A Descriptive Study of a Laboratory Method of Teaching Ninth Grade Written Composition

Anne Elizabeth Dunn

Central Washington University

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A DESCRIPTIVE STUDY OF A LABORATORY METHOD OF TEACHING NINTH GRADE WRITTEN COMPOSITION

A Thesis
Presented to
the Graduate Faculty
Central Washington College of Education

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Anne Elizabeth Dunn
August 1960
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CHAPTER I

INTRODUCTION

This study records the way two classes of freshmen at Granger High School were taught English composition. The method used may be termed a laboratory one since the writing of composition was done in a laboratory situation. The general features of the method included writing once a week, self-appraisal, group instruction, and independent practice on specific needs. A detailed description of the laboratory method as used in this study will be found in Chapter II.

I. HYPOTHESES

The first hypothesis. The study hoped to test certain hypotheses about this method of teaching composition. There were four general hypotheses. The first was that the students taught by the laboratory method would improve their written language skills more than would the control group taught by the conventional textbook-centered method. The skills to be considered were spelling, usage, vocabulary, and study skills. Two forms of the Stanford Achievement Test, forms J and K, were given to both groups as pretest and retest. These provided K-scores for comparing the improvement of the two groups on spelling, usage, vocabulary, and study
skills. The results of this testing are included in the appendix and in Chapter III.

The second hypothesis. The second hypothesis concerned the compositions as such. The writer believed that writing as often as once a week would improve the ability to write and, in addition, would improve study skills. To check on the hypothesis that writing would improve, the author planned to compare the first composition with the last of each pupil. To check the contribution that writing might make to study skill improvement, the author planned to compare the grade point average of the laboratory groups with that of the control group.

The third hypothesis. This hypothesis was that the students would tire of the routine of writing once a week. In the past, the teacher noticed that techniques of presentation had to be varied as the students became restless when required to do the same type of work over and over. Would they tire of this weekly writing, run out of ideas, or even rebel? Would they feel that they were missing too much textbook study? One of the problems of this thesis, then, was to see if students could follow the planned schedule for the full three quarters.
The fourth hypothesis. It was felt that the classroom teacher in the ordinary classroom could use her school situation with all its uncontrolled variables as a research center to prove the good points and deficiencies of a teaching method. To prove this the author would have to answer certain questions. Would the students learn what ninth grade students are expected to learn about English? Could the study be continued long enough to prove anything if there were protests from students or parents? Could the teacher find time to do her regular teaching plus the work entailed in doing a research project? How would the project fit into the school set up?

II. NEED FOR THE STUDY

To improve instruction. These hypotheses and their accompanying questions indicate the need for this experiment. The writer, as a teacher, found that she needed better evaluation of her methods of teaching as a basis for making improvements in her teaching. Too often, realizing that her instruction needed improvement, she tried ideas that seemed to have value only to have the results so uncertain as to be unreliable evidence.

Review of literature. In looking into the problem,
the author found that she was not alone in feeling a need for research to improve instruction. Loban (25:37) states that teachers, like doctors of medicine, are seeking help from research to improve their instruction. Espy (11:118) concluded that if we are to stimulate teachers to use improved practices in teaching, more researchers must study writing. Ashbaugh (1:317-18), after studying the out-of-school writing of pupils, states that teaching of English needs improvement; that what teaching of English has done is to eliminate the nonacademic from school. Pooley (37:8-14) says that in hundreds of classrooms pupils are wasting valuable time with rules at the expense of writing practice. He implies that teaching is at fault.

To interpret a method. Not only does the teacher need research to help better her teaching but she also needs it to help interpret an unfamiliar method to parents, students, and administrators. Without definite, reliable evidence the teacher is unable to defend the method though she feels it has merit.

To add to research. Another indication that research in connection with written composition is needed lies in the lack of it. While there has been much research done on reading and spelling, there has been little conclusive research
about the methods of teaching composition. Shane (40:44) attributes this to the difficulty of measuring composition. Evans (12:97-100) maintains that most of the research done has only served to "knock the teacher off her perch without showing her where to land."

III. LIMITATIONS

No matter how badly research is needed, the idea of using an unarranged classroom situation as a research laboratory presents possible limitations. One is that classes would be as heterogeneous or as homogeneous as the programming of a small high school would tend to make them. Another is that the tests would be those already in use at the school. Still another would be the problem of obtaining a control group. Also, there would be the question of whether a teacher could add the demands of research to an already full year's work.

Other variables could not be controlled in this experiment. Some, like literature study and supplementary reading, were within the English work itself. Other courses taken and extracurricular activities varied with the sex and interests of the student. The home environment, including such factors as the social, cultural, and educational standards, must have had varying amounts of influence on the
writing and test scores. Also the entertainment and work of the student may have made differences. All these variables, further complicated by seasonal changes, should be considered in evaluating the usefulness of this study.

IV. SUMMARY

If a busy teacher could use the physical situation as it came to her at her school, and if the teacher could show even a few worthwhile statistics, two goals would be achieved. She would add some bits to the accumulation of data as Lokke suggests (26:438-439), and thus contribute to educational research in a field that needs it. Also, she would demonstrate that a classroom teacher could use her everyday work as research to improve instruction. Clark (5:46-50) describes her satisfaction when she discovered that she could make such a contribution.

V. PREVIEW OF FOLLOWING CHAPTERS

How all these problems, limitations, and questions were met during the study will be shown in the following chapters. Chapter II, "Description of the Study," will describe the method used to teach the composition. This will include the assignments, the supervision, the correction and grading, the individual practice, and the group teaching.
In Chapter III, "Results of the Study," the K-scores obtained from the Stanford Achievement Test will be compared for the two groups. Chapter IV, "Conclusions," will evaluate the results of the study in the light of the hypotheses stated previously in this chapter.
CHAPTER II

DESCRIPTION OF THE STUDY

I. CHOOSING THE METHOD

The Textbook-Centered Method

The writer chose to use a laboratory method for her teaching during the time of the experiment. She had used the textbook-centered method many times, finding that although most students accepted it because of its being the customary one, there was lack of motivation. Furthermore, the teacher felt that little learning was being applied to writing. Research by Kaulfers (21:168-74) and Dawson (9:141-7) supports this feeling. Kaulfers maintains that research shows that no study of formal grammar is of the slightest benefit in improving a person's use of the language. Dawson, too, found that formal grammar teaching does not transfer to use in writing. The writer's students seemed to separate English as a subject from their use of English.

The Unit-Centered Method

Besides the textbook-centered method discussed above, the writer had experimented with the unit or theme-centered method. She found that motivation was high. Student goals
seemed more worthwhile and realistic. However, as it was set up, it did not allow enough time for concentrated practice on language skills such as usage, spelling, vocabulary, and composition.

The Laboratory Method

With these two types of previous teaching experience in mind, the teacher felt that she had to choose either to revise one of the above two methods or to try an entirely different one for her study. At this time an article appeared in the English Journal, written by Carroll (4:466-479+) describing her method of teaching. Since Carroll's method allowed plenty of time for writing and plenty of time for individual practice on skill needs, the teacher decided to use an adaptation of it for her study. Research gave sanction to the desire to have the students write more. Maize (28:437-39) and Lokke (26:26-30) both stated that added writing was beneficial. Jenkins added encouragement to the experiment with his conclusions that unconventional methods should be given consideration in the teaching of composition.
II. DESCRIPTION OF LABORATORY METHOD AS USED

Procedure

Assignments. As adapted, the method procedure remained the same for the three quarters of the experiment. The general topic for the composition as well as a possible organization was suggested by the teacher on Thursday. After the class had discussed the assignment, the students spent the remainder of the period in making their own outlines and in writing rough drafts of their compositions. The length of the compositions was not emphasized. If the teacher was asked about it, she said, "Make it as long as you need to to say what you have to say." The outline and the first copy were put into each individual's folder at the end of the period. Except for one or two students who were so thoroughly involved in their writing that they didn't want to stop, the writing was done under supervision during class time. Heckert's research (17:368-80) had indicated that writing under supervision was better than that done outside of school or as homework assignments.

1Complete assignments can be found in Appendix B.
**Rewriting.** On Friday the folders were passed out and the advice of Carlsen (3:400-405) was followed. He stated that high school students needed to learn the study skill of self-appraisal in order to succeed in college. Therefore, each student in the laboratory groups corrected his own errors as much as he was able. He could ask for help if he wished. The teacher moved about the room helping those who requested help. The student, after correcting his rough draft to the best of his ability, then copied his article in ink. He, next, put all three items on the teacher's desk. This included the outline, the rough draft, and the final ink copy.

**Correction of composition.** The teacher corrected the ink copies over the week-end, usually on Sunday afternoon. Although there were times when the temptation came to just omit the correcting phase of the experiment, Dressel's experiment (10:28-93) would come to mind and the work went on. Dressel showed that mere writing without attention to writing needs did not improve writing. Spelling errors were listed separately for each student by writing them on a pad with a carbon, making two copies. Other errors were checked on an error grid to show where the needs lay.
Grading. The teacher allowed one-fourth of the grade for mechanics and usage, one-fourth for choice of words, one-fourth for organization, and the last fourth for supporting ideas. In this way, credit was given for style even though spelling or other mechanics was very poor. This seemed wise in the light of Lyman’s findings (27:195) that there was little or no correlation between content, organization, and mechanics in composition.

There was a total of twenty-five points possible on each fourth, making a grand total of one hundred points. Grades were set at F for no composition, D for 74 points or less, C for 75 to 84 points, B for 85 to 94 points, and A for 95 or more points. Although correcting these compositions was subjective, Sangren’s conclusion (38:175) indicated that there is a fair correlation between composition grades and intelligence. The author found a correlation of .53 between her composition grades and student intelligence.

Practice on needs. On the following Monday the teacher passed back the graded compositions and the spelling lists. After allowing a little time for the students to look over their corrections, the teacher discussed with the group the most prevalent errors. She then pointed out to them where practice exercises and textbook material could be found to
help them avoid making the same mistakes again. She suggested that they each go to the file, help themselves to appropriate material, and work either alone or in small groups. While students worked independently, the teacher began giving individual spelling tests of words misspelled on the compositions.

**Teaching.** During Wednesday's period, the teacher taught some point of sentence construction as the need was indicated by the compositions. Make-ups on composition were encouraged since no composition at all resulted in an F. This procedure left Tuesdays open for literature or other English work.

### III. SETTING UP GROUPS

**Central Tendencies**

**Intelligence quotients.** After deciding how the method was to proceed, the next step was to analyze the available groups to see if a control group was available. The writer was fortunate that one group of freshmen was being taught at the same time with the customary textbook-centered method. To find whether this group was nearly enough like the two laboratory groups, the writer followed the conclusions of Makey (29:36-42) that if central tendencies of intelligence
quotients and previous achievement are similar, then the groups could be considered similar. To find the central tendencies of intelligence quotients, the author used the results of the Otis Quick Scoring Test of Mental Ability.

**Achievement K-scores.** The author figured the central tendencies of previous achievement from the results of the pretest, the Stanford Achievement Test, Form J, using the language, spelling, word meaning, and study skills sections. The information is given in table form as follows: Table I shows the central tendencies of the intelligence quotients, Table II shows the same for language, Table III shows the central tendencies for spelling, Table IV gives the central tendencies for vocabulary or word meaning, and Table V shows the central tendencies of study skills.

Table VI shows all the medians and means with the differences between the S+Y group and the Z group. It shows that, with the exception of vocabulary, the two groups are within two points of each other. On the strength of Makey's conclusions (29:36-42) that even when groups are not matched, pupil to pupil, equivalent central tendencies will usually be evidence of satisfactory control of pupil factors, the writer concluded that these two groups, X+Y and Z, could be used as an experimental and control group.
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Median=101.1
Mean=99.8

Median=101.9
Mean=99.4
### TABLE II

**CENTRAL TENDENCIES OF PREVIOUS ACHIEVEMENT IN LANGUAGE K-SCORES**

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Mean = 99.8

Median = 100.9
Mean = 99.4
### Table III

**Central Tendencies of Previous Achievement in Spelling K-Scores**

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**CENTRAL TENDENCIES OF PREVIOUS ACHIEVEMENT IN STUDY SKILLS K-SCORES**

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**Median**=96.6  
**Mean**=99.5  

**Median**=97.9  
**Mean**=100.4
## TABLE VI

**COMPARATIVE CENTRAL TENDENCIES**

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CHAPTER III

RESULTS OF THE STUDY

This chapter will show how the results of the experiment either verified the hypotheses or disproved them. Last of all will be stated the results of each step of the method, as observed by the teacher and as evaluated by the students.

THE HYPOTHESES

The First Hypothesis

The first hypothesis, that students taught by means of the laboratory method described in Chapter II would improve on spelling, language, vocabulary, and study skills more than would those students taught by the conventional textbook-centered method, was not supported. With the exception of the study skills, all the tests showed that the control group improved more than did the experimental group. The complete K-scores for language, spelling, vocabulary, and study skills are given in Appendix A. Table VII gives the comparative improvement of the two groups on these tests. The table shows that on spelling the Z group gained .7 more than the X+Y group did. On language the Z group gained 1.2 more than did the X+Y group. Word meaning, or vocabulary, showed a supe-
rior gain of 4.1 for the $Z$ group. However, on study skills the results are reversed, with the experimental $X+Y$ group making a gain of 3.5.

The Second Hypothesis

Practice improves writing. The next hypothesis was that writing as often as once a week would improve the ability to write. It was thought that by comparing the first composition written with the last one written, this could be supported. In order to judge hypothesis two, the correction of the compositions should be accurate, unbiased, and objective. This was not achieved. After having corrected the compositions, the teacher would have occasion to look back at them. She found that she had missed some errors and had marked others that now seemed unimportant.

In considering the value of the composition scores, the findings of Sangren (38:175) should be taken into account. He states that there is a fair correlation between intelligence and composition grade. The grading of the last compositions and the intelligence quotients of the students yields a correlation of .53. If this is fair, then it may be assumed that the teacher's grades are not too far off to be useful. The correlation data is given in Table VIII. The
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formula used was:

\[ P = 1 - \frac{6(D^2)}{N(N^2 - 1)} \]

The formula with numbers filled in is:

\[ P = 1 - \frac{6(634900)}{43(1849 - 1)} \]

\[ P = .53 \]

According to the teacher's estimate of the first compositions, they were quite low, the average being 59. The average grade for the last compositions written seems high, 84, but subjectively, the teacher found much improvement. The composition scores are given in Table IX. Samples of the first and last compositions have been photographed and placed in Appendix B. Each carries a student's number with a or b, representing the first, a, or last, b, composition.

Since the grades were divided into four parts, it is possible to tell in which of the parts the teacher felt there was the most improvement. Table IX shows the total score of both the first and last compositions with the section scores, also. The mechanics score includes usage, spelling, neatness, and capitalization. The subjective scores given by the teacher on mechanics support the objective scores of the Stanford Achievement Test. The average score on the second com-
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TABLE IX

continued

SCORES ON FIRST AND LAST COMPOSITIONS

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positions was lower than on the first one. The scores for supporting ideas went up. Choice of words to express exact thought went up considerably more than was evidenced by the Stanford Achievement Test. Simple organization of ideas improved considerably according to the subjective judgment of the teacher. There are no objective tests of the last three factors.

**Samples of writing.** Improvement via supporting ideas is illustrated by the following excerpts from student writing. Appropriateness of statements in relation to the topic and the number of supporting details were considerations in evaluating this section of each composition. Compositions number 28a and 28b are the writing of the same boy. The first composition, 28a, begins by telling that he likes motors and cars because "you have to have both to have a car." Then he digresses to adult opinions about hot rods. His last composition, 28b, stays with his subject much better:

Is There Life After Death? (28b)

This question has been asked for many years. Actually there is a scientific answer for this question. The answer is simple yet complicated. It is said that the human body may deteriorate and rot but a human's

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1The first and last compositions are in Appendix C.
thought, spirit, and soul never die. To prove my point I will refer to one of our great presidents, Abraham Lincoln. Lincoln is now dead but his thoughts, spirit, and soul still live. For instance, Lincoln's Gettysburg Address is still recited in schools today and this address was Lincoln's own thoughts. Also, Lincoln's honesty in spirit and soul are still honored today.

It is for this reason that I believe that there is life after death.

Other compositions to illustrate the improvement in handling supporting ideas are number 38a and b. In 38a, supposedly explaining "Why I Like Sports," this boy roams from liking "sports cause of its interesting ways all the games are played" to the hard work in training and learning the plays. Then he mentions champions and competitions. In his last composition he has overcome this problem. Though he has little say, it is certainly about the subject.

I Love This Weather

I love this weather because it is not hot, it is cool. It is nice to work in out in the fields because it is cool to work any place. This weather is not cold and you don't have to wear coats because it is too cold. This weather is just right and not hot.

The following first and last compositions (41a, b) also illustrate improvement in using supporting ideas.

I Love Report Cards (41a)

Because I like to find out how much I have improved and also how much I haven't. Whenever I get my report card I find out how much progress or improvement I have made. It makes me really want to get in and work if I haven't improved. I think a report card is something we
should be proud not ashamed of. That is why I like to get my report card.

**Campaign Speeches (41b)**

I think a speech should come right from the heart.

A lot of kids who are running for office have had the teachers help in preparing their speeches.

You can always tell a good leader by what he says and does, not what the teachers and classmates say about him.

If I were to vote for a president of the Granger Associated Student Body I would pick the person who is respected by his friends and teachers not one that has to have a friend help him prepare a speech.

Considerable improvement in using supporting ideas is shown in the following first and last composition by number 42.

**I Wish Basketball Was Started (42a)**

because I like to play basketball, I think it is a good sport for all people in life. I think basketball is a body builder because you run and shoot. Your eyes have to be good for shooting. And you run but you can't smoke or drink when you play basketball. Smoking or drinking may slow you down because you can't run as long as a person who does not smoke or drink. Smoking and drinking hurts your lungs.

**A Woman Driver (42b)**

A woman driver is a very bad thing to have on the road because of the way they drive. They drive like maniacs sometimes on the road. A woman is a very touchy thing because when they are in the house they are very good girls, but when they get to drive something they just tear things all to pieces and make a mess. I am not all wet.
Closely allied and even overlapping the factor of supporting details is that of organization. In addition to the samples given above for supporting ideas, 15a and b discussed next, illustrate improvement in organization. In 15a the girl chose too large a subject, "Books." Then after leading us to believe that she was going to tell us why she liked books, she meandered about telling what other people liked and characteristics of books in general. In her last composition she chose a broad title but by following her lead sentence she stayed on course.

Excerpts from 25a and b show how her organization of thoughts improves. The first one, a, follows:

If a parent has some kind of occupation where it takes up most of his time the child may get the impression he thinks more of his work. The child may get into the wrong crowd and with the parent so wrapped up in his work he does not pay much attention to his child's friend. The mother could not set the child right by herself.

Her last composition is to the point:

After having six periods of class a day at school why do we have to go home and stick our nose in a book so we can have a subject ready for class the next day?

The compositions showed most clearly the improved use of words. The following composition excerpts demonstrate this. In composition 8a the student's writing is stiff and stilted:
I think report cards are needed because they give the student a better idea of what he or she is doing. By the use of the report card the student knows which subject or subjects can be given less or more time. For instance, if a student gets a C in algebra and an A in Washington history he can figure that more time can and should be spent in algebra.

His last composition, 8b, is smooth and easy:

Some students think that as long as this is a free country, they can wear what they please, no matter what size, shape, or form the apparel.

Composition 16a shows rambling, almost incoherent thought:

I don't care anything about grades, only when I get bad grades lower than C that is. A C is low enough for me, but B's are better.

His last composition improves:

The Cherry Festival is several events in three days. The coronation of the Cherry Queen on Friday, a parade Saturday, talent shows, rodeo on Sunday night and a carnival through the whole celebration.

Another indefinite rambler was 19a:

I as one person like a debate but in grade school I thought it was quite a bit of fun, but really it isn't as fun as watching a college debate, like the one for example which I saw last Thursday, November 5, 1959.

Contrast this preceding one with this bit of description taken from his last composition:

Just over a little rise in the ground, less than one-quarter of a mile away there were three skunks, one right behind the other with tails raised high.

Writer number 20 said that he hated dancing because he thought it was "stupid." Note the clearer picture he pro-
duc es in his last composition:

As their car came down the lonely dirt driveway, all of a sudden the lights shown on a dark object beside the road. At first it seemed to be a man motioning for them to stop, but as they came closer they saw that it was a limb of an old oak tree.

The meaning is muddled in number 39's first article:

Really I don't see why teen-agers can't drive without a license? There are a lot of adults driving around with licenses. (No names).

Her detailed description in her last article shows some improvement:

My dream car is blue. It's just beautiful. It's a 1959 Mercury station wagon. It's four door. The upholstery is dreamy. I love to ride in it because it rides so smooth.

In reading over these samples of improvement, it is obvious that there is much improvement yet needed not only in using supporting details, organizing ideas, and choosing suitable words but also in such mechanics as sentence structure, paragraphing, punctuation, and capitalization.

Practice improves grades. The thesis that writing practice will help to improve grades had some support. The grade point averages for the two groups was checked. For both groups the year's grade point average was the same, 2.4. However, when comparing gain on grade point average the second semester over the first, the experimental group,
X+Y, gained an average of .08, while the control group, Z, gained .02. Table X shows the grade point average for the entire year. Table XI shows each semester's average and the amount of gain or loss. Since all variables were not controlled, the writing cannot be considered the cause of the improvement. However, it can safely be said that it did not cause the grade point improvement for the second semester to be lower than that of the control group.

The Third Hypothesis

Hypothesis disproved. Much to the surprise of the author the hypothesis that the experiment would have to be discontinued because of pupil unrest was disproved. The writer had been fairly sure that the writing once a week would have to be abandoned and the study stopped long before the three quarters had passed. However, the students accepted the once-a-week writing assignments in excellent spirit. This attitude and its persistence throughout the three quarters of the experiment may be understood through reading the statements made by the students in their end-of-the-year evaluations of the year's English. These have been photographed and placed in Appendix D.
## TABLE X

### TWO SEMESTER GRADE POINT AVERAGE

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Z group median = .1  
Z group mean = .02

X+Y group median = 0  
X+Y group mean = .08
Student evaluations. The student evaluations found in Appendix D are for all the year's work. The composition evaluation is included in these. Fifteen students felt that to practice putting one's thoughts on paper was valuable to the extent that they thought it worth giving up the concentration on the text. This is expressed in part by evaluation number 15, found in Appendix D.

The first quarter was quite difficult. We were learning to write good compositions which I was terrible at doing. After writing for three quarters though I'm sure I've learned very much. I can't pin it down to one thing I've learned but I do enjoy writing much better. Also I understand now how to organize and write down my own thoughts. I'm not a professional by a long way but I can truthfully say it has helped me.

For other expressions similar to that above, see the following evaluations in Appendix D: 3, 6, 7, 8, 12, 14, 17, 18, 19, 24, 28, 30, 34, 35, and 40. About the same number liked the writing practice but were afraid that next year they would not be able to keep up with those who stayed closely with the texts. Evaluation number 1 states this well.

I am still a little worried about next year's English though. I understand how to write themes and stories but I don't think I know much about the English language. Other evaluations expressing this thought may be found in Appendix D under numbers 2, 10, 22, 32, and 38. Even while mentioning the worry over textbooks and next year's grades,
many mentioned that the writing was interesting or fun. Some students did not think it was fun. In fact they felt it had little value. Three such excerpts are quoted below.

I can agree that one or two compositions through the year does not hurt me in the least but one weekly doesn't seem to teach me very much.

and

I didn't like this class then, and I still don't like it now.

and

I am getting very good at writing short stories but I don't know beans about English.

Other similar evaluations will be found in Appendix D as numbers 5, 11, 25, 30, 33, and 37. About a third of the students remained politic, or they did not understand what evaluation meant. They described what had taken place during the year, but they did not evaluate. This may have been because they did not believe the teacher when she said that she would not read the evaluations until after school and grades were out.

Hypothesis Four

Classroom research. The fourth and last hypothesis, whether a teacher can use her classroom situation as a research project, must be judged on the basis of utility of
this present project. If it is of use to the teacher who made it or to others who may be interested, then the thesis is supported. The author, and teacher, feels that from the results of this study certain changes must be made in the method in order to make the instruction more effective. This experiment has pointed the way to these changes. In Chapter IV, "Conclusions," these points will be given. The changes needed have been pointed out, not so much through favorable results of the study as through unfavorable results. Due to uncontrolled variables, the method cannot claim all the responsibility for improvements, but it can certainly show the need to revise to better instruction.

Acceptance of research. At the first of the study there was some question in the teacher's mind as to whether the study could be continued for a full three quarters of the school year, with the endorsement of the administration and the community. There were no protests, at least to the teacher's knowledge, from parents, students, or administrators. Thus the study was continued for the full three quarters, as planned.

Teacher time. Another aspect of the hypothesis, that the classroom could serve as a laboratory, was that of teach-
er time. The teacher discovered that when the research plans were made in advance of the opening of school in the fall, and when the summary of evidence was saved until the summer, little was added to her already full schedule. In fact, the planned research program gave more meaning and direction to her teaching. The most difficult problem, one yet to be solved, was that of the Sunday work correcting composition. This Sunday work interfered with the teacher's usual Sunday activities, such as church attendance and family outings.

**Research and the school program.** The experiment caused no disruptions in the regular school routine, with the exception of the buying and administering of the second form of the Stanford Achievement Test. This test was an addition to the existing testing program for this year only.

**Classroom procedures.** Such procedures as using the folders, saving the compositions, and independent practice are important details of the method. The folders worked out well. Only a few students were careless about getting them put away. Most of the students soon adjusted and accepted the routine. Frustration played a part in the matter of saving compositions. The ones that are missing from folders often are the ones that had a mass of red pencilling. How-
ever, since they had been recorded, these missing compositions can play their part in this study.
CHAPTER IV

CONCLUSIONS REACHED AS A RESULT OF THE STUDY

This chapter will give the conclusions arrived at as a result of this study. They are arranged in the same order as the results of the study in Chapter III. The conclusions concerning the four hypotheses come first. Following are the conclusions pertaining to the organization of the experimental procedures. After these will be found conclusions about the limitations stated in Chapter II.

I. HYPOTHESES

First Hypothesis

Language improvement. The test data show that, as the laboratory was set up, there was not enough practice on individual needs in spelling, usage, and vocabulary. The writer concludes that in this particular situation the students need to be required or otherwise inspired to do practice work. Makey (29:56-58) found this to be true of the freshmen in his study of a method using independent practice on skills.

Independent practice. Why the students did not practice is open to conjecture. The teacher felt that the stu-
dents had had little independent work previously and had no habits for it. Since supplementary reading was being emphasized at the same time, the students chose to read at that time rather than do exercises. Also, the teacher felt, grades were still the motivating force with these students. When they learned that this independent practice yielded no immediate grade, they stopped it.

**Vocabulary improvement.** The vocabulary test scores and the improvement scores on vocabulary lead to the conclusion that, because of the emphasis on simplicity and honesty of expression in composition, the students tended to choose words already known to them. Therefore, there needs to be systematic vocabulary expansion work to give the students more words to choose from for the exact meaning desired.

**Study skills improvement.** The favorable gain by the experimental group on the study skills test may be attributed to other variables rather than to writing practice or self-appraisal. One conclusion that it seems safe to make concerning this improvement is that the writing did not cause the study skills to improve less than those of the control group. Also, since the grade point average of the experimental group improved .06 more than the control group, there may be support for the conclusion that the English in-
struction may have been a factor.

**Spelling improvement.** The spelling improvement scores lead to the conclusion that just because students work a great deal with dictionaries does not necessarily mean that their scores on the spelling section of the Stanford Achievement Test will improve. It appears that reliance on the dictionary does not lead to memorizing the spelling of the words. Also, when emphasis in writing is on simplicity of statement of exact meaning, without added vocabulary training, the student tends to look up words that he already knows and uses. Therefore, the writer feels that in order to rate higher on the test and to add to the students' available store of words, vocabulary should be taught systematically.

Spelling, as it was handled in the experiment, was wasteful of the teacher's time. Compositions tended to have a certain vocabulary dependent on the topic. Because of this many students missed the same words on the same compositions. Therefore, the spelling tests could save the teacher time if they were given to a group rather than to individuals.

**Second Hypothesis**
Weekly writing. The weekly writing practice, the author concludes, was needed by the students. They did feel that they were learning to put thoughts on paper. The writer feels that it should be continued.

Composition improvement. The composition subdivision scores support the data from the Stanford Achievement Test. The mechanics showed little improvement on the compositions. This was true of the experimental group on the standardized test, also. Therefore, the author concludes that more required practice on usage and spelling should be tried. The diction scores on the compositions show improvement in ability to say what is intended but do not indicate a wide vocabulary.

Hypothesis Three

Student evaluation. One of the pleasures of the study was the lack of support for the third hypothesis, that students would tire of the weekly writing sessions. Very few students showed active dislike of the writing practice. Many found it fun. The conclusion reached in this regard is that students, on the whole, enjoyed writing. It should be noted that some students were suspicious of the writing because it was enjoyable.
At least one-third of the students expressed worry about next year's English after neglecting the text as freshmen. The higher improvement in grade point average for the second semester of the experimental group should eliminate this worry. Notwithstanding, the writer concludes two things from this concern. One is that the textbook must be presented in some way to allay these fears. The other is that these students' grades should be checked next year to see if their worry is valid.

Hypothesis Four

Classroom research. Whether a teacher can use her classroom as a research laboratory has led to the following conclusions. Since this study has shown the teacher where to improve instruction, i.e. spelling, usage, and vocabulary, the writer feels that this study is useful research. With careful pre-planning and with evaluation postponed until summer time, the teacher can continue research of use at least to herself.

Correcting compositions. The matter of correcting compositions on private time must be considered in composition research. The author reached two conclusions. One is that either free periods must be available to the teacher for
correcting composition or assistants must be found for the teacher. The other conclusion is that perhaps correcting need not be done. However, the author's students are grade-minded. Therefore some means would have to be found to spur them on to harder work, as grades do. Unless some solution to the problem of composition correction is found, the teacher will give it up in favor of Sunday church and family outings.

Measurement. The author concludes that a test specializing in English would be more useful and specific than the Stanford Achievement Test. Also, the writer concludes that she needs to learn to use objective composition scales, if she can find one.

Classroom procedures. The classroom procedures, such as use of folders and self-appraisal, should be continued. Although poor students overlook many of their errors, there is a chance that they will become aware of them. Some consideration must be given to how much red pencilling is to be put on papers of the poorer students. There was evidence of frustration when the papers were returned on Mondays. This writer has, as yet, no conclusion as to what to do about this.
II. SUMMARY

This study has attempted to find the strengths and weaknesses of a laboratory method of teaching English composition, through the use of a standardized test, evaluation of composition and classroom procedures, and through observation of the experiment in progress. The writer has concluded that the study has value to her as a teacher in the improvement of her instruction. The study has pointed out several points that need further investigation.
BIBLIOGRAPHY
BIBLIOGRAPHY


37. Sangren, Paul V. "Intelligence Tests and the Classification of Students in Ninth Grade English," Educational Administration and Supervision, Pamphlet 54753, IX (December, 1923).
APPENDIX A

STANFORD ACHIEVEMENT K-SCORES
## APPENDIX A

### STANFORD ACHIEVEMENT TEST K-SCORES

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APPENDIX B

COMPOSITION ASSIGNMENTS
WITH SOME OF THE RESULTING TITLES
APPENDIX B

COMPOSITION ASSIGNMENTS
WITH SOME OF THE RESULTING TITLES

Assignments one and seven: Write on any subject that you wish. Be sure that you write exactly what you want to say. Put your ideas down in an orderly way.

Resulting Titles

1. My Story of Dad
2. Jim for President
3. Spring
4. Mixed Up
5. Campaign Speeches
6. Airplane Crash
7. Parker Should Get President
8. A Championship Fight
9. Why I Like Sports
10. Why I Like Shop
11. Why Have Grades?
12. Girls Fighting
13. Smarting Off at Assemblies
14. Attend Every School Game
15. Please, Let Us Talk
16. Should a Girl Come In after Twelve?
17. Why I Like Motors and Cars
18. Why I Like Granger High
19. Why I Like Home Economics
20. What I Think about Report Cards
21. The Candidates for the Cherry Festival
22. Sleepwalking Can Take the Fright towards Something Out of People
23. The Conflict of Mr. Jones
24. Sweethearts Ball
25. A Period in Shop
26. I'm Glad School Is Getting Out
27. I Don't Like This Weather
28. Cherry Festival
29. I Think Grading Is Important
30. My Impression of a Hospital
31. Jolly Spring Cheer
32. Occupational Therapy
33. My Weekend
34. Why Snow?
35. Why I Think Girls Should Wear Short Skirts
36. Goodbye, Freshman English
37. Alone in a Dream
38. Meeting New Friends
39. Why Everyone Should Own a Renault Car
40. 'Twixt Spring and Winter
41. A New School
42. The Average Day in the Life of an American Woman
43. Why You Should Vote for Lupe

**Assignment two:** If you could have any wish that you wished, what would you wish for? State first what your wish would be. Then tell why that is your wish.

**Resulting Titles**

1. My One and Only Wish
2. My Wish for Christmas
3. If I Could Have One Wish for Christmas
4. My Wish
5. If I Had a Wish for Christmas
6. I Wish I Had an Elephant for Christmas
7. If I Could Have One Wish for Christmas, I Would Wish for a Car
8. The Thing I Want Most for Christmas
9. Christmas Present?
10. If I Could Have One Thing for Christmas
11. My Wish Is for a Hope Chest
12. My Wish for Christmas Would Be
13. A Wish for Christmas
14. If I Could Have One Wish for Christmas, Here Is What I Would Wish For
15. If I Could Have a Wish for Christmas

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1On assignments as specific as this one many of the titles are the same. Therefore, there are fewer different ones in the list.
Assignment three: Tell how to do some simple act. First, tell what the act is to be. Then give the directions in the order that they are to be done.

Resulting Titles

1. How to Cut Asparagus
2. How to Serve a Good Service in Ping Pong
3. How to Write a Friendly Letter
4. How to make a Snow Angel
5. How to Start a Fire in a Barbecue Pit
6. How to Mix a Cake
7. How to Greet a Friend
8. How to Comb Your Hair Like Mine
9. How to Fry an Egg
10. How to Hit a Ball
11. How to Pick Out a Dress
12. How I Buy My Clothing
13. How to Joint a Board with a Jointer
14. How to Skin a Muskrat
15. How to Wash Your Hair
16. How to Build a Fire
17. How to Trap Fur Bearing Animals
18. How to Play Basketball
19. Turning the Pages of a Book
20. How to Wash Your Hair
21. To Cut Asparagus
22. How to Make a Snowball
23. How to Make a Mess
24. How to Dust an Animal Figurine Collection
25. How to Make a Paper Airplane
26. Frosting a Cake
27. How You Would Draw a Picture
28. How to Commit Suicide
29. How to Shoot a Gun
30. How to Milk a Cow
31. How to Iron a Dress
32. Washing and Pinning My Hair
33. How to Wash Your Hands
34. How to Start a Car on a Cold Morning
35. How to Make Grape Juice
36. How to Set Up a Paper for Manual Training
37. How Do Some Boys Ask a Girl for a Date
38. How to Start a Conversation with a Girl You Know
Assignment four: Think of something you feel strongly about. Describe how you feel. First, state what it is that you are going to write about. Then describe your feelings. If you cannot think of some strong feeling, give your impressions of something you have seen. Tell how you feel about this that you have seen.

Resulting Titles

1. Winning a Basketball Game
2. A Day on the Beach
3. After a Snowfall
4. Impression of a Basketball Game
5. Falling Down
6. Spring
7. The Way I Feel When I Dance
8. People that Criticize Others
9. Snow
10. My Feeling toward Snow
11. My Dream
12. My Feeling on the Subject of Snow
13. How It Feels to Faint
14. How I Feel about School
15. How I Feel about the Weather
16. My Feeling of Spring
17. How I Feel about Sunshine
18. My Feelings about How I Felt about Asking a Boy to the Sweetheart Ball
19. My Feeling toward the Weather
20. The Feeling of Spring
21. The Feeling the Sun Gives Me
22. A Morning at the Beach
23. Impressions Gathered Watching a Child
24. Winter Week
25. My Impression of a Ball Game
26. Approaching Spring
27. Impression of Summer Time
28. My Feelings about Sunshine
29. The Days Before
30. Feeling about a Woman Driver
31. Impression
32. The First Sun
33. Every Six Weeks
34. A Good Book
35. Early Morning in the Spring
36. Spring
37. Spring Sun Feeling
38. How I Feel about My Grades
39. My Feelings for the Sweethearts Ball
40. First Signs of Spring

Assignment five: Tell a short, spooky story. Tell it so that the teacher will feel a creepy feeling when she is correcting it.

Resulting Titles

1. Peril in the Streets of London
2. The Perfect Crime
3. The Horrible Nightmare
4. A Night Alone in the House
5. That Lonely Night
6. Disappeared
7. The Wax House
8. The Haunted House
9. The Haunted Shacks
10. The Twelve Foot Sword
11. Dangerous Is Dangerous Business
12. When the Full Moon Rises
13. The Swamps
14. On Halloween Night
15. Ja Walla Malla "Kansas"
16. Rocking Chair Mystery
17. The Old Museum
18. The Big House
19. The Halloween Midnight Show
20. Murder at Sage Hill
21. My Impression of a Graveyard
22. The Monster that Ate the World
23. Boo!!!
24. Life in an Old House
25. The Basement Door
26. The Scared Teenagers
27. The Romance of Curt Mangler
29. Plop! Plop! Plop!
30. Finale Unexpected
31. The Eyes
32. A Night in the Graveyard
33. The Noise
34. That Night
35. The Scared Babysitter

Assignments six and fifteen: Describe some incident or scene that you have watched. Decide on some order to tell it. Your order could be the order that things happened. It could be the order that your eye would see as it moved across the scene.

Resulting Titles

1. A Most Unusual Sight
2. An Incident I Couldn't Forget
3. What I Think of the Future Farmers' and the P. U. Faculty Game
4. My Description of The Scarlet Lily
5. Geranium
6. Snow and Sledding
7. After a Snowfall
8. Guess Who?
9. A Disastrous Car-Train Wreck
10. Describing an English Teacher
11. Describing the Cheerleaders
12. On the Way to School
13. At a Basketball Game
14. Describing a Scene
15. An Accident
16. A Snowy Scene
17. The Perfect Night
18. Doing My Homework
19. Describing a Basketball Court
20. Algebra
21. Puppy Love
22. Crazy Rabbit
23. A School Morning
24. The Most Fun I Ever Had
25. The Hike
26. Snow in March
27. The Accident
28. How Some Soldiers Live in an Army Camp
29. A Well-Dressed Basketball Player
30. Wild Life of the World
31. A Car Wreck
32. Guess What It Is?

Assignment eight: Choose one of the Saturday Evening Post pictures as they are passed down your row. Tell What you think is happening in the picture.

Resulting Titles

1. New Years
2. Sea Sickness
3. New Year Resolution
4. A Buying Spree
5. Hats
6. Death Row
7. Do It Yourselfer
8. The Dress in the Window
9. Christmas Morning
10. The Good Old Days
11. A Dress for the Prom
12. The Jury Room Controversy
13. The Perfect Day
14. My Expression of the Picture
15. And the Chase Is On
16. My Scene Is about a Family Trying to Find Their Car
17. The Typical Boy
18. A Visit to the Antique Shop
19. The Surprise
20. Calamity and People
21. Family Tree
22. Women!
23. Thank You Letters
24. Sunday Morning
25. Feeling of an Artist
26. The Old Swimming Hole
27. A Lazy Valley
28. A Family Fishing Trip
29. The Rainy Day
30. Three Pictures of Christmas
31. Young Dreams
32. A Ranch
33. Boat Ride

Assignment nine: State a belief that you have. Support your statement with your reasons for believing as you do.

Resulting Titles

1. My Belief
2. What I Believe In
3. Is There Life after Death?
4. I Believe
5. I Believe There Is a God
6. Women Drivers
7. I Believe There Should Not Be Capital Punishment
8. Boys Are Smarter than Girls
9. The Careless Use of Words
10. I Think that the President Should Do Something about the Situation in the South
11. I Believe that Men Are Smarter than Women
12. There Should Be No English Class
13. I Believe that the Boys in Granger High School Should Have Better Manners
14. I Think that Everybody Should Go to the Mountains for Summer Vacation
15. I Believe a Negro Should Have Rights the Same as a White
16. I Believe in a Driver's License at Fourteen
17. Everyone Should Know How to Swim
18. I Believe that Granger High School Should Have New Lockers
19. My Home Town
20. The Importance of Advanced Schooling
21. We Came from God
22. I Do Believe
23. Who Causes Juvenile Delinquency, Parents or Teen Agers?
24. I Believe that Boys Should Show More Respect for Girls
25. Water Sports Are the Best Sports There Are
26. Why We Should Have Basketball Ten Hours a Day
Assignment ten: What is success? Describe a successful person. State what you think success is or name a successful person. Then tell why you think that is success, or give details to build the picture of the successful person.

Resulting Titles

1. A Success
2. Success
3. What I Think Success Means
4. What I Think Success Is
5. What I Call a Successful Person
6. What Success Means to Me
7. I Think Success Means:
8. Successful Person
9. What a Successful Person Means to Me
10. A Successful Person
11. Successful
12. The Secret of Success

Assignment eleven: Write an incident that takes place in some special time at some special. Use no title. Let the action of the people in the story, and their conversation tell the reader where it is taking place and when.

Since the assignment asked for no title, there are none to list.
Assignment twelve: Review the story, "The Bombardier," that we discussed in class. Tell what Salvo's other responsibility is besides the one he feels toward his crew and himself. Use quotations from the story to support your decision.

Resulting Titles

1. Salvo's Responsibilities
2. The Other Responsibility that Salvo Feels
3. Responsibility
4. Captain Strame
5. The Responsibilities of Salvo Jenkins
6. The Bombardier
7. Sweating Salvo
8. Salvo's Second Responsibility
9. Salvo's Third Responsibility
10. Best Bombardier
11. Salvo's Other Responsibility?
12. Salvo Jenkins' Other Responsibility
13. Salvo's Responsibility to His Commission
14. Responsibility Number Three
15. Salvo and the Air Force
16. The Other Responsibility
17. Jenkins' Responsibility
18. Salvo's Responsibility to His Father and Girl Friend

Assignment thirteen: Review the story of "The Pierce Arrow." Using quotations from the story to support your statements, tell how father is like many fathers. Tell, also, how he is different from most fathers.

Resulting Titles

1. Dad's Sense of Humor
2. The Individuality and Similarity of the Gilbreth Family
3. Pierce Arrow
4. New Car
5. Unusual Family
6. Broken Arrow
7. The Gilbreth Family
8. The Gilbreth's: Like and Unlike Other Families
9. Actuality and Individuality
10. To Be Alike or Not to be Alike

Assignment fourteen and sixteen: What is your favorite television show? Tell why you like it.

Resulting Titles

1. My Favorite Television Show
2. Wagon Train
3. Ozzie and Harriet
4. The Rifleman Show
5. Bonanza
6. Dobe Gillis
7. My Favorite Motion Picture, King Creole
8. Woody and the Three Stooges
9. Sweet Success
10. The Big Picture
11. Wagon Train, One of the Best Shows on Television
12. My Favorite Show
13. Valley Bandstand
14. Wagon Train, My Favorite Show
15. My Favorite Television Program
16. One of My Favorite Television Programs
17. Father Knows Best
18. Bronco
19. One of My Favorite Westerns Is Wagon Train

Assignment seventeen: State a controversial issue. Give both sides. Then give your decision as to which side is right.

Resulting Titles

1. Pro's and Con's of Television Today
2. For and Against Negroes Going to White Schools
3. The Film Was Lousy
4. The Steel Strike Had Better Hurry Up and End
5. I Am Against the Seven Period Day
6. That Girls Are Neglected in the Physical Activities
7. The Controversy on the Fight
8. Why I Think Grading Will Help Me
9. Capital Punishment
10. I Believe that Negroes in the South Should Have Equal Rights with the Whites in the South
11. Writing Articles Every Thursday
12. Women Drivers
13. Snow
14. Transistor Radios in the Classroom
15. Drinking
16. The Importance of Manners in Everyday Life
17. Intermarriage
18. Better Meals for Granger High School
19. Should You Have a Study Hall?
20. Modern Teachers
21. Should There Be a Goodnight Kiss on the First Date?
22. Seasons
23. My Feeling to a Teacher Sometimes
24. Every Person Should Have an Advanced Education
25. Day in Court
26. Speeches
27. The Situation down South
28. A New Homestead Law
29. Tobacco
30. Should Negroes Live in Separate Areas?
31. So Divine
32. Why Should Kids Get Kicked Out of School for Skipping?
33. Are Women Drivers Safe Drivers?

Assignment eighteen: Tell what just happened. Tell it in the order that it took place.

Resulting Titles

1. Staged Fight
2. Fight

1With the cooperation of another teacher, a fake fight was staged in the teacher's English classes.
3. The Argument
4. Strange Happening
5. Battle of the Century
6. The Stolen Lunch
7. The Missing Students
8. A Minute of Excitement
9. Top Fight of the Year
10. Fake Fight
11. A Banana Fight
12. The Missing Boys
13. The Case of the Missing Lunch
14. In Hot Water
15. Just Looking for My Lunch
16. The Ruff, Groo, and Sutphin Act
17. Shoving Fight
18. The Banana
19. The Case of the Missing Couple
20. Hair Raising Fake
21. Disturbance of the Class
22. English
23. The Interruption
24. The Missing Lunch
25. Thursday Morning Fight
26. Rough Mr. Ruff
27. A Slight Argument
28. A Big Fight
29. A Disagreement
30. Quarreling
31. What Happened?
32. Look Out, Sut and Dean

Assignments nineteen and twenty: State an opinion. Support it with details.

Resulting Titles

1. Granger High Needs Seven Periods
2. We Have the Best Football Team
3. The Fatal Step
4. Negro Segregation
5. Capital Punishment
6. Why I Think Grading Helps Me
7. I'm Neither For or Against Grades or Grading
8. Lupe Will Make a Good Business Manager
9. Proof about Women Drivers
10. Why You Should Finish High School
11. What Kind of Grade Should I Get on This Article?
12. Everyone Should Have a Study Hall
13. The Fullmer Fight
14. I Love This Weather
15. Mountain Lion Hunting
16. Getting Out of Bed
17. Death
18. Should There Be Asparagus?
19. Royalty and Commoner
20. Value of Television
21. Radio Station KLOQ
22. West Texas Is Like the Northwest
23. Why I Like Report Cards
24. My Opinion as to Why There Is Racial Prejudice in the South
25. Proms
APPENDIX C

PHOTOGRAPHIC COPIES OF
FIRST AND LAST COMPOSITIONS
The Unit Method is a lot of fun, but I do not believe I will learn as much as I would if I were using the Traditional Method. It is my opinion that we should revert to the Traditional Method. Next year as Sophomores we will be expected to take a short review of Freshman English and then go on to Sophomore English. I am afraid that I will not be able to pass with very good grades.

I have planned to become an English teacher, but the Unit Method is not helping me one bit. This is not only my opinion, but the opinion of several others who are afraid to voice their ideas.

I enjoy English very much, at least the kind where I learn something about English. It is my opinion that the Unit Method is kind of an Orientation and Social Studies course combined. It is possible to learn a lot, but what you learn is not English. I, for one, am in favor of returning to the Traditional Method.

Capitalize all proper nouns. pp. 323 – 326 in the text.
The School Necessary?

by Kathern Ritz

I think school is necessary. Of course, some people don't agree with me. If I didn't go to school, I'd be dumber than I am now, and that would be pretty dumb. School also allows me to meet new people. Before I started school, I was so shy I would hide if anyone came to visit. I don't think I'm that shy now.

School sometimes gets in the way.

I love to swim. When I'm sitting in a classroom on a hot day, I start wishing I could go swimming instead of studying. If I had my choice, I think I would rather go to school and learn, than to go swimming and be stupid the rest of my life. I'll have plenty of time to goof off after I'm rich.
Everyone Should Have a Study Hall

I believe everyone should have a Study Hall. Although there are many students who can make the grade without a study hall and some who do nothing but waste time during their study hall period, I think you gain more than you lose by not taking an extra class. I have a study hall and I have it right where I need it most, third period right after second period Algebra. Without it I would be taking work home every night.

Another very important reason for having a study hall is so that you can use the library. The library is very helpful for English and History classes and usually all others too.

Grammar +19
Ideas +17
Diction +15
Organization +25

86

John Hunter
Capital Punishment

The controversy of capital punishment has recently become quite a heated argument. I believe the main reason for this was the Laury Chessman case. He died in the San Quentin gas chamber earlier this week. Many people do not believe he should have been killed.

Many people believe that capital punishment should be completely abolished. They don't think the life of one human should be taken because he took another's.

I do not go along with this. I heard a few days ago about two gunmen who went from Nebraska to South Dakota to commit a crime because South Dakota had abolished capital punishment. This is why I believe that capital punishment is necessary. Without capital punishment criminals and gangsters would get bolder and the country would be unfit to live in.

John Hansen

English 5/7/66

S, 20
S, 25-
D, 25-
Arg, 25-

S, 20
S, 25-
D, 25-
Arg, 25-

95-
Most certainly there should be an arbitration board made up of Federal workers for these two great industries. A Board of honest, sensible men and women, who are not biased in the least, could prevent such serious economic problems that arise from the result of a steel strike.

Steel strikes and other labor strikes that occur in the United States today are a serious problem. In some cases the results are inflation, and in others, depression. They are supplying material for propaganda in alien countries.

A powerful and effective arbitration board would be of great value to both labor and management. The management would be allowed to try to reason with the board as to why the labor strike was unjust and not necessary. The labor could contest why it was necessary. From the facts presented, the board could decide the great new privileges to either side.

In conclusion, I would like to add that the United States, as a whole, would be greatly strengthened by this board. This is because the board would prevent labor from becoming too powerful and yet the labor would be treated justly.

In summary...
A Seven Period Day

At Stranger High we have a six period day. I do not believe this is sufficient time to accomplish all that must be done.

If we had a seven period day, we could add an hour after the sixth period. This would allow for one or two study halls for each student.

Some people disagree with my suggestion. They claim my hour is plenty of time for school. They don’t have too much homework anyway. Besides, they want more time to play.

What do you think? Should we have a seven period day?

J. J. Sanders

1/25

9-25

5/16/60

English 1

D 25

D 25

3/4/25
I think that you are never too old to marry. Many people get married because they are even out of high school. Unless a marriage is based on true love it will not last. This is what should be supported.

Many adults think (and voice their thoughts loudly) that teenagers never experience real love until they are grown. More often than not this is true.

Marriage should always be looked at from both sides. A marriage should be based on love and practicalness. It is quite impossible to live on love and on the other hand normal people can't live without it.

Differences in age are many times the cause of divorce. Some of girls will marry an older man because of admiration that is mistaken for love. Sometimes when a girl has married young and then divorced, she has a very good chance of marrying an older man because her previous husband was immature. Usually when there is a great difference in age it is because one of the couple is trying to get something, or maybe get away from it.

Some girls get married young because their mothers have pushed
them to grow up. This mistake is often made.

Married couples that marry before they are out of high school get divorced or just break up a few years later. The reason for this is the probably can't support her sufficiently.

Married couples often try to keep away from heated discussions. This is just like gluing a lid on a pan of water and setting it on the stove to boil. Pretty soon something's got to give.

Many couples that I have known married in their late twenties more often than not these marriages have lasted.

From my point of view there is only one time to get married. That is after you have followed these easy steps:

a. Be sure you are old enough to accept the responsibility.
b. Have mother's and father's consent on both sides.
c. Consider the situation from both sides: practicalities and love.
d. Try to overcome any difficulties that could arise to cause a divorce.

There are many steps of life. Marriage is one. Don't walk up, because you might fall down.
I Hate to Get Up

by Julia Ann Pickens

If there is anything worse than getting up in the morning, I'd like to know about it.

There are many reasons why I don't like to get up. The first is when I have to get up and have to work. This is very discouraging. Then, when I am all warm in bed I hate to get out on that cold, cold floor. What is even worse is when our furnace won't work and the only warm place in our entire house is in my bed. A morning like Thursday of last week is a prime example of another reason. The steady old rain was pouring down and I had to get up and cut grass in that gory old yardgrass patch.

If you had my reasons for hating to get up would you? 9-26
9-25
9-23
9-22

Note:

Some of the above is a slight exaggeration.
My Ideal Boy

by

Lore Jan Peckey

An ideal boy does not, in my opinion, have to be the most handsomest one around. We should have good features though. The ones who are real knock-outs are usually the ones all the girls chase.

I'd rather have one who is not always in the lime-light.

Another thing that I look for in a boy is that he be taller than some short girls don't really care about height, but I think it's quite important. My ideal date should be between 5'9" and 6'4".

My ideal boy should have brains but doesn't have to be an Einstein. He should have a definite purpose in mind about his future, preferably college.

Also, my "dream" boy should have a good personality. He should be able to start a conversation and keep it going. I want it want a loud mouth that is always the life of the party, but one who is popular without overdoing it.

Last, but certainly not least, he should be of the Christian religion. We should be quite strong in his faith, too.

All in all, my ideal boy does not have to be perfect, but as near as possible.
I don’t think the band should have to wear wool uniforms on hot days. I am sure that anyone who has enlisted should will agree with me. Marching in the Army Festival on a hot July day is practically murder. The sweat pours down your face and you can’t concentrate on what you’re doing. The cap collects the sweat from the back of your head and your face is real stringy. I think we need new uniforms—cotton ones!

Lela Jean Profiley

9-19
9-25
9-25
Dec 25
94
I think report cards are needed because they give the student a better idea of what he or she is doing. By the use of the report card the student knows which subjects need more stress and if need be which subject or subjects can be given less or more time. For instance, if a student gets a "C" in algebra and an "A" in Washington history he can figure that more time can and should be spent on algebra.
Should Students be Told What to Wear to School?

Some students think that as long as this is a free country, they can wear what they please, no matter what size, shape, or form the apparel is. Others believe we should be told what to wear only when the clothing gets out of hand, but we should not be made to wear special clothes or uniforms. I think that the latter idea is the better one.

Ray Newman

5-24
2-25
D-25
Arg-25
9-9
What I Think About Report Cards
By Terry Loewenberg

I think that report cards are very necessary. I think this because report cards give you a general idea of the type of work you are doing. Sometimes it may save you from failure by getting you to work harder.

Your report card also gives your parents a chance to see the kind of work you are doing. Sometimes this is good; sometimes it is bad.
I think capital punishment is wrong. Capital punishment is only legalized murder. Nobody, but nobody, gives men the right to kill. Besides, some people are murdered legally for crimes they didn't commit.

But, on the other hand, if there was no capital punishment some people might think, "Oh boy, I know I can go out and kill and rob and the worst I can get is life."

Now, the ones that are sent up for life may just figure that have to get to love, and try to escape from prison. Some that would escape might go back to their old ways of life, robbing, killing and stealing. This would hurt all the people at this message. Too, the life would be the burden of feeding, clothing and maintenance of quarters.

There are good arguments on the other side of the capital punishment issue, and taking this into consideration, I still think capital punishment is wrong.
Why I think we should be taught how to dance.

I think that it does the kids a lot of good to be taught how to dance in 7th grade. It makes great introductory routines.

The girls will want to go to the High School dances, and a lot of them won't go because they don't know how to dance.

As I said before, I think they should be taught how to dance because if they don't know how to dance, they would be missing a lot of fun, my point.

I also think that most of the kids get older that they will be thankful for being taught how to dance in school, even if they don't want to dance now.
Why I think Alconda Should be Songleader

In my opinion, I think Alconda Should be elected Songleader because she showed her part the best when they gave tryouts yesterday. She is cute and has a nice personality. When we play other schools in Sports, she will give a good impression of Stronger High.

Alconda keeps her clothes neat and clean and always has a friendly smile for anyone.

When she tore her slip on tryouts, she didn’t get all embarrassed and wipe up the gum. She kept a smile on her lips and did her best.

I think that if anyone is more deserving to be songleader, it is Alconda Wannamore.

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I am here to tell you my life. I got started when a very kind man named John Scott decided to get an idea, me, out of his head onto a piece of paper. The longer he thought about me the better he liked me, so he came up with the idea of making me into a book. After I was finished he sent me to a publishing house to get my face lifted. The first thing they did was put me on good paper. After I was bound together one of the most important days of my life occurred, I got my cover. It was a beautiful cover with trees, flowers, and birds on it.

Next I went to the library. They sent me to the Yakima Valley Regional Library and then off to the Granger Branch. Then came another big day. I was checked out. It was a very old lady who took me to her home. As soon as we got there she put me on the shelf and didn't touch me again until she took me back to the library. My spirits were raised a little when a sixteen-year-old boy took me. He looked like a very studious boy and when we got to his house he immediately flipped on the bed with me under him. Oh! that gave me a pain somewhere between page three fifty and three eighty-seven. After he had pounced on me he read me. I was almost in good humor when he took me back to the library, when to my sorrow a small boy checked me out. On the way home he stopped by a lake that was O.K., but when he proceeded to go swimming and splashed water all over me that was the end.

Now I am now a very sad pile of ashes. After I was so unceremoniously soaked and the magnificent colors on my cover all run together and my pages curled they had to burn me. Alas! Alas! And so ends the last chapter of my life.
I don't think there should be homework in schools. I don't want you to think I am lazy, but think about it for a minute. The student works hard all day in school and then they go home to do homework. Students don't have time to do hardly anything but homework. For example, last night I had to memorize thirty-nine countries and their county seats, do thirty algebra problems, besides reading a classic and watching a television show for English. & this is too much. I also was supposed to go to cheer practice, and I couldn't go because of my homework.

Do you have a study hall as the rules of the school state that you should?
Basketball is my favorite sport.

by Barry W., age 12

Basketball is a sport of skill and teamwork. You have to practice and they practicing to be a good player, and you have to have knowledge of the game to be a good player. You have to know what to do at the right time. This makes the game very interesting to the player. Another thing about the sport I like is that you can play it by yourself if you like and think that you can only a few spots you can play by yourself. This change gives you something to do and if you like to work enough you can practice enough and become very good at it.

If you are good enough you can play the high school team. By doing this you can learn many things. One of the most important things that you learn and that will help you in the future is sportsmanship. You must always come to take defeat in a good manner.
The Gym Situation Will Be Better Next Year

by

Larry Menard

The gym situation will be twice as good next year as it was this year. This situation will be better next year because we will have a new gym. The gym was being used constantly this during basketball season with the school basketball teams, intramurals and so on. Neither team got the gym as much as they wanted. (and the girls?)

During the spring the girls were trying to practice cheerleading, while the track team was trying to turn out.

All of this made a lot of confusion around Orange High. With the new gym next, the situation will be a lot better.
My favorite television show is America Bandstand. I like it so much in fact, that I watch it every single night.

I like America Bandstand because:

I. Some facts about the show:
A. Characters: Rock Clark
B. Setting: the Modell Area
C. Plot: music and dancing

II. Why I like the show:
A. I like Rock Clark
B. I like its music
C. I like all the teenagers

III. Summary
America Bandstand comes on at four o'clock in the afternoon and about all he does is announces the records of the songs that are in the top ten and some of the records are friendly, world and the hits and they go off the air about 5:30 in the morning that is about all they do in that show.
I think success means that when you did something great and everybody says that it was a success that you got something done and everybody's happy you for what you did. So I think success will go along way.
They Can't Stand School

"School is exactly like a prison! You can't do anything that you really want to do. If you do it anyway you're really in trouble, not only at school but at home.

Teachers stick up for the teachers, even if the teachers are wrong. The teachers stick up for the kids? Nobody.

That's the reason I would love to become a teacher. They can do anything they want. Even if it isn't what everybody else does, they have minds of their own and they use them.

You say, "Why don't I quit school?" Well you should know the answer to that. My parents wouldn't love it. It seems like there is always somebody against you.

The teachers tell us to ask questions if we don't understand. If we don't, they throw us out of school and tell us we weren't listening.

They study real hard and get all the answers right and then the teacher says, "Now hand in our papers in today's class." It makes me so mad when I think about what they're doing to us kids."

"Just give us one day with the teacher turned and "will tell us.

Remember: Teachers are only humans, too, Susan!"

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Lorman Parker should be president

by

Susan Schleppegrell

Lorman Parker is very capable of being president of the Student F.S. if he wants to be. After his speech yesterday there isn't any doubt in most people's minds that he does want it. I don't think he has changed his way any, but to me it doesn't make any different; he still deserves a chance to show what he can do. If somebody will be sorry if they vote for Lorman Parker for president.

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Books

By Harold Morris

I like books, that is my personal opinion of course, for some do not like books. I find them very interesting and enjoyable. Books are not only interesting and enjoyable but you can learn many things from them. Each book has its own special style. People can get many different opinions and ideas from various books.

There are many different kinds of books—adventure, novel, science, biography, and many more.

If you read books that are not interesting to you, you will not enjoy it as much as if it was interesting. A person that can appreciate almost any kind of book is what you would call a well-read person.
Candidates for Cherry Festival queens are elected every spring. In the past years, each class elected a girl from their own grade. Because some queens were too young to enter other contests, the student council suggested making a change. The girl for queen would have to be seventeen before entering other contests, so they decided to limit the candidates to the junior and senior classes.

A junior or senior girl would probably get more enjoyment from this than a freshman or sophomore. Also a senior would be much more poised and prepared for something like this.

One disadvantage, some girls wouldn't have as many chances of being queen as others. Others feel that they should limit them to only the senior class. Then the girls would be limited.

I feel the best way would be to elect ones from junior and senior classes. This one way I feel is a more logical solution than the others.
Neither for nor against grades or grading.

I don't care anything about grades, only when I got bad grades lower than P or F. That's a C is low enough for me. B,D's are better.

With this, Junior said the report card grades do make you work which I'm not very fond of. AWK.

I don't care to grade paper unless they are my own. I think you know why. But I would not like to grade other people's papers because it is just a lot of trouble.

I'm not against grades, but I don't think they are really necessary. I think every year they should pass a person from one grade to another whether he learned or not and in his senior year if he hasn't learned the required materials of the school, he fails his diploma.

Ted Lester
Cherry Festival

Every year about this time the city of Shanghai is all excited about a celebration which is called the Cherry Festival.

As you know, Prunus, a mountain in the Huangpu District is called Cherry hill for the big crop of cherries that are grown there. Every year, like the Apple Blossom Festival in Watanabe, Shanghai has its Cherry Festival.

Every year the festival draws big crowds of people.

The Cherry Festival is several events in three days. The coronation of the Cherry Queen on Friday, a parade on Saturday, Talent shows, rodeo on Sunday, branded both Friday and Saturday nights, and a carnival through the whole celebration.

This year the celebration will kick-off Friday evening and end Sunday. Hope this is a nice Cherry Festival year most of them have been.

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By: Jack Carolee
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Grading is very important to me. It makes a person's chest pop out when he receives his card and see a good grade on the line above the word's first, second, and third quarter grades. Good grades make you feel good and proud inside. Besides making you feel proud it also tells you whether you need to work harder. Grades show you what you are capable of doing and determine what subjects you will take and be able to do. They also tell you where improvement is needed. For example, if you are low in science and algebra, you know immediately that these subjects need improvement and that you will need to work harder on them.

This might not be true of other people, but I always like to have a goal that I am trying for. When you have something you are trying for, it will make your schoolwork more fun and at the same time it will make you work hard for your prize. For instance, if you get a D in science and you think that you can do better, your goal would probably be to get a C or a B. This as I mentioned before, will make working more fun and if you succeed you will have a feeling of accomplishment. All of these things I have mentioned to you grading.
I think that it is a good idea that the candidate for Cherry Festival Queen be out of the junior and senior classes. Older girls are more mature, poised, and more experienced. Also, the girl elected queen must be seventeen years or older to be able to compete in any other contest in the valley.

On the other hand, there are hurt feelings among the lower classes. They feel left out and would not try as hard to sell tickets as they would if it were their own freshman candidate. Using the old method would give more activities to the electing campaign. It would also give freshman girls more chance to be chosen candidate.
AWK: I believe that teenagers at the age of 14 w.o. should be able to drive before the age of 16 w.o.

I stated my statement the way I did because at the age of 14 years old, you are in or about in your first year of high school. You belong to one of different clubs and you go to games, shows, or any other activities. Your parents do not have the time to cast you around to different places all the time. If you have a chance to get your own car, you would be able to cast yourself around.

I believe that at the age of 16, a student usually does not have too many more brains than a 14 year old. If they pass the law, I think they should raise the regulations up to the 14 and 16 year olds would not be a hazard on the road.

It would be much easier on the parents if the students could have their own cars in order to drive around to different activities.

This sums up my belief on teenagers driving at the age of 14 w.o.
Reasons why I wish I were a boy

When a big gust of wind comes up, all over the school yard girls are frantically grabbing their dresses. Most girls don't care about having their petticoats rapped around their necks. That is one very good reason for being a boy. The thunder crackles and the girls run for shelter. Boys don't have to worry about wet stringy hair hanging in the face. Boys may participate in most of sports that girls can't. Also a boy may ask any girl he wishes to a dance. A girl must sit around and wait for the special one to ask her.
The Columbia Basin College Debate

Howard Stump

I am one person, like a debate, lacking... grade school I thought it was quite a lot of fun, but really it isn't as fun as watching a college debate, like the one for example which I saw last Thursday, November 5, 1959. It was held at the Columbia Basin College in Pasco. This debate is very different than that of the elementary debates.

At this particular debate there was a chairman who introduced the Affirmative and Negative sides which consisted of two debaters to a team.

It started off by having a member of the affirmative tell of his opinion. Then one of the negative members started back questions to the affirmative speaker. Then this was over a member of the negative side gave his opinion and then a member of the opposite team which is affirmative asked him questions. After this was done a member of the negative gave his opinion, then the opinion of one of the affirmative was next and last.

After the debating the chairman asked the
Audience if there were any questions, and there were just a few questions.
The result of who would be the winner is not known then, because the judges do not tell you until quite sometime later.
I really liked this form of a debate, because it is way different from the debates which take place in Grade School.
In a debate like this one you can ask questions and give your opinion. I enjoyed it tremendously.
It was another one of those peaceful evenings. The sun was just barely going down behind the hills.

It just happened that the silence was broken with my rear hoop which always raised the deck when I yelled, "Skunks!"

Just over a little rise in the ground less than a mile away there were three skunks, one right behind the other with tails raised high. I ran toward them as fast as I knew how, because if they escaped alive or dead they would be back for more chickens and eggs.

I started throwing rocks at them and they all scattered. One disappeared before I could catch up to him. I proceeded after the other two. I chased them, throwing rocks as I ran. I finally managed to kill one. But, before I did, he gave me a thrill. As I chased him a little ways, he would stop and raise his tail and then start chasing me. We kept this chasing each other going for quite a while before I killed him.

Meanwhile the other skunk had jumped into an irrigation ditch which held water flowing under a long stretch of pipe. So I thought surely he would drown. I went to the other side of the pipe to wait but finally got tired from waiting. So I went away.

About 10 or 15 minutes later I came back to have another look.
to reach the entrance and climb out. Though he was gone, the smell of the forbidden place still lingered in my clothes. The memory of that moment would haunt me for years to come.

I knew that my position was tenuous, and I must remain cautious. The only way to survive was to blend in with the background, to disappear into the crowd. And so I did, moving silently through the streets, careful not to draw attention to myself.

I was determined to find out what had happened and why I was left behind. I needed answers, and I was willing to go to great lengths to get them.
Why I Hate Dancing

9. I hate dancing because I think it is very stupid. I think a person should not be forced to dance if they don't want to. If some people want to learn and make fools of themselves, let them, but the rest of the group should not be forced to work with grades.

I think dancing should be like study hall. It's there but you aren't forced to take it if you don't want to.

Mrs. Henderson

You have told us that you hate dancing but you have not given us the reason. Why you hate it!
One dark night a Mr. and Mrs. Jones were coming home from a midnight movie. On their way home they began telling ghost stories and discussing the case of the missing mummy.

As they came down the lonely dirt road, they suddenly saw a dark object beside the road. At first they thought it was a man something... What they saw was a head of a small cat...

As they drew up in front of their house, they noticed that the lights in their home were on...

Mrs. Jones pointed out the window and called her husband...
Today, after my garden found its head, that is what was left of it in the backyard. I decided a hungry cat had found it first and had eaten the note and paws.

The note read: "The dead man once known as H. Found that both eyes had been scored over. The police are looking for this man. You see, the man was a millionaire of great success. Some one had stolen some jewels from his vault. The police are searching everywhere."

John Underwood
I like Granger High because you can get a good education and also have fun while you are getting an education.

The education at Granger High is very good. You have many courses to take and some that you can choose. The first year of high school they tell you what to take. The second year you can choose some of the courses that you want to take and then the third and fourth years you choose more courses of what you want.

The teachers at Granger High are very nice and help you a lot to get a good education. They also help you to find a career that is best suited for you.

Here at Granger High, we also have many activities that we have fun at. For example, there is the Blue Letterman, the Red Letterman, F.H.A., N.C.A., Science Club and many more that you can join and have fun in. Then there are the different games, dances, and parties that are giving which you can come to.

Do you see why I like Granger High. I can get a good education and have fun while I’m getting one. Good summary sentence.
I think Jim Cooper should get the job of president of the U.S.P. for these reasons: He has the experience of being a vice-president. Jim has a 3.96 grade average which tells us that he works hard to get good grades. He has had the experience of standing up in front of a group and talking which is very important. Also another thing is that, he is not afraid to state his opinions. Jim is also a very active member of Stranger High. Some of his activities include; Boys Letterman, Honor Society, Annual Staff, Basketball Team, 8th Grade Team, and Student Council.

These are the reasons why I would vote for Jim. This also tells us that he is not afraid to work.

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The steel strike had better hurry up and end.

First of all, if the steel strike doesn't end, what's going to happen to our new high school? We won't be able to start in it next fall without some steel beams. If they had the steel beams now, they would have a chance to get the high school finished by next fall. I sure hope they'll be able to get it finished.

Second, think of all the industries who use steel in their work. For one thing what is the automobile industry going to do? I guess we wouldn't have any 1962 cars! Think of all the other industries who are behind in work because of the steel strike.

Third, think of all the people who are out of a job. How can these people support a family without doing some sort of work?

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How can a person think, rather try to think, in this heat? The rooms in this high school are just awful in hot weather. Why couldn't the teachers each have a lot to hold classes outdoors? The rooms just get so hot you can't even think. Then the teachers get wise and throw a test at you. There you are wildly wiping the sweat off and trying to think. You are so hot and groggy that you just don't feel like doing anything. How do you expect us to do our best when we are so hot?

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You noticed that the tests having language skills were given in the morning. Right?

Only the math tests were in the afternoon.
Why I Like Shop

I like shop because its an
education of your self to
show by skill of the human
hand. They are interested
in the actual doing of the
accomplishments made during
the course of the shop,
depending on what they are
doing. Thus for if you like shop
you can say "mission accomplished".
To finish English
For the past year I have spent a good year in English there is

I like to write. Some write.
I like to talk. I do talk. Although
I do get in trouble.
I like my teacher because she is so kind hearted and like you do
something you want to do it properly. But on some days I
think she gets upon the wrong note. She gets on the wrong

By Pate

By Pate

By Pate

By Pate

By Pate
I think I should get an A grade on this test article because when I got through working on all the ideas on it, I should get an A. I will have earned it.

One reason I want an A is because I haven't received one for a long time and I think it is about time I should get one. When I get an A it does get sometimes it makes me feel real good and it makes me feel as if I have accomplished something impossible. I also know I did it right.

Also, I think that if I get an A on this article it will go down on your grade book and that will make it so much the better for me on my report card next quarter. If I get a good grade on my report card my parents will be proud of me.

I also heard one girl out of class say that once you get the taste of a few As, you want to keep on getting them. So I might like the taste of it. I will keep on trying to get A's in the future. And if I don't get the taste of one A now, I may never get one.
Parker should get President.

Parker should get President because everybody respects him. He is willing to do the job and he has a lot of followers. Did you notice how everybody sat quietly and listened to his speech? The speech made you feel that he was serious about the job and was ready to do his best for the school. He is known all through the valley and is the best of the candidates.

S. James

24th

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Thoughtfulness of you and the children might lead to a lot of interest in the compilation of causes of accident. The child is not only a child but also a learner. He learns by observation. If a parent has some kind of work, it takes supervision of the child. The child may get hurt by the implement or the machine of the work. The child may put into the wrong channel and neglect the part of the work to do the work to pay much attention. The child puts some frustration under the child could not do the work accurately.

Problem one of the children of both of the parents is not working the right thing. If both of the parents had only a child, work much time with the child to do another similar work and in the arrangements.

Fragile of the child's action is the problem. Continually of arguing and the same result of child does. The child knows this and cannot agree doing little things that the parents intend.

 Broken up, changes. Another timer. The parent making hard to say not support the family. The parent, becoming for the second time and the child another, the new parent.

An example being to stick with the child and to teach, and he teach to the parent. I have quite only a few basic for guidelines. Behavioral must. But I think does the control to the main reasons.
After having the period of Class 2, they at school, why do we have to go home and start to pack more to be able to leave the house, and also have a subject head to get Class the next day. 

Kids that live in town has plenty of time to do schoolwork at home. But ends who live on the farm has more to do than kind books. Usually boy has to help their father with the work on the farm, then they come on the fence later in the evening, they don't feel like playing. 

Girls has no much light in the house to do a day does also -

especially when you live in a large family. The mother spend most of her time taking care of the youngest one, and when that all she become easier in the kitchen, cook, washing. There is a lot made then that has to be done daily. 

When the older girls come home from school, they need to help her. 

Students get up at four o'clock...
four-thirty has to go to bed at 8:30 a.m. all the time, at night, as they will be able to stay awake the next day.

So do not assign and take for the sprints after they leave the school building to the teacher's desk. The only thing is teacher waiting around it, the assignment that it is a pretty good class the next day.

By,

[Signature]

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My favorite television show is Wagon Train.

Last night Wednesday on Wagon Train, the -3
Major Adams found a boy that was going to Cincinnati by himself in a covered wagon. Major Adams tried to get the boy to go to the fort to catch a supply train that was going to Cincinnati, but the boy wouldn't go to the fort. Major Adams found out that the boy had stamped on the flag of the United States.

The main characters are: Major Adams, Jeff MacClure, and Charlie Wooster.

The setting is usually in the west. The reason I like Wagon Train best is because of the many adventures and the sad times and the happy times the wagon train has together.

The last sentence is beautifully written.

By Sal Stark
How to Cut Asparagus

The first thing you do is get a knife. A sharp knife. The boss usually hands the knives out to everyone and gives them a row before you start, the knives are sharpened.

The first step in cutting asparagus is that the asparagus must be five inches long and straight. To hold the knife, you hold it in the right hand with the blade down. Be sure and cut the asparagus all the way through. When the boss walks by, act busy and jab the knife into the ground at the asparagus.

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I like being a citizen of the U.S.A.

I'm glad that I'm a citizen of the United States because I can make my home seem like a castle if I become successful in my education. Making my home seem like a castle means that nobody can come in unless they are permitted in by me. Does education give you this?

The people living in the U.S.A. are all treated as one big family. This means that we are all democratic and that we work together as the community. This is so because we like to hear everybody's opinions and ideas. Here in the United States are the people who choose the executives. That will not qualify us as a leader of the United States.

I also like it here because we have freedom of speech, freedom of the press, and many other freedoms. Here I can go to school and choose the subjects I want to take instead of being told by some communist teacher what subjects to take and when to take them. After school I can go out and work and I don't have to share my wages with anybody. Plus, if I don't want to. Being fortunate of being born here I must not take advantage of these freedoms but rather use them wisely.
People should keep their word. People that don't keep their word may find it hard to be employed because they can't be trusted. Also they may lose the respect of their children and friends.

On the other hand, people who can keep their word find it easy to make new friends and continue to have their old friends. Also they can gain the respect of their boss and may get a raise.

Art De leaer
I like motors and cars because you have to have both of them to have a car. With a neat motor and a cool car you have a hot rod. In the U.S. a hot rod is like a dream car that came true to the teenager. But is the older "adult" the hot rod is a "menace"? Today, though, a hot rod is not just a race car, but a show car for the custom shows, and a date car, and a "Dream car," a car to admire. This is what a hot rod means to a teenager. Even to little, a hot rod he made himself is really something great.
"Is There Life After Death?"

This question has been asked for many years. Actually there is a scientific answer for this question. The answer is very simple but yet complicated. It is said that the human body may deteriorate and cease but a human's thoughts, spirit, and soul never die.

To prove my point I will refer to one of our great presidents, Abraham Lincoln. Lincoln is now dead but his thoughts, spirits, and soul still live. For instance, Lincoln's Gettysburg Address is still recited in schools today and this Address was Lincoln's own thoughts. Also Lincoln's honesty in spirit and soul are still honored today.

It is for this reason that I believe that there is life after death.
My Custom car consists of many different parts. The main parts are:

- 5.5 Long Travel Pickup
- 36th front and rear suspensions and shock absorbers
- The interior, which would be black and white with rolled and plated Nougahide seat covers, and padded dash. Dashboard and the color would be either a real clean white or a shining jet black.
- If so, paint black, white scallopes will be painted around the wheel openings. With stirring around the head and taillight. Side full length lakers with glass will be added after the lowered front and rear suspension. No door handles will be removed and electrically opened with button within the overhead lights. The Cup cap which will be tapered will be where it is in the middle of the Cup cap. I would like to have a corvette, will run?

That's more?
I am not sure what should be done about the fights on the school yard. Some fights, to my idea, should not be stopped but some should be stopped. Because fights that are stopped before they are finished will be fought some place else. This may lead to fights with different bands of weapons and some one could get hurt. A fight sometimes begins one and when the
 consumed herb guy set off a lot of

8.7

Phillip James
3.17
2.25
8.25
20
8.7

8.7

5/6/66
English
I do not think that we should have grades because they cause a lot of confusion. Like the day we get them. We don't do anything that day, but fight around and get bad grades. Then when we get out and the head all the kids are asking to see your report card. When you get home, your mom and dad get all cleaned up about the grades and take it out and our hidden. The we go back to school and try and take it out on the teachers and next year we get worse grades.

Jenna Richter
The Controversy on the Fight

The fight yesterday sounded like a good one even though I never got to see it. I have heard its sides of the story. One person said it was too fast for picking on Andy. Andy said he would get a highschool kid which was then. But the other person said that there was a rumor going around and you went over to Ken to say it wasn't true and then then started the fight.

D-0
D-15
D-23
Apr-24

clin
Why I Like Home Economics

I like Home Economics because I have learned that along with sewing, cooking, and canning it takes a lot of other things to make a family happy.

I have found that we must be able to live happily within ourselves before we can live happily within our family. We must not think only of ourselves. To keep our family happy we must think of the other member's needs and wishes rather than only those of our own.

I have learned that it does not take a large home to make a family happy. All the sewing, ironing, and working need to keep it as perfect and neat as possible. If we just keep our home clean, and attractive, everyone will be happier.

I have seen that an outing with the whole family to just relax and have fun will give the family happiness. On such an occasion everyone should let their hair down and forget the family routine.

I like Home Economics also because of my own personal satisfaction at seeing something nice which I have made with my own hands. Anything that we make in Home Economics can be used in our family.

I think every girl should take Home Economics as many years as she could as she could learn how to help make her present and her future family as happy as possible. I hope every girl has as much fun and likes Home Economics as well as I do.

Roberta Bury
November 9, 1959
Success

Success is what you want it to mean. Success means to me an average way of life. I think that a person is happier if she or he are not rich, because all it causes is heartache and worry. A person who is rich worries about if they are going to be robbed, killed, kidnapped, or any other terrible thing that might happen.

A person who is rich is not always happy. We that are not rich think how much happier we would be if we were rich. We also think what we would not do to become rich. You might enjoy spending the money but we all know money isn't everything. It can not buy happiness, friends, or self-respect.

By: Roberta

Success 25/75
I like high school because you get more activities and you are treated as a freshman, not just known as a ninth grader. And you get to get up to the pep assemblies, you can join activities that you want to be in, and most of all is that you get to know most of the high school kids.

Test - 70 Must be in red and corrected.

Margot

1 + 6
2 + 11
3 + 10
4 + 5

32 D
I think that it is okay that we have to wash our tennis shoes, but not (think?) too often. I think the teacher means well, because of the smelly smell in the P.E. room. I think that only once every second week is enough. The trouble is that if you wash your tennis shoes too often, they will start to wear off. These are only a few reasons why I don't like to wash my tennis shoes.

Cecyl Yhara

H-20
3-26
P-24
Dec 26
94
I believe that Rock 'n' Roll music is here to stay for a long time. It has a real good beat to it. Although sometimes I prefer slower, dreamy type music to it. It all depends on the mood I'm in.

They have been getting some real top singing talent these days. One of my favorite singers today is Elvis Presley. They have said that Disco was going to take over now if it came to the Fabian, Fabian is alright but... he can't sing. For the female singers, Connie Francis is the best by far. She has a real pretty voice and a quiet personality.

I believe that even if Rock 'n' Roll is going out of style (which we heard a lot of people say it is) I think that many of us will always remember it. I think it and all of the top singers are the greatest.
Should Lens Go Steady?

There are many problems and many enjoyments when a girl and boy go steady.

A girl who doesn't go steady will have a chance to meet and go out with more boys. A girl who likes to play the field and likes to talk and flirt should never go steady, cause it will make her steady jealous and they will soon break up. A girl may also get trapped in the young, steady, hit and may not have the courage to break up. Some problems of young, steady and newer actual marks, dropping of old friends, staying out late, one time for your old hobby.

A girl has one problem of sitting home on Saturday nights if she goes steady. She can always depend on that one special person to come to her rescue. If a girl likes one boy better than anybody else it will be only natural for her to go steady.
with him. A girl who goes steady with a boy knows that she has a better chance with him than any other girl. Cause a boy will usually feel guilty if he goes with other girls while he is going steady. If you go with the same boy, you will get to know him better and trust him more.

Going steadily is alright with me, I'm all for it. I like a certain boy and I want him to date only one and I want to date only him.

Alberta Watersman
May 2, 1940
I believe that Yakima County had
ought to have a Drag Strip.

I think that there had ought to
be a drag strip in Yakima County because. The fellows can see how fast their
cars can go. To see the different kinds of cars and the motors that are in them.

A drag strip would keep some of our fellows out of trouble. Because they could go to the strip. Instead of going around getting into fights and breaking into things.

I kind of wish Yakima County had a drag strip around Toppenish. I would go to it. Because some day I hope to have a hot rod.
I believe that there should not be any home work. I don't think there should be any home work because sometimes you get home from school and have to work until dark. By the time you eat supper it is nearly time to go to bed. In the morning you don't have time because you get up too late, or you may have to cut grass.

Home work is alright in some cases. If a person really wants to try to get ahead he may do some work. Also if a person is behind in his studies.

I believe that too much home work is harmful. Because you start to get tired of it after awhile.
Why I Want to Go to Sunnyvale High School.

Because I think the kids at Sunnyvale are a lot nicer, and a lot more polite, than some of the kids here at Henry. The school is bigger, and you get to know a lot more people. And there are more classes to choose from.

Well, I guess the real reason why I want to go to Sunnyvale High School is, because I like it better. Not that we haven't got a nice school, because we can do off the subject.
I thought Lexie would make a good song leader. Cause she didn't show any signs of being scared to get out there in front of a crowd. And at the game and activities she wouldn't be scared. She could follow the music real good. And it took a lot of nerve to get out in front of a group when you might make a mistake and they would probably start in a laughing. And when we were in the eighth grade she was 9-0. Yell Leader and the 9-25. She real good at 9-22. She try 9-25. Very best 9-25. To make everybody love her.
My favorite television show is Pro Football Game of the Week.

In football they always have two teams, such as the Rams, Bears, Colts, Eagles. To broadcast a game, they usually have a famous retired football player like Leo Duro. During halftime they have entertainment like a band playing and marching. Both teams would play under any conditions—rain, snow, sleet, hail, wind, cold, hot, muddy. They would play in weather like this because they got paid to play. But mostly because they like the game. In the game the players try our better than to start a brawl with another player because he might cause a few fires and even the referees or coaches could stop. That would put a bad name on the team as poor in sportsmanship, so they may also be fined or forced to retire.

Bob Hernandez
12/4/56
English
The Fullner Fight

I think decision of this fight was not right because Giardello held more points but the referee and judge didn't know what they were doing. The champ should have been Giardello. Fullner who started using his head should have lost and he was also throwing a lot of illegal punches. Giardello who got angry, used his head but not intentionally. The manager of Fullner said after the fight that the fight should have been stopped when Giardello butted Fullner. He should have said that when Fullner kept on butting Giardello.

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[Signatures and dates on the right side of the page]
Why I Like Sports

I like sports because of its interesting ways. All the games are played. Myself don't have a favorite between foot-ball and basketball. There is work in every sport. Take football for instance. We have to practice hard every night during the week. So that you know what to do and how to "see through" the players that you have learned. There are many plays you have to learn before you play your first game!

You have to do many exercises to get yourself in shape for the game. You have to know what to eat, drink and when to go to bed before the game the next day. There are many advantages in each game because we are interested in the game and are willing to work to be better.

There are also many competitions against many other teams or men and women alone. Sports are enjoyed all over the world.
I love this weather because it is not hot or too cool. It is nice to work in and in the fields.

Because it is cool to work in any place. This weather is not cold and you don't have to wear coats (because it is not cold). This weather is just right and not hot.

Manuel

8-14
9-20
8-15
Aug 28
64
Why can't teen-agers drive with a license?

1. Really, I don't see why teen-agers can't drive without a license. There are a lot of adults driving around with licenses (no names). Why?

2. But I don't think it's fair. If the teen can drive well and can drive better than an adult, why not?

3. Most people (Adults) think when a teen (boy or girl) gets a car, all they can do is drive it all over the country. And mostly in it that they shouldn't have one just because of that.

4. Some teens have been only a few months old and it is a complete mess. Blanked off that. But really if they want it, it's real simple. They have to keep up with the rest of the gang. Will that be the way to do it?

5. I think a teen has the ability to drive at
fifteen or sixty or without a license. Don't you? If not, why?

\[
\begin{align*}
1 & + 15 \\
2 & + 0 \\
3 & + 10 \\
4 & + 10 \\
& = 25 - D
\end{align*}
\]
Description of My Dream Car

My dream car is the, it's just beautiful. It's a 1939 Mercury station wagon, it's all red. It's upholstered in soft leather. I just love to step in it because it rides so smoothly.

It's a handsome car, nice and wonderful.

It's almost like sitting on a cloud.

You would have to see it to know what I mean. It's just wonderful.

And it's made in real good.

It has a real big glove compartment.

It will hold anything you want to put in it. Almost.

But I think it's just beautiful, and I wouldn't trade it for any other car.

9-0

- 0

- 25

- 25

Helen Witham

English First

Feb 23 1960

Description 25
I love report cards because they make me work harder. I'll know when I should study harder, and I know on which subject I need more studying on, and maybe I'll get better grades next time.

1 + 4
2 × 24
3 × 20
4 + 5
\[ \frac{53}{3} - \text{D} \]
I think they should permit boys and girls of the age of 14 to have an instruction permit in the state of Washington so they’ll learn to drive properly. This way, they can pass the driving test the first time. Then they won’t have to go again.
I think that grading is very important and also believe that the teacher gave you just about what you make us expect to make.

Of course there are times when the teacher will make a slight mistake in grading. I really can't say much about grading. Except to say it really makes me feel good when I can get a grade that I can be proud of.

I love Report Cards.

Because I like to find out how much I have improved and also how much I haven't improved. I know I get very upset when I find out that I made a mistake in improvement. It makes me want to really get in and work if I haven't improved. I think that a Report Card is something we should be proud of and ashamed of. That is why I like to get my Report Card.

By Joseph Feller
Campaign Speech

I think a speech should come right from the heart. A lot of the kids who are running for an office have had the teachers help in preparing their speeches. You can always tell a good leader by what he says and how he will work with the teachers and what he says about them.

If I were to vote for a president for the American I. B. I would vote for the person who is respected by his friends and teachers, not one that tells them a friend will help him get a job.

Sincerely,

Lenna Olsen

\[ \begin{align*}
7 & = 10 \\
9 & = 25 \\
9 & = 25 \\
8 & = 25 \\
\text{Org} & = 24 \\
84 & = 84
\end{align*} \]
I wish basketball were started.

A. I like it because it is good for everybody.
   1. It is body builder
      a. Builds muscles
      b. Mind
      c. Etc.
      d. Etc.

B. I like it because I learn to shoot.

C. I like it because I must be kind of person who doesn't drink or smoke.

or you could change title to: Basketball Requires Strong Body
A Woman Driver

A woman driver is a very bad thing to have on the roads. Because if the way they drive, they drive like maniacs sometimes on the road. A woman is a very touchy thing, because when they are in the house they are very good girls, but when they get to drive something, they just tear things all to pieces, and make a mess. I am not all well.

David Richardson

maniacs

9 - 0
9 - 25
9 - 25
Org - 14
70

You are supposed to give both sides.
My Favorite Television Show

"Wagon Train is a story of two men taking people over plains and mountains some places they haven't ever been. Their wagons fall over cliffs and people get hurt. Some get rich, other people . . ."  

The reason I do like this program is that at some times it gets very exciting and at other times it is very dull. In this special program, it is just like anyone else would do for what they wish.
I think we should talk in class.

I think we should talk in class because why should we talk unless it is all about English. Yes, the teacher would think we were talking about something else when we aren't. So long as we whisper, she would say I don't agree with whispering in class.

8-19

8-25 English I

May 10, 1960

Organ 20 Harvey Diam
APPENDIX D

PHOTOGRAPHS OF STUDENT EVALUATIONS
That I Have Learned

By Kathleen Ritzi

I feel that I have learned quite a bit by writing themes, taking reading tests and all that.

Our class, on the whole, has done very well with our independent research. I think independent research really helps to solve some problem. I kind of enjoyed doing the research, too. The work we have done this year will help us with our term papers later on.

I am still a little worried about next year's English, though. I understand how to write themes and stories, but I don't think I know much about the English language.
This Year's English

I believe that the second period English class I have been in this year was, to tell the truth, a little too advanced for me. In my junior high English classes I had a lot of trouble with diagraming and parts of speech. I always have. I think the other English class would have done me more good as an individual. I think the main reason I stuck with it all year is because it wasn't too difficult for me to get a fairly good grade. That's the way I am.

On the other hand, for the ones who have mastered the diagraming of sentences and the parts of speech, it is an ideal course. I think it will do a lot more good in the future than the other course. I think the teacher of this course does a wonderful job of teaching it and is instrumental in the success of the course.

John Hansen
English I
May 20, 1960
English Evaluation of Year's Work

This has been an unusually fast year. It seems the days and weeks have gone by as fast as I could count them.

We learned how to write this year. An essay once a week certainly was good practice. We learned how to work together. Mondays, Tuesdays, and Wednesdays were spent in organizing units, taking reading tests, giving unit reports, watching movies, and making individual research. All of these activities made use, in a practical manner, the English we have learned in the lower grades.

However, we have no way to evaluate the importance of the work done in the first three days of a week. I feel that if each student gave an oral report about his research he has done once a week, the teacher would get a better understanding of what each student has accomplished.

J. J. Sandhu

English I
First Period
5/20/60
The Year's Evaluation

This year has proved quite successfully. At the beginning there was some friction because of the intention of not going into the regular English grammar work.

Our goals which were for better reading, writing, speaking and listening were, I think, reached.

In reading the required was nine books per quarter. I think this was reasonable. Also encouragement was given in the form of the McCall Book tests which were a help in speeding up the reading rate with the best comprehension possible. The last quarter brought the required reading down to one or more books such as a classic and an evaluation of that book. The evaluation was very good for understanding the point the book was trying to put across. If the evaluating questions were understood as in some cases they weren't, these questions were very helpful in making a person think.
Writing was the one most concentrated on. I think a weekly composition helps improve your writing and thinking abilities. Unit work, regular class work, and 'A' work encouraged writing, also. I think a unit on making speeches would be very good. We have not had much of it this year. Experienced speaking is valuable. Listening was one forth improvement goal. It was combined with writing in our television watching and evaluation and also note-taking during lectures and films.

To sum it up I think this has been a very successful and interesting year as we have not tried to wear out our English books.

Julianne Dickens
I think that some of this year's English work was all right. When you had to write about the difficult classics it was very good. However, I think everyone should have been made to do it. I also think that we should have had to read more than one of these books. I knew that, for my self anyway, reading a very good book helped me a lot.

I don't think the rest of the system was very good, though. I don't think it is right to be able to read five funny books and get the same number of points as if you had read a play by Shakespeare. This just doesn't make sense. That was what was happening earlier this year, though. Also, I don't think the kids should be allowed to vote to see how many points a book is worth. That should be entirely up to the teacher.

In my opinion, that evaluating television programs didn't do anyone much good. What did we gain from it? Nothing, as far as I can tell. Most people decide whether or not a program is any good while they are watching it. So I don't think we should waste good class time by evaluating television programs.

The unit method used earlier in the year was good as far as re-
lesson gave, but it was more like a social studies class. When we were allowed to study the United States, I just looked at pictures. What good did it do us, other than doing research work? I don't think it helped us much at all.

And the thing that I think any class should have is discipline. Our English class didn't have any. We didn't even know what the word meant! The class was more like a playground than an English class.

We are going to waste English with the rest of our lives. Because if this I don't think we should be spending our class time evaluating television shows and reading magazines.

I would much prefer, though, if we were taught how to read, instead of just reading. I think they should teach what the English language is all about. In our class we just learned how to read Read magazines.

The Joe Pittsby
This Year

During this English year, through reading, writing, discussing, and listening, we have learned:

to read for information, ideas and enjoyment all at the same time. A book that was boring last year, I might find interesting and inspirational now.

to put ideas on paper so that they read the way we want them to and so the full meaning is got from them.

to more enjoy television and books even though they are not full of physical action. We have learned to class the good from average, from bad in televisions and books.

All in all, this has been our most valuable year as far as learning is concerned.

[Signature]

Through the "Conrad Argory" I have learned to extract ideas.
What We've Accomplished

This year in English we really
learned how to rewrite short articles. We
should have because that's all we have
done. We haven't learned anything
about parts of speech or sentence diag-
ramming. It doesn't really matter
though because the kids enjoyed
themselves. It has been a real nice
course.

Petronius
This year in English, I have come to a better understanding of how to put on paper what I want someone else to know. Until this year, I have not had much writing, only straight grammar.

We learned to evaluate television programs and stories. This was done by answering certain questions for certain types of stories.

I do believe that this was not as successful as it might have been if we had had more time to work on it.

Ray Newman
This year, different from years past, we had more time to work on our own. In grade school we had many, many book assignments in English and very little time to work on our own. This year, also, more stress was put on writing. We handed in on write-ups per week. In this last quarter we have learned to efficiently evaluate books and T.V. programs.

Reading played an very important part during the first three quarters of school. We were given various amounts of points depending on the type and length of the books. During the year we also learned to appreciate some of the finer literary works.

By Jerry Caudery
This year my English class has been different from other years. The Freshman English Teacher has taught the class quite different from other English teachers.

I have talked to many sophomores this year and they have said they don't understand English very well this year because last year their English Teacher taught them entirely different English.

I think we should have been taught from an English book. Then we would learn the correct usage of English. We would also understand English better in our Sophomore year and get better grades. I think that the student learn a lot more from English book. Then the way the English class was taught this year.
This year I think I have learned very little in the line of English. I may be a better reader, but I rather doubt it. One thing I know I have learned is to appreciate a good book and to write better stories. I don't think that I have learned as much as I should have about the parts of speech. I am afraid that I will have trouble next year.
This year's English class was different from all the others I have had. Some of the kids got worried because we weren't using the test book. They thought they weren't learning anything and that it would be hard on them next year. I don't know why they were worried because we were learning the same things that were in the book but in a different way. I think I learned just as much this year by writing every week and learning my faults the old way using the book.
My Evaluation of Our English Class

by

Susan Schippersort

I think I have accomplished quite a bit during this past year of English. Mostly it helped me in my writing. I'm still not very good at putting down my thoughts, but I'm better than I was. I think the method that is usually used is getting worn out. Everybody is tired of it and they get bored in class. This year we read a lot. I like to read so the practice helped me to read better. I think everybody that tried in the least to get anything out of English has accomplished something.
This year has been a lot of fun for me. At times it was especially hard, but on the whole I enjoyed it. It has been very different than other years. Most teachers taught directly out of the book.

The first quarter was quite difficult. We were learning to write good compositions, which I was terrible at doing. After writing for three quarters though, I'm sure I've learned very much. I can't pin it down to one thing I've learned, but I do enjoy writing much better. Also I understand, know how to organize and write down my own thoughts. I'm not a professional by a long way but I can truthfully say it has helped me.

This last quarter was the hardest one of all. Mrs. Holmer in order to better her teaching tried a new system using T.V. Evaluating television programs were different than what I had been
done before. There was one reason why I didn't date for them was because I didn't understand how to do them. Maybe if we would have had longer to work on them, I would have come to expect it.
During the past year, many things have happened in our English class. At the start of the year, the class decided to use the first method of studying, instead of the traditional method. This method gave us the chance to use the things we learn in English in writing. On some days the class had discussions on controversial matters. Some of these were dating, Africa, communism, and racial prejudice. S.P.A. laboratories were obtained for use for the purpose of learning to read fast and getting the meaning of the reading. During most of the year, entire books were assigned to be read each quarter. This improved our reading speed.

At the second half of the year, we discussed and wrote about short stories and television programs. Questions for evaluating books were given to us by our teacher. The members of the class had to read a classic and evaluate it for a good grade. Also, we made questionnaires to evaluate television programs. The class decided to evaluate one television program per week. Points were given for each television evaluation. During the entire year we wrote essays on different things. We were also given points for these. Altogether, the class learned many things in English that contributed to both writing and listening. This included writing our ideas down on paper so that they could be understood clearly.
A year of English

This year of English started out just fine then we began to get into McCall Crabb's tests. This is the part I can get along with and very nicely.

When we started writing every week I really became interested.

This quarter when we were to read for different grades, I thought that was all right. I think it's good for students to read books that are difficult it's a challenge.

Another part of the year I didn't like was evaluating stories out of the orange book. I have never ever been in an English room without books, though I can honestly say that I have learned to write also better this year.

Sister Laver
English this year has been a snap-work for me. Because I'm always trying to finish some English at the last minute in a hurry. And yet it seems like there was no homework.

During this last quarter I can say that I have been busier than any other quarter of the year.

During the solstice of the year there have been many projet reports to the class.

There have been many essays which I wrote throughout the course of the year.

When we were studying racial prejudice a group of boys presented a skit to the class on the kinds of negroes in Africa. This included the white, brown, black, and yellow negroes.

The last quarter of the year was devoted mainly to ways of evaluating to shows, and books. For I would you had to evaluate a classic and do extra research work on it.

We saw a few films to which contributed to our being able to write and listen better.

Also this English course has developed a better understanding for people's actions and the move and stories you read.

Edward Stump

English I 5-20-60
English

I think that we have accomplished many things this year that have helped us in the use of the English language.

At the beginning of the year we started working on units. Several of these units were very good, but some of them were just time consuming. Most of the units were very good. Some of them were very informative as well as educational.

During the time we worked on units we put work in speaking, writing, and listening.

During the second half of the year we would write once a week on anything we wanted or on a topic the teacher would assign. This did not accomplish very much. For three days of the week we would not do any thing but talk. Then for two days we would write. Some of the students used the whole week as one long talk session.

I think that the first half of the year accomplished more than the second half.

John Vanderpool
What I've Learned in English

By Pauline Bishop

I think I have learned some very important facts this year in English. At the first of the year it was a shock to me to start on something I didn't know anything about. I didn't do as good because of this. Then I got used to the idea and it was quit easy.

I have learned how to write a composition in very few words. Also, I have learned to write without someone giving a specific thing to write on and what to put in it. Then I was helped as an individual, not with a group.

I know that I would have rather worked out of the English book. I think I could have learned more in ways of the construction of a sentence and the different uses of words. Then I would not have to worry about getting good grades next year.
At the beginning of this year a group of frightened freshman entered Langen High School. They were required to take an English course. They sat quietly waiting for the English books to be passed out which was customary. They were told that if they needed the books they could get one from teachers lectured to them. They were introduced to two methods in English. One was called the traditional method and the other, a very different one, which was called the unit method. All was very confusing that first semester. The second semester we wrote short themes which helped me see my mistakes I made in writing. You get points for books, magazines, funny books, etc. that you read. I don't agree that you should get points on funny books. You get just as many points in reading a real book. I think that evaluating books is a very good idea. It makes you think more of what you are reading about. It would also help you in your senior year because you would do the very same thing there. What am I going to do next year because we haven't learned about the things which the third period English class did. I hope we will not be too much behind those people. I think the independent research was dumb. It was more like Social Studies. This was a very different year of English. I...
This Year in English

This year in English has been a very interesting one because we did a lot of things we wanted to do. For instance, we had regular readings and learned a little about punctuation and the rules of the language program. It's been all right.

I have only one complaint and that is we should have had a little more time in the book. Because when we took English II we were shown where it's all about.

So I think next year the freshmen should study out of the book a little one remember

By

[Signature]

[Name]
In the last year in English, we have studied differently than any other English class of the freshman standard. We did not study through the book like we did in the past but we learned the value of words. We learned to use words to mean exactly what we feel. We learned how to evaluate TV programs. Many kids think that next year will be hard because the teacher did not teach us anything. But I think that next year will be easy because English is easy if you work at it. You don't have to be pushed like we were in other classes.

Eng. James

Have a happy summer
Freshman English

Class

The knowledge I have accomplished this year does not amount to much of anything.

By doing reading and writing compositions I haven't learned how to write sentences and using the correct punctuation.

Later on in life you will be writing more letters than composition. Without knowing how to write letters correctly, you'll be hard to read and understand.

Last year I had a wonderful English teacher. He taught English from the English book and really filled the material in such ways.

Now with an easy teaching continued with what I have already learned I have forgotten the most important things about English.

Also another shocking fact, my grade in English has dropped considerably because I am not interested in this method.

I can agree that one of the compositions through the year does
and hurt me in the least but one usually doesn't seem to teach riding much.

Written by,

Jonny Russell
What I learned in English

This past year we have done many things. At the first of the year we worked out of the book for a little while. Then Mrs. Dunn showed us the ways making book reports can be done.

Along about the middle of the year we started working with the S. A. R. work. Then after we had finished that, we started writing essays on Tuesdays and Fridays.

Duke Stark
English Evaluation

This year I got more out of English, refusing to initiate this past year. My reasons were, that the English teacher we had this year made us evaluate certain television programs. Some of us had to write certain questions to evaluate the certain programs. Also we had to read story books and evaluate them. Another thing I got out of English was how to organize our thoughts to write a better composition.

However, what I didn't get out of English was how to make a good speech. I think that we should of had to make some speeches every few weeks. Also we should of practiced how to stand while making a speech.

Art Dolgany
My Freshman Year of English

During my experiences in English, the freshman year, I have encountered many happenings.

For instance, I have learned to write, read, discuss, and debate, problems which would appear in class.

One of these odd experiences was when Larry Toot a big husky senior came stumbling backwards through the door. Alan Toveland, another big senior had pushed him. Alan was accusing Larry of stealing his lunch. They pushed each other around for a while and then left. We, then were told to write a story about this as though we were newspaper reporters.

Another time was when we had a argument on which problem to write on, out of the many we had selected.

It is these different instances that have made this year interesting for me.

T. Belton
I have learned to write short stories because that all the how close I am getting very good a writing short stories but I don't know about English.
I have enjoyed this year's English class very much. Of its had its bad parts. It has been an interesting year. I think I have learned a lot, even though my grades may not show it. But I just hope the next three years of English will be as good and interesting as this one has.

(The Rebel)

English I

5/20/60
Exactly what I want to say.

This year I have learned quite a bit in this class. But I did fool around a bit, so that never hurt any one except me. I should have listened then I might have known a lot more. But all in all I had a good time and so did every one who was in this class. The boy who sits beside me has learned nothing.

This year is in a way not a thing retarded people. The person I'm talking about may be any one any where.
What I've Learned
By: Robert Brog

This year has been different than I thought it would be. I thought that we would use the book. It upset me at first and I didn't like it. I felt as if I wouldn't learn anything and would flunk out next year.

The first of the year we had a choice between traditional method and unit method. Traditional from the book and unit is making up reports and plays. I think this was a lot of fun.

I have learned that you don't have to have a long composition for it to be an A. I have also learned that you should never trust someone under the print.

Now we are doing special work besides compositions. It is tough and I didn't know how to do it until just a week or so ago. I was evaluating a book. I have now learned how to evaluate a good book from a bad book.

In lots of ways, I have learned a lot. Still I wish we could have work come from the book.
Some English Teachers

In the beginning of the year our class had to write a composition of what we thought of our teachers way of teaching. He is clever again writing another one, but this time about what we think of our English course. I am not going to lie or at the same time play fast and loose just going to write what I think.

I didn’t like this class thing and I still don’t like it now. But I must admit one thing, that I don’t think the same way as I did then. I don’t mind my teacher’s way of teaching even if her methods easier just as long as they believe that it’s the right way not just because one is easier than the other.

Eva Tjandra
When I think of Mrs. Dunn English class, I think of reading and writing. During the nine months of school, I have learned how to read faster without stopping over words. Also, how to express myself in a letter. Usually when I write a letter, it has no meaning at all, but lately I have the words I want and it does not seem so boring. I also enjoy letter writing now.

I enjoyed the composition very much. It's nice to connect a clause and write about any thing and get a grade on it. I also like the idea of having no one but the teacher reading it.

I did not like to evaluate television or magazine stories. Before television, I couldn't stand it. Personally I believe that evaluating an story is another matter.

This English class has helped me a lot this past year and I hope the next freshman will enjoy it as much as I did.

Elbeeta Waterhouse
May 20, 1968
English 1
I think that this year's English course was easy because there was so much reading. I don't like to work out of an English book. I'm glad our English teacher didn't make us do that old book work. A person gets tired of it after a while.

This year I learned how to write compositions. I also learned how to write Television shows and books. I think this is nice because now I can tell what kind of books and Television shows I am reading or looking at. I think I got more out of English this year because we had to do research work. That helped me later years in school.

By Walter Jones
I think it should have been a lot different then what it was. I thought it would be like it was in the eighth grade. It was a lot of work, but of a sort, and we had some work to do. And we had to give a speech on our grade. We hardly ever had to think to get ready in class, we just had to do our work and get it right. We had to learn after our speech. As we went, Rhoda, etc. I think we all like what we were doing when we were doing something.

But I think the most we have learned a lot about competition this year, where we would never really learned anything about competition. If you hadn't learned it, it is.

We've learned to take things that we are thinking of and put them on paper.

Norma Jones
Well, I think that this year has been okay in some ways and not so good in some ways. I think it was okay because we hardly did any English. I didn't think it was so good because we should have done more English than evaluating television, books and things like that. There were days when we didn't do anything but sit around and talk because there was no work to do. We had finished our evaluation of a book story and there was nothing to do but sit and talk. I think that we should have done English instead of all of the writing we did. Evaluating television and book stories.

The End

Bob Hernandez
This year I feel that I have learned many different things in English class, in some ways.

This year's English class has been different than the rest of my English classes, the ones I've had in the past years. I've learned how to evaluate books and television shows. This is the first year I've had an assignment to watch television. I've learned how to write better compositions. I've also learned how to read better and understand the books better. And many other things.

But I feel that I have forgotten how to pick out the different sentences or some of the work I did last year.

Manuel Hernandez
This year's English class has been very interesting to me. But I don't think we've learned much. Some of us anyway, others might have.

The only thing I liked about English was the composition we wrote. We didn't learn how to write properly, punctuate sentences. But I think that's what it was all for.

The English teacher has done a very good job. All teachers do a good job, to the students who don't try.
I don't think we should criticize any teachers. Even if we don't like them.

I don't think it's very cruel to talk about anyone. No matter what they say. Unless it's all true and not just any thing.

Dorothy Washburn
English II
May 22, 1960
This year in English we had some films and I thought they were good films. Because it was about how to write a sentence correctly. We wrote composition on pictures, we were to tell what they were trying to tell us by the pictures. And to give instructions on how to something, and write many others.

And we had Mc Call Drugテスト

Lancor Lander
This year I feel as though I have learned quite a lot. I think the thing I learned which to do was to write compositions and the right way in doing it. Apparently this year English class could have been more interesting but I wouldn't blame it all on the teacher. The class could have kept a lot up by being willing to listen instead of writing or playing notes. A lot of the kids would have rather worked in the English class but when you stop and think about it we'll have three more years left to go and we'll be using them then. I believe I could have gotten more out of English this year, but it's my fault, I didn't not take the teacher.

Geneva Golden
I like English some times, because it helps me to learn how to spell and write. But some of the things we do in English, I just don't care for. Like haven to write and read books all the time. But I guess that's the way the cookies crumble. Then again I like to write those compositions it lets me tell what I think of such things. I don't like those reading speed tests because they get me all shook up.

David Richardson
The Days That Went By

From the beginning of school here in 6th grade, I can just about remember, when I first came in this English room, yes sir, it sure seems different being in high school, after being in grade school for eight solid years. Already I’m getting the hang of being in high school. It seems just like yesterday I started school. Now I just know just about every thing, well not every thing but at least I know about something.

Well tenth grade is next, well that’s if I pass the ninth grade.

By

Harvey
Jim

May 20, 1960