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A Comparison of Two Methods of Teaching Selected Aspects of English Grammar

Florence Ruth Katanick Marshall

A COMPARISON OF TWO METHODS - MARSHALL

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A COMPARISON OF TWO METHODS OF TEACHING SELECTED ASPECTS OF ENGLISH GRAMMAR

A Thesis

Presented to

the Faculty of the Department of Education

University of New Mexico

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

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by

Florence Ruth Katanick Marshall

May 1958

This thesis, directed and approved by the candidate's committee, has been accepted by the Graduate Committee of the University of New Mexico in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

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The writer wishes to gratefully acknowledge the invaluable aid of Dr. Wilson H. Ivins in the preparation of this study. Special gratitude is due Dr. George Keppers and Dr. Frank Angel for their helpful suggestions. Sincere appreciation is hereby expressed to Dr. Stanley Caplan of the Albuquerque Public Schools for aid in the selection of the tests used.

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CHAPTER I

INTRODUCTION

For centuries, methods of teaching language, especially the two methods proposed in this study, have been used. Although little objective evidence has been submitted to indicate the superiority of one method over another, this study is a further attempt to show by such evidence which method will offer the better results in a group of students and indicate the greater effectiveness on the part of the teacher.

A teacher of English wonders about his effectiveness in teaching the subject to his students. What method will produce the best results and still keep the interest of the student: the method of teaching grammatical definitions and reinforcing them through exercises or the method of using the grammatical definitions as a basis for the teaching of creative writing and composition?

Another aspect of effectiveness in teaching a subject such as grammar is that the teacher should consider the conditions which would be likely to keep the class attentive and responsive to the procedure. These two conditions would be necessary in order to

CHAPTER I

INTRODUCTION

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Another aspect of effectively teaching a subject arises as greater is what the teacher should consider the conditions which must be ripe to be the class atmosphere and relationship the students. These two conditions would be necessary in order to

maintain effective instruction.

The value of the subject to the student should be a primary consideration of the teacher in thinking of his effectiveness. A student who can realize the value and importance of his subject is one who will put forth the maximum effort. A teacher who can also see these same values will put forth the maximum effort to make his instruction effective. He will put forth this effort because he believes in the value and importance of his subject. Therefore, a teacher must know what methods will produce the more effective results.

A teaching method which would produce these desired effects has long been sought. This study has been conceived as a part of the search for such a method. It seeks to compare two possibilities that have been used: that of the method of using grammatical definitions with exercises and that of using those definitions as a basis for teaching composition. The comparison will attempt to ascertain which of the two methods will produce the better immediate results with the students on a standardized grammar test.

The results of teaching that are unmeasurable by statistics, but that may be estimated by observation, such as attentiveness and realization of values, should be considered in the formulation of any plans by a

measures effective instruction.

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teacher. This study will also be concerned with an attempt to report this kind of observable effects of the methods used.

These differing concepts of teaching English grammar interested the writer because of the lack of a single policy regarding methods and content to be used in teaching the subject in her school system. The concepts differ as to the amount and type of active participation afforded the students and the teacher and the use of written exercises as opposed to written compositions.

I. THE PROBLEM

Statement of the problem. It is the purpose of this study to compare two methods of teaching selected aspects of English grammar--grammatical definitions reinforced by exercises and the diagramming of sentences and grammatical definitions as the basis of teaching composition--to ascertain whether or not one will produce better results than the other on a standardized grammar test, when used with two groups of paired ninth graders matched according to age, sex, intelligence, and reading ability.

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twenty-eight matched pairs. These students are in five ninth grade English classes at the Andrew Jackson Junior High School, Albuquerque, New Mexico. It will be concerned with results of experimental teaching for a period of six weeks only.

Limitations of the study. There are several points to be mentioned as possible limitations of this study. One would be the size of the control and experimental groups and the problem of matching the students in equated pairs. Another limitation to be considered was the inability of the teacher to be completely constant in the teaching methods used and refrain from bringing in other materials not planned for use in the study. The instructor was also limited by variables within herself such as fatigue and anger. Another limitation of the study arose from factors inherent in the students which changed daily; these factors included illness, inattentiveness, fatigue, and lack of study. The last limitation to be mentioned is the question of the reliability of the use of one test as a measurement of progress.

Importance of the study. This study will compare two methods of teaching English grammar. Various methods

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for teaching grammar have been acclaimed as being the best methods of having the pupils learn grammar. The study seeks to determine if one of the two methods is superior in teaching the students the mechanics of English.

When the importance of the English language is considered in today's world, then one can understand the importance of the subject as it is taught in our schools. Just as a student must be able to understand the mechanism of a modern machine, so must he be able to understand the mechanism of a tool that is used daily, his language, in this case, the English language.

The knowledge of grammar is important to the mastery of language. Thus, the teaching of grammar must be such that it enhances this learning to its fullest. It has been commented by Douglass that the teacher and the teaching methods are the bases of the curriculum.[1] If so, then it should follow that the teacher ought to know which methods will produce the desired results with the students. An objective study, excluding the variables, could give the instructor the answer to the question of which combinations will help the students to master this most useful tool, language.

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[1] Hurd R. Douglass and Albert R. Gillis, Teaching in the High School (New York: Ronald Press Company, 1950), Ch. 1.

II. DEFINITIONS OF TERMS USED

Grammar. "A system of general principles and of particular rules for speaking or writing a language. A digested compilation of customary forms of speech in a nation."[2]

Grammatical definitions. Those grammatical terms defined in Appendix A of this study. These terms were used as the basis of instruction.

Diagramming of sentences. A specific arrangement of a sentence to show the uses of the various words in the sentence. The diagram is a line-pattern on which the words are placed.

Composition. "The act of writing for practice in English or a foreign language."[3] This term may also include that creative writing done by the student in Group B of this study.

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[2] Webster's Universal Unabridged Dictionary (Cleveland: World Publishing Co., 1940), p. 738.

[3] Webster's Dictionary (Cleveland: World Publishing Co., 1940), p. 343.

III. ORGANIZATION OF THE REMAINDER OF THE THESIS

This study has been organized in the following manner: (1) a statement of procedure; (2) a review of related literature; (3) presentation of the data which will include the selection of subjects, content of instruction, methods of instruction, and the testing results; and (4) a summary of the data presented and conclusions.

CHAPTER II

PLANNED PROCEDURE OF THE STUDY

This study was planned in the following manner: (1) the writer's classes in English were divided into two groups according to the time of their class, (2) the Otis Intelligence Test was administered to both groups, (3) the California Achievement Test was administered to both groups, (4) Iowa Grammar Information Test, Form A, was administered to both groups, (5) the age and sex of the individuals were determined by having each one fill in a blank with this information, and (6) the two groups were then matched according to the above factors, and twenty-eight pairs of students who matched within five points in all factors and were in opposite groups were chosen as part of the study.

After the selection procedure, the two groups, Group A and Group B, were each taught by a different method. The method used on Group A was one in which the teaching of grammatical definitions was accompanied by exercises and the diagramming of sentences to illustrate and reinforce the definitions. Group B was taught by the method in which the grammatical definitions were used as the background for the teaching of composition and

creative writing.

Upon completion of the experimental teaching period, a review of the definitions was given. When the review was finished, Form B. of the Iowa Grammar Information Test was administered.

CHAPTER III

REVIEW OF RELATED LITERATURE

There are two sides to the question of teaching English grammar as indicated in the literature. One side of the picture favors, if not the abolition, at least the lessening of the emphasis on formal grammar which would include exercises and the diagramming of sentences. This side also includes those in favor of linguistics and linguistic analysis. The other side of the picture, one rapidly fading, favors the teaching of the rules and definitions of formal grammar as such.

There is much in the way of literature pertaining to this study, and much of it predates 1945. Most of this literature is not in the form of studies but in the form of articles and books. More recent dating of several other articles and books also indicates its prominence now. However, much of the literature reported herein is confined to studies.

Since 1945, linguistics and linguistic analysis has been emphasized by such men as Charles C. Fries,[1]

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[1]Charles C. Fries, The Structure of English (New York: Harcourt, Brace and Company, 1952).

Donald J. Lloyd,[2] and Harry Warfel.[3] Linguistics is the study of the sound and word patterns of a language as the basis of the grammatical structure. Warfel's book, Who Killed Grammar?,[4] maintained that the teaching of formal grammar keeps the language uniformly understandable and must not be abandoned.

In C. C. Fries' book, The Structure of English,[5] he put forth a new proposal to incorporate grammatical structure in the usage of English in America, that is, to emphasize that grammar found in spoken conversation. Lloyd and Warfel[6] carried this idea further in its application to instruction in the classroom. They put forth a more simplified system of conversion from the present grammatical system to the linguistic system in which the symbols used are more familiar and in harmony with our present system of nouns and verbs. American English in

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[2]Donald J. Lloyd and Harry R. Warfel, American English in Its Cultural Setting (New York: Alfred A. Knopf, 1956).

[3]Harry R. Warfel, Who Killed Grammar? (Gainesville, Florida: University of Florida Press, 1952).

[4]Ibid.

[5]Fries, op. cit.

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[4]Ibid.

[5]Fries, op. cit.

[6]Lloyd and Warfel, op. cit.

Its Cultural Setting[7] is based upon common sound and word patterns in the English sentence. In this system, formal grammar and diagramming of sentences are dropped as there is no set word usage in a sentence in linguistics.

In the teaching of English with a linguistic point of view the following concepts must be kept in mind by the instructor:

1. Language changes constantly.
2. Change is normal.
3. Spoken language is the language.
4. Correctness rests upon usage.
5. All usage is relative.[8]

The above five points are really a case against any sort of formal grammar.

Even Noah Webster in his Dissertations on the English Language discussed the question of what constituted the basis of a language and how grammatical rules were derived.[9] Webster's ideas were later shown in

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[7] Ibid.

[8] The Commission on the English Curriculum of the National Council of Teachers of English, The English Language Arts (New York: Appleton-Century-Crofts, 1952), pp. 275-278.

[9] Noah Webster, Dissertations on the English Language (Gainesville, Florida: Scholars' Facsimilies and Reprints, 1951), pp. 78-79.

the newer linguistic concept of correctness based on usage--that the language of the people is the true language of an area.

Rivlin appraised the history of research in the teaching of grammar and indicated such pitfalls in it as: (1) the statistical approach to research has not considered all the individual differences in the students; (2) the tendency has been to equate groups without consideration of all factors; (3) insufficient time has been given for experimenting; (4) habitual speech patterns influenced results; (5) the arduous task of extensive classroom research has been fatiguing for the teacher.[10]

In a study made by I. O. Ash and reported in 1935, the following conclusions were drawn: (1) "It pays to spend more time on the stylistic phases of composition and less on the grammatical"; and (2) "The mechanics and formal elements have, aside from mere formal accuracy, but little relationship to effective expression."[11] Ash

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[10] J. P. Leonard, ed., "English Language," Review of Educational Research, 10:108, April, 1940.

[11] I. O. Ash, "An Experimental Evaluation of the Stylistic Approach in Teaching Written Composition in the Junior High School," Journal of Experimental Education, 1:54-62, September, 1935.

used the same Otis Intelligence Test that was used in this study.

In two studies reported in 1946, Wykoff showed that a knowledge of the usable principles of grammar and punctuation is related to success in composition. Stewart indicated that diagramming of sentences provided no better mastery of sentence structure than did direct practice of compositional activities.[12]

Other studies later reported substantiated both sides of the picture but especially the method of using creative writing. Some of these studies were reported in Teaching Secondary English.[13] These studies reported that the ability to write had a negative relationship with the teaching of formal grammar and that diagramming led to nothing but skill in diagramming. These findings were also confirmed in a study by Greene. Archer reports that studies made during the period of 1940-50, after de-emphasis of diagramming had begun without objective evidence, showed that (1) diagramming only improved skill in diagramming of English correctness or

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[12] F. H. Knower, "Communication Skills," Review of Educational Research, 16:116-132, April, 1946.

[13] John J. De Boer, Walter V. Kaulfers, and Helen Rand Miller, Teaching Secondary English (New York: McGraw-Hill Book Company, 1951), p. 60.

comprehension; (2) sentence structure is as effectively taught by a direct composition as by diagramming; and (3) direct methods are superior to formal methods of teaching.[14]

In a recent doctoral study reported in the English Journal, Silvy Kraus divided students into three groups: one doing no original writing, one in which a theme a week was given but no reference to it was made afterward, and one in which the results of errors on papers in connection with a literature unit were taught. This study was similar in form and conception to the study herein presented, although Silvy Kraus also measured progress in ability to write compositions. The last method, the one connected with the literature unit, was considered the most effective because it was considered better to explain a sentence by meaning and use than by grammatical rules.[15] This reported study runs almost parallel to the study being done here. The literature unit given by Kraus would be similar to the professional examples given in this study because in the present study

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[14] Clifford P. Archer, "English Composition," Review of Educational Research, 19:135, April, 1949.

[15] Silvy Kraus, "A Comparison of Three Methods of Teaching Sentence Structure," English Journal, 46: 275-81, May, 1957.

literature had to be separated from grammar in the teaching units.

The literature on the subject of teaching formal grammar, as such, in and of itself, as opposed to teaching the student self-expression, seems to favor the latter point of view. There was an opinion among some writers that some formal grammar is necessary to preserve the language, but since change is also a factor in language, this formality was again refuted. Linguistics were then brought into the picture as an answer of a sort which would take care of the formal aspects as well as the change. The current belief seemed to favor the side of the picture in which the linguistic point of view and the development of student creativity were the dominant ideas.

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CHAPTER IV

PRESENTATION OF THE DATA

This study was organized in the following manner: (1) two groups of students were formed in each of which one of the two methods of grammar teaching was to be used exclusively; (2) the subjects in the groups were first given an Otis Intelligence Test and then a California Reading Achievement Test; (3) following administration of these tests, a form which indicated age was filled in by the method of formal grammatical definitions, exercises, and diagramming sentences and the other by the method of composition and creative writing. At the end of the instruction period, a similar form of the initial grammar test was administered.

I. SELECTION

The pairs of students who formed the two groups were selected for this study on the following bases: (1) sex; nine pairs of male students and nineteen pairs of female students were chosen. The preponderance of female subjects was due to there being more female students than male in the classes studied; (2) age (only in two cases is there a differential of more than nine

months); (3) grade; all of the students were in the ninth grade; (4) intelligence quotients derived by the writer from the administration of the Otis Self-Administering Test, Beta B, for grades 4-9; (5) a reading score derived from the total score on the California Reading Achievement Tests for Intermediate Grades, Form AA, administered by the writer; and (6) the Iowa Grammar Information Test, Form A. Form B was later administered as a measure of progress. The results of these tests are presented in Tables I-VI.

In two cases of age, the match between the pairs was not within a nine-month range, but other factors were closely matched, as shown in Table III. The median age, in months, for Group A was 177; for Group B 176.5. The mean age for Group A was 178.0, while for Group B it was 176.5. The oldest person in Group A was 202; the youngest 170. The oldest person in Group B was 192; the youngest 168.

As shown in Table IV, the mean I. Q. for Group A was 108.3, and for Group B it was 107.9. The median I. Q. for each was for Group A, 110, and Group B, 109. The highest I. Q. in A was 126, the lowest, 94. The highest I. Q. for B was 127, the lowest, 89.

The score used for comparison in the California Reading Test was the total raw score of reading

vocabulary and reading comprehension combined. The mean scored for this test in Group A was 116.5. Group B's mean score was 115.2. The median score for Group A was 115; 115 was also the median score for Group B. The highest individual score in Group A was 137, the lowest, 98. The highest individual score for Group B was 135, the lowest, 94, as seen in Table V.

The mean score for Group A on the Iowa Grammar Information Test, Form A, was 24.9, and the median was 24.5. The mean score for Group B was 29.4 and the median 26. The median beginning-of-the-year score for this test was given as 24. The highest individual score in Group A was 53 and in Group B, 48. The lowest individual score for Group A was 5, the lowest for Group B, 8, as shown in Table VI.

II. CONTENT OF INSTRUCTION FOR GROUP A AND B

Both groups had, as a basis of their instruction, grammatical definitions as shown in Appendix A of this study. The definitions included: (1) Parts of speech; (2) Structural types of sentences; (3) Usage of types of sentences; (4) Phrases and clauses and their uses; (5) Parts of a sentence; (6) Uses of nouns and pronouns. With the uses of nouns and pronouns was a chart of the various types of pronouns and their function. Group A

TABLE I

CHART OF STUDENTS SELECTED FOR STUDY

MALE

Student	Age	I. Q.	Reading	Grammar A	Grammar B
1A	198	94	111	13	26
1B	178	89	109	12	14
2A	180	111	124	21	25
2B	175	115	122	19	25
3A	175	108	126	30	57
3B	176	108	121	34	47
4A	177	108	118	22	14
4B	176	113	115	20	31
5A	202	104	120	19	25
5B	181	104	115	18	28
6A	175	107	112	31	27
6B	177	103	114	35	33
7A	170	109	112	20	27
7B	172	111	108	25	50
8A	179	109	118	16	32
8B	182	112	122	17	28
9A	176	109	110	5	16
9B	180	104	110	8	24

TABLE II

CHART OF STUDENTS SELECTED FOR STUDY

FEMALE

Student	Age	I. Q.	Reading	Grammar A	Grammar B
10A	177	115	124	38	52
10B	175	120	121	38	31
11A	176	104	122	37	33
11B	180	105	114	38	45
12A	176	104	112	20	15
12B	174	104	106	19	17
13A	170	107	115	8	24
13B	176	101	113	11	16
14A	175	115	123	34	47
14B	175	112	125	35	44
15A	184	94	108	20	23
15B	192	94	106	18	9
16A	175	112	118	29	33
16B	175	112	124	29	32
17A	176	114	107	19	27
17B	170	110	112	25	38
18A	175	108	125	23	37
18B	175	109	126	28	36
19A	176	126	137	53	62
19B	170	127	135	48	64
20A	179	113	124	18	28
20B	179	112	120	26	28

TABLE II (continued)

Student	Age	I. Q.	Reading	Grammar A	Grammar B
21A	179	111	124	30	41
21B	178	111	123	32	35
22A	175	121	121	30	37
22B	178	117	117	32	38
23A	176	110	118	41	46
23B	178	110	117	37	31
24A	180	107	118	31	46
24B	171	105	119	38	35
25A	174	104	98	16	20
25B	177	108	94	20	17
26A	181	103	103	22	19
26B	174	104	105	20	16
27A	171	107	109	26	20
27B	168	108	107	20	19
28A	176	97	105	27	20
28B	179	95	105	22	26

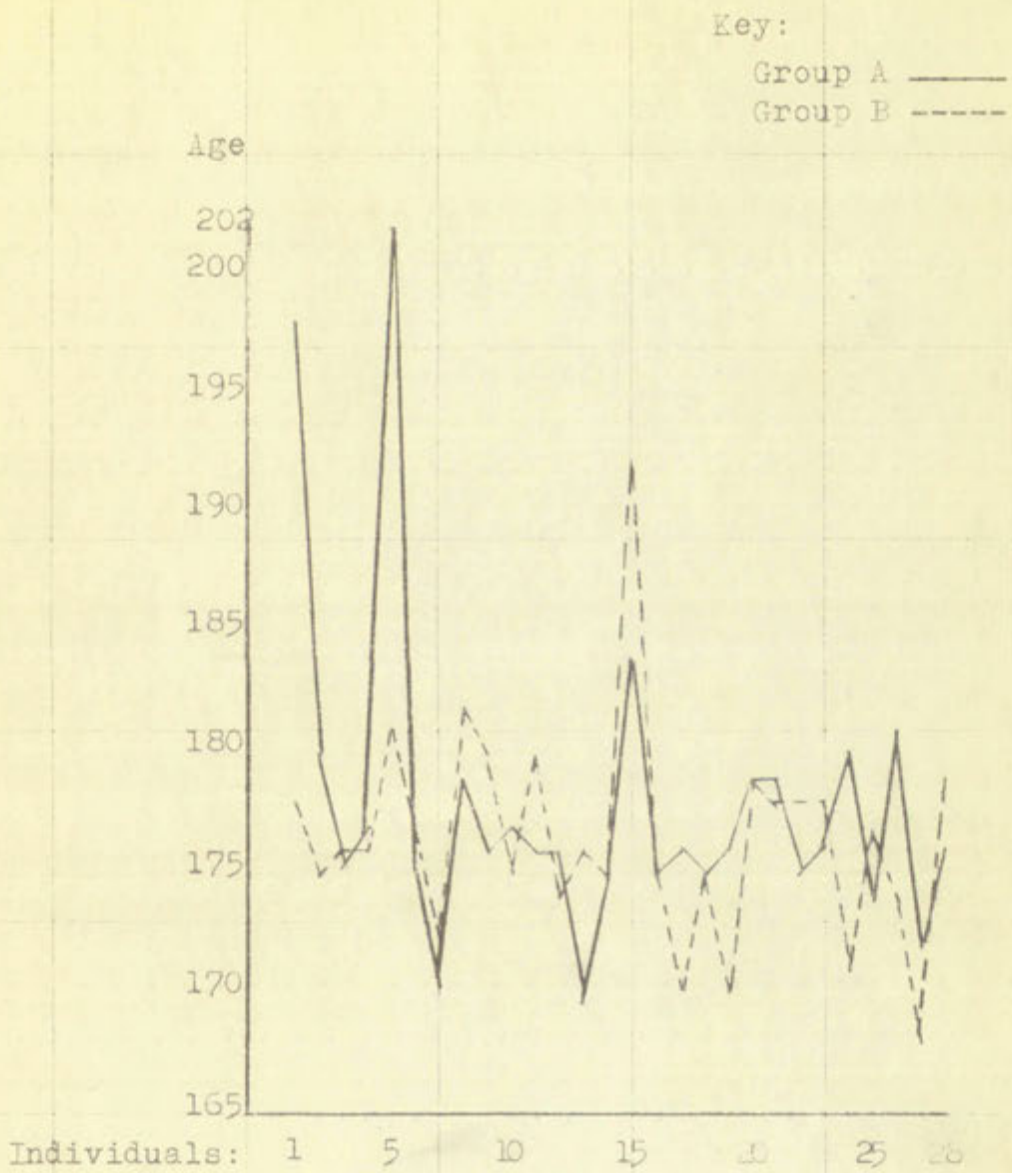

TABLE III

AGE, IN MONTHS, OF THE INDIVIDUALS PARTICIPATING IN THE STUDY SHOWING A COMPARISON OF THE MATCHED PAIRS

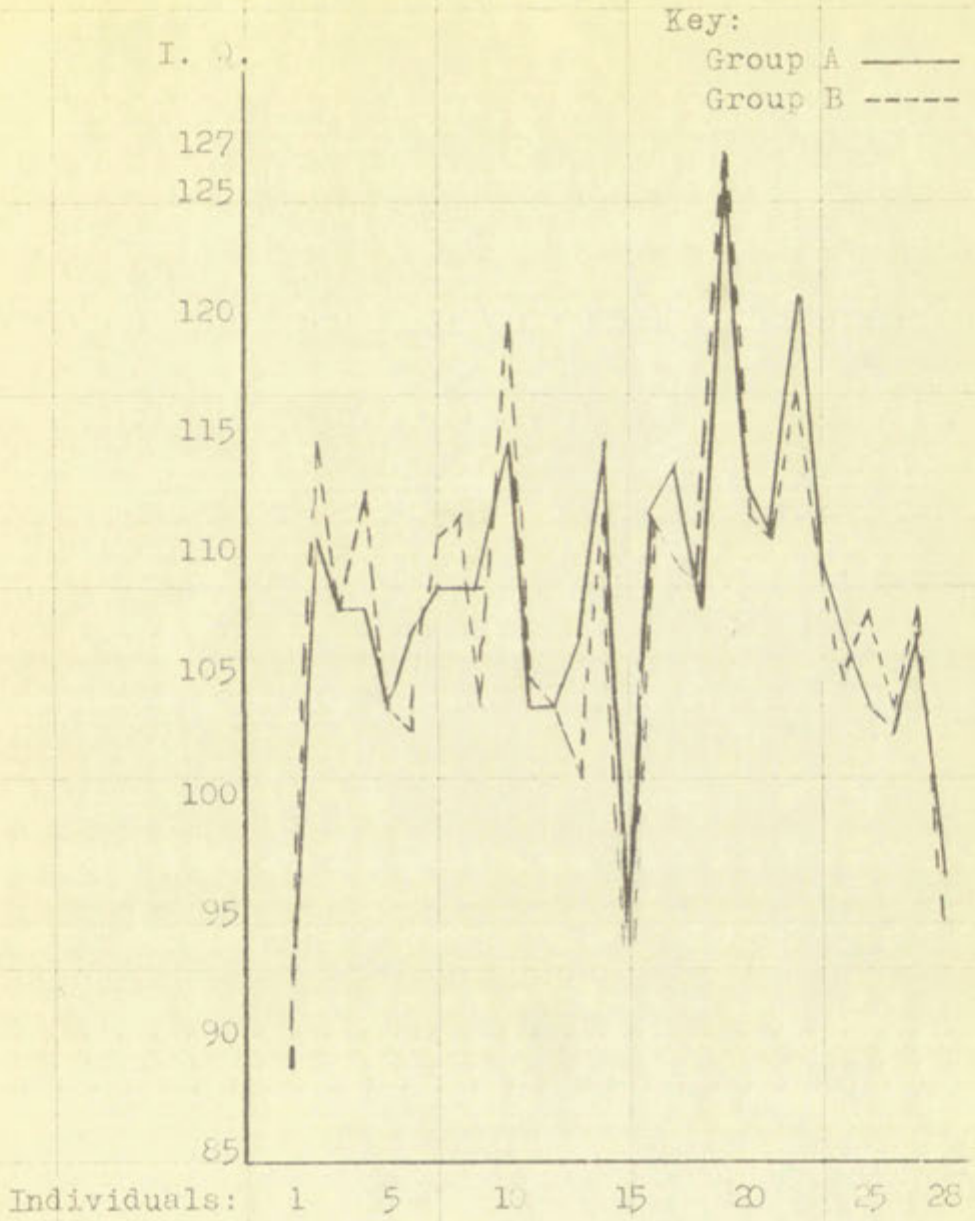

TABLE IV

INTELLIGENCE QUOTIENTS OF INDIVIDUALS PARTICIPATING IN THE STUDY SHOWING A COMPARISON OF THE MATCHED PAIRS

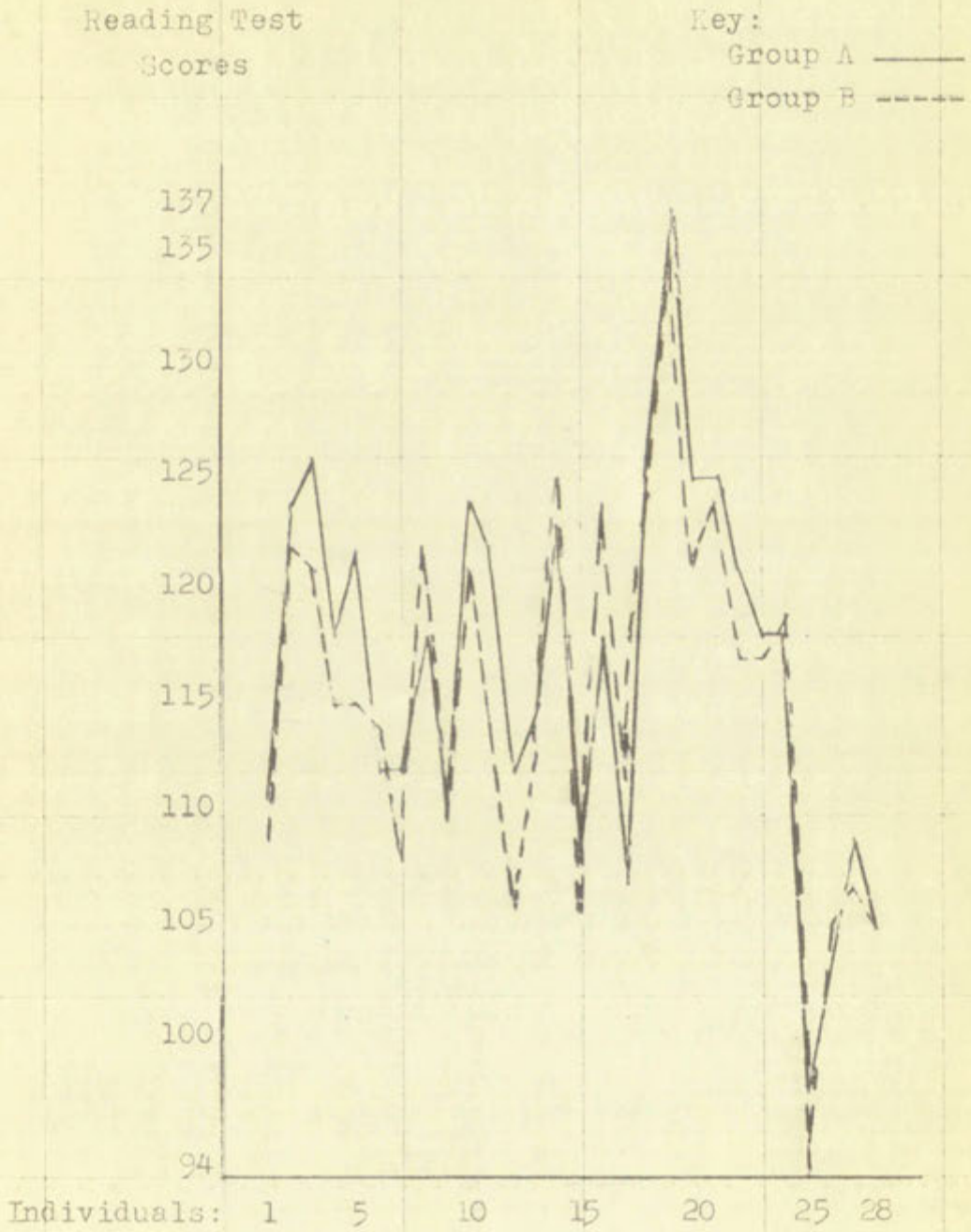

TABLE V

READING TEST RAW SCORES OF INDIVIDUALS PARTICIPATING IN THE STUDY SHOWING A COMPARISON OF THE MATCHED PAIRS

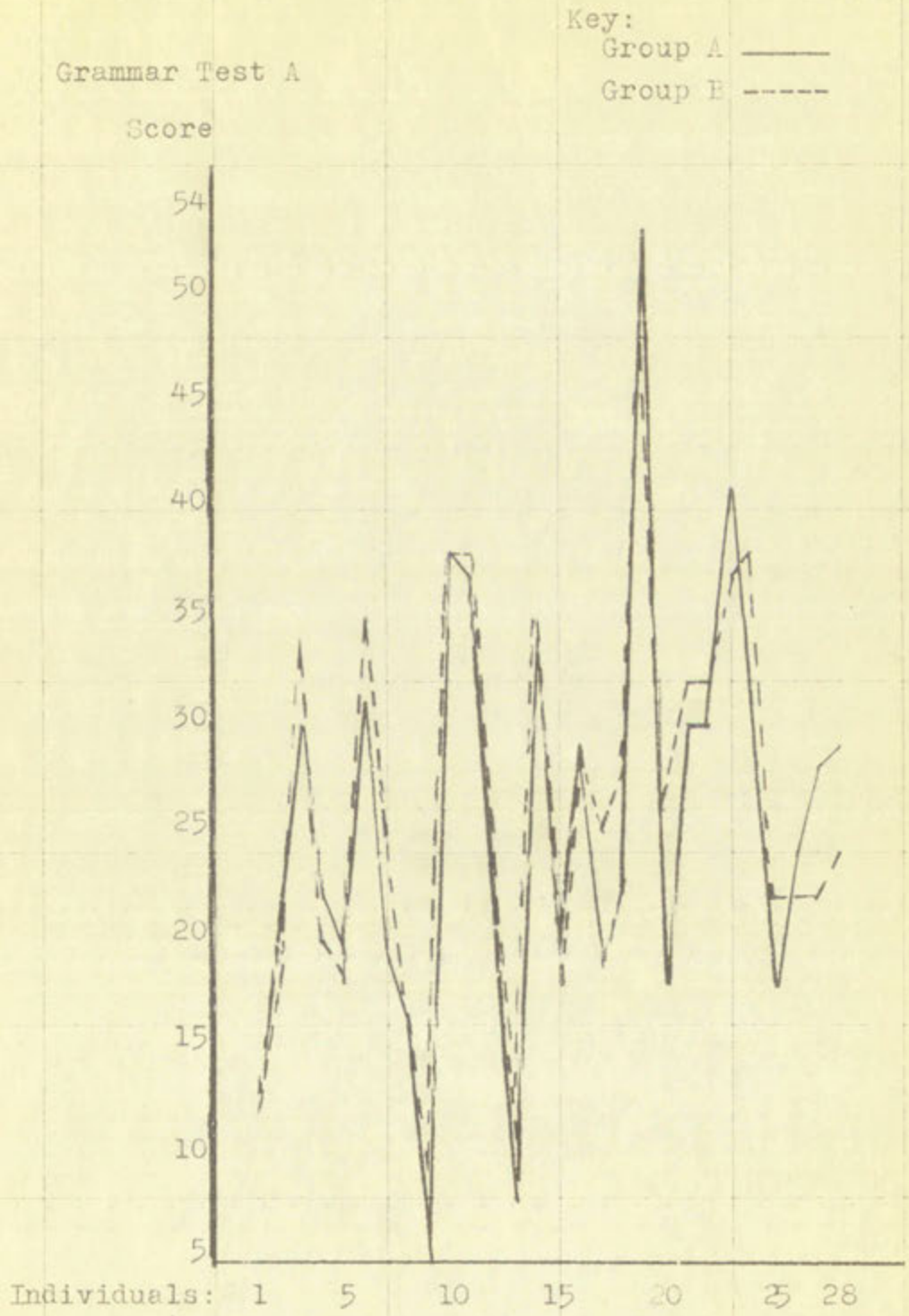

TABLE VI

GRAMMAR TEST SCORES OF INDIVIDUALS PARTICIPATING IN THE STUDY SHOWING A COMPARISON OF THE MATCHED PAIRS

was given these definitions a section at a time, while Group B received them all at once.

All of the exercises used in the experiment given to Group A were taken from Our English Language,[1] the standard textbook for the class. Group B did not use a textbook at all.

The diagramming of sentences was guided by an English handbook.[2] The examples used for Group B as examples of creative and original expression were the following essays: (1) "The New Freedom" by Woodrow Wilson; (2) "Autointoxication" by Bergen Evans; and (3) "Between the Dark and the Daylight" by John Mason Brown; and in short stories: (1) "The Secret Life of Walter Mitty" by James Thurber; (2) "The Devil and Daniel Webster" by Stephen Vincent Benet.

Students in Group B also were given a list of standard corrections which were used in correcting their writing efforts. These corrections were derived from a list given by Perrin[3] and were chosen to cover most of

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[1]Thomas Clark Pollack and others, Our English Language (New York: The Macmillan Company, 1955).

[2]J. Martyn Walsh and Anna Kathleen Walsh, Plain English Handbook (revised edition) (Wichita, Kansas: McCormick-Mathers Publishing Company, 1951).

[3]Potter G. Perrin, Writer's Guide and Index to English (Chicago: Scott, Foresman and Company, 1942), rear cover.

the difficulties that the instructor could foresee in the student's writing. This list is reproduced in Appendix B. Selection was made of two papers from the major assignments given Group B to show examples of the work given. These papers were from Student 17B of Group B. Her papers were chosen because her scores were closest to the mean scores of the group.

III. METHOD OF INSTRUCTION OF GROUP A

Group A was taught by the combination of ideas which included presentation of grammatical definitions (Appendix A), exercises to reinforce the definitions, and diagramming of sentences as the application of these definitions.

Group A was introduced to the grammatical definitions in sections. After each new introduction was discussed by the instructor and the class, the class was given exercises for illustration and reinforcement of each definition. Upon receiving all of the definitions, the group was taught to diagram sentences, and the knowledge of the grammatical rules was put to use in this diagramming practice.

Pronouns were emphasized in the instruction because of their obvious difficulty for the students in

Group A. To drill the students in pronouns, exercises were given to help the students learn usage and the charts were presented to them. The charts are reproduced in Appendix A. This pronoun chart included personal, reflexive, indefinite, or demonstrative, relative, and interrogative pronouns. Perhaps this section of the lesson was overemphasized, but it was needed with the classes in Group A.

After completion of the introduction of all of the sections of the grammatical definitions, Group A was taught the form for diagramming various types of sentences. For the remainder of the experimental period, all of the lessons consisted of diagramming assigned sentences.

At the end of the experimental period, Form B of the Iowa Grammar Information Test was administered to Group A. The test was given after a brief review of the material covered during the six-weeks period that this study covered.

IV. METHOD OF INSTRUCTION OF GROUP B

The idea of instruction of Group B was the presentation of the grammatical definitions as a basis for teaching composition and creative writing. This group was given all the definitions at one time to study.

If any difficulties or questions arose, an attempt was made to clear them up during the class sessions. The most difficulty with the definitions arose in the section about phrases and clauses and in the ability to distinguish compound and complex sentences.

After the completion of the discussion of the grammatical definitions, assignments were made of the following items: (1) a paragraph carrying out the idea of a topic sentence; (2) a composition giving explicit directions; (3) an impromptu composition; (4) an extemporaneous speech; and two major works for the unit: (1) an original essay and (2) an original short story.

After each assignment was completed, the papers were corrected by the instructor according to the list of corrections already given them. Each paper had to be corrected, proof read, and returned to the teacher.

At the end of the experimental period, a review of the grammatical definitions was given. Following the review, Form B of the Iowa Grammar Information Test was administered to Group B.

V. TESTING OF GROUPS A AND B

The decision about which method of teaching English showed the better results on the standardized test of the use of the rules of grammar was made through

administration of Form B. of the Iowa Grammar Information Test in both groups. Both groups showed some improvement, but Group A showed slightly more than Group B. (See Tables I-VI.)

The median end-of-year score given for this test for a ninth grade student is 28 points. The median score for Group A on Form B was 30 (See Graph E), and for Group B, 31.5 (See Graph C). The mean scores for each group were Group A--32.1, Group B--30.6. The Probable Error for the ninth grade was 3.36, and the reliability coefficient was .86 for the ninth grade.

The mean difference of Group A over Group B on Test B was 7.1, while the mean improvement for Group B was 4.8. The most improvement by one student was 27 points above his first score. The student who regressed the most fell nine points. There was little difference in the results of the two groups. The Probable Error of the distribution indicated there may be a three-point fluctuation in the score of any individual student and, therefore, in the mean scores, as shown in Table IX. The t-test was computed for Test B as a measure of the significance of the difference in the mean test scores. This t-test was 1.315. This score indicates that there is little or no significant difference between the two scores.

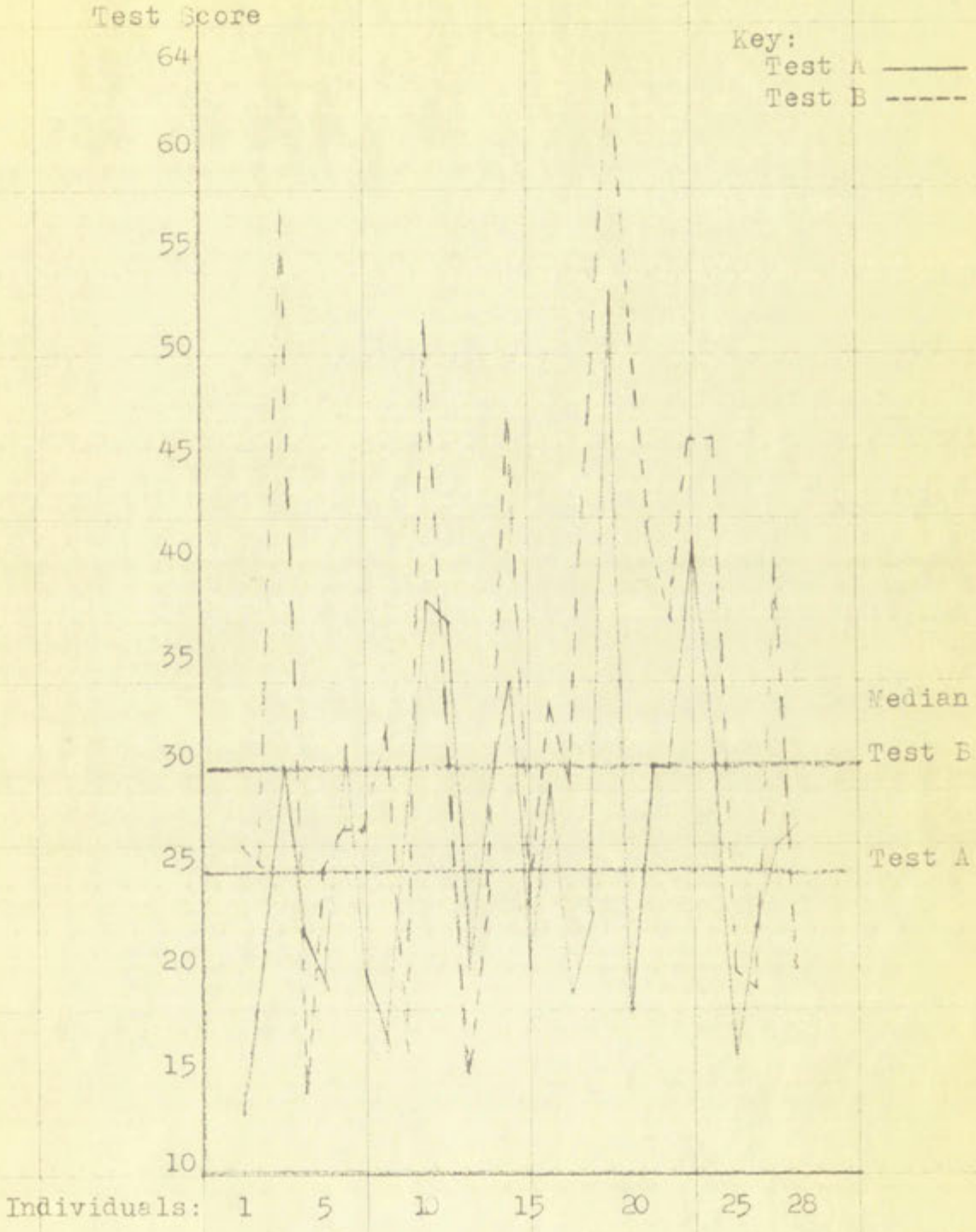

TABLE VII

A COMPARISON OF THE RESULTS OF THE IOWA GRAMMAR INFORMATION TEST FORM A AND FORM B AS ADMINISTERED TO GROUP A

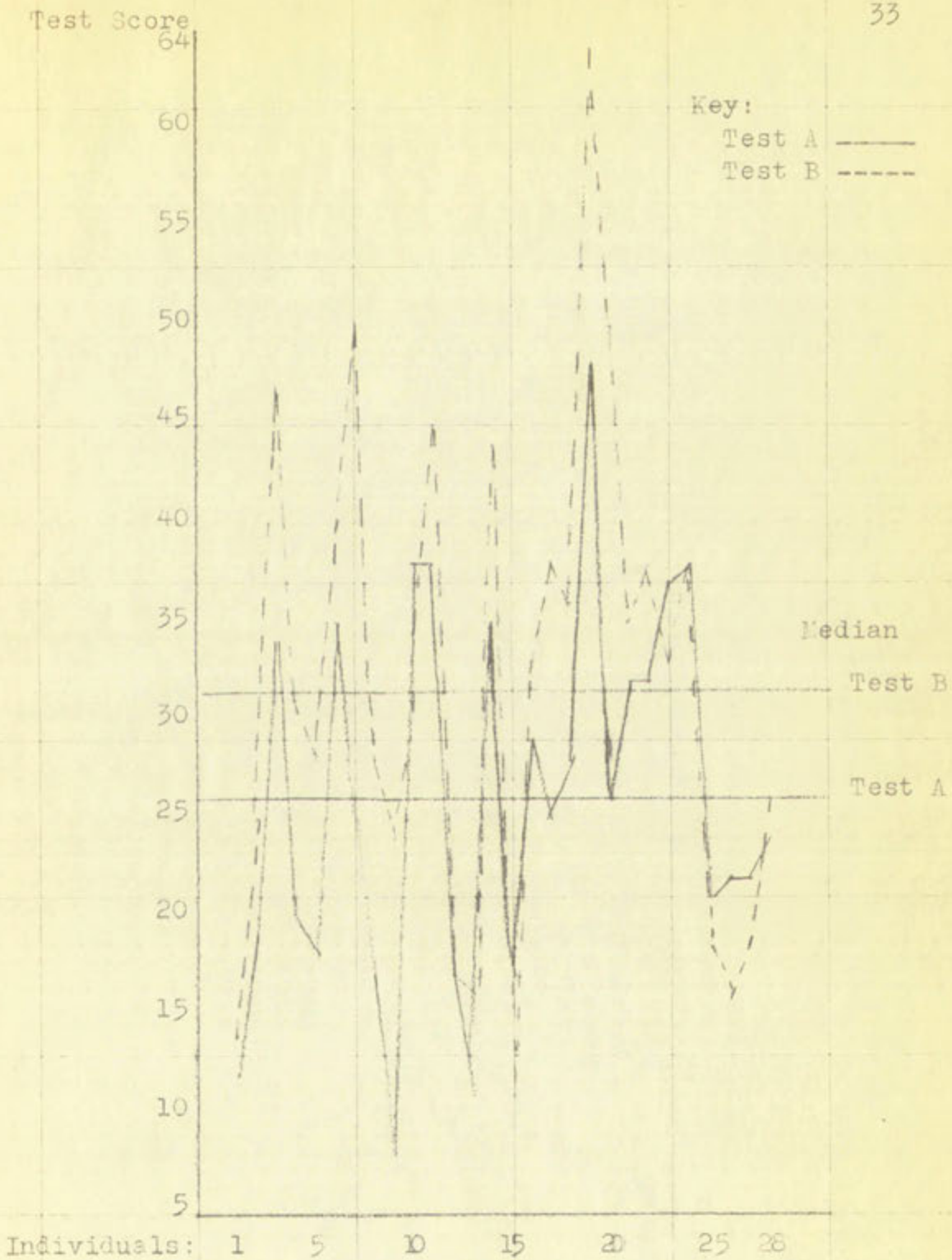

TABLE VIII

A COMPARISON OF THE RESULTS OF THE IOWA GRAMMAR INFORMATION TEST FORM A AND FORM B AS ADMINISTERED TO GROUP B

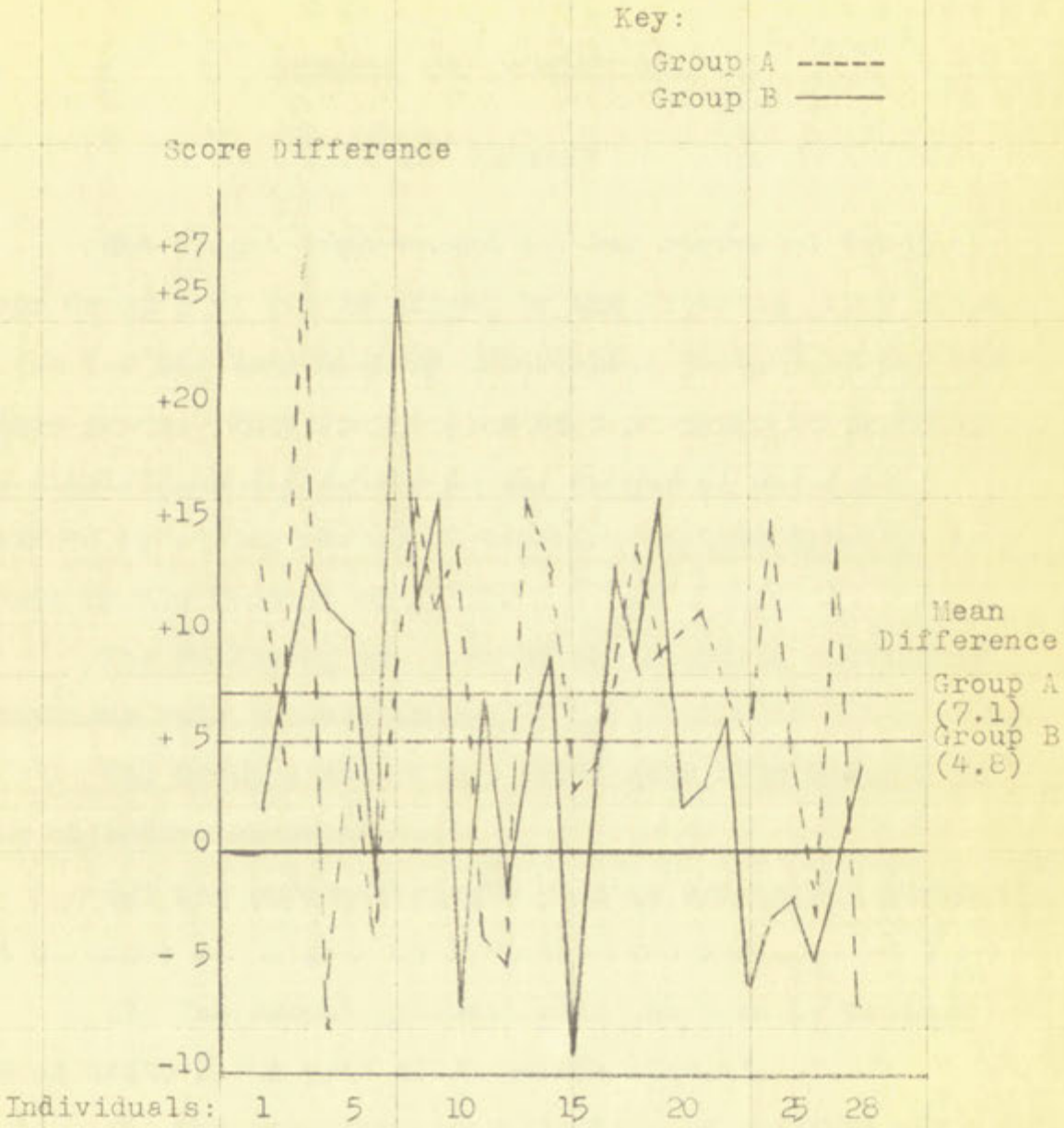

TABLE IX

A COMPARISON OF THE POSITIVE OR NEGATIVE CHANGE IN THE INDIVIDUAL SCORES ON TEST B OVER TEST A

differences of the means was 1.315.

The enumeration of the various individual scores showed how much one individual can vary during a period of six weeks in one aspect of a subject. This variation seemed to be of significance because differences within an individual, moods, and illness can change the course of a great many things. The limitation Rivlin[1] indicated in his study when he stated that the statistical approach to the problem of this study fails to account for individual differences in the learners is exemplified here.

In the observable reactions of each group such as attentiveness and participation, Group B seemed to have participated and listened more than Group A. Group B also seemed to derive more pleasure from the instructional unit. These are merely observations in the classroom situation.

II. CONCLUSIONS

Although there was a slightly greater improvement in Group A, the group being taught by a combination of grammatical definitions, exercises, and diagramming

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[1]J. P. Leonard, ed., "English Language," Review of Educational Research, 10:108, April, 1940.

difference of the means was 1.315.

The enumeration of the various individual scores showed how much one individual can vary during a period of six weeks in one aspect of a subject. This variation seemed so big of significance because differences within an individual, moods, and interest can change the nature of a great many things. The limitation which Thorndike in his study when he stated that the mental approach to the problem of this study fails to account for individual differences on the instrument is exemplified here.

In the observable reactions of each group with an interviewer and participator, Group R seemed to have participated and interested more than Group A. Group S also seemed to derive more pleasure from the treatment-final unit. These are merely observations in the classroom situation.

II. CONCLUSIONS

Although there was a slightly greater improvement in Group A, the group being taught by a combination of grammatical definitions, examples, and drill

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[1] P. Jonnart, ed., "English Language," Review of Educational Research, 10:203, April, 1940.

sentences, than in Group B, the group being taught the grammatical definitions as the basis for composition and creative writing, the T-score of the significance of this difference showed that this improvement was not a statistically significant one.

The true conclusion warranted by this study is perhaps that no one single form or method of teaching English Grammar is applicable to any one teaching situation. A number of factors within the teacher, the situation, and the student must be considered. Some of these factors would be the background of the teacher's education and preparation; the economic and social status of the neighborhood in which the teacher teaches; and the age, intelligence, and ambitions of the students.

A better way to derive a workable and successful combination of teaching methods would be to study the individual needs of the pupils. The vocational goals of the students and their average intelligence would also aid in the formulation of teaching methods that would produce the results desired by both the student and the teacher.

To reemphasize the position, or rather the lack of a positive statistical finding in this study, it was found that there is no one best method to teach English. It is up to the teacher to study the classes involved and

to decide then what combination of methods, rather than just one, would suit the classes.

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APPENDIX A

ENGLISH
STUDY SHEETS

Parts of Speech

1. Noun -- A noun is the name of a person, place, thing, or idea.

2. Pronoun -- A pronoun takes the place of a noun.

3. Verb -- A verb is a word that shows action or a state of being.

4. Adjective -- A word which modifies a noun or pronoun.

5. Adverb -- A word which modifies a verb, adjective, or another adverb.

6. Preposition -- A preposition shows the relationship of its object to another word in the sentence.

7. Conjunction -- A word which connects two or more other words, phrases, or clauses.

8. Interjection -- A word which expresses strong feelings.

Kinds of Sentences

1. Declarative -- a statement

2. Interrogative -- a question

3. Exclamatory -- an expression of strong feeling

4. Imperative -- a command or plea

Sentence Types

1. Simple -- one independent clause and no dependent clause.

2. Compound -- Two or more independent clauses connected by words or punctuation.

3. Complex -- One independent clause and one or more dependent clauses.

Phrase -- a group of words having the use of one word.

Clause -- a group of words having a subject and predicate.

a. Independent clause - a clause which may stand alone.

b. Dependent clause - a clause which must have an independent clause accompanying it. It may not stand alone.

Adjectival and Adverbial phrases and clauses are used in place of the one word adjective or adverb.

Noun phrases and clauses may be used in the same places as nouns.

Parts of a Sentence

1. Subject -- That about which the sentence deals.

2. Predicate -- That which is said about the subject.

3. Direct Object -- Receives the action of the verb.

4. Indirect Object -- Tells to or for whom something was done.

5. Predicate Nominative -- Refers to or describes the subject, but is in the predicate.

Uses of Nouns and Pronouns

1. As the subject of a sentence
2. As the direct object
3. As the indirect object
4. As the predicate noun
5. As a noun of address
6. As a noun in apposition
7. As the object of a preposition

Parts of a Sentence

1. Subject -- that about which the sentence deals.

2. Predicate -- that which is said about the subject.

3. Direct Object -- receives the action of the verb.

4. Indirect Object -- tells to or for whom something was done.

5. Predicate Nominative -- helps to describe the subject, and is in the nominative.

Uses of Nouns and Pronouns

1. As the subject of a sentence
2. As the direct object
3. As the indirect object
4. As the predicate noun
5. As a noun of address
6. As a noun in apposition
7. As the object of a preposition

Pronouns:

Case	First Person Singular	Second Person Singular & Plural	Third Person Singular		
			mas.	fem.	neu.
Nominative	I	you	he	she	it
Possessive	my, mine	your, yours	his	her hers	its
Objective	me	you	him	her	it
	Plural			Plural	
Nominative	we			they	
Possessive	our, ours			their, theirs	
Objective	us			them	

Reflexive pronouns: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

Indefinite pronouns: (may be adjectives)

this, these, that, those,
each, both, some, any,
all, such, several, few,
many, much, more, most,
either, neither, another, one,
former, latter, same.

Interrogative pronouns: who, whose, whom, which, what.

Relative pronouns: Who, whose, whom, which, what, that.

APPENDIX B

STANDARD CORRECTIONS

A check (✓) will appear by the item to be corrected and one of the following marks will appear in the margin to indicate the type of correction. Each paper is then to be <u>rewritten</u>, and both copies, the original and the corrected one, are to be handed in to the teacher.

¶ - new paragraph

ag - agreement of subject and verb

K - awkward wording

Inc. - incomplete wording

Sp. - spelling

Det. - details

Ref. - reference of pronouns

Pn. - punctuation mark

Run on - run-on sentences

Trans. - transition between paragraphs

Tense - tense of verbs

Rep. - repetition

Cap. - capitalization

APPENDIX C

GRAMMAR INFORMATION TESTS AND ANSWER KEY

Form A

IOWA GRAMMAR INFORMATION TEST
For Junior and Senior High Schools

Devised by

FRED D. CRAM
Iowa State Teachers College
Cedar Falls

and

H. A. GREENE
University of Iowa
Iowa City

SCORE
No. right .....
No. wrong .....
Rights minus ½ wrongs .....

Name ..... Boy or girl .....
Last First

Age ..... Grade .....
Years Months

Name of City ..... State .....

What foreign language do you speak? .....

What foreign language have you studied in school? .....

DIRECTIONS TO PUPIL: This is a test of your range of information in English grammar. In answering these exercises, you are to select the correct response from the three given for each exercise and write the number of that item on the line at the right. Your answers are all to be numbers which will appear in a column at the right-hand side of the page. Do not spend too much time on exercises which trouble you. You may come back to them later if you have time.

The samples are answered correctly. Do the remaining exercises in a similar way.

Samples: (a) Grammar is a science that has to do with (1) the earth (2) plants (3) language 3

(b) A sentence, to be complete, must have (1) a subject (2) many words (3) a period 1

1. A sentence that asks a question is (1) interrogative (2) declarative (3) imperative ____
2. The sentence, *"Run, sheep, run!" he shouted,* is (1) imperative (2) declarative (3) exclamatory ..... ____
3. A sentence that expresses emotion is (1) declarative (2) imperative (3) exclamatory ____
4. The sentence *Was Clay always right?* is (1) interrogative (2) declarative (3) exclamatory ____
5. A sentence that has two clauses of unequal rank is said to be (1) simple (2) complex (3) compound ..... ____

Turn to page 2 and go right on working.

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55. The manner of the assertion made by a verb is called its (1) mood (2) tense (3) person ____

56. When a verb asserts a fact its mood is said to be (1) indicative (2) subjunctive (3) imperative ____

57. What is the mood of the last verb in the sentence *You may go if that be the truth?* (1) potential (2) indicative (3) subjunctive ____

58. The pronouns *I, you,* and *she* illustrate a property of pronouns known as (1) number (2) case (3) person ____

59. In the sentence, *I believe him,* the word *him* is in the (1) third person (2) plural number (3) possessive case ____

60. The person of nouns is usually (1) first (2) second (3) third ____

61. In grammar, the words *singular* and *plural* have to do with (1) quantity (2) uniqueness (3) quality ____

62. Which word is wrong from the standpoint of its spelling, with *number* as the basis for your decision? (1) boxes (2) men (3) deers ____

63. Which of the following adjectives changes its form for the plural? (1) great (2) this (3) which ____

64. After which pronoun would we add an *s* to a verb of action? (1) we (2) you (3) she ____

65. The property of a noun or pronoun which varies according to its use in the sentence is called (1) number (2) case (3) comparison ____

66. The noun in the sentence, *There stands a man,* is (1) objective (accusative) (2) nominative (3) possessive (genitive) ____

67. The pronoun *I* changes its form for (1) the possessive case only (2) no case (3) each case (nominative, possessive, objective) ____

68. In what case is a word used as the object of an infinitive? (1) nominative (2) objective (3) genitive ____

69. In what case is the word *my* in the sentence, *My going makes little difference to you?* (1) nominative (2) possessive (3) accusative ____

70. In what case is the objective complement in the sentence *We elected Roosevelt President?* (1) genitive (2) nominative (3) accusative ____

71. What is the case of a word used in apposition? (1) It has the same case as the word with which it is in apposition (2) always nominative (3) always objective ____

72. A variation in nouns and pronouns to indicate sex is called (1) case (2) mood (3) gender ____

73. The gender of the pronoun in the sentence, *I like candy,* is (1) common (2) masculine (3) feminine ____

74. Which noun in this list shows gender by its form? (1) aunt (2) horse (3) book ____

75. Grammatically an independent element in a sentence has (1) no particular use (2) some use (3) great use, in some cases ____

76. What is the independent element in these sentences? *John, please tell George and Frank to come here. Thank you.* (1) John (2) Thank you (3) please ____

77. There is a subordinate clause which forms part of *this* sentence. Of what use is it, grammatically? (1) adverbial modifier (2) adjective modifier (3) object complement ____

78. *If you will be a good girl, you may go with father.* What is the use of the clause beginning with *if?* (1) adverb modifier (2) adjective modifier (3) subject of the sentence ____

79. *Whether you can go or not depends on how much money you have by that time.* In this sentence, what is the use of the clause composed of the last eight words? (1) adverb modifier (2) base of prepositional phrase (3) adjective modifier ____

80. *We thought him to be honest.* If we consider *him to be honest* a clause, in what case is its subject? (1) nominative (2) objective (3) possessive ____

This is the end of the test. If time permits look over your work for possible errors.

ANSWER KEY
IOWA GRAMMAR INFORMATION TEST

Form A				Form B			
Page 1	Page 2	Page 3	Page 4	Page 1	Page 2	Page 3	Page 4
	6. 3	29. 2	55. 3		6. 2	29. 2	55. 1
	7. 1	30. 1	56. 2		7. 1	30. 2	56. 1
	8. 3	31. 2	57. 3		8. 1	31. 3	57. 3
	9. 2	32. 3	58. 1		9. 3	32. 1	58. 3
	10. 1	33. 3	59. 3		10. 2	33. 1	59. 1
	11. 2	34. 2	60. 2		11. 3	34. 3	60. 3
	12. 1	35. 3	61. 2		12. 2	35. 1	61. 1
	13. 2	36. 2	62. 2		13. 1	36. 3	62. 3
	14. 1	37. 1	63. 1		14. 3	37. 1	63. 2
	15. 3	38. 1	64. 3		15. 2	38. 2	64. 3
	16. 2	39. 2	65. 1		16. 2	39. 3	65. 2
	17. 3	40. 3	66. 2		17. 3	40. 1	66. 2
	18. 3	41. 1	67. 1		18. 2	41. 1	67. 3
	19. 3	42. 1	68. 1		19. 3	42. 3	68. 2
	20. 2	43. 3	69. 3		20. 1	43. 2	69. 2
	21. 1	44. 2	70. 2		21. 2	44. 3	70. 3
	22. 2	45. 1	71. 3		22. 1	45. 3	71. 1
	23. 3	46. 1	72. 3		23. 2	46. 2	72. 3
1. 1	24. 2	47. 1	73. 2	1. 3	24. 2	47. 2	73. 1
2. 2	25. 2	48. 3	74. 1	2. 1	25. 1	48. 1	74. 1
3. 3	26. 3	49. 1	75. 2	3. 2	26. 3	49. 2	75. 3
4. 1	27. 1	50. 2	76. 3	4. 2	27. 1	50. 3	76. 1
5. 2	28. 2	51. 2	77. 1	5. 1	28. 3	51. 1	77. 2
		52. 1	78. 1			52. 2	78. 1
		53. 3	79. 2			53. 3	79. 2
		54. 3	80. 3			54. 2	80. 2

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Iowa City, Iowa

APPENDIX D

STUDENT'S WORK

Essay on "My School Books"

"You know, we school books sure do lead a rough life. I bet teenagers dread school just as much as we do. There's only one difference, they don't get thrown around like we do. We get thrown into lockers and we get dropped on the floor, but just between you three and me, I bet we get a little shove don't you?" "Yea, I know we do. Let me tell you about my troubles."

"Since I'm a Math Book, I seem to get the worst treatment. First of all every morning everything is real quiet until a bell rings and then there's all this noise, sounds to me like a bunch of people talking. There is a lot of clanging and slamming of doors. There probably the doors of lockers just like the locker that we all live in. Finally the door to my locker swings open and then I get yanked out and dropped on the floor along with a big white notebook. It's twice as big as any of us. After that, a coat and a sack goes in and the locker door slams shut. I get picked up and rushed to a classroom where I just sit around for a real long time and then another bell rings, I get picked up and rushed to another classroom. Here's where the real

murder begins. I get slammed down on a desk and the noise stops a little. A few minutes later the front cover and half of me gets swung open and then something sharp pokes me. I guess that's what these mean people call writing or maybe even scribbling. The noise starts up again and sometimes a finger starts sliding along the black marks in me, but most of the time I get slammed shut and get shoved inside a desk and after a while I get picked up and rushed back to that old stuffy locker again. Every so often the locker door opens and I get shoved around but I don't have to go to any more classrooms for the rest of the day, so this is pretty much where my day ends."

"Mr. English Book, why don't you tell us about your troubles now?"

"Okay, I think I will!" "I don't have very many troubles because I haven't been used for a long time, seems forever to me. My only trouble now is that I get shoved around four times a day, but I guess I have my time coming. Boy, from what you have told us Mr. Math Book, it must really be rough. I sure dread it."

"Mr. General Science Book, why don't you tell us your troubles. I'm sure you have some don't you?"

"I sure do!" "I'm used to the dropping and slamming I get but there's one thing that really gripes me and I mean gripes me." "These people that don't have

murder begins. I get slammed down on a desk and the noise stops a little. A few minutes later the front cover and half of me gets swung open and then something sharp pokes me. I guess that's what these mean people call writing or maybe even scribbling. The noise starts up again and sometimes a finger starts sliding along the black marks in me, but most of the time I get slammed shut and get shoved inside a desk and after a while I get picked up and rushed back to that old scaly locker again. Every so often the locker door opens and I get shoved around but I don't have to go to any more classrooms for the rest of the day, so this is pretty much where my day ends."

"Mr. English Book, why don't you tell us about your troubles now?"

"Okay, I think I will!" "I don't have very many troubles because I haven't been used for a long time, seems forever to me. My only trouble now is that I get shoved around four times a day, but I guess I have my time coming. Boy, from what you have told me Mr. Math Book, it must really be rough. I sure dread it."

"Mr. General Science Book, why don't you tell us your troubles. I'm sure you have some don't you?"

"I sure do!" "I'm used to the dropping and slamming I get but there's one thing that really irritates me and I mean gripes me." "These people that don't have

any manners at all. If they would only use their eyes and read. At the end of every chapter of me, it has in real big black printing Do Not Mark This Book - that means don't mark in me - but I still get marked in. Maybe they don't know it but that sharp thing they use to stick me with really does hurt. I have bruises all over me."

"I think that thing you've been talking about Mr. General Science Book is a pencil. You see, I'm a Spanish Book and one day I was sitting in Spanish and I was getting stuck with that pencil until someone shouted!" "Stop marking in that book with that pencil," and I wasn't marked in anymore. I get shoved around and rushed from classroom to classroom just like you all do."

"Not me, remember, I don't get used very much anymore."

"Oh yes, I forgot. You're the lucky one aren't you?"

"Yea, I sure am!"

"I'don't get used all the time but I get my share of the yanks and pulls."

"I sure wish someone would do something about us, I think it's awful the way we are all treated." "Don't you all agree?"

"We sure do Senor Spanish Book."

Short Story: A Fatal Accident

There was once a boy named Jerry--Hambone for short. He would still be around today if it hadn't been for his wreckless driving on his motorcycle. He was nineteen when his accident occured. He had a real nice home in a favorable neighborhood. He had everything any guy would want. Well, practically everything. He had a new car, but he still chose to get his transportation through his motorcycle. His parents could not understand his ways. They tried their best to give him everything he had ever asked for, but he still moped around the house with a displeased expression on his face.

On his sixteenth birthday his parents gave him a new motorcycle. They thought that would cheer him up and make him look happier, but his new motor did not seem to make him happy at all. When his parents gave it to him he just said, "oh, thanks Mom and Dad," looked it over, and turned around and left, his parents not knowing where he was going. For all they knew he was probably going out somewhere with the gang.

His folks hadn't seen this gang but once. That was when they heard an awful lot of noise in front of their house. They went to see what it was, and just as it had sounded there were about eight boys sitting on their motors in the front yard. His parents didn't say

Short Story: A Fatal Accident

There was once a boy named Jerry--Hawkins for short. He would still be around today if it hadn't been for his wreckless driving on his motorcycle. He was nineteen when his accident occured. He had a real nice home in a favorable neighborhood. He had everything any guy would want. Well, practically everything. He had a new car, but he still chose to get his transportation through his motorcycle. His parents could not understand his ways. They tried their best to give him everything he had ever asked for, but he still roped around the house with a displeased expression on his face.

On his sixteenth birthday his parents gave him a new motorcycle. They thought that would cheer his up and make him look happier, but his new motor did not seem to make him happy at all. When his parents gave it to him he just said, "oh, thanks Mom and Dad," looked it over, and turned around and left, his parents not knowing where he was going. For all they knew he was probably going out somewhere with the gang.

His folks hadn't seen this gang but once. That was when they heard an awful lot of noise in front of their house. They went to see what it was, and just as it had sounded there were about eight boys sitting on their motors in the front yard. His parents didn't say

anything to them because they were Jerry's friends. To them they looked like a bunch of hoodlems which is exactly what they were.

From that day on things seemed to get more serious. Jerry seemed to spend most of his time away from home. His mom and dad would ask where he was going and his reply was usually "out, just out!", or "no place in particular!", and then he would leave, his parents not knowing where he was going or how long he'd be or when He'd be back. He didn't care whether they knew or not, because all he was thinking of was that he was going out to run around with the gang.

It seemed that his reputation started sliding down more and more. His parents were getting telephone calls from other people about his wild ways.

About a week later the gang came after Jerry to go riding on their motors. Jerry asked them to come in the house for a minute while he finished dressing. The boys came in the house, slammed the door, threw themselves down on the furniture and didn't even take their hats off or speak to Jerry's parents. The boots they all had on were so big and clumsy looking, it sounded like a thunder storm had hit when they all came stomping in the house.

A few minutes later Jerry came out of his bedroom. When his mom and dad saw him, they were so shocked they

just sat there and stared at him. He was dressed just like all the others were. When the boys left, Jerry didn't even say goodbye to them.

His parents had never heard the name of their gang until they saw the "Schmooes" printed on the back of all their jackets.

Jerry's parents seemed to worry more and more about him. He seemed to be getting a horrible reputation for himself. They had worried so much about him that his mother had gotten to the point of a nervous breakdown. The doctor told her she would have to calm down and stop worrying so much. She told him she couldn't but she wouldn't tell him the reason for her worrying. She was afraid that if they told him the talk about his son would spread more and more. That was the thing that they didn't want to happen.

The neighbors started griping about the noise the boys had been making with their motorcycles. His father had had just about enough of Jerry's wild ways. One night after dinner was over Jerry jumped up from the table and headed for the door. His father stopped him and told him that his mother and he wanted to talk to him about something. Jerry said, "but the gang is waiting for me outside to go riding. His father replyed "let them wait, this is one time your mother and I come first. This is for your own good as well as ours."

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They tried to find out where he was always going, but got nowhere. Jerry kept reminding them that the boys were waiting but his parents just ignored it.

About an hour or two later, when they were just about through talking to him his father warned him that if this kept on there would be a stop put to it. He would have his car and two motors taken away from him for two month's and during that time he could not go anywhere except to work and back by means of walking. Jerry butted in with a smart sassy remark and said "are you finished yet? if so I'm leaving and I don't know where I'm going or when I'll be back!" He didn't even give his father time enough to answer before he was outside the door. He came stomping back in and said, "Well, now you've done it. The gang has already left. I hope you're proud of yourself." He went to his bedroom and slammed the door. The next morning when his folks got up Jerry was gone. They went into his bedroom and found a note lying on his bed saying, "well, I won't be troubling you any longer. I've taken all of my belongings and gotten out. That's what you wanted isn't it?" signed, "you're unwanted son, Jerry." They went out to the garage and his car and new motor was gone. They did not take this to the police for fear it would get into the newspapers in no time. They figured he wouldn't be gone long because he had very little

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money, so they just waited for the return of their son.

A few months had passed and their was no word from him or anything at all. They began to really worry, but they still refused to take the matter to the police. They thought "if we just wait a little while longer maybe something will turn up."

Six months had passed now and still no word from Jerry. He was nineteen years of age by now.

His parents finally decided to take the matter to the police. A week after the police had been on the case, Jerry's dad picked up the morning newspaper and read the headlines "Jerry Dennison Killed in Motorcycle Accident." As Mr. Dennison read on he found that Jerry had been racing another boy on their motorcycles. They were doing 90 mile an hour in a 35 mile an hour speed limit. Jerry's motor got out of control, it overturned a few times and landed directly on his body. He was killed instantly.

When Mr. Dennison read it to his wife she went into a complete nervous breakdown and was rushed immediately to the hospital.

Two month's later she was out and had recovered from her illness.

Jerry's parents had always warned him about being careful. He could get himself killed from wreckless

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His parents finally decided to take the matter to the police. A week after the police had been on the case, Jerry's dad picked up the morning newspaper and read the headline "Jerry Davidson Killed in Motorcycle Accident." As Mr. Davidson read on he found that Jerry had been racing another boy on their motorcycles. They were doing 90 mile an hour in a 35 mile an hour speed limit. Jerry's motor got out of control, it overturned a few times and landed directly on his body. He was killed instantly.

When Mr. Davidson read it to his wife she went into a complete nervous breakdown and was rushed immediately to the hospital.

Two month's later she was out and had recovered from her illness.

Jerry's parents had always warned him about being careful. He could get himself killed from reckless

driving. If he had of only listened to his parents, Jerry Dennison would probably still be alive today.

This just goes to prove that we teenagers should take heed to what our parents say instead of having our own ideas about doing things our way.

The End

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