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# Is Formal Grammar Necessary in the High School?

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IS FORMAL GRAMMAR NECESSARY IN THE HIGH SCHOOL?

BY

EDWARD M. RAY

A THESIS

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

WESTERN KENTUCKY STATE TEACHERS COLLEGE

JUNE, 1962



(Lumpsum 1959)

Approved:-

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36556



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E. M. R.

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## CHAPTER I

## INTRODUCTION

The opinions among teachers and administrators concerning how grammar can best be taught with general value to the high school pupil have been varied. Some believe that since grammar is used only in oral and written expression and in the interpretation of literature, it can be taught more effectively in those high school subjects. It is said that the pupil is taught grammar usages when the occasions for grammar usages arise, which is the most opportune time for their presentation. They believe that there is no place in the high school curriculum for formal grammar as such, but that word and sentence usages should be taught to a greater or less degree in all of the high school English subjects. The exponents of this belief are not so much concerned with the rules of grammar as they are with the mastery of usage. They argue that people do not stop to analyze rules before they formulate the thought any more than they stop to describe an animal before they call its name.<sup>1</sup>

There are others who believe that it is economy to teach formal grammar in the high school. They contend that rules and rule applications are essential to correct usage, and since formal grammar is the study of rules and rule applications, it conserves time to give definite emphasis to the

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<sup>1</sup> Otto Jespersen, English Journal, March 1924, p. 174.



study of the underlying principles of grammar. They believe that the fundamentals of a rule in grammar, when mastered, become a part of the individual, which enables him to apply it without stopping to analyze it before formulating the thought.<sup>2</sup> It is deemed impossible for any one to learn correct usages in many constructions without knowing the principles underlying the usages. They cite many instances in which usages are built upon a single principle, which, if mastered, saves much time for the pupil. Without a knowledge of the principle the student would be required to know each expression and what its correct usage is in order to use it intelligently, which would be a laborious task indeed.

This study does not attempt to decide which is the better method of presenting grammar to the high school pupil; that is a question which would require much more extensive research to answer. We are interested primarily in determining and evaluating the success in college formal grammar of students who have had formal grammar in high school as compared with the success of those who have not had high school formal grammar. The study, therefore, is an attempt to show the differences existing in preparation for college formal grammar on the part of the students who have had high school formal grammar and those who have not.

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<sup>2</sup> Leon Hones, Education, December 1923, p. 235.

Since nothing on which the writer might base this study had been done before on this particular subject, it was necessary to begin at the bottom and lay a foundation, and because of the short period of time in which to complete the study nothing very extensive could be accomplished. Because of these facts sufficient data for adequately comparing the two groups were very limited. Of course, the greater amount of dependable data accumulated on the two groups, the more reliable the study. Although the data that are used are meagre, they may indicate certain trends or tendencies which with more data may be substantiated.

Some of the data which were taken from a questionnaire given to the students used in the study may be questionable from the standpoint of reliability. Questionnaires are often answered carelessly, and the information given is of little value. The questionnaire used in this study varies somewhat from the conventional type. This questionnaire was given by the investigator in person, and each question was carefully explained. The students who answered the questionnaire were cautioned to be very careful in answering each question, and in case they did not remember the information asked for, they were advised to leave the question blank. The vaguely answered questionnaires were discarded. Those who answered the questionnaire were encouraged to ask questions if the meaning of any question was not clear. In case any misunderstanding arose,



the particular point under discussion was decided upon by the investigator according to the original setup used in formulating the questionnaire. This, in some measure, made the questionnaire more reliable than it would have been if those who answered it had been required to answer it by their own interpretations of the questions.

Opinions as to the amount of grammar that should be mastered by a high school graduate or a freshman college student are considerably varied. Likewise, it would be difficult to say that the group that has had high school formal grammar or the group without high school formal grammar is properly prepared for college formal grammar when measured by college formal grammar term grades given to students of both groups; for a rather large percentage of both groups failed in college formal grammar, which in all probability could not be attributed to any one cause; neither would any one set or combination of causes be applicable in all cases. The very fact that there are so many variables in a comparative study such as this makes it all but impossible to measure accurately the student achievement of either group when measured in terms of college grades given to both groups. The student's health, appearance, character, personality, previous scholarship, attitude toward grammar, and emotional stability, in addition to the type of work done in the class, all to a greater or less



degree may influence the term grade the student receives. Although the teachers of each college grammar course gave standard achievement tests, which in all probability indicated the relative achievements of the students fairly accurately, there were many chances of error in grading the tests. Also, if we may assume that these students were average students, we may also assume that there was some cheating done on each examination that influenced the term grades, which would lessen the reliability of the measurements.

Teacher ratings are not wholly reliable measurements. It is not so difficult to distinguish an excellent student from a poor one as it is to distinguish a fair student from a good one, because the line of demarcation is more apparent. It is very difficult to say that a student is worth a C + or a B - , and the decision is often made on the basis of the teacher's personal knowledge of the student. Since the grades used in this study were taken from the final record of the students, no attempt has been made to use the pluses and minuses of each grade. The term grades used in this study are the results of a single teacher's rating. The term grade would doubtless be a more reliable measure of a student's achievement in grammar if it had been possible to have had several teachers rate each individual student, and if the average of the several teachers' ratings had been taken.

The Iowa Placement Examination scores, which are used in this study to indicate the achievement of the students at the

time they entered college, are an inadequate measure for this purpose, since the range of this test is too small to indicate the relative achievements of the two groups. Of the 519 students who took the Iowa Placement Examination 199 made zero on the grammar part of this test. It is probably adequate for placement purposes, but for comparing two groups the range in subject matter is too small to show much real difference in the students.

A great many of the students used in this study were counted as not having had high school formal grammar because they had not had as much as eighteen weeks of formal grammar or had received no credit for the study of it in connection with literature and composition. Since the length of time devoted to the study of formal grammar in connection with literature and composition varied in the various high schools, and since the students who answered the questionnaire could not remember exactly how long they had pursued the study, it was thought to be too difficult a task to try to determine what relative value a few weeks' study of formal grammar would have in comparing the two groups. If some method had been employed to distinguish the high school students who had had any formal grammar from those who had not, the comparison probably would have shown a greater difference existing between the two groups.

In comparing groups of students, one of the first things to be considered is the comparability of the groups in intelligence.



The Terman Group Test, the scores of which are used in this study, was designed primarily to test the intelligence of high school pupils. The age limit used in standardizing this test was sixteen years. The average age of the freshmen college students who took it was over eighteen years. Because of this fact it was deemed necessary to use the raw scores made on the Terman Group Test instead of the intelligence quotients, since in changing raw scores of the Terman Group Test to intelligence quotients the chronological ages of the students were assumed to be 16 years. This involves the assumption that the intelligence quotients are constant beyond the age of sixteen, which assumption is of doubtful validity. Much of this intelligence test is based on achievement, and for comparative purposes it fulfills the same requirements when the raw scores are used as when the intelligence quotients are used.

Granting that this study is not sufficient upon which to base infallible conclusions, any conclusions which may be drawn from an interpretation of the data are made with the idea in mind that only a relatively small percentage of high school graduates go to college. The type of grammar that the average high school pupil needs may not be the type of grammar that the high school graduate who goes to college needs. It is not the purpose of this study to determine what kind of grammar course is needed by the average high school pupil. We are concerned only with the relative success in college grammar of those who have had high school formal grammar and



those who have not.

In spite of the fact that this study has many limitations, it is to be hoped that it may throw some light on the subject, and in so doing provide a better method of attack for future investigation.

## CHAPTER II

## METHOD OF COLLECTING DATA

In order to get the desirable information on the two groups for comparative purposes, it became necessary to give a questionnaire to the freshman and sophomore students of the Western Kentucky State Teachers College, since sufficient data on these students were not available otherwise. A questionnaire was formulated and given to each freshman class in college formal grammar and to each English class containing sophomores who had had college formal grammar the year before. The primary purpose of giving the questionnaire was to determine those who had and those who had not had high school formal grammar. The students who answered the questionnaire were cautioned to be very careful in answering each question, and in case they could not answer any question, they were advised to leave it blank. The question "Have you had formal grammar in high school?" was explained and the definition of formal grammar given, so as to eliminate any misunderstanding on the part of those answering the question. It was explained that any one who had had as much as eighteen weeks' standing in the study of mechanics of grammar would be counted as having had high school formal grammar, and those who had studied grammar in connection with literature or composition with no definite time limit or credit given would be counted as not having had formal grammar. The questionnaires were divided into two



groups: those who had high school formal grammar and those who did not, and the questionnaires answered by the sophomores were kept separate from those of the freshmen. In other words, there were two distinct studies covering a period of two years.

The English department of the Western Kentucky State Teachers College has for the past two years required all freshmen who enter the department for the first time to take the Iowa Placement Examination in order to group the freshmen English students homogeneously according to achievement in English. Approximately half of this test dealt with achievement in grammar. Of the original tests that had been given 509 were preserved. These were procured and rescored.

The education department of the Western Kentucky State Teachers College for the past few years has required students entering the college for the first time to take an intelligence test, and a record of their scores has been kept. The students entered in this study took the Terman Group Test, form A. Only 551 scores out of the 717 cases used in this study were obtainable, since not all of the students of either year covered by the study took the Terman Group Test.

The term grades made in college formal grammar by all of the students who are entered in this study were taken from the permanent record sheets on file in the registrar's office of the Western Kentucky State Teachers College.



## ANALYSIS AND EVALUATION OF DATA

In Table I students from class "B" and class "A" high schools are compared in terms of grades given to these students in college formal grammar. It represents a random sampling of forty-five high schools each of "A" and "B" rating. All of the students from each of the ninety schools are used in the table. It was deemed that a random sampling of the students from these schools would not be as reliable as it would be if all of the students were used.

The table reads as follows: column labeled "Grade" represents the term grade that the students made in college formal grammar. Column labeled "No." includes the number of students who made the grades indicated in the left-hand column; column labeled "%" indicates the percentage of students who made the particular grade in college formal grammar. Although the two parts of Table I appear to be very different, in reality they are quite comparable in many respects. The percentage of grades average and above for the "B" class students is 63.8; while for the "A" class students it is 66.5, which is not a significant difference. Of the "B" class students only 63.9 per cent were average and below, while for the "A" class students 60.8 per cent were average and below, which is a significant difference in favor of the "B" class high school. Of the "A" class students 33.6 per cent fell

below average, and 36.2 per cent of the "B" class students fell below average. There were 5 per cent more F's among the class "B" students than among the class "A" students. Of the "B" class students there was 19 per cent more B's than among the "A" class students. There were more A's and C's among the "A" class students than among the "B" class students. The difference of 19.4 per cent in the C's of the two groups is quite significant. There seems to be a tendency for the "A" class students to group close to the mean, but in the "B" class students there appears to be a greater variation from the mean, although the variation is not remarkable. In general we may conclude that the two groups are rather comparable and that the type of high school from which students came did not materially affect their success in making college formal grammar grades when rated by college teachers.



TABLE I  
 A COMPARISON OF COLLEGE GRAMMAR GRADES OF STUDENTS  
 FROM 45 CLASS B HIGH SCHOOLS WITH GRADES OF  
 STUDENTS FROM 45 CLASS A HIGH SCHOOLS

Grade	Class A High School		Class A high School	
	No.	%	No.	%
A	1	1.7	6	4.3
B	20	34.5	21	15.0
C	16	27.5	66	47.2
D	9	15.6	25	17.9
F	12	20.7	22	15.9
Total	58	100	140	100

TABLE II  
 PERCENTAGE OF CASES FALLING BELOW THE INDICATED  
 SCORES OF STUDENTS WHO TOOK THE IOWA PLACE-  
 MENT EXAMINATION

Score	With High School Grammar	Without High School Grammar
	Percentage	Percentage
48	100.0	100.0
42	94.8	98.2
36	86.5	97.3
30	78.8	93.6
24	70.2	89.5
18	61.9	84.0
12	50.5	74.0
6	39.4	63.2
2	32.7	50.5
Number	289	220



Table II compares the scores made on the Iowa Placement Examination at specified points in score range. The range of scores in both groups was zero to forty-eight. This table represents the relative achievements of the two groups in grammar at the time the students entered college. The table reads as follows: column labeled "Score" represents the score-points selected from the score range; column labeled "Percentage" indicates the percentage of cases falling below the score-point which is given in the extreme left-hand column; column labeled "Number" represents the number of students from both groups who took the Iowa Placement Test.

From this table it appears that the students in the group with high school grammar were more evenly distributed over the entire score range than were the students in the group without high school grammar. Although the bulk of the students in both groups falls near the bottom in score range, it is significant that the scores of the students who had high school grammar 50.5 per cent of the scores fell below twelve, but in the group without high school grammar 50.5 per cent of the scores fell below two. Of scores that fell below two, 32.7 per cent were in the group that had high school grammar, while 50.5 per cent were in the group without high school formal grammar, a difference of 17.8 per cent. The same is true to a greater or less degree in each of the other score-points shown.

From an analysis of this table it appears that the students with high school formal grammar had achieved more in grammar than the students who had no high school formal grammar at the time they entered college formal grammar. In other words, they apparently were better prepared to make grades above the average in college formal grammar. It seems that high school formal grammar has had a definite bearing on the scores made on the Iowa Placement Examination.



TABLE III  
 DECILE RANKING OF RAW SCORES MADE BY 551 STUDENTS ON  
 THE TERMAN GROUP TEST FORM A

Decile	With High School Grammar	Without High School Grammar
	Range of Scores	Range of Scores
10	205 - 178	205 - 173
9	177 - 168	172 - 148
8	167 - 158	147 - 138
7	157 - 148	137 - 128
6	147 - 133	127 - 118
5	132 - 128	117 - 113
4	127 - 120	112 - 103
3	119 - 106	102 - 93
2	105 - 86	92 - 83
1	95 - 60	82 - 59
Number	310	241

Table III shows the decile ranking of scores made on the Terman Group Test. It reads as follows: the column labeled "Range of Scores" represents the decile range of scores; the extreme left-hand column labeled "Decile" represents the decile ranking of the raw scores; the column labeled "Number" shows the number of scores used in the table.

The purpose of this table is to indicate the general intelligence of the two groups of students with and without high school formal grammar. It is significant that the range of scores from the first to the tenth deciles is practically the same, the higher limit for both groups being 205. The lowest score made in the group with high school grammar is 60, while in the group without high school grammar the lowest score is 59. There is a tendency for the group that had high school formal grammar to conform to a normal distribution curve, whereas the group without high school formal grammar tends to form a curve skewed to the right. This is shown to some extent in the median score ranges of the two groups, which for the group with high school formal grammar is 132-126, and for the group without high school formal grammar it is 117-113, a difference of fifteen points. The mid-point in score range for the group with high school grammar is 145, and for the group without high school grammar it is 143. The bulk of the score in the group without high school grammar falls thirty-one points below the midpoint in score range, and the



bulk of the scores in the group with high school grammar falls only fifteen points below the midpoint in score range. The differences in decile score ranges are not as significant near the higher and lower limits as they are near the median. In other words, the superior and inferior students of both groups are rather comparable, but there are more cases in the group without high school formal grammar that fall immediately below the median. From this table it appears that there were several students of superior ability in both groups, and that there were more of inferior ability in the group without high school grammar than in the group with high school grammar, which might have been due to the inferior students' avoiding formal grammar, because it is thought to be a difficult subject.

From a general standpoint it may be said that the two groups are fairly comparable in general intelligence, and since this is true, both groups probably were on a fairly equal basis in competing for grades in college formal grammar.

TABLE IV  
DECILE RANKING ON INTELLIGENCE TEST AND GRADES IN  
FORMAL COLLEGE GRAMMAR OF 196 STUDENTS HAV-  
ING NO HIGH SCHOOL FORMAL GRAMMAR

Grade	A		B		C		D		F	
Decile	No.	%	No.	%	No.	%	No.	%	No.	%
10	3	:75.0	6	:21.5	5	:6.4	3	:8.3	2	:4.0
9	:	:	6	:21.5	7	:8.9	3	:8.3	2	:4.0
8	:	:	5	:17.8	7	:8.9	4	:11.2	6	:12.0
7	1	:25.0	1	:3.6	9	:11.5	1	:2.8	5	:10.0
6	:	:	4	:14.3	13	:16.7	6	:16.7	5	:10.0
5	:	:	:	:	3	:3.8	3	:8.3	4	:8.0
4	:	:	4	:14.3	9	:11.5	3	:8.3	5	:10.0
3	:	:	2	:7.2	15	:19.3	3	:8.3	3	:6.0
2	:	:	:	:	8	:10.3	7	:19.5	11	:22.0
1	:	:	:	:	2	:2.6	3	:8.5	7	:14.0
Total	4	:100	28	:100	78	:100	36	:100	50	:100

TABLE V  
DECILE RANKING ON INTELLIGENCE TEST AND GRADES IN  
COLLEGE FORMAL GRAMMAR OF 255 STUDENTS HAV-  
ING HAD HIGH SCHOOL FORMAL GRAMMAR

Grade	A		B		C		D		F	
Decile	No.	%	No.	%	No.	%	No.	%	No.	%
10	7	:35.0	15	:19.0	3	:2.6	:	:	1	:7.6
9	:	:	7	:8.9	2	:1.7	:	:	:	:
8	8	:45.0	17	:21.7	15	:13.0	4	:13.8	:	:
7	3	:15.0	12	:15.3	14	:12.2	2	:6.8	1	:7.6
6	:	:	4	:5.1	12	:10.4	2	:6.8	:	:
5	1	:.05	5	:6.4	13	:11.3	4	:13.8	1	:7.6
4	:	:	7	:8.9	15	:13.0	4	:13.8	3	:23.1
3	:	:	2	:2.6	16	:13.9	2	:6.8	2	:15.4
2	:	:	7	:8.9	13	:11.3	3	:10.3	2	:15.4
1	:	:	:	:	12	:10.4	8	:27.6	3	:23.1
Total	20	:100	78	:100	115	:100	29	:100	13	:100



Tables IV and V show the relation of grades made in college formal grammar to the scores made on the intelligence test. The tables read as follows: the column labeled "Grade" represents the term grade made in college formal grammar. The deciles indicate the decile rankings of the scores the students made on the Terman Group Test in comparison with the term grades made in college formal grammar. The numbers appearing in the columns labeled "No." represent the number of students from each decile making the particular grade in college formal grammar. Columns labeled "%" represent the percentage of students from the deciles making the particular grade in college formal grammar. Approximately 63 per cent of the 717 cases used in the study is represented in these tables.

It will be noticed in comparing the tables that the number of A's in the group without high school grammar is remarkably small. Only 2 per cent of this group made A's, whereas in the group with high school grammar 7.8 per cent made A's. It is also significant that those who made A's in both were above average in intelligence with the exception of one case, and that case fell at average in the group that had had high school grammar. The majority of those who made A's in the group without high school grammar ranked highest on the Terman Group Test, while in the group with high school grammar the greatest number fell in the eighth decile. Of those who made B's in the group without high

school grammar no cases occurred below the third decile in intelligence, while in the group with high school grammar nine cases occurred below the third decile. Probably their high school grammar aided these nine students in making a B. There is no outstanding difference in the C's of both groups, except in the students who made above average on the intelligence test. Of those who made C's in the group without high school grammar 52.4 per cent made above average on the intelligence test, while in the group with high school grammar only 39.9 per cent ranked above average on the intelligence test, which might be interpreted to mean that students of this group who fell below average on the intelligence test were aided by high school formal grammar. Of the D's in the group with high school grammar no cases occurred above the eighth decile, and of the group without high school grammar 16 per cent of the D's fell in the ninth and tenth deciles. Those of the higher deciles in the group with high school grammar, as a result of having had high school grammar, probably were able to make a higher grade. The most significant difference of the two groups is shown in the F's. In the group without high school grammar 48 per cent of the F's were average and above in intelligence, while in the group with high school grammar only 22.6 per cent of the F's were average and above in intelligence. In other words, 75 per cent of the F's in the group with high school grammar were below



average in intelligence, and since 52 per cent of the other group was below average in intelligence, we might conclude that the majority of those who had high school grammar and who were average and above in intelligence were able to make a higher grade.

From an interpretation of this table one may arrive at the following conclusions: high school grammar has a definite value in college formal grammar ratings; it has acted as a selective agent among the high school students; or the results may be an indication that both of the above factors have entered into the situation.

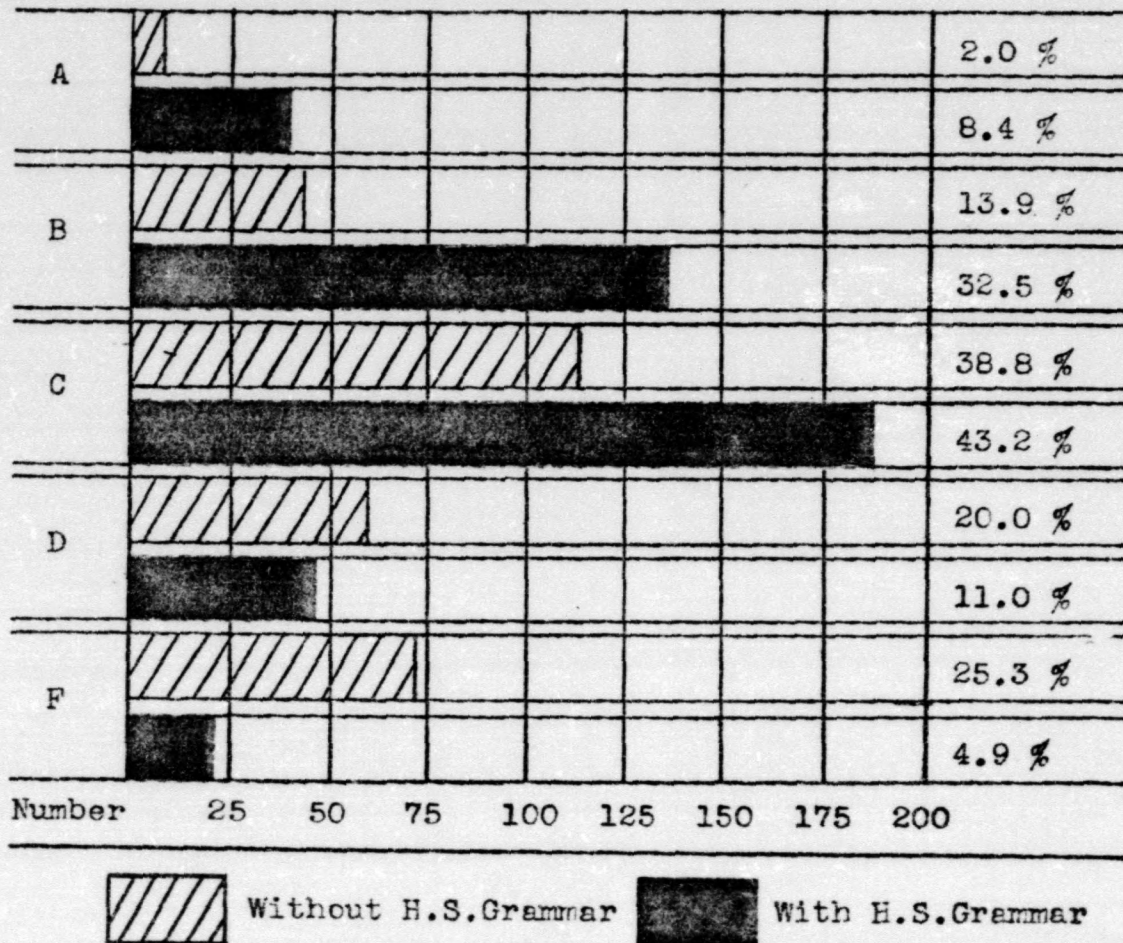


FIGURE 1.- NUMBER AND PERCENTAGE DISTRIBUTION OF TERM GRADES IN COLLEGE FORMAL GRAMMAR OF STUDENTS WITH AND WITHOUT HIGH SCHOOL FORMAL GRAMMAR \*

\* The same number and percentage distribution is shown in tabular form in Tables VI and VII.



Figure 1 compares the college formal grammar grades of the students who had had high school formal grammar with those who had not had high school formal grammar. All of the students used in the study are represented in this figure. The figure reads as follows: the solid bars represent the college formal grammar grades of students who had had high school formal grammar, and the hatched bars represent the college formal grammar grades of those students who had not had high school formal grammar. The perpendicular lines indicate the number of students who made the particular grade in college formal grammar.

At first glance at the figure it will be noticed that the solid bars, representing those who had had high school formal grammar, approximate a normal distribution of grades with the exception that the D's and F's are low in number. In other words, the grades seem to group around the average in the group that had high school formal grammar, while in the group without high school formal grammar the reverse is true; instead of the grades grouping around the average, 48.3 per cent of them fall below average, while only 15.9 per cent occur above average. The two groups are rather comparable in the average, or C, grade. In the group that had high school grammar 88.8 per cent made C's. The most remarkable contrast of the two groups are shown in the A's and F's. Of those who had high school grammar 8.4 per cent, or one student out of 11.9 students, made an A, while in the

group without high school formal grammar only 2 per cent, or one student out of 48.2 students, made an A in college formal grammar. Of the group that had high school grammar only 4.9 per cent, or one student out of 20.4 students, made an F, while in the group without high school grammar 25.3 per cent, or one student out of 3.9 students, made an F. The same general tendency is shown in the B's and D's. More than twice as many B's occurred in the group that had high school formal grammar as occurred in the group that did not have high school formal grammar, and approximately twice as many D's occurred in the group that had no high school formal grammar as occurred in the group that had high school formal grammar.

From Figure 1 it appears that formal high school grammar has had a distinct bearing on ratings in college formal grammar. In general, it appears that those who had formal high school grammar were better prepared for college formal grammar than those who had not had high school formal grammar.



TABLE VI  
NUMBER AND PERCENTAGE DISTRIBUTION OF TERM GRADES IN  
COLLEGE FORMAL GRAMMAR OF 289 STUDENTS WITHOUT  
HIGH SCHOOL FORMAL GRAMMAR

Grade	A		B		C		D		F	
	No.	%	No.	%	No.	%	No.	%	No.	%
6	6	2.0	40	13.9	112	38.8	58	20.0	73	25.3

TABLE VII  
NUMBER AND PERCENTAGE DISTRIBUTION OF TERM GRADES IN  
COLLEGE FORMAL GRAMMAR OF 428 STUDENTS WITH  
HIGH SCHOOL FORMAL GRAMMAR

Grade	A		B		C		D		F	
	No.	%	No.	%	No.	%	No.	%	No.	%
	36	8.4	139	32.5	185	43.2	47	11.0	21	4.9

TABLE VIII  
NUMBER AND PERCENTAGE COMPARISON OF THE GROUP THAT HAD  
HIGH SCHOOL FORMAL GRAMMAR WITH THE GROUP THAT  
HAD NO HIGH SCHOOL FORMAL GRAMMAR

Without High School Grammar	With High School Grammar	Both groups Combined
No.	No.	No.
%	%	%
289	428	717
59.7	40.3	100

Tables VI and VII show the same thing in tabular form that is seen in graphic form in Figure 1.

Table VIII shows the number and percentage of all of the college students used in the study. It will be noticed that 59.7% of all the students used in the study were classified as having had high school formal grammar and that 43.3% of the total number were classified as not having had high school formal grammar. The total number of individuals used was 717.



CHAPTER IV  
CONCLUSIONS

1. At the time the students entered the Western Kentucky State Teachers College the group that had had high school formal grammar had achieved more in grammar than the group that had had no high school formal grammar.

2. The class of high school from which the college freshmen came did not materially affect their chances of success in college formal grammar.

3. In general the students who had had high school formal grammar made a better showing in college formal grammar than did those who had had no high school formal grammar.

4. Interpretation of the data leads us to believe that there is a possibility that formal grammar has acted as a selective agent in the high school.

5. There appears to be a definite relationship existing between a high general intelligence and a high grade in grammar and vice versa.

6. Formal high school grammar is a necessary preparation for college formal grammar.

In lieu of the fact that this study has many limitations further research work should be done in this field. A sampling of two or three hundred students could be used to a greater advantage than a much larger number. These students should be given several intelligence tests and as many achievement tests in grammar as are necessary to show the degree of achievement of each student. There should be some method used to evaluate the formal grammar achievements of those who have studied formal grammar in connection with composition and literature. It would probably be necessary to have three groups: those who had no high school formal grammar, those who studied it in connection with composition and literature, and those who studied it in a separate course. The same tests given to all of the groups would probably give an accurate measure of the relative achievements of all groups involved. Teacher ratings should not be used since the validity of teacher ratings is not sufficiently high for comparative purposes.

Some study should be made to determine if the students who have acquired a fair knowledge of formal grammar actually use it in writing and in speech.

It would be of interest to make a diagnostic study of the failures and near failures in college formal grammar to determine what is the best method of dealing with the below-average student. The various methods of presenting grammar



to the below-average students could be rated according to importance.

A study to determine what is the best method of presenting grammar to the freshman college students would doubtless be of great value. A control group could be used to a great advantage in such a study.

An investigation should be made to determine what are the objectives involved in teaching high school grammar and college grammar. It is possible that the objectives of both high school and college grammar teachers are approximated, but the objectives of both may not be the same.

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