject and the outcomes of instruction, the teacher turned to the important consideration of class organization. Each class was organized as an English or literary club with a complete set of officers and standing committees. The text in use presented a sample constitution and by-laws that was readily adapted to the needs of the local situation. A nominating committee proposed two candidates for each position to be filled. This plan left for the second semester an equally capable group of pupils for the elective posi-

tions. The distinctive feature of the classroom organization was the groups for study, work, and social purposes. In the year 1929-30, each class was divided geographically in the room into four parts. The room at that time was seated with the regulation school desks. Each of the groups was composed of six to ten members. The teacher arranged these groups in such a way as to secure a cross-section of the pupils in the class, providing for leadership, congeniality, and freedom from disciplinary problems.

During the school year 1930-31, the schoolroom was furnished with eight library tables and chairs sufficient for the size of the largest class. The latter plan favored effective grouping, but gave a noticeable increase in the noise resulting from moving chairs and shuffling feet. Each group was limited to five pupils. In both years regular officers and standing committees were elected for a period of one semester and group leaders for nine weeks.

The appended outline was used as a unit of subject matter and furnishes the reader a bird's-eye-view of the club organization.

OUR CLASS CLUB

1. Purpose.

1. Practice in public speaking.
2. Helpful criticism.
3. Audience situation.
4. Purposeful life activity.

11. Name.

1. Meaning

111. Officers.

1. President.
 - a. Duty.
 - b. Term of office.
2. Vice President.
 - a. Duty.
 - b. Term of office.
3. Secretary.
 - a. Duty.
 - b. Term of office.
4. Sergeant at Arms.
 - a. Duty.
 - b. Term of office.

5. Assistant Sergeant at Arms.

- a. Duty.
- b. Term of office.

IV. Committees.

1. Decoration.

- a. Duty.
- b. Term of office.

2. Word Book.

- a. Duty.
- b. Term of office.

3. Book-a-Month.

- a. Duty.
- b. Term of office.

4. Visitation.

- a. Duty.
- b. Term of office.

5. Critics.

- a. Duty.
- b. Term of office.

V. Groups.

1. Number.

- a. Leader.
- b. Number of pupils.

DEFINITION OF GROUP METHOD

No attempt will be made in this discussion to distinguish the "group" method from project work, supervised study, laboratory procedure, or socialized recitation. The method partakes of all of these at times and in varying degrees as the needs of the teaching situation seem to demand. The group method is a work-study program in a social setting that has real life values. The individual pupil is constantly confronted with his relation to the group, a group that is engaged in the same worthwhile enterprise and is always an integral functioning part of the whole class as a club.

The group is a classroom unit to make the following values operative as a distinctive feature of the daily program:

An audience situation;

A discussion and conversation unit;

The possible and natural comparison and criticism of work;

A basis for the selection of work to come before the English club;

A worthwhile rivalry;

The economy of time; and

A training in group effort and responsibility.

PURPOSE OF STUDY

This survey of the group method is being made for the purpose of analyzing the situations that arise in the use of such a scheme of classroom organization and procedure, stating in concise terms the advantages that are apparent to a teacher of extensive supervisory experience and careful training, and for the purpose of formulating definite conclusions based upon objective tests that will aid constructively in the future use of the plan.

It is not difficult for the classroom teacher to idealize the method that he has set up. In fairness to the teaching situation, every unit of subject matter, every type of method and procedure should be subjected to impartial criticism. It is assumed that the group method has its weak points. This thesis is not an attempt to make a case for the method used by the teacher. The method must stand or fall on the basis of the tests applied and the evaluations resulting therefrom.

COMPOSITION OF CLASSES

For the two years covered by this study, the teacher has been assigned two eighth grade and three ninth grade

Table 1. Enrollment in English Classes under Study,
School Year 1929-30

Groups Taught	Boys	Girls	Total
Grade Eight	16	14	30
Grade Eight	9	19	28
Grade Nine	23	10	33
Grade Nine	18	18	36
Grade Nine	16	19	35
Total	82	80	162

Table 11. Enrollment in English Classes under Study,
School Year 1930-1931.

Groups Taught	Boys	Girls	Total
Grade Eight	21	15	36
Grade Eight	16	24	40
Grade Nine	30	6	36
Grade Nine	14	20	34
Grade Nine	14	16	30
Total	95	81	176

English classes. The enrollment by classes is shown by Tables 1 and 11.

There has been some variation in the size and make-up of classes as a result of the changes that occur at the time of re-enrollment for the second semester. The smallest class at any time was twenty, the largest thirty-eight pupils. These figures are not contained in the tables, inasmuch as only the combined groupings are given. In one class the number of girls exceeded the number of boys; in another the opposite was true. It is rather unusual to find in junior high school an English class of thirty boys and only six girls. This occurred during the year 1930-31. On the whole there may be some advantage in having these variations; the method is required to meet varying conditions. The normal English class has about an equal number of boys and girls in it. The tables show that this condition prevailed in most instances.

A compilation of the intelligence ratings of these classes is shown in Tables 111 and 1V. The totals as shown by the tables do not agree with Tables 1 and 11 for the reason that the office records were not quite complete and transfers from class to class are not indicated. Again, some varying situations are disclosed for critical consideration. The group method must meet new tests of its

Table 111. Intelligence Quotients for All Classes under Study as Determined by the Multi-Mental Scale, School Year 1929-1930.

Range in I. Q.	Grade 8			Grade 9		Total
	Class 1	Class 11	Class 111	Class 1V	Class V	
170-179						
160-169						
150-159		3	1		3	7
140-149		2	0	2	1	5
130-139		8	2	4	3	17
120-129	1	4	3	2	3	13
110-119	1	5	10	4	3	23
100-109	3	3	5	3	9	23
90-99	3	2	4	6	7	22
80-89	11	1	2	2	4	20
70-79	1		2	2	1	6
60-69	1					1
50-59	1					1
Total	22	28	29	25	34	138
Typical	100	100	100	100	100	100
Mean	89.5	125.0	109.5	109.8	110.5	109.8
Standard						
Deviation	14.9	18.3	17.5	20.6	21.3	21.6

adequacy.

The office records based upon the Multi-Mental Intelligence Scale published by the Teachers' College, Columbia University, were consulted in securing the intelligence ratings. This test, which requires twenty minutes for its administration, is adapted to grades two to nine. The reliability coefficient for Multi-Mental is .93, National Intelligence .95, and Binet .88.

One eighth grade class in the year 1929-30 was composed of the slow-moving group with I. Q.'s between 52 and 124. The mean of the group is 89.5. With an intelligence rating so low and with a deviation as great as 14.9, the method employed must needs provide for carefully selected subject matter adhering rather closely to the minimum essentials and yet meeting the needs of some students with an I. Q. above 110.

Seemingly to offset this assignment, the second eighth grade group was the rapid-moving group with a mean intelligence quotient of 125, the range of scores being from 87 to 157. Quick grasp of subject matter and a marked display of initiative and creative ability could reasonably be expected from such a group of individuals. The class possessed a more than common degree of homogeneity. As a rule the members of the class had good study habits.

The ninth grade groups massed somewhat closely around a mean I. Q. of 109.5 to 110.5. This rating would seem to indicate average groups. However, a standard deviation as great as 21.3 shows a variation from border-line cases to highly superior individuals in the same class. Plainly, varying levels of performance and flexible rates of progress must be provided for in such groups.

The totals indicate that the combined groups present an average situation in terms of intelligence with a wide range of deviation from the typical measure.

Referring now to Table 1V, the survey discloses some interesting conditions. Class I, with a few exceptions, is an average group. One pupil with a rating of 174 appears in the group. Class II is grouped noticeably close about the mean. Observation revealed the fact that a number of pupils in this group had poor study habits and an indifferent attitude.

Class III is a group composed very largely of boys. This group shows a narrow range of deviation. Seventy-six per cent of the scores fall within a range of two standard deviations from the mean of the distribution. Rather striking evidences of the gang spirit were discernible in this class. Class IV with a mean of 114.7 was a widely divergent group. Scores ranged from 52 to 157. In this class were found three pupils who had exhausted the

Table IV. Intelligence Quotients for all Classes under Study as Determined by the Multi-Mental Scale, School Year 1930-31.

Range in I. Q.	Grade 8			Grade 9		Total
	Class 1	Class 11	Class 111	Class 1V	Class V	
170-179	1					1
160-169	1				1	2
150-159	0		1	2	0	3
140-149	0	2	0	1	1	4
130-139	1	5	1	4	3	14
120-129	3	3	0	9	3	18
110-119	7	4	7	1	3	22
100-109	9	5	8	2	0	24
90-99	3	4	4	3	2	16
80-89	1	4	4	2		11
70-79				1		1
60-69				1		1
50-59				1		1
Total	26	27	25	27	13	118
Typical	100	100	100	100	100	100
Mean	114.2	114.8	106.2	114.7	125.0	113.5
Standard Deviation	19.4	18.9	15.6	25.9	18.4	20.6

resources of the opportunity room and had been assigned to regular classes. Their I. Q.'s were 52, 64, and 73. The teacher conducting this study has handled these moron and border-line cases for two consecutive years. Class V was a small group of superior pupils with two exceptions. The mean intelligence quotient was 125.

The total column indicates that the method employed was required to meet a teaching situation of wide range with a mean a little above the average. The normality of the curve of distribution is striking for its regularity.

ALLOTMENT OF TIME TO TYPES OF WORK

The curriculum in English is a composite course. The first ten minutes of each class period was given to spelling. The remainder of the sixty minute period was devoted to group and club activities based upon oral and written composition and grammar. About an equal amount of time was given to each of these three. This program continued for one semester. The second semester, literature replaced the grammar, about two-thirds of the time being allotted to literature and one-third to composition. Texts in the hands of pupils were used each semester.

METHODS OF PROCEDURE IN THE CLASSROOM

The plan was followed consistently of placing the daily program on the blackboard, always in the same place. During the school year 1929-30, this daily program contained the assignment. Some oral explanation was added when needed. A sample day's program is given:

Tuesday, December 3rd.

Grade 8.

On small sheet of paper give title of book now being read. Committee classify the books.

Bring work books up to date.

Assign territory for composition, "Seeing America First".

Wednesday: Study text, pages 49-52.

Group work on compositions, questions, word list.

Grade 9.

Hand in title of book now being read. Book-a-Month Committee classify the books.

Work upon word books.

Assign territory for composition, "Seeing America First".

Wednesday: Study text, pages 81-86.

A modification of this procedure was adopted and used in the year 1930-31. Guide sheets were prepared and placed in the hands of pupils. A complete unit for each grade is made a part of this discussion for illustrative purposes.

English Eight.

First Semester.

Job 15. To know how to use pronouns in questions and in subordinate clauses.

Work unit 1. Interrogative pronouns.

Page 141 of "Our English". Study the examples and explanations as far as page 143.

Prepare the practice exercise thus:

1. Who is an interrogative pronoun -
used as subject.

2.

Etc.

Make the usual comparison.

Work unit 2. Relative pronouns.

Study pages 143-145.

Give special attention to the plan at the
bottom of page 144.

It is a good plan to repeat a number of
times a sentence like: "To whom are you
speaking?" This is much better than "Whom
are you speaking to?" The best usage does
not use "to" at the end of the sentence.

Job 15. Test - self-administered.

Cross out the wrong word in the parentheses:

1. She is a girl whom you will like.
(Relative, interrogative)
2. To whom shall I apply for a job?
(Interrogative, relative)
3. The old man to whom you were talking is
my friend. (Relative, interrogative)
4. What has the committee done with the
report? (Relative, interrogative)
5. Which is my book, the green one or the
red one? (Relative, interrogative)

If there is a subordinate clause, underline it. Fill the blanks with the use of the pronoun, as subject, predicate, or object.

1. I have not heard whom they elected.
whom _____
2. The boys who play hardest are most apt to win in this game. who _____
3. I know a book which you will enjoy reading. which _____
4. This is one that you will like, too.
that _____
5. The boss told him what he should do.
what _____

Fill the blanks with who or whom:

1. Mary asked Ruth _____ the girl was that sang a solo.
2. We _____ have been his friends cannot let him suffer.
3. I told the news to the first man _____ I met.
4. He forgot the friend _____ had been so kind to him.

Check your test by the key.

Job 15. Directed test.

Cross out the wrong word in the parentheses:

1. I saw a book that I shall like.
(Interrogative, relative)
2. Will you give this note to the man who sits at the desk. (Interrogative, relative)

3. Who wants to enter a race with the expectation of losing? (Relative, interrogative)
4. As soon as I saw the man who was hurt I recognized him as a friend. (Relative, interrogative)
5. Which do you prefer, the light or the dark one? (Interrogative, relative)
6. What shall we do about this problem of getting ready to live? (Relative, interrogative)
7. To whom would you go for good advice? (Relative, interrogative)
8. She is a girl whom you may depend upon to do the right thing. (Interrogative, relative)

Underline the subordinate clause. Fill the blank with subject, predicate, or object.

1. That is the boy whom we shall choose for the office. whom _____
2. The girl whom you saw is my sister. whom _____
3. The principal called the boy who broke the window. who _____
4. No one whom you know lives in that part of town. whom _____
5. He is a man in whom I have great confidence. whom _____
6. The geese which we planned to sell were fattened in November. which _____

Use who or whom to fill the blanks:

1. I know of _____ you were thinking.
2. I reported the accident to the first policeman _____ I met.
3. _____ did the younger of your two cousins marry?
4. Those _____ have done the work deserve the credit.
5. For _____ are the men looking?

After each of the last five sentences, write one of these words: nominative, dative, accusative.

Job 15 - R. (remedial sheet)

Learn to look for the subordinate clause or the dependent clause in a sentence. The first word of this clause frequently needs some attention. Think of a sentence that has a relative pronoun in it. What part does it play in the clause? Do interrogative pronouns find a place in subordinate clauses? What is the purpose of them? May we have a relative pronoun in a question? Make such a sentence.

Did you have such a sentence in your last test?

What was the number of the question?

You know the word antecedent. Does the relative pronoun have an antecedent expressed in the

sentence?

What about the antecedent of an interrogative pronoun?

Does this bring up the idea of person?

Suppose we think of antecedents when we are looking for relative pronouns, and of the person speaking, person spoken to, and of the person spoken of when we are dealing with interrogative pronouns.

There is reason for thinking that this will help.

Go over your self-administered test, and try this plan.

In trying to find the case of a pronoun, remember that it either stands for a noun or refers to its antecedent.

A noun is used as subject, predicate, object, or possessive. There is a case that corresponds to each of these uses.

If there is a relative or interrogative pronoun in the sentence, what use has it?

Use determines the part of speech and the case.

Job 15 - Test (FINAL).

There are two words in the parentheses.

Cross out the wrong word.

1. Whom did you meet on your way to school?
(Relative, interrogative)
2. I have found a book that will help you.
(Interrogative, relative)
3. I am going to a large city. Whom can I trust in it? (Relative, interrogative)
4. Opportunity comes to him who will take it.
(Relative, interrogative)
5. Our president, who has filled the office well, should be re-elected.
(Interrogative, relative)
6. Will you find a man who can do this work?
(Interrogative, relative)
7. I used to have a horse which could be made to lie down. (Relative, interrogative)
8. A true friend is one upon whom you can rely. (Relative, interrogative)

Underline the subordinate clause. Fill the blank with one of the words: subject, predicate, object.

1. The man who sings at his work is remembered. who _____
2. The messenger whom you sent delivered the word correctly. whom _____
3. He is the boy whom we shall send for the cookies. whom _____
4. The horse which you sold is a fine one. which _____
5. This is a subject upon which you may well put some time. which _____
6. I have found what you told me is true. what _____

Fill the blanks with who or whom:

1. Did he find out _____ the thief was?
2. You have read about Daniel Boone _____ even the Indians feared.
3. Longfellow is an American writer _____ will always be a favorite of children.
4. The policeman, _____ had a kind heart, helped the old woman.
5. To _____ shall I send this present?

Job 15 - AB.

Turn to page 148, "Our English".

Read about the conversation.

Write a conversation about one of the topics in the list on page 149.

We can use this for a meeting of our club.

Ask some one to correct your work.

Job 15 - A.

Read the list of incomplete stories on page 149 and page 150. Choose one of them and complete the story.

Some one in your group may correct the story for you.

Hand it in to your teacher.

The foregoing study outline, sheet by sheet, is placed in the hands of each pupil by the group leader. For its completion three or four days will be required. It will be noted that each set of work units is followed by three tests of the same form and difficulty. The first of these the pupil takes in his own fashion; the others are directed by the teacher. The errors and difficulties disclosed by the first directed test are handled individually and by the remedial sheets marked "R". The final test closes the work on the job. It should show a high degree of success in terms of mastery. The work of the job thus far covers the minimum essentials and is performed by all the pupils in the class. In addition to this material, the average pupil does the work required by the "AB" sheet. The rapid-moving or superior pupil prepares the assignments on the "AB" and the "A" sheets. The latter rather uniformly require the display of some creative ability.

There is one deviation from the set program of the job sheets. Tests are not provided for the treatment of forms of discourse and for activities that are developmental studies appearing spirally in the course.

No claim is made by the writer for originality in the organization of the work units. The method will be recognized as a modified form of the Dalton system of presentation of subject matter. However, a definite attempt

has been made to set up the material in such a way as to be adapted to a group method of instruction or socialized recitation. The dominant idea at all times is a group situation that has real life values that are apparent and operative in the school life of pupils.

To exemplify the type of classroom procedure in a more complete way, a short unit of subject matter from ninth grade literature is included in this survey.

English Nine.

Second Semester.

Job 8. Study of a short ballad that has a love story in it.

Work unit 1. A young man's experience.

Read the poem "Young Bicham", beginning on page 253. As you read it the second time you will find that you can easily guess what some of the queer words mean.

Work unit 2. Some questions.

To what country did the young man go?

How many daughters did his master have?

Was the young man wealthy?

Did the young man promise to return to his sweetheart in seven years?

Do you think that he really loved the lady to whom he was betrothed in London?

What is meant by a dowry?

Do you think the second marriage was a happy one?

Work unit 3. An explanation.

Write an explanation of his failure to return to the girl that had freed him from prison.

Job 8. Test - self-administered.

Here are ten words that are spelled queerly.

Place the proper English word after each.

1. taen, line 3 _____
2. ain, line 18 _____
3. meikle, line 26 _____
4. goud, line 26 _____
5. doun, line 41 _____
6. pitten, line 53 _____
7. aboon, line 67 _____
8. gae, line 80 _____
9. mair, line 84 _____
10. cald, line 92 _____

Job 8. Test - directed.

Place a T before the true statements, F before the false.

1. She's doen her to the prison house. This means, she went to the prison.
2. O hae ye ony lands or rents? This means, Have you only land and rental property?

3. She longd fu sair her love to see. This means, she surely longed to see her lover.
4. Won up, won up, ye proud porter. This means, The proud porter has won out.
5. This mair nor seven years an three. This means, For more than ten years.
6. An hae ye quite forsaken me? This means, Or have you really forsaken me?
7. I'll strive to think no mair on thee. This means, I'll try to think much more of you.
8. For I maun marry my first love. This means, For I intend to marry my first true love.

This exercise will help you to respect the spelling of your own language.

Job 8 - AB.

For this exercise read "The Wee, Wee, Man", page 255. This is a ballad with a fairy element in it.

Answer these questions:

1. Is a girl doing the talking in the poem?
2. What beings were dressed in green?
3. What was the wee man's house made of?
4. Where did the little being go as the story closes?
5. What part of this poem did you like most?

Write a conclusion for the story that suits you better than the one given in the poem.

Job 8 - A.

Read the poem "Get Up and Bar the Door", page 257. As a usual thing a ballad does not have any fun in it.

What makes this one humorous?

You will need to watch the quotation marks to tell what person is speaking. Remember every set of quotation marks means a change of speaker.

Did you like this poem?

Give a good reason for your answer.

In this course we shall expect the "A" pupils to read and explain some selections not read by the entire class.

Preliminary to the pupil's study of the material required by the job sheet, the teacher provided an introduction, usually oral, designed to prepare the pupils to understand the literary selection. This preparatory exercise challenged the best efforts of the teacher. As the pupils worked the teacher offered individual help where needed. Varying amounts of the selections were read aloud by the teacher, or a capable pupil. The enjoyment of the selection was stressed at all times. As in the case of the grammar and composition outlines, the "AB" and the "A" sheets

provided for the three levels of progress.

Roll calls with the president of the club in charge were used as often as twice a month to give an opportunity for pupils to report upon the literary material memorized and the books read. Attempts were made to keep both of these on a distinctly social basis. Interesting individual contributions and an audience situation made this possible.

Meetings of the literary club were held at irregular but frequent intervals. Whenever composition material had accumulated or representative contributions were available from the groups, a club meeting was in order and almost invariably added zest to the work. This phase of the work will receive further elaboration as the study proceeds with social situations that arise in the classroom.

TYPICAL GROUP SITUATIONS

A study of the group method would be incomplete without detailing and analyzing some of the group situations that arise in the classroom. Such a discussion will indicate the relationship of the club organization to the daily program.

Spelling is ordinarily considered a matter of habit formation and lacking in group significance except in the case of oral spelling. In the school year 1929-30 the Word Book Committee was concerned with the use of the dictionary and the compilation of words selected from the composition and literature features of the course. Spelling was at that time taught in the regular study hall of the school. During 1930-31 the committee checked the perfect spelling papers that remained after the papers had been exchanged and graded in the groups. The class enrollment was divided into two sections and the committee of two handled the papers of the respective sections. A place on the blackboard was reserved for the posting of the number of perfect papers in each section. This record always received attention and the rivalry that resulted was worthwhile. A chart was kept showing this record for a period of six weeks.

The group setting was found invaluable in oral composi-

tions. After topics for discussion, usually a different one for each group, had been decided upon, the group leaders took charge and received an oral report from each member of the group. A group of four to five was found best for this work. One to two minutes was the time allotted to each individual of the group. In less than ten minutes the groups would be ready to select the best speakers for the day. The president would then take the chair and call upon the group representatives. In this manner the best eight speakers would appear before the entire class as a literary club. Marked improvement in oral composition was noted as a result of this procedure. Considerable human interest entered into the situation at times. Occasionally the one selected to represent the group balked. This might be due to a feeling that he was overworked as a group performer or that he had been "framed". Here was an opportunity for the teacher to give some first aid training in the performance of a civic duty. Time and time again the representative was helped to see that this was his opportunity to function as a club member and, incidentally, to even up with his designing friends by actually taking the assignment in good faith and making a commendable appearance. As a conclusion to such a program, the membership selected the one best speaker for the day. Junior high school boys and girls like to vote and this part of the program always had its appeal to them.

Some clubs, as a rule in the eighth grade, preferred to use the French method of voting, placing the head down on the desk or table and showing the hand. The uncertainty of the result gave interest to the exercise. After the talks had been given and the outstanding speaker chosen, the Critics Committee gave its report. A scheme of criticism was worked out for the use of the group and a copy of it pasted inside the cover of each pupil's textbook. The critics followed this outline in their reports. Training in courtesy, fairness, and discrimination resulted from this group relationship.

Book reports were handled in the same way as oral compositions. As a safeguard each pupil handed in the author, title, and type of book that he proposed to report upon before the oral work was begun. Very rarely, indeed, was an inappropriate report offered. Even when such an occurrence did appear, it could be capitalized as a group problem.

Written compositions were found adaptable to group treatment. Either a general topic or group subjects could be handled in this way. After the developmental procedure had been completed, each pupil prepared his paragraph or composition. Papers were exchanged within the group and corrected. In some instances the papers were then collected by the sergeants at arms and placed on the teacher's desk. The regular procedure was to have a second draft of the

written material prepared by the pupil and the best papers selected by groups. The eight papers thus secured were placed in the hands of the Critics Committee. After the committee had passed upon them, the best three were reported to the club and the best papers were posted on the display board.

Occasionally a club project was undertaken and the compositions that resulted from the process of elimination were woven into a composite club manuscript. The Junior High News, the school paper, was an outstanding illustration of this type of classroom procedure. Each of the classes under study was responsible for one issue of the paper during the year. It was evident that this school paper readily served its purpose in motivating the composition program.

The group method was found particularly adapted to the handling of debate assignments. After a classic had been studied in detail, a situation was produced that naturally paved the way for a club program. Topics such as, leading characters, most vivid scenes, steps in the plot, and most interesting portions could be assigned to one or two groups and the best contributions incorporated into a club program. This plan seemed to leave a literary selection at the high point of interest and appreciation. It certainly developed a situation that may and does occur in real life after

school days are over.

The standing committees of the club had well formulated duties. Each of these committees was composed of two members thus providing for the presence of one member at all times. Two such committees have been mentioned. The Book-a-Month Committee divided the membership of the club into two sections and kept a record of the books read. The outside reading was stressed constantly and the urge came from the group rather than from the teacher. On the average one and a half books were read by each pupil per month. The Decoration Committee placed one quotation, prose or poetry, upon the blackboard each week. A record was kept of the memorized selections. The Visitation Committee was a welfare committee. It kept track of the absentees, calling them by phone or making personal visits, and reporting the circumstances to the club. In cases of quarantine this committee proved a real asset to the program of the class. The group method departs so much from the traditional classroom procedure that it was found necessary to have a committee meet all visitors and acquaint them with the salient features of the day's program. This duty really gave the name to the committee. Group responsibility and training in judgment were set up as the goals for committee attainment. Each club had fifteen officers and standing committeemen. It is evident that in a year's time each member

of the class had an opportunity to gain some experience in collective activity. Leadership and cooperation were thus made an integral part of the school program.

PRODUCTS OF GROUP ACTIVITY

English composition and literature have so much of human interest in them that a study of this type would seem incomplete without the inclusion of some products of pupil effort. Such material affords a qualitative view of the group method.

Before the close of the first six weeks' period, one pupil prepared the following editorial for the school paper:

That Six Weeks' Report

"Time flies" is an old saying that we are thinking of at the close of this first six weeks' period. But this fleeting time brings no regrets to the pupil who has made good use of time. Time well spent always brings its happy reward.

What if our grade cards do not have I's as we expected? What attitude will the pupil take who has received low grades? Some very likely will blame it on the teacher, but the more fairminded ones will understand the low grade to mean that they must put more hard work on lessons each day, that study time must not be wasted by playing. The teachers are willing to give good grades if we have done our part.

Roberta Rust (grade 9)

The approach of Armistice Day explains the appearance of this poem:

Somewhere in France

Rows of crosses, mounds of green,
Flowers here and there,
The spoils, the heroes of war
A terrible sight for those who care.

Sons of mothers far away,
Boys who took, Oh, what a chance,
But ah! how peacefully now they lie
Somewhere in France.

Their souls have long since departed;
Their bones are moldering away;
But the memory lives on forever
Forever and a day.

The world has honored their service;
They live in a golden trance;
Oh, there is love for those who lie
Somewhere in France.

Elaine Wheeler (grade 8)

Startling adventure has a strong appeal for junior high school boys and girls. This paragraph is the evidence:

"One More Step and ---"

One evening about eight o'clock a man entered a house. Just as he was about to leave he heard a voice say, "One more step and I'll blow your brains out". He stood still in his tracks. He looked around and thought he saw the end of a gun. At that moment the people came home. They saw the robber and called the police. Handcuffs were placed on the robber and just as they started to take him out, a voice said, "One more step and I'll blow your brains out". They looked around and there sat the parrot. "Poll" had caught the thief.

Wilma Price (grade 9)

"A Hold-Up"

"One more step and I'll blow your brains out!"

Betty stiffened involuntarily and froze to the spot. The warning had come in a tense whisper from behind her, and as she felt something cold and hard touching her back, a shiver went up and down her spine. "I couldn't move if you made me!" she laughed hysterically. Then she caught her

breath as she heard the voice behind her:

"Sarcasm, eh? Well, you won't feel that way long. Here put those hands back up! Now, wait till I tie them".

Where had she heard that voice before? Who would be so daring as to try a hold-up in the day time in the woods lot just back of the house? She looked around her, spied a well-known figure behind a tree, and gave a sigh of relief. Before the "robber" could tie her hands, she turned and tore off his mask. "Oh, I know you, Dick Williams!" she cried. I might have known Bob would try to get some pictures for his new moving camera. If he'll just come out from behind that tree I'll give him a real show".

Marjorie Fitch (grade 9)

Mistakes

Billie Coleman was working in a flower store as delivery boy. One day the manager came up and gave him two orders to deliver. One was to the hospital and one to a church.

In some way they got mixed and the wrong flowers and card went to the wrong person, so that accounted for John McCamp, who had been seriously injured in an accident and was in the hospital, receiving flowers and a card reading, "Congratulations! I hope you stay this way a long time,

signed Uncle Ted".

It also accounted for Charles Morse, who was being married that afternoon receiving flowers and a note like this, "Sorry to hear it. That's a terrible state to be in. Better luck next time, signed Uncle Ed".

When the flower shop heard of this, of course, Billy lost his job; however, he has another now and you may be sure he is more careful.

Ruth Rockey (grade 9)

An Honest Man

John Murray was a jack-of-all trades and a very hard working man. He was very poor and had a large family to support. There was in the city an old stone house which had once been the home of a rich man. The house was to be torn down and John Murray received the job. He was very glad to get the job and rushed home to tell his wife.

The following Monday John appeared at the old house ready to start to work. As he progressed with his work, he started to tear down the wall behind the fireplace. His axe struck something hard. After making a larger hole in the wall, he found a small iron safe with a rusty lock on it. He brought it out on the porch where he could see better. He broke the lock and upon examining it, he found

that it contained about ten-thousand dollars in silver money. Although he needed money badly enough, he took it without hesitation to the police station. It was discovered that the money belonged to the son of the wealthy man who owned the house.

When the money was presented to the rich son, he insisted that the finder should keep half. John Murray then had five-thousand dollars and, what is worth many times more, a clear conscience.

Grace Crocker (grade 9)

A group composition of four parts makes a lengthy story in its entirety. Two sections by a boy and a girl will be sufficient for illustrative purposes. The following had appeared on the blackboard for the guidance of the groups:

Jolly Jimson lives on the border of a forest sixteen miles from town. A lake is near his home. He invites three of his friends to spend the Christmas vacation with him. He comes for them in a bob sled.

1. Fun on the way out.
2. House party - candy, nuts, apples.
3. Skating party on the lake.
4. Christmas program at the rural school house.

Fun on the Way Out

Jolly Jimson was a happy boy fifteen years of age. He lived on the edge of a lake and not very far from a forest. His home was sixteen miles from the small town of Bearmont, Montana.

Christmas was coming and Jolly wanted some of his city friends to spend the Christmas vacation with him. He went into town one Saturday to ask three of his best chums if they would come out and stay with him during Christmas vacation. They said they would come, and Jolly told them to be ready by three o'clock. They all rushed around and got their grips packed and were ready before three o'clock came.

Jolly had his bob sled ready and they started out with the horses on a trot. All went well until they got about ten miles out of town when the sled hit a rock and tipped over and everybody was buried in the snow. If somebody had been walking along and had not seen the boys fall off the sled, he would have thought the snow was growing boys. The horses knew what had happened and had stopped. After the boys had got up and brushed off the snow, they found Jack missing. Jack was rather plump. They all got busy kicking around in the snow trying to find him. Jolly's foot hit something under the snow and a loud grunt came from Jack.

Jack asked Jolly what business he had going around kicking people in the ribs.

After they got the snow off Jack, they all piled on the sled and continued on their way. Pal, Jolly's dog, came to meet them about a half mile from Jolly's place. Pal would run alongside the sled and try to push the boys off the sled by jumping on them. They reached home about seven P. M. and after the horses were put away, they went into the house and put more wood on the fire. Jolly's mother prepared a hot supper. After supper they talked about the trip, especially about the turning over of the bob sled.

Gilbert Hotchkiss (grade 9)

Fun on the Way Out

The night was bitter cold, the rays of Mother Moon, and the stars, the lanterns of the sky, were reflected on the frozen crust of the three feet of snow. Jolly Jimson had invited his three friends out to his home for the Christmas vacation. He was to come for them at nine P. M. Friday night.

When the bob sled came around the three boys put their supplies in the back of the sled and piled on, huddling close to the front in order to keep warm. They started out just fine with Jolly standing in front and driving, but

before long they wanted some thrills so Jolly whipped up the old horse, Betsy, and they were away over the snow. What a jolly good time they were having, but when they were turning a corner, the bob sled overturned, dumping its passengers into a large fluffy snow drift that stretched out its arms to receive them. They laughingly got up and righted the bob sled while the horse looked on inquiringly. They proceeded merrily on their way, being a little more careful at the corners.

Arriving at their destination they all agreed the ride had been bushels and barrels of snow and fun.

Abby Marlatt (grade 9)

Another series of groups chose a debate as their Christmas project.

Affirmative

If you expect a gift, you should give one, because if you don't, ill feelings will be aroused.

Negative

Gifts should have the Christmas spirit behind them. Unless you really wish to give a gift you should not give one.

Affirmative

The Christmas spirit can be cultivated and this is an excellent way of doing so.

Negative

Why spend money when not necessary? It is just a waste of money because there are other ways of having the Christmas spirit.

Affirmative

Christmas is the time to make people happy. You form warm friends at this time.

Negative

There are other ways of cultivating friends. No use in making it a habit to give to those for whom you have no love. Therefore, I believe that we should not give presents to persons just because we expect one from them.

Jacqueline Hanly (grade 9)

A picture film had been shown. This paragraph followed:

The Acropolis

The Acropolis was a hill in the ancient city of Athens and was used as a stronghold. It was five hundred feet high and its area was ten acres. The structures on top of the Acropolis were the Parthenon, the "Winged Victory", and the museum. The beautiful buildings, the Parthenon and the museum, followed the Greek law of proportions to such an extent that they are probably the most perfectly proportioned build-

ings of all times. The "Winged Victory" was an artistic statue. The marble steps or Propylae that led up the hill were well constructed. An unusual scenic road wound its way up the hill. This beauty of the ancient world now lies in ruins.

Bernice Ruddick (grade 9)

In the group method the teacher is frequently just one of the group. It was found that when the teacher took a part in the activity, group interest was noticeably increased. Occasionally the teacher contributed a poem or paragraph. This one appeared with pupil contributions in the school paper:

Timely Thought

M ay you be watchful, boys and girls,
A lert to profit while there's time;
R eflect that all may plan and climb.
C omplete success is earned and sought;
H eed caution, give life careful thought.

My Easter Vacation

During my vacation I made a baby "puddle-jumper" and invented a wind wagon which I christened "go-if-you-can". I had many smash-ups with my puddle-jumper and break-downs with my good ship "go-if-you-can". Now that all of the Easter eggs are gone and vacation is over, all I have left to remember about this Easter time is the cuts and scratches from the smash-ups and break-downs of my puddle-jumper and "Go-if-you-can".

Jack Groody (grade 8)

My Vacation Trip

I visited the Quindaro ruins during my vacation. This is an old Indian fort once used by our native American Indians. There are several old buildings left, all of stone. A few years ago one of the oldest buildings caught on fire. All the woodwork burned away leaving only the stone structure of the building.

The fort was surrounded by a high stone wall. In this wall there were holes about twelve inches in diameter and two feet apart entirely around the wall. Only parts of the wall are now standing. The ruins have not been taken care

of so many weeds and small trees have grown up around them. The word "Quindaro" means a bundle of sticks.

There is one large old well that is lined with tin. When a rock is dropped in it, a noise is made much like thunder. The ruins are near the river and a railroad runs near by.

The largest building is located on the top of a high hill. The plaster on the walls is so loose that when one walks on the floor, the plaster falls off. Some of the walls are fenced in so that if they should fall no one could be injured by them. On the hill there is a cemetery in which Indians are buried. The Indians had many queer customs, one of them was that instead of using tombstones, they piled rocks upon the graves. Most of the buildings are being torn down on account of their dangerous condition. It is a very interesting place to visit because it shows how the Indians lived in an earlier day.

The fort is located on the outskirts of Kansas City, Kansas.

Jeannette Duncan (grade 8)

April

April, welcome art thou!

With thy gay and happy hours

And thy fair and nodding flowers.
Welcome, April, welcome fair,
For it's happy hours we'll share.

Welcome, April, welcome be!
With thy birds that sing sweet songs
And thy merrily resounding gongs.
Hark! welcome, April free,
From all on land and sea.

April, best of all the year,
Thy whistled songs echo cheerily,
Children, carefree, romp merrily.
People, one and all, carol with glee -
Oh, dear April, welcome to thee!

Anna Mae Blackman (grade 8)

The Flowers' Fashion Parade

On Easter morn in the apple tree's shade,
The garden flowers hold a fashion parade.
Starting at dawn they dress in their best,
And then sally forth to parade with the rest.

Among the beautiful flower folk there,
In a gown of yellow, is the jonquil fair.

With graceful air and stately tread,
The hyacinth walks with lifted head;

Her shimmering gown of lavender silk
Is trimmed with ermine white as milk.

The pansy's shy and pretty face
Tops off a frock of purple lace.

An iris also attends the show,
In a lovely dress as white as snow.

While an insect band makes music sweet,
The flowers dance with twinkling feet.

The tulip, the buttercup, and columbine
Are there and even dandelion,

Whom most folks think is an awful pest,
Has come and is dancing with the rest.

Grace Breeden (grade 8)

The Passion Play made a distinct appeal to the boys and girls of the junior high school as evidenced by the account that follows:

The Passion Play

The "Passion Play" is a religious drama put on by a group of people from Germany. This play shows the last six days of Christ's life before the Resurrection. The finest part about this play was that the actors wore such elaborate costumes, as nearly like the people of early times as possible. The lightning scene was very good where the lightning flashed, the sun came up, and the clouds moved over the sky.

The scene that seemed to attract my attention was the one where Christ and his three followers went upon the mountain to pray. The Angel appeared and then went away. The next scene I liked was the Crucifixion of Christ where the mob placed him upon the cross. After his death they placed him in a cave.

Dwight Morey (grade 9)

Near the close of the school year some attention was given to vacation plans. Many pupils had rather definite ideas of what they intended to do.

My Vacation Plans

I will probably spend my summer vacation working as messenger for the Western Union Telegraph Company.

About the middle of June I will get a week's vacation. I am planning to spend this week at my uncle's farm near St. Marys, Kansas. There are about six boys near my age living in the neighborhood. Every summer we get together and go fishing and swimming. There is a creek about a half mile from the house and it is the best swimming hole that I have ever been in. Down the river a short distance there is a fallen tree stretched out across the creek which makes an ideal fishing place for boys. There are plenty of fish to be caught also.

The most enjoyable part of my vacation will be the time when I can go to my uncle's farm where I shall have a week's real vacation.

Wayne Bammes (grade 9)

In concluding this exhibition of English products, let it be said that an attempt was made to have all composition exercises grow out of a group situation, a project undertaken, or a seasonal requirement that served to motivate the work. The freedom and naturalness found in the work of the pupils would seem to show that the group method served its purpose. For the majority of the pupils, writing has some pleasurable elements and the progress made was sufficient to indicate success.

Representative products of the quality type must now be followed by objective material that will afford bases for definite comparisons and evaluations.

RESULTS OF A BATTERY OF TESTS

Control Groups and Repeated Tests

A control group was selected for each of the grades, eight and nine. When a record was not available directly from the control groups, data were secured from the office files or reference was made to the standard norms of the tests, to check upon the groups under study. Tests, as a rule were repeated, thus affording a basis for comparisons in achievement.

Intelligence Ratings

As a preliminary survey the control and experimental groups were compared in general intelligence. The Multi-Mental Scale was used. Tables V and VI contain the results of the survey.

Table V. Intelligence Quotients as Determined by the Multi-Mental Scale.

Range in I. Q.	Grade 8			
	Control Group		Class under Study	
	Number	Per Cent	Number	Per Cent
170-179			1	2
160-169			1	2
150-159			0	0
140-149	3	12	2	4
130-139	4	15	6	11
120-129	5	19	6	11
110-119	7	27	11	21
100-109	4	15	14	26
90-99	1	4	7	14
80-89	1	4	5	9
70-79	1	4		
60-69				
50-59				
Total	26	100	53	100
Typical	100	100	100	100
Mean	118.4	118.4	113.5	113.5
Standard Deviation	17.3	17.3	19.2	19.2

Table VI. Intelligence Quotients as Determined by the Multi-Mental Scale.

Range in I. Q.	Grade 9			
	Control Group		Class under Study	
	Number	Per Cent	Number	Per Cent
170-179				
160-169	1	5	1	1
150-159	0	0	3	4
140-149	1	5	3	4
130-139	1	6	9	13
120-129	6	32	12	17
110-119	3	16	13	19
100-109	4	21	9	14
90-99	3	16	9	13
80-89			8	12
70-79			1	1
60-69			1	1
50-59			1	1
Total	19	100	70	100
Typical	100	100	100	100
Mean	118.1	118.1	113.6	113.6
Standard Deviation	17.4	17.4	22.0	22.0

In grade eight the control group ranks a little higher in intelligence than the class under study, the mean intelligence quotients being 118.4 and 113.3 respectively. The standard deviation of the control group is a little less; both groups are fairly homogeneous. The control group has the lowest score and the experimental group has the highest.

About the same condition exists in the ninth grade. The control group has a mean 4.5 and a standard deviation 4.6 less than the class under study. The experimental group lacks in homogeneity; the three cases of low intelligence appear all through the study. Two of these pupils have exhausted the resources of the opportunity room and have been placed in regular classes arbitrarily.

The group method, as far as the ninth grade was concerned, had to conserve the interests of pupils in the three levels of progress and achievement.

Thorndike-McCall Silent Reading Scale

The Thorndike-McCall Silent Reading Tests were given three times during the year, as a diagnostic test in the fall and as achievement tests at the close of the first and second semesters. Inasmuch as the school required the test in the eighth and ninth grades, this large combined group was used as a control group in the study. The use of the standard T-score gave a double check upon the performance of the experimental group.

Table VII shows that the control group, although at all times above the standard, made varying progress during the year. The mean of the total is 110.0; 72 per cent are standard and above. The standard deviation is 17.0.

The eighth grade under study, Table VIII, made steady progress during the year and closed with an average of 110.8, 10.8 above the standard and .8 above the control group. 74 per cent were standard and above. The homogeneity, as indicated by the standard deviation, was greater in the group handled by the group method.

The two tables that follow show similar results for the ninth grade.

Table VII. Thorndike-McCall Silent Reading Records for an Entire Grade Used as a Control Group.

Reading	Grade 8						
	1929-30			1930-31			Total
	Oct.	Feb.	May	Oct.	Feb.	May	
155-159					2	1	3
145-154	6	3	2	2	1	5	19
135-144	19	7	1	11	7	7	52
125-134	21	25	9	22	14	21	112
115-124	22	38	19	30	23	33	165
105-114	37	37	23	31	40	28	196
95-104	32	29	50	30	22	30	193
85-94	23	18	34	14	19	14	122
75-84	7	3	10	5	8	3	36
65-74	2	2	6	3	3	1	17
55-64	1	2	1		1		5
Total	170	164	155	148	140	143	920
Below Standard	45	41	74	33	34	31	258
Standard & Above	125	123	81	115	106	112	662
Mean	111.9	111.7	101.7	112.1	109.3	113.3	110.0
Standard	100	100	100	100	100	100	100
Standard Deviation	18.9	11.2	10.6	16.8	17.9	16.7	17.0

Table Vlll. Thorndike-McCall Silent Reading Records for Class under Study, School Year 1930-31.

Reading Quotient	Grade 8			
	October	February	May	Total
155-159	1			1
145-154	1	1	1	3
135-144	5	4	4	13
125-134	6	5	6	17
115-124	15	11	14	40
105-114	16	18	13	47
95-104	14	11	16	41
85-94	5	10	8	23
75-84	4	3	1	8
65-74		1		1
55-64				
Total	67	64	63	194
Below Standard	17	17	17	51
Standard & Above	50	47	46	143
Mean	102.2	108.9	111.1	110.8
Standard	100	100	100	100
Standard Deviation	16.9	16.6	15.2	16.3

Table IX. Thorndike-McCall Silent Reading Records for an Entire Grade Used as a Control Group.

Reading Quotient	Grade 9						
	1929-30			1930-31			
	Oct.	Feb.	May	Oct.	Feb.	May	Total
160&Above							
155-159					4	1	5
145-154	4		1		1	4	10
135-144	4	6	4	9	5	17	45
125-134	9	14	9	20	10	16	78
115-124	16	24	18	29	29	23	139
105-114	23	57	51	41	38	34	244
95-104	120	49	37	57	42	47	352
85-94	18	30	43	34	45	41	211
75-84	7	13	11	12	18	12	73
65-74	3	5	8	3	6	4	29
55-64	1						1
Total	205	198	182	205	198	199	1187
Below Standard	40	63	79	66	83	68	399
Standard & Above	165	135	103	139	115	131	788
Mean	103.5	105.1	102.5	106.2	103.8	107.3	104.8
Standard	100	100	100	100	100	100	100
Standard Deviation	13.9	15.1	15.5	15.8	17.9	18.7	16.3

Table X. Thorndike-McCall Silent Reading Records for Class under Study, School Year 1930-31.

Reading Quotient	Grade 9			
	October	February	May	Total
160 & Above		2		2
155-159		1		1
145-154		1	2	3
135-144	4	3	7	14
125-134	9	3	11	23
115-124	21	16	13	50
105-114	17	17	14	48
95-104	24	20	21	65
85-94	6	18	14	38
75-84	4	3	3	10
65-74	2	2	1	5
55-64				
Total	87	86	86	259
Below Standard	21	33	22	76
Standard & Above	66	53	64	183
Mean	109.4	107.5	110.2	109.1
Standard	100	100	100	100
Standard Deviation	15.6	19.1	17.8	17.5

Table IX indicates that the control group, although at all stages slightly above the standard, made little progress during the year. The mean of the total is 104.8; 67 per cent are standard and above. The standard deviation is 16.3.

The ninth grade experimental group, Table X, showed fairly steady progress during the year and closed with an average of 109.1, 9.1 above the standard and 4.3 above the control group. 70.6 per cent were standard and above. The presence of a moron in the group explained the increased standard deviation. The reading ability of the group using the group method is noticeably greater than that of the control group.

Emporia Scholarship Test

A high record in the Emporia Every Pupil Scholarship Contest has never been an objective in the Manhattan High School. The tests have been given with the purpose of measuring the school's achievement in the various subjects in comparison with other schools of the state. The test was used in the ninth grade twice during the year 1930-31. The next two tables exhibit the outcome of the tests.

Table XI. Emporia Every Pupil Scholarship Test Records,
Ninth Grade English, School Year 1930-31.

Scores	December Test		March Test
	Entire Ninth Grade	Class under Study	Class under Study
120-124	2	1	
115-119	0	0	
110-114	2	0	3
105-109	0	0	0
100-104	16	10	3
95-99	15	5	4
90-94	18	10	6
85-89	20	6	10
80-84	32	12	11
75-79	33	17	9
70-74	25	10	15
65-69	18	7	6
60-64	7	4	2
55-59	4	2	1
50-54	0	0	1
45-49	4	3	1
40-44	2	1	
Total Number Papers	198	88	72
High Score	120	120	114
Low Score	40	43	48
Mean	81.5	81.0	81.0
Median (Middle Score)	80.0	80.0	80.0
Standard Deviation	13.3	14.3	12.5

Table XII. Comparative Results in the Emporia Every Pupil Scholarship Tests, Ninth Grade English, Seven Cities.

City	December Test			
	High Score	Low Score	Median (Middle Score)	Total Number Papers
Concordia	124	53	86	103
Isabel	106	42	80	33
Junction	103	48	77	64
Manhattan	120	40	80	198
Marysville	138	64	86	99
McPherson	127	62	91	30
Oberlin	112	--	81	72

Table XI shows that the mean score for the control group was practically the same as for the group under study, the former being 81.5 and the latter 81.0, but the highest score, 120, was made in the class using the group method. The lowest score occurred in the control group. In the state Manhattan ranked fourth in high score and in median score. The total number of papers was much greater in Manhattan and this is a guarantee of random sampling, affording, as a rule, more reliable data. The record made by the experimental group in the March test is favorable to the group method of teaching English.

Wilson Language Error Test

No control group was arranged for the Wilson Language Error Test. The standard of the test was used as the check on the performance of the pupils. The tests confront the pupil with a short story written in language strikingly like that of an ordinary pupil somewhat careless in the use of English. Twenty-eight errors occur in each story. The results are tabulated and the deductions made in Tables XIII and XIV.

Table XlIII. Scores on Wilson Language Error Test, School Year 1930-31.

Scores	Grade 8			
	Story A	Story B	Story C	Total
28				
27	1	2		3
26	1	5	3	9
25	1	5	8	14
24	5	4	6	15
23	4	6	7	17
22	9	7	10	26
21	8	3	2	13
20	8	4	6	18
19	7	8	3	18
18	3	4	6	13
17	4	2	2	8
16	3	2	3	8
15	5	4	3	12
14	1	0	0	1
13	2	1	0	3
12	2	1	0	3
11	1	1	1	3
10	2	0		2
9		1		1
8		1		1
7				
Total	67	61	60	188
Below Standard	46	32	26	104
Standard and Above	21	29	34	84
Mean	19.2	20.4	21.1	20.2
Standard	22	22	22	22
Standard Deviation	3.0	4.4	3.4	3.8

Table XLV. Scores on Wilson Language Error Test, School Year 1930-31.

Scores	Grade 9			
	Story A	Story B	Story C	Total
28	2	3	1	6
27	3	5	8	16
26	6	17	7	30
25	10	5	10	25
24	9	10	13	32
23	7	11	7	25
22	11	9	7	27
21	13	10	8	31
20	3	6	10	19
19	9	6	3	18
18	4	2	6	12
17	2	0	0	2
16	1	2	2	5
15	1	0	0	1
14	1	0	0	1
13	2	1	1	4
12	1	0		1
11	0	0		0
10	0	0		0
9	0	1		1
8	0			0
7	0			0
6	0			0
5	0			0
4	1			1
Total	86	88	83	257
Below Standard	49	37	37	123
Standard and Above	37	51	46	134
Mean	21.6	22.9	22.7	22.4
Standard	23	23	23	23
Standard Deviation	3.9	3.4	3.1	3.5

The eighth grade made steady improvement in the correction of language errors, but was slightly below standard as a group. On the first trial 65 per cent were below standard, on the final 65 per cent were above. The homogeneity of the group in ability to correct errors was much improved on the final test.

The ninth grade, Table XLV, made its best record on the second story; the final mean was .3 below the standard for the grade. 57 per cent of the group were below standard on the first trial, 55 per cent, above on the final trial. A striking improvement is noted in the range of scores, the standard deviation being 3.07. The presence of a pupil with an I. Q. of 52 again affects the record.

The odds are 68 to 32 that a ninth grade pupil will make a score between 18.9 and 25.9 on the Wilson Language Error Test, provided he is in a group with a mean I. Q. of 113.6 and has used the group method.

Inglis Vocabulary Test

The vocabulary test was used at the mid-year and at the close of the term. No standard is given for an eighth grade in the test; the class was checked by the ninth grade norm. Boys and girls are recorded separately that their respective vocabularies might be noted. Tables XV and XVI follow.

Table XV. Record of Control Group, Grade Eight, on English Vocabulary Test, School Year 1930-31.

Words Right	Form A			Form B		
	Boys	Girls	Total	Boys	Girls	Total
100						
95-99				1		1
90-94				1		1
85-89	1		1	0		0
80-84	0		0	0		0
75-79	0		0	1		1
70-74	1		1	0		0
65-69	1		1	3		3
60-64	3	1	4	6		6
55-59	3	2	5	1	1	2
50-54	2	1	3	1	2	3
45-49	0	3	3	2	1	3
40-44	2	1	3	3	0	3
35-39	1	3	4	1	0	1
30-34	3	2	5	0	3	3
25-29	1	1	2	0	0	0
20-24		1	1	2	0	2
15-19				1	1	2
Total	18	15	33	23	8	31
Below Standard	7	8	15	7	4	11
Standard and Above	11	7	18	16	4	20
Mean	52.2	42.8	47.9	55.6	40.7	51.7
Standard	45	45	45	45	45	45
Standard Deviation	15.8	21.7	14.7	19.7	15.0	19.4

Table XVI. Record of Class under Study, Grade Eight, on Inglis Vocabulary Test, School Year 1930-31.

Words Right	Form A			Form B		
	Boys	Girls	Total	Boys	Girls	Total
100		1	1		2	2
95-99		0	0		1	1
90-94		0	0	1	0	1
85-89		1	1	0	0	0
80-84		1	1	0	0	0
75-59	1	0	1	2	1	3
70-74	2	2	4	1	2	3
65-69	1	0	1	3	2	5
60-64	4	2	6	1	1	2
55-59	3	2	5	7	3	10
50-54	1	2	3	1	4	5
45-49	1	3	4	2	7	9
40-44	4	1	5	1	7	8
35-39	5	6	11	1	5	6
30-34	3	1	4	2	0	2
25-29	4	1	5	4	1	5
20-24	2	9	11	1		1
15-19		1	1			
10-14		1	1			
Total	31	34	65	27	36	63
Below Standard	18	20	38	9	13	22
Standard and Above	13	14	27	18	23	41
Mean	45.9	43.1	44.4	51.0	54.4	53.5
Standard	45	45	45	45	45	45
Standard Deviation	15.8	21.7	19.2	18.0	18.7	18.4

The record of the eighth grade control group shows a mean for the boys considerably above that of the girls. The girls closed the year with a vocabulary limit below the standard. The mean for the total is above the standard. The standard deviation shows a wide scatter from the average score. 64.5 per cent of the group were standard and above.

The experimental group displays a small difference between the vocabulary of the boys and girls, the girls finishing the year with a decided increase in vocabulary. The mode for the group is 55-59 words of a total of 150 words submitted for recognition. The mean for the total is 8.5 above the standard and 1.8 above the control group. The standard deviation is 1.0 less than the control group. 65.1 per cent of the experimental group is standard and above. The group method made the better showing in the eighth grade.

The ninth grade record on the Inglis test is contained in Tables XVlll and XVllll.

Table XVII. Record of Control Group, Grade Nine, on English Vocabulary Test, School Year 1930-31

Words Right	Form A			Form B		
	Boys	Girls	Total	Boys	Girls	Total
115	1		1	1		1
110-114						
105-109						
100-104						
95-99		1	1		1	1
90-94		0	0			0
85-89	1	0	1			0
80-84	0	1	1	1		1
75-79	0	3	3	1	2	3
70-74	1	1	2	0	1	1
65-69	0	2	2	1	2	3
60-64	2	1	3	1	0	1
55-59	1	1	2	0	2	2
50-54	1	2	3	0	0	0
45-49	5	1	6	3	1	4
40-44	1	0	1	1	2	3
35-39	0	0	0	2	2	4
30-34	1	1	2	3	1	4
25-29	1		1	2	1	3
20-24				1	0	1
15-10				1	1	2
Total	15	14	29	18	16	34
Below Standard	3	1	4	10	7	17
Standard and Above	12	13	25	8	9	17
Mean	56.8	66.0	61.3	47.8	53.7	50.0
Standard	45	45	45	45	45	45
Deviation	21.6	16.1	19.7	24.6	21.1	23.1

Table XVlll. Record of Class under Study, Grade Nine, on Inglis Vocabulary Test, School Year 1930-31.

Words Right	Form A			Form B		
	Boys	Girls	Total	Boys	Girls	Total
115						
110-114					1	1
105-109		1	1	1	0	1
100-104		0	0	0	0	0
95-99	1	0	1	0	3	3
90-94	0	3	3	1	2	3
85-89	2	1	3	1	1	2
80-84	1	4	5	0	4	4
75-79	2	1	3	0	4	4
70-74	0	2	2	7	1	8
65-69	4	3	7	4	5	9
60-64	6	2	8	2	1	3
55-59	3	5	8	6	3	9
50-54	3	3	6	4	2	6
45-49	4	0	4	6	0	6
40-44	8	1	9	5	3	8
35-39	7	4	11	4	4	8
30-34	8	6	14	4	2	6
25-29	1	1	2	1	1	2
20-24	2		2		0	0
15-19					1	1
Total	52	37	89	46	38	84
Below Standard	26	12	38	14	11	25
Standard and Above	26	25	51	32	27	59
Mean	50.3	59.8	54.2	55.4	64.6	59.6
Standard	45	45	45	45	45	45
Standard Deviation	17.4	21.5	19.8	16.9	23.0	20.5

The record of the ninth control group, Table XVII, shows the vocabulary of the ninth grade girl to be considerably larger than that of the boy. Both girls and boys made a poorer performance on the final test, the mean of the total being 11.3 below the mid-year record. The standard deviation is large, 23.1, indicating lack of correspondence in range of vocabulary.

The class under the group method made a better record than the control group. The girls show the greater vocabulary. On the second test, the girls were almost ten words above the boys. There was improvement during the year, the final mean being 59.6, 11.6 above standard and 9.6 above the control group. There is a noticeable congregation of scores near the mean of the table; the standard deviation is 20.5, 2.6 below the control group. 70 per cent of the experimental group is standard or above. This compares very favorably with 50 per cent for the control group.

Pressy Tests in English Composition

The Pressy Tests in English Composition were not given to a control group. The class under study is checked by the norm of the test. The test is in four parts. Table XIX contains the record upon the test.

Table XLX. Record of Ninth Grade Pupils on the Pressy Tests in English Composition, School Year 1930-31.

Scores	Capitaliza- tion	Punctua- tion	Grammar	Sentence Structure
30			1	
29			1	
28	1		3	
27	6		6	
26	4	2	3	
25	8	1	7	
24	6	3	0	6
23	12	5	2	2
22	7	2	1	3
21	8	1	3	6
20	7	2	6	4
19	6	3	5	10
18	6	6	5	7
17	4	4	5	7
16	3	3	4	5
15	1	4	3	7
14	0	4	1	4
13	0	7	9	5
12	0	7	4	5
11	1	4	3	3
10	1	7	5	4
9		5	0	2
8		2	2	1
7		5	0	1
6		3	2	
5		1	1	
4		0	0	
3		0	1	
2		1		
1		1		
Total	81	83	83	82
Perfect				
Score	28	30	30	24
Below				
Standard	29	43	31	25
Standard				
and Above	52	40	52	57
Mean	21.6	14.2	17.9	16.7
Standard	21.5	14.0	16.5	15.1
Standard				
Deviation	3.6	5.8	6.5	4.3

In the Pressy series the punctuation test, Table XLX, proved to be the most difficult for the class. With this exception the performance of the class upon the four tests was superior; the final mid-score was 17.5, 2.4 above standard. 61 per cent of the ninth grade was standard and above for the series. Remedial measures followed this test to reduce the number below standard, and had the test been repeated for the entire group, the final scores would have been much higher.

Ayres' Standard Spelling Test

Sets of twenty-five words were taken from the Ayres' list and submitted to the pupils twice during the year. The entire grade was used as the control group for the spelling tests. Tables XX and XXI constitute the survey for the spelling situation.

Table XX. Ayres' Standard Spelling Test, School Year 1930-31.

Number Words Misspelled	Grade 8			
	January Test		May Test	
	Entire Grade	Class under Study	Entire Grade	Class under Study
25				
24	1	1		
23				
22				
21				
20				1
19				
18				
17				
16	2	1	1	
15	1	1	1	1
14	0	0	2	2
13	2	0	0	0
12	1	2	2	1
11	2	2	3	2
10	2	2	2	1
9	4	3	1	0
8	10	2	3	2
7	3	5	5	2
6	9	7	5	2
5	11	7	5	3
4	25	7	9	4
3	9	2	13	4
2	19	5	21	7
1	24	8	26	11
0	21	9	43	20
Total	146	64	142	63
Below Standard	48	33	30	17
Standard & Above	98	31	112	46
Mean (per cent)	83.9	79.5	88.7	86.2
Standard	84	84	84	84
Standard Deviation	15.4	18.1	14.5	17.9

Table XXI. Ayres' Standard Spelling Test, School Year 1930-31.

Number Words Misspelled	Grade 9			
	January Test		May Test	
	Entire Grade	Class under Study	Entire Grade	Class under Study
25				
24	1			
23	1	1		
22	0			
21	0			
20	0		1	1
19	1	1		
18	0	0		
17	0	1		
16	1	0		
15	3	1		
14	1	1		
13	3	2	3	2
12	8	4	5	4
11	6	5	2	0
10	7	4	4	1
9	15	4	6	1
8	13	3	9	4
7	10	8	19	7
6	14	4	14	6
5	16	5	10	3
4	19	4	11	2
3	26	12	25	11
2	19	10	18	9
1	16	7	25	16
0	11	7	39	19
Total	189	84	191	86
Below Standard	98	44	73	29
Standard & Above	91	40	118	57
Mean (per cent)	77.5	76.1	84.2	85.1
Standard	84	84	84	84
Standard Deviation	17.1	19.1	14.8	16.0

Both the control and the experimental groups were below standard on the first test. This condition was reversed on the final test. The mean for the experimental group was 86.2 on the May test, 2.2 above the standard. The entire eighth grade, the control group, showed an increase of 12 per cent in the number above standard; the study group showed an increase of 25 per cent. Over twice as many perfect scores were made by the experimental group under study in the final test. The deviation from the mean was noticeably reduced.

A similar condition prevailed in the ninth grade, Table XXI. The control and experimental groups were below standard on the first spelling check-up; satisfactory improvement was made on the second test, the control group showing a mean .2 above and the experimental group 1.1. The entire ninth grade made an increase of 13 per cent and the group class 20 per cent in the number above standard. The number of perfect scores for the experimental group had increased over two and a half times. The deviation of scores from the mean was considerably lessened. The group method proved its worth in the spelling tests.

Horn-Ashbaugh Spelling Test

The Horn-Ashbaugh Speller is used as the text in the junior high school. Twice a year twenty-five words were selected and used as the comparative test. The groups under study were checked against the entire grade as a control group. Tables XXll and XXlll furnish the tabulations for consideration.

Not much variation is noted between the performance of the two eighth grade groups on the Horn-Ashbaugh test. The mean was uniformly above standard, the entire grade being 10.0 and the experimental group 8.5 above the standard on the second test. The control group showed an increase of 11 per cent and the study group an increase of 12 per cent above standard. The standard deviation of the experimental group was less on the second test showing that the group had increased in homogeneity of achievement.

The record for the two groups in the ninth grade, Table XXlll, shows close uniformity. Both groups improved the mean on the final test, the control group being 3.7 and the experimental group 5.6 above the standard. The experimental group increased the number of perfect scores two and a half times on the May test. The presence of the pupil with a low

Table XXII. Horn-Ashbaugh Spelling Test, School Year 1930-31.

Number Words Misspelled	Grade 8			
	January Test		May Test	
	Entire Grade	Class under Study	Entire Grade	Class under Study
25				
24				
23				
22				
21				
20				
19				
18				
17				
16	1	1	1	
15	1	1	1	1
14	0	1	0	0
13	3	2	1	1
12	6	1	0	0
11	1	2	2	1
10	6	3	0	0
9	6	3	2	1
8	8	2	8	4
7	5	2	6	2
6	3	4	2	2
5	12	3	9	4
4	17	2	8	4
3	14	7	19	11
2	19	6	26	9
1	26	12	34	12
0	21	14	23	9
Total	149	66	142	61
Below Standard	40	20	23	11
Standard & Above	109	46	119	50
Mean (per cent	83.4	82.8	88.1	86.5
Standard	78	78	78	78
Standard Deviation	15.2	17.7	12.3	13.0

Table XXIII. Horn-Ashbaugh Spelling Test, School Year 1930-31.

Number Words Misspelled	Grade 9			
	January Test		May Test	
	Entire Grade	Class under Study	Entire Grade	Class under Study
25	1			
24	1			
23				
22			1	1
21				
20				
19				
18				
17				
16				
15	3	1	2	1
14	0	0	0	0
13	1	1	6	1
12	4	1	2	2
11	5	3	3	1
10	8	4	6	3
9	10	4	7	0
8	17	3	10	3
7	11	2	10	4
6	15	4	19	6
5	12	12	17	7
4	31	12	23	8
3	21	9	28	15
2	23	14	21	10
1	29	11	31	13
0	10	4	13	10
Total	202	85	199	85
Below Standard	76	21	66	21
Standard & Above Mean (per cent)	126	64	133	64
Standard Deviation	80.1	82.3	81.7	83.6
	78	78	78	78
	15.7	13.3	14.4	15.4

I. Q. kept the standard deviation high for the study group, otherwise, the group was increasing in the closeness of the scores about the mean. The group method met the test successfully on the basis of the Horn-Ashbaugh lists.

Spelling the "100 Demons"

As a test of spelling proficiency the list commonly called the "100 demons" was given to both grades without special warning. Table XXIV shows the record made.

The table shows a high performance on this test. The mean for the eighth grade is 95.4 and the ninth 98.0. 31.5 per cent of the combined group made a perfect record on the list. The lowest score in the eighth grade was 68 and in the ninth 80. The attitude of the groups taught by the group method toward the subject of spelling was perceptibly improved during the year. A healthy rivalry prevailed through the year. The results in spelling were satisfactory to teacher and supervisor.

Table XXIV. Record in Spelling the "100 Demons" at Close of the School Year 1930-31.

Per Cent Spelled	Grade 8	Grade 9	Total
100	15	30	45
95-99	25	40	65
90-94	13	10	23
85-89	4	3	7
80-85	1	2	3
75-79	0		0
70-74	2		2
65-69	1		1
Number Tested	61	85	146
Low Grade	68	80	68
Mean	95.4	98.0	96.9
Standard Deviation	7.3	4.5	5.9

Comparison of Grades Given

A comparison of the grades given to pupils by the English faculty is shown in the tables that follow. One change of teachers occurred in this department in the two years. Teacher C is the one that handled the groups under study. Semester grades and the average of them are given.

Table XXV. Per Cent of Pupils Taught and Receiving the Respective grades, English Classes, Grades Eight and Nine.

1929-30 Grades	Teacher A		Teacher B1		Teacher C		Averages			Final Average
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	Teacher A	Teacher B1	Teacher C	
I	7	11	8	7	19	14	9	7	16	11
II	14	18	12	13	28	27	16	13	28	19
III	50	35	38	26	31	39	43	32	35	37
IV	27	34	34	39	21	18	30	37	20	28
F	2	2	8	15	1	2	2	11	1	5
Total	100	100	100	100	100	100	100	100	100	100

Table XXVI. Per Cent of Pupils Taught and Receiving the Respective Grades, English Classes, Grades Eight and Nine.

1930-31 Grades	Teacher A		Teacher B ₂		Teacher C		Averages			Final Average
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	Teacher A	Teacher B ₂	Teacher C	
1	11	15	10	13	16	19	13	12	17	14
11	18	18	23	18	23	22	18	20	23	20
111	37	34	29	36	38	35	36	33	37	36
1V	29	27	26	22	20	19	28	24	19	24
F	5	6	12	11	3	5	5	11	4	6
Total	100	100	100	100	100	100	100	100	100	100

Table XXV shows that one teacher gave most of the failing grades. The least number of failures appears in connection with the group method. More high grades were given in the classes under study in this thesis. The final average of grades forms a fairly normal distribution, the curve being somewhat flattened.

In Table XXVI it is noticeable that one teacher gave most of the failing grades, but in this case the total is the same as the number of high grades given by the teacher. The largest number of high grades appears in the classes taught by the group method. The final average of grades corresponds very closely to that of the previous year. The school uses a grade distribution blank upon which the normal distribution is shown as 7 per cent I's, 24 per cent II's, 38 per cent III's, 24 per cent IV's, and 7 per cent F's. The fact that each teacher checks his grades against this distribution probably has a tendency to make the grades assigned follow this curve. The tables have little scientific value, but furnish an interesting comparison of teachers' grade standards. It seems evident that the constant errors of grading high or low appear in the situation. It is the opinion of the writer that the group method makes the display of ability possible and that recognition must be given by assigning the higher grade.

Final Evaluation

Satisfactory progress and accomplishment in terms of the outcomes in activities and experiences formulated for the course in English were realized by the use of the group method of instruction. The method in its operation, was attended by a desirable number of indirect outcomes and concomitant learning resulting in desirable attitudes, social adjustments, and group responsibility.

CONCLUSIONS

A. On the Basis of Observation

1. The group method is not easy to use. Experience and special training on the part of the teacher seem needed. Considerable checking and clerical work is involved, and the teacher must display resourcefulness in handling the group situations that arise during the day.

2. A card to indicate the individual status of the pupil in reference to the guide sheets is necessary to facilitate the keeping of group records.

3. The "order" of the traditional classroom is upset by the group procedure. The amount of intercommunication and activity varies with the type of work under way.

Patience and persistence seem required in keeping the proper balance between conversation and movement and concentration upon the work-study program.

4. It is the purpose of the school to train pupils to live a community life. The group method aids in making adjustments to social requirements.

5. The group method resulted in increased pupil-power and lessened teacher-talk, thus affording a more desirable learning situation.

6. The group method gave opportunity for a legitimate expression of pupil opinion. The pupils were asked in one "job" to balance the advantages and disadvantages of the guide sheets. As an extra assignment, they were given the task of stating their opinions in paragraphs. This information proved valuable to the teacher in the use of the method. Table XXVII embodies this information.

Table XXVII. Quality Statement Showing Grade of School Work and Opinion of Guide Sheets, Grade Eight.

School Work	Opinion			Total
	Highly Fav- orable	Favorable	Unfavor- able	
Good	12	20		32
Medium	15	20	10	45
Poor	2	14	7	23
Total Per Cent	29	54	17	100

Eighty-three per cent of the class were able to state more advantages than disadvantages for the guide sheets as the basis for a favorable opinion of them. When a pupil has reached the eighth grade, he has become accustomed to questioning. This explains the reaction of the seventeen per cent. Although the teacher is active and skillful in locating difficulties and in offering needed assistance, some pupils seem conscious of the lack of a check-up by direct questioning; they call this questioning the recitation.

7. The qualitative results that appeared in the use of the method were gratifying to the teacher and supervisor.

8. The group method made a strong social appeal to the pupils and had high integrating value.

9. The group method exhibited gains in sensory adaptation, personal responsibility for conduct, practice in self control, favorable attitude toward group enterprises, and good study habits.

10. The group method made possible the adjustment of the curriculum to the three levels of progress. Superior pupils found freedom of expression in the program afforded by the group method of instruction.

B. On the Basis of Supervision and Administration

1. The adoption of the group method in all the classes of a department favors the use of the method. There is a certain amount of mind-set otherwise, and the pupil loses a little time at the beginning of the class hour in getting his self-activity functioning in harmony with the procedure of the group method.

2. A distinct type of supervision is required for the constructive criticism of the group method. The principles governing the supervision of the traditional classroom have been carefully formulated, but they must be modified and re-directed to promote the operation of the group method.

The following plan will be found to have merit:

a. As the supervisor enters the classroom, let him discover the nature of the activity in progress. A standing committee will assist in this orientation.

b. Let him determine whether the necessary preparation and direction have been provided for pupil-activity.

c. Let the supervisor notice whether individual pupils are making progress toward the mastery of the work assigned. The activity of the teacher is closely related to this advancement of pupils.

d. Let the supervisor give attention to the matter of materials needed for the work-study period. This concerns reference books and apparatus, essential elements in the

operation of any method.

e. Let him discover whether the pupils' activity has resulted in products of approved quality and high accuracy.

f. Let it be determined whether the appropriate checks have been applied by pupils and teacher.

g. Progress in group adjustment is gradual. Let the supervisor show appreciation of advancement in satisfactory group relationships. Any radical departure from established classroom procedure passes through a period of trial; scientific testing is the measure of its adaptability and efficiency.

3. In the use of the group method, provision must be made for filing cases and storage room. The classroom assumes some of the aspects of the workshop and business office.

4. The teacher must be encouraged, required if need be, to keep a daily plan book. The group method comprises a variety of activities and system accompanies its successful use.

5. The report card used in the junior high school emphasized and fostered the principles of pupil responsibility and good citizenship involved in the group method.

A sample card is inserted at this point.

JUNIOR HIGH SCHOOL

MANHATTAN, KANSAS

W. E. SHEFFER, *Superintendent*

V. M. HOUSTON, *Principal*

Report of

Subject Year 1930-31

Six Weeks Period	1	2	3	Ex. Av.	1	2	3	Ex. Av.	Yr.
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SUBJECT GRADE									
Number of absences									
Grade due to absence									
ATTITUDE TOWARD SCHOOL									
Does not work									
Wastes time									
Work Carelessly done									
Seems to work for grade only									
Gives up too easily									
Shows improvement									
Commendable									
Excellent									
RECITATIONS									
Comes poorly prepared									
Appears not to try									
Inattentive									
Capable of doing better									
Works by spurts									
Shows improvement									
Commendable									
Excellent									
CONDUCT									
Restless-inattentive									
Inclined to mischief									
Discourteous at times									
Annoys others									
Shows improvement									
Commendable									
Excellent									
PROMOTION IN DANGER									

A check is placed opposite the trait to which your attention is called.
This condition may be a partial cause for the subject grade.

Teacher Tel. No.

Home Room Teacher

(over)

*The greatest degree of success comes to the child
through cooperation between the parent and the teacher*

To the Parents:

This report is sent to you at the end of each six weeks period. Please examine carefully and if the child's work is not satisfactory, call at the school for a conference. Teachers may be interviewed most conveniently at four o'clock. The principal will be glad to consult with parents at any time. His office hours, however, are from 3:30 to 5:00 o'clock p. m. Appointments may be made by calling 3437.

I. A GRADE OF I IS GRANTED TO THOSE FEW PUPILS WHO:

1. Do superior work of outstanding quality.
2. Manifest outstanding scholarship.
3. Show marked initiative.
4. Contribute to the activities of the class in excess of the requirements of assignments.
5. Are a positive benefit to the class.
6. Perform their work without being urged by the teacher.
7. Perform their work always on time.
8. Have an average on all tests of 92% or above.

II. A GRADE OF II IS GRANTED TO THOSE PUPILS WHO:

1. Do work above the average in quality.
2. Do accurate work.
3. Complete their work always on time.
4. Manifest a proper, beneficial and cooperative attitude in group work.
5. Do some supplementary work in addition to the requirements of the assignments.
6. Have an average on all tests of 86% or above.

III. A GRADE OF III IS GRANTED TO THOSE PUPILS WHO:

1. Do work of average quality.
2. Complete the minimum requirements.
3. Show gradual improvement.
4. Manifest a generally neutral but not objectionable attitude.
5. Perform their work on time.
6. Have an average on all tests of 80% or above.

IV. A GRADE OF IV IS GRANTED TO THOSE PUPILS WHO:

1. Do work below the average quality.
2. Just barely meets the requirements of the assignments.
3. Have an usually neutral but not objectionable attitude.
4. Are dilatory in performing their work.
5. Have an average on all tests between 70% and 79%.

F. A GRADE OF F IS GRANTED TO THOSE PUPILS WHO:

1. Do work which is poor in quality.
2. Do not perform as much work as the assignments require.
3. Do not meet requirements for a grade of IV.

Incomplete grades will be granted only when the instructor believes that an honest conscientious effort has been made to perform the work assigned; or in case of absence on account of illness or for other good cause.

PARENT'S SIGNATURE

First six weeks

Second six weeks

Third six weeks

Fourth six weeks

Fifth six weeks

Sixth six weeks

C. On the Basis of a Battery of Tests

1. The group method gave a positive showing in the silent reading tests. The progress of the control group varied during the year and showed little improvement at the end. The eighth grade class under study began with a reading quotient of 102.2 and closed the year with 111.1, showing steady improvement and high achievement. 74 per cent were standard and above as compared with 72 for the control group. The ninth grade began with a reading quotient of 109.4 and closed with 110.2 70.6 per cent were standard and above as compared with 67 for the control group.

2. The record in the Emporia Scholarship Contest was favorable to the group method. The mean score for the control group was practically the same as for the group under study, but the highest score, 120, was made in the class using the group method. The lowest score was made in the control group. In the state Manhattan ranked fourth.

3. The group being tested made a favorable showing when scored by the Wilson Language Error Test. On the first trial the eighth grade was 65 per cent below the standard, on the final 65 per cent above. For the ninth grade, the record was 57 per cent below on the first trial, 55 per cent above on the final. The exchange and checking of papers are regular features of the group method.

4. The group method afforded the greater gain in vocabulary. The control group, eighth grade, increased 3.8 words, the experimental group 9.1, 8.5 above standard. 64.5 of the control group were standard and above, 65.1 per cent of the experimental group. The control group for the ninth grade decreased 11.3 words; the class using the group method increased 5.4 words, 11.6 above standard. 70.6 per cent of the experimental group were standard and above. This compares very favorably with 50 per cent for the control group.

5. The group method justified its use when checked by the Pressy Tests in English. 61 per cent of the ninth grade were standard and above for the series. The Pressy tests when given early in the year, provide an objective basis for the pupils' improvement and achievement during the year.

6. The method studied gave a favorable report for itself on the Ayres' Standard Spelling Test. The control group, eighth grade, showed an increase of 12 per cent in the number above standard, the experimental group, an increase of 25 per cent. The mean was 2.2 above the standard. For the ninth grade the record was, for the control group 13 per cent and for the experimental group 18 per cent above the standard for the grade. The mean was 1.1 above the standard.

7. The showing of the group method was positive on the basis of the Horn-Ashbaugh Spelling Test. The control group, eighth grade, showed an increase of 11 per cent in the number above standard, the experimental group, an increase of 12 per cent. The mean of the experimental group on the second test was 8.5 above the standard. The figures for the ninth grade were comparatively even, slightly in favor of the experimental group, which finished the year with a mean 5.6 above the standard for the grade.

Final Conclusion

The foregoing study proved helpful to the teacher and has resulted in the careful weighing of subject matter and teaching methods. The group method has made a uniformly favorable showing on all the tests applied. The study has served its purpose and the evidence is conclusive that the group method is adapted to any school system operating under conditions similar to those prevailing in the Manhattan Junior High School.

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