

THE WRITING LABORATORY  
IN COLLEGES AND UNIVERSITIES

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A Dissertation  
Presented to  
the Faculty of the Graduate School  
University of Southern California

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In Partial Fulfillment  
of the Requirements for the Degree  
Doctor of Philosophy

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by  
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June 1953

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most of their responsibilities were of low or moderate  
writing out the ideas, or maintaining them with  
teachers far and near—all in an effort to keep the  
tradition.

The idea which has gained considerable impetus  
within the past twenty years is the writing laboratory,  
which in many institutions has become an adjunct to, or  
has even superseded, the traditional composition  
course. The service has taken a variety of forms, as will  
appear in this study in various ways, but in all cases the word  
is laboratory of writing process. Perhaps the justification  
of scientific research in writing was the lead to the  
adoption of the field of composition.

## CHAPTER I

### THE PROBLEM

For many years the problem of what to do with the college student who cannot write acceptably has disturbed administrators and teachers alike. One obvious answer, a course in composition for freshmen, has become a tradition. Someone has estimated that there are some nine thousand college teachers helping to perpetuate this tradition. Yet most of these nine thousand are skeptical of the value of many of their procedures; many of them are perennially writing controversial articles and books about old ideas, trying out new ideas, and exchanging both with fellow teachers far and near--all in an effort to improve the tradition.

One idea which has gained considerable impetus during the past twenty years is the writing laboratory, which in many institutions has become an adjunct to, in some has even supplanted, the traditional composition course. The service has quite a variety of names, as will later in this study be manifest, but in most names the word laboratory or clinic appears. Perhaps the popularization of scientific procedures in recent years has led to the adoption in the field of humanities of some of the methods

in the field of the physical sciences.

#### A. THE PROBLEM

The purpose of this study was (1) to find out what colleges and universities in the United States are making use of writing laboratories and similar services to improve the writing ability of their students; (2) to ascertain the integration which the laboratories have with their respective institutions; (3) to investigate the staffing and equipment, operational procedures, and composition policies of the services; and (4) to obtain from a jury of competent critics an evaluation of the findings.

Importance of the problem. In establishing the importance of this study, it is pertinent to point out, first of all, that the traditional English composition course has caused considerable dissatisfaction; second, that the writing laboratory has been found in some institutions a valuable device in overcoming the deficiency; and third, that there is a manifest desire on the part of those interested in laboratory techniques of teaching English that more material be written and published on the subject.

On the first point, that the traditional English course has caused dissatisfaction, there is an abundance of evidence. In a land where freshman composition is an

almost universal requirement, many voices have cried in the wilderness, both inside and outside of college circles. Leaders in the business world complain repeatedly that college graduates who come to them for employment cannot write accurately and effectively.<sup>1</sup> In 1940 President Conant of Harvard University said, "From all sides, academic and non-academic, we hear complaints of the inability of the average Harvard graduate to write either correctly or fluently."<sup>2</sup> A professor of law at the University of Minnesota may well represent the teachers outside the field of English who deplore the poor writing of students who have had composition courses. Indeed, the "horrible example" which he quotes<sup>3</sup> is enough to make any literate person shudder. A contemporary professor of English may speak for himself:

Courses in Freshman composition, for all their gadgets and methods, their books of selections and

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<sup>1</sup> Burges Johnson and Helen Hartley, Written Composition in American Colleges (Schenectady, New York: Union College, 1936), pp. 5-7. See also, for more recent complaint, George A. Owen and Richard C. Gerfen, "A Program for Training Staff Accountants to Write Effective and Intelligent Reports," Journal of Accountancy, 93:589, May, 1952.

<sup>2</sup> J. B. Conant, "Report of the President for 1938-39," Official Register of Harvard University, 37:20, March 30, 1940.

<sup>3</sup> William L. Prosser, "English As She Is Wrote," The English Journal, 28:40, January, 1939.

new approaches to life, their emphasis on vocabulary or their addiction to drill, not to mention their omnibus integration, do not greatly improve the student's language skills, and almost certainly accomplish nothing worth college credit. Whatever shortcomings the students thereafter reveal are almost wholly overlooked. . . by their instructors. In a few colleges a systematic effort is made beyond the first year to promote literacy, or at least to discourage backsliding into downright illiteracy. But the general view seems to hold that the premium has been paid and hence the insurance remains valid.<sup>4</sup>

As Kenneth Oliver, of Occidental College, Los Angeles, puts it, "The time has not come when any of us can complacently follow any single example or direction. There is still need for pioneers."<sup>5</sup>

A sizeable number of institutions in the United States, as will be shown in this study, have done this pioneering by means of writing laboratories. Reaction has been favorable from students and teachers alike. One of the early experimenters was J. M. Thomas, at the University of Minnesota. Thomas reported<sup>6</sup> that ninety-five per cent of the pupils who took part in the experiment favored the

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<sup>4</sup> Harold C. Binkley, "Campus Idol or Faith Betrayed," Association of American Colleges Bulletin, 30:571f, December, 1944.

<sup>5</sup> Kenneth Oliver, "The One-legged, Wingless Bird of Freshman English," College Composition and Communication, 1:6, October, 1950.

<sup>6</sup> Adah G. Grandy, "A Writing Laboratory," English Journal, 25:376, May, 1936.

laboratory sections over the traditional course. Among teachers, Miss Frances Ross Hicks, Murray State Teachers College, Murray, Kentucky, states: "In my estimation one of the most satisfactory methods of teaching English composition is a laboratory-recitation procedure. This statement is made after four years of measuring the results of various methods."<sup>8</sup> More recently, P. R. Jenkins,<sup>9</sup> in advocating laboratory procedures in John Marshall School, Rochester, New York, declares that "as a matter of common sense" the theme should be done entirely in class. Jenkins actually writes and revises in front of the class, then walks around making suggestions as students write (a time-honored laboratory procedure). He says that there are too many distractions at home for students to try to write there.

When the Conference on College Composition and Communication met in 1950, a workshop was devoted to the writing laboratory. In their report members of this workshop expressed the hope that more material would be written on the writing laboratory. The present study is a direct

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<sup>8</sup> Frances Ross Hicks, "Laboratory-recitations in English Composition," Nation's Schools, 15:31, January, 1935.

<sup>9</sup> P. R. Jenkins, "Teaching, Not Assigning, Themes," Clearing House, 26:491, April, 1952.

response to their request. Miss Carrie E. Stanley, secretary for the Writing Laboratory Workshop of the 1952 Conference on College Composition and Communication, notes with interest "the possibilities of a laboratory, evident in the presence of so many teachers from schools having none of their own."<sup>10</sup> Enthusiastic participation in this project is the rule. Typical of the comments of those returning the questionnaire utilized in the present study is that of Eric P. Kelly, Dartmouth College, who says, "We really are very much interested in your project. When you have completed your findings, you must (underlining in the original) send us a copy for our committee and for the administration."<sup>11</sup> Thus it is evident that there is a real interest in an investigation of the writing laboratories of the colleges and universities of the United States.

#### B. DEFINITIONS OF TERMS USED

Writing Laboratory. For the purposes of this study the writing laboratory is defined as a special service provided by the school to supplement or replace the regular

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<sup>10</sup> Carrie E. Stanley, in a letter addressed to the investigator, May 14, 1952.

<sup>11</sup> Eric P. Kelly, in a letter addressed to the investigator, March, 1952.



composition course in helping, on an individualized basis, students overcome their deficiencies in writing acceptable English. As a basis for the investigation the report of Workshop Number 9A, "The Organization and the Use of the Writing Laboratory," of the 1950 Conference on College Composition and Communication, meeting in Chicago, March 24-25, was used. The workshop recognized the existence of the following five categories of writing laboratories:

1. A remedial laboratory for students who have been unusually neglected in their basic writing skills. Occasionally this is used as a sub-freshman English arrangement for entering freshmen who make a poor showing on the English placement test.
2. A writing laboratory which is available to students taking a regular course in freshman composition or communication. Attendance usually is optional, but in a few cases is required of certain students.
3. A writing laboratory which is available for the most part on a college-wide basis to all students from all levels. In a few schools attendance is limited to students above the rank of freshman or sophomore. Attendance for the most part is optional, but in some cases is required of students referred by a faculty member.
4. A writing laboratory which is part of the regular freshman English course, with designated hours of attendance required to supplement regular class meetings, as in science courses with laboratory hours.
5. A writing laboratory where a student may obtain help in order to pass a standardized English test required by the college in lieu of a formal course in composition.<sup>12</sup>

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<sup>12</sup> Anonymous, "The Organization and Use of the Writing Laboratory," College Composition and Communication, 1:31, May, 1950. The descriptions of Categories 2 and 3 have been altered slightly in order that existing laboratories may fit them.

The present study includes also the following two categories of laboratories:

6. A writing laboratory which entirely replaces the regular composition course or is the writing phase of a communications course.

7. A writing laboratory required of those who fail to pass a proficiency test at the sophomore, junior or senior level.

As will be evident in a later chapter, the organizations offering these services have assumed a variety of names. The most common variant of laboratory is clinic. The terms, however, were found to be interchangeable for the purpose of this study. The services are included in the study if they fall under one of the above categories, no matter what the name.

#### C. DELIMITATIONS

By definition (see supra) this study is limited to an investigation of special services operating on an individualized basis. Regular composition courses and remedial courses operating on a plan or syllabus predetermined for all who enter were eliminated, unless the name or stated purpose of the course indicated a preponderance of laboratory procedures. It was recognized that there are conceivably laboratory procedures present in practically all composition courses. These might take the form, for example,

of on-the-spot writing of impromptu themes in class. But all courses were excluded from this study which did not clearly demonstrate a laboratory approach.

Courses in so-called creative writing were eliminated from this study, even though they are called writing laboratories. It was felt that since these courses are "designed to assist gifted or superior students interested in imaginative writing"<sup>13</sup> they would be the basis for a study completely different from one dealing with the types enumerated in the categories described above.<sup>14</sup> It was also recognized that, especially in laboratories open to anyone in the college or university who has a writing problem, the instructor might be, and often is, asked to assist in creative writing per se. It was also recognized that the creative writing is often used effectively in learning to write acceptably.

As originally conceived, the study was limited to an investigation of laboratory services offered by degree-granting colleges and universities listed by Brumbaugh<sup>15</sup>

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<sup>13</sup> Carrie E. Stanley, unpublished manuscript of Report of Workshop 9, 1952 Conference on College Composition and Communication, Chicago, Illinois.

<sup>14</sup> See supra, p. 7.

<sup>15</sup> A. J. Brumbaugh, American Universities and Colleges (Washington, D. C.: American Council on Education, 1948), 1054 pp.

as belonging to one of the regional accrediting associations of the United States. At different times during the course of the investigation three laboratories operating in junior colleges were called to the attention of the writer and were added to the study.

#### D. PLAN OF THIS STUDY

In Chapter I there has been set forth the statement of the problem, the importance of the study, a definition of terms, and a delimitation of the topic.

In Chapter II there is a review of the literature so far written on the subject of the writing laboratory.

In Chapter III there is found a description of the procedures employed in gathering data and preparing them for inclusion in this study.

In Chapter IV a report is made on the number of colleges and universities in the United States discovered in this study to have writing laboratories. An analysis is made of the types and sizes of the institutions concerned. Discussed also is the integration which the laboratories have with their respective institutions. In this chapter the variation in the names of the laboratories is shown. In cases in which the history of the special services is available it is included. In cases in which the

laboratory is open to the whole school on a voluntary basis, methods of promotion and advertisement are set forth.

Chapter V deals with the staffing and physical equipment of the laboratories.

Chapter VI is a discussion of the policies and procedures employed in the laboratories.

Chapter VII deals with evaluation. Self-analysis, self-criticism, and self-evaluation on the part of the laboratory instructors are discussed; and an evaluation of the laboratories by a jury of experts is given.

Chapter VIII contains a summary of the findings of this investigation and recommendations regarding the setting up and operating of a writing laboratory.

#### SUMMARY AND CONCLUSIONS

1. The writing laboratory is one innovation among the attempts to help the college student write acceptably.

2. The purpose of the present study was to investigate and evaluate the incidence; names and avowed purposes; and the history, equipment, procedures, and policies of writing laboratories in the colleges and universities of the United States.

3. There is a place for the present study among those investigations the purpose of which is to determine

how the traditional composition courses may be supplemented in helping students learn to write acceptably.

4. The five categories of writing laboratories recognized by the workshop on "The Organization and the Use of the Writing Laboratory," of the 1950 Conference on College Composition and Communication may be supplemented by two additional categories, found in the present study to be extant among colleges and universities of the United States.

5. The present study is limited to an investigation of special services operating on an individualized basis and employing laboratory procedures. Although creative writing is often a concomitant of writing-laboratory procedures, creative writing courses as such are eliminated from the study, even though they are called writing laboratories.

6. The plan of this study includes a setting forth of the problem, a review of the literature on writing laboratories, a gathering and interpretation of data about them, and a presentation of a jury evaluation of the data.

## CHAPTER II

### REVIEW OF THE LITERATURE

Since the writing laboratory is a comparatively recent innovation in the universities and colleges of the United States and is still in its experimental form in many institutions, there has been comparatively little written about it. However, in some two dozen pieces of writing, mostly in the learned journals, it is possible to detect a growing interest in the writing laboratory as a service in the teaching of composition. These writings may be classified and in this chapter will be treated as follows: (A) Those dealing with the general trends in the development of laboratories, (B) those reporting on laboratories in individual colleges and universities, and (C) a report on two experiments comparing laboratory and non-laboratory instruction, and (D) reports on five high-school experiments with laboratory methods. It was felt that high-school laboratory work in English is a subject closely related to college-and-university laboratory work.

#### A. GENERAL TRENDS IN THE DEVELOPMENT OF LABORATORIES

There is evidence that there have long been elements of laboratory method in the teaching of composition. In a

study of the teaching of composition in teachers colleges Meadows<sup>1</sup> found that laboratory method was advocated in some textbooks toward the close of the nineteenth century. He quotes the following example:

Rhetoric, in its higher reaches, is studied nowadays largely by topics and sections, in which single stages or processes of the art literary are taken up and by a kind of laboratory method carried to any depth or minuteness desired. A laboratory method, of whatever sort, is not absolutely empirical. Its essence is, indeed, observation, discovery, experiment; but in its outfit must also be included a laboratory manual to direct, and determine its lines of work.<sup>2</sup>

Despite these long-standing laboratory elements in the teaching of composition, however, it seems that the writing laboratory as such has been in operation in colleges and universities only during the past twenty to twenty-one years.

Findings of Howard and Roberts. In 1941, Howard and Roberts found that the writing laboratory had become "one of the more popular methods for attacking the problem of

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<sup>1</sup> Leon Renfree Meadows, A Study of the Teaching of English Composition in Teachers Colleges in the United States (Teachers College Contributions to Education, No. 311; New York: Teachers College, Columbia University, 1928), p. 13.

<sup>2</sup> John Franklin Genung, The Working Principles of Rhetoric, as quoted in ibid.



undergraduate use of English."<sup>3</sup> They review learned-journal articles about laboratories in the General College and in the College of Science, Literature, and the Arts at the University of Minnesota.<sup>4</sup> Catalog descriptions of seven laboratories and clinics--located, respectively, at the University of New Hampshire, the University of Alabama, Saint Lawrence University, Hendrix College, Dartmouth College, Rollins College, and Wiley College--are given.<sup>5</sup> Howard and Roberts found mention of writing laboratories in twenty-three catalogs.<sup>6</sup> In describing these laboratories, they say:

. . . In at least ten of these, the laboratory work is simply a one or two hour period of regular composition course, but may be available to students not enrolled in the course. The laboratory itself usually consists of a single large room containing large conference tables or individual writing desks or tables. In some cases there is a smaller anteroom in which students may confer with an adviser about writing in progress, and at least one school has a separate room for students who use typewriters. Dictionaries, encyclopedias, and other reference books are usually available.<sup>7</sup>

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<sup>3</sup> Jessie Howard and Charles W. Roberts, The Problem of English Composition in American Colleges and Universities (Urbana, Illinois: The University of Illinois, 1941), p. 25

<sup>4</sup> Ibid., pp. 25-26. See infra in this chapter for reviews of these same articles.

<sup>5</sup> Ibid., pp. 79-80.

<sup>6</sup> Ibid., p. 89. Howard and Roberts do not name the schools.

<sup>7</sup> Loc. cit.

Of the thirteen schools reporting to Howard and Roberts on the success of the laboratory method, four call it highly successful, eight call it moderately successful, and one says that it is just being inaugurated. Three specific comments in this connection are given, as follows:

"The laboratory has reduced the percentage of freshman failures from 22% to 7%."

"We feel that the laboratory system of English instruction has more nearly solved our problem than any other."

"Our sophomores are doing better in their English courses."<sup>8</sup>

Survey made by Moore. In 1948, when a Writing Clinic was established at the University of Illinois, Moore<sup>9</sup> conducted a survey of one hundred and twenty leading universities and colleges throughout the country. He found that twenty-four of the forty-nine institutions making detailed replies to his questionnaire were using laboratories or clinics of one sort or another and that eleven others were contemplating their use. Attendance at the laboratories and clinics was found to be both compulsory and voluntary in most cases.

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<sup>8</sup> Ibid., p. 90.

<sup>9</sup> Robert H. Moore, "The Writing Clinic and the Writing Laboratory," College English, 11:388-393, April, 1950.

Moore found that in the laboratories diagnoses of student difficulties were made on the basis of one or all of three procedures: examination of writing which had been done in classroom, examination of writing done in the laboratory for the purpose of diagnosis, and analysis of an objective examination. The first of these three, according to Moore, is most successful.

Remedial treatment in the twenty-four clinics and laboratories was mostly individualized, although common problems often resulted in grouping of students for instruction. So-called laboratories were more disposed to continuing remedial work, the clinics being primarily concerned with diagnosis and analysis of difficulty; but Moore indicates that the terms laboratory and clinic are almost interchangeable.

Moore concludes with a reminder that "as with all remedial measures, much of the enduring success of the work of the clinic or the laboratory depends on members of the faculty outside the English department."<sup>10</sup> He implies that professors don't get good writing from their students because they don't demand it and that writing laboratories and clinics sometimes fail because of general faculty

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<sup>10</sup> Ibid., p. 393.

indifference to their potentialities.

Conference on College Composition and Communication Workshop Reports. Two reports of Workshop No. 9A, "The Organization and Use of the Writing Laboratory," of the 1950 Conference on College Composition and Communication have been made.<sup>11</sup> The second is a paraphrase of the first one and could have been written by the same person. Both define the writing laboratory as a place where the student may receive methodical, individual instruction in English writing according to his needs. Both list five of the types of writing laboratories which are being investigated in the present study.<sup>12</sup> Eleven specific advantages which may be derived from the use of writing laboratories are enumerated as follows:

(1) Individual attention is given the student with poor background or in need of "refresher" assistance.

(2) Individual attention is given the student with a persistent isolated problem such as poor spelling, faulty punctuation, inadequate sentence sense, etc. Clinical treatment can remove such language blocks.

(3) Immediate *[italics in original]* attention

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<sup>11</sup> Anonymous, "The Organization and Use of the Writing Laboratory," College Composition and Communication, pp. 31-32; A. K. Kafka, "The Writing Laboratory," Journal of Higher Education, 22:328-30, June, 1951.

<sup>12</sup> See supra, p. 7.

can be given to individual writing difficulties, a significant advantage according to the laws of learning.

(4) Help can be given the student in selecting and organizing writing material. Helping him think it through at the very beginning may produce a better piece of writing.

(5) Educational guidance may be a by-product of counsel on writing problems. The laboratory English teacher may thus ease the task of the guidance adviser.

(6) The availability of expert help in a laboratory may encourage the student to do his own work rather than have a fellow student do it for him almost entirely.

(7) Special assistance can be given students who have to make up work missed because of their absence from the campus, participating in inter-collegiate contests, etc.

(8) Any teacher from any department might send to the laboratory for diagnosis and treatment any student who is doing poor writing. Hence the existence of the laboratory can have a bracing effect in maintaining good English standards throughout the college.

(9) In general, the availability of the laboratory helps to generate confidence and lifts the morale in a real and functional way. A student invariably receives better grades after he attends a writing clinic.

(10) The laboratory might provide opportunity for following up the findings of diagnostic tests, so that help can be given those who show low scores in English skills.

(11) The laboratory could be a place to encourage individual students who show some talent in creative writing.<sup>13</sup>

Questions which need to be answered by colleges contemplating the establishment of laboratories are listed as

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<sup>13</sup> Anonymous, "The Organization and Use of the Writing Laboratory," College Composition and Communication, pp. 31-32, May, 1950.

follows:

- (1) What shall be included in the physical setup?
- (2) Who shall be allowed to use the laboratory?  
(Freshmen, all students, townspeople?)
- (3) Who shall refer students to the laboratory?  
(English department, other departments?)
- (4) What techniques are most valuable?
- (5) How shall the laboratory be staffed? How many students per teacher? What training and experience necessary for teacher?
- (6) Shall credit be given for attendance if the laboratory is a part of the writing course?
- (7) How can attendance be encouraged when it is optional?
- (8) How can progress of students attending the laboratory be measured?<sup>14</sup>

Reporting in manuscript on the three meetings of Workshop 9 of the 1952 Conference on College Composition and Communication, Miss Carrie E. Stanley, of the State University of Iowa, lists three types of writing laboratories most clearly defined by members of the workshop: (1) those designed to give remedial service to poorer students in the freshman course; (2) those designed to assist any student at any level of his college education with a particular writing problem, such as a weakness in spelling, organization or any of the so-called fundamentals and (3) those designed to assist gifted or superior students interested in imaginative writing. On the subject of compulsory vs. voluntary attendance at the laboratory,

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<sup>14</sup> Ibid., p. 32.

a problem to which the workshop gave considerable attention, the members felt that in the interests of student morale and accomplishment the referred student, whether or not under compulsion, should be made to "want to be there." In the matter of procedures, it was felt that impromptu writing, employing description and narration from observation would best overcome the ordinary student's tendency to generalize. The workshop members concluded that the writing laboratory is not expensive in that it helps students pass instead of repeating courses and that it is an excellent means of dealing with the students, so far as the school can, on an individual basis.

#### B. LABORATORIES AND CLINICS IN INDIVIDUAL UNIVERSITIES AND COLLEGES

During the past twenty years the establishment of thirteen laboratories and clinics has been reported in the literature. All of these except two (the Composition Clinic at Wayne University is open only to juniors and seniors referred by the faculty; the Writing Clinic at Iowa State College is open only to students above the rank of freshman) are theoretically open to the student body at large; but four were designed primarily as substitutes for the traditional composition course, two were adjuncts to

the regular composition course, and two others were set up to give students who fail a proficiency examination a place in which they might prepare for the next examination.

Institutions which substituted the writing laboratory for traditional courses. Of the four institutions substituting the writing laboratory for the traditional recitation composition course, the General College of the University of Minnesota was the pioneer. Appel has reported on the development of the laboratory.<sup>15</sup> From the first, students were encouraged to write freely from their own experience and needs. No "themes" were assigned. Personal letters, term papers and reports assigned in other classes, and impromptu descriptions formed the basis of the writings. On-the-spot revisions, sometimes in conference with the instructor but more often self-directed, emphasized efforts at specificity and concreteness. Formal grammar instruction gave way to references to handbooks as needs arose. Appel felt that an important factor was that the students had a place free from the distractions of home or dormitory in which they might write. Another possibility, enhanced by the intimate relationship of instructor

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<sup>15</sup> Francis S. Appel, "Writing Laboratory," Journal of Higher Education, 7:71-7, February, 1936.



and pupil, was that referrals might easily be made to health and other personnel services of the university. Success of the laboratory was attested in that, whereas the enrollment during the fall quarter of 1933 was only seventy, it had increased to nearly three hundred in the spring quarter of 1935. One important consideration, according to Appel, is that the laboratory is not a method to be forced on a staff. Only an enthusiastic, not a perfunctory, teacher will be successful in the situation. Elsewhere Appel describes<sup>16</sup> the examinations used in the Writing Laboratory, contending that the part dealing with mechanics was not effective, but that the part dealing with recognition of specific vs. abstract words was gratifyingly effective, in measuring the success of the course.

A laboratory-recitation method of teaching composition was being used at Murray (Kentucky) State Teachers College<sup>17</sup> in 1935. Hicks says that 120 freshmen were divided into groups of thirty each. Each group met in

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<sup>16</sup> Francis S. Appel, "The Writing Laboratory, 1932-36," in Alvin C. Eurich and Palmer O. Johnson, editors, The Effective General College Curriculum as Revealed by Examinations (Minneapolis: The University of Minnesota Press, 1937), pp. 296-9.

<sup>17</sup> Now Murray State College. The laboratory has since been discontinued. Correspondence with the school failed to reveal the reason.

laboratory session for two hours twice a week. At a third weekly session the groups were combined for general discussion, theme analysis, and mutual encouragement. In the laboratory meetings the classes worked at tables provided, preparing papers for the English course or for other courses, getting on-the-spot help from the teacher in composition and revision. Hicks lists the following advantages of the method:

1. Pupils have access to the teacher at the time they need her.
2. Mistakes are noted and corrected as made. No wrong habits are formed.
3. The period given is long enough for concentration and for the accomplishment of something worth while.
4. An atmosphere conducive to work is provided.
5. A room more completely equipped than the pupil's room is given.
6. The plan permits a quiet exchange of ideas and inspirations and encourages the use of library helps.
7. It economizes both teacher and pupil time. Since pupils do their writing during class hours, the time formerly spent in formal recitation is utilized. For the teacher it shortens the time of grading, for . . . the mechanics of writing are noted during the laboratory hours. This plan makes the conferences formerly held with each pupil (after all the mistakes had been made) practically unnecessary.
8. The recitation once each week offers an opportunity for group criticism or approval.<sup>18</sup>

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<sup>18</sup> Frances R. Hicks, "Laboratory-recitations in English Composition," Nation's Schools, 15:31-2, January, 1935.

Hicks suggests that if administrative difficulties make the two-hour laboratory sessions infeasible they might be cut down to smaller, one-hour sessions.

According to Frank E. Baker,<sup>19</sup> president of Milwaukee State Teachers College in 1943, the laboratory method is especially adaptable to the teaching of composition. Under the Milwaukee plan, students were given entrance tests covering (1) spelling, practical usage, grammatical functions, punctuation and mechanics, sentence structure, and paragraph development; (2) reading vocabulary, reading comprehension, reading rate, and active vocabulary. Students showing deficiencies in either area were assigned to appropriate workshops. All students had to go through the workshop dealing with term papers. Students progressed from one workshop to another after demonstrating proficiency on an achievement test. Tests were given fortnightly. Students were released from the term-paper workshop after having the term paper approved for content by the teacher in the subject-matter field concerned and for form by the counselor in the workshop. Baker points out

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<sup>19</sup> Frank E. Baker, "Workshop Technique Applied to English Composition," Wisconsin Journal of Education, 75:409-10f., April, 1943. Out of the Writing Workshop has grown the Writing Laboratory now functioning in Wisconsin State College at Milwaukee.

that the method has several specific advantages: (1) students may progress at their own rate, (2) students may write on problems concerned with their own interests and needs, and (3) students may come for help on a writing problem at any time during their college course, even after being released from the workshops. He cites instances in which professors in fields other than English, e.g., anthropology and physics, report that they have never before had such good papers as those prepared in the workshop.

Wise<sup>20</sup> reports that the writing laboratory is the writing-instruction aspect of a comprehensive freshman English course entitled Reading, Speaking, and Writing, established in the General College of the University of Florida in 1935. The student spends two hours weekly in a laboratory which is open daily from 8:00 to 12:00 and 1:00 to 5:00 in a room equipped with tables, chairs, and reference material. Deploring the fact that the traditional freshman composition course wastes time in getting pupils

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<sup>20</sup> J. Hooper Wise, "Writing Laboratory in English Courses," in New Frontiers in Collegiate Instruction, edited by John Dale Russell (Chicago: The University of Chicago Press, 1941), pp. 161-70. See also J. Hooper Wise, "The Comprehensive Freshman English Course at the University of Florida," in Earl J. McGrath, editor, Communication in General Education (Dubuque, Iowa: W. C. Brown Company, 1949), pp. 157-172.

ready to write instead of letting them get at actual present needs in writing, Wise indicates that the laboratory gives the students opportunity to work on letters, book reports, term papers, and other material for which they had received motivation in non-English courses. Thus the laboratory is instrumental in raising to a higher level of correctness the writing done in other courses. The work is done under the supervision of instructors who spend seventy-five per cent of their time in consultation with the students and twenty-five per cent in group instruction. Wise insists that even if it could be demonstrated objectively that the students are no better prepared than under the traditional course, the laboratory method would be preferable because (1) motivation is intrinsic rather than extrinsic, (2) the papers produced show a variety of subjects and handling suggestive of originality, (3) the instruction becomes personal and pointed, and (4) the instructor receives relief from the burden of countless uninspiring hours spent reading stereotyped themes on formally assigned subjects. He concludes that an enthusiastic and alert teacher would do a good job with a traditional method, but that he would do an infinitely better job under the laboratory method, "since the laboratory technique provides the physical and psychological setting necessary

for superior instruction."<sup>21</sup>

Laboratories open on a voluntary basis. Next to be considered are the laboratories which, according to the literature, were opened to all the students of the school, on a voluntary, come-one, come-all basis.

The pioneer laboratory in this group was that of the State University of Iowa. Stanley<sup>22</sup> tells how the laboratory was opened in 1934 as the university's answer to the problem of remedial English. In a library-like room, Miss Stanley and her assistants made the rounds, encouraging frustrated writers to work on material with which they were familiar--in short, simple compositions--only after they had thought through their problems and had established workable outlines in their minds. If the students were writing reports on material which they were supposed to have read, Miss Stanley's principal concern was that they first of all had assimilated and understood the material and that they secondly made their reports alive with

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<sup>21</sup> Wise, "Writing Laboratory," ibid., p. 169.

<sup>22</sup> Carrie Ellen Stanley, "This Game of Writing: A Study in Remedial English," College English, 4:423-28, April, 1943. The Writing Laboratory at the State University of Iowa is now required of certain students. See Chapter IV of this study.

specific and vivid details. In 1943, more than a thousand young men and women had taken advantage of the laboratory during the nine years of its existence. These students had achieved an independence of thinking and of expressing themselves that was gratifying both to the students and to the teachers concerned.

The Universal English Clinic at the University of Bridgeport is operated to care for persistent offenders against the standards upheld in that institution.<sup>23</sup> Members of the faculty do not penalize faulty papers by a reduction of grade, nor do they red-pencil them for revision and correction; they simply refuse to accept them. It is up to the student to find out and correct the mistakes. As many as ten or a dozen students visit the clinic in the course of a week. Some receive only ten minutes' or an hour's instruction; others reappear regularly for a course of individual lessons. Millhauser reports that there is little or no problem of faculty cooperation.

The English Department at the University of Texas

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<sup>23</sup> Milton Millhauser, "The Universal English Program at the University of Bridgeport," School and Society, 68: 174-6, September 11, 1948. See also J. H. Halsey, "Universal English at the University of Bridgeport," Higher Education, 4:178-9, April 1, 1948.

maintains an English Laboratory. Hudson,<sup>24</sup> in discussing the work of the Committee on Students' Use of English, reveals that the laboratory is kept by a full-time instructor and is open thirty-eight hours a week. One important function of the laboratory is to furnish students reported to the committee by any faculty member as deficient in English a place where they might correct their deficiencies. The committee transmits papers showing weaknesses from the referring professor to the laboratory, where the instructor discusses difficulties with the student on his first visit. Thereafter the student attends the laboratory two or three times a week until the instructor is willing to certify to the committee that the student has corrected his deficiencies. Most students are able to clear with the committee by the end of one term in the laboratory, although a few remain for voluntary attendance if there is room for them.

Colby<sup>25</sup> relates that when the new library was

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<sup>24</sup> Wilson M. Hudson, "Maintaining Standards of English in All College Courses," College English, 12:404, April, 1951.

<sup>25</sup> Elbridge Colby, "'Laboratory Work' in English," College English, 2:67-9, October, 1940. The writing laboratory at George Washington University has now been discontinued. Correspondence with the school failed to reveal the reason.



completed at George Washington University, a large room with commodious tables was set aside as a writing laboratory. Here as many as a hundred and twenty students could gather to work on their themes, term papers, and other reports under the supervision of an instructor. Students from the composition classes made the most frequent use of the laboratory. They would bring their outlines, perhaps their rough drafts, of themes to the instructor for criticism, then complete the themes in the laboratory. A week later, after the themes had grown "cold," the students would revise them for submission to their regular instructors. The laboratory instructor would not correct the rough drafts for mechanics, but merely criticize the general organization and make suggestions for the development of ideas. Students from classes other than those in composition were free to make general use of the laboratory, even getting help on social and business letters.

The College of Science, Literature, and the Arts in the University of Minnesota was an early experimenter with the writing laboratory as an integral part of the composition course. Grandy writes<sup>26</sup> that in 1934, under the

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<sup>26</sup> Adah G. Grandy, "A Writing Laboratory," The English Journal, 25:372-6, May, 1936. The laboratory plan described by Grandy has since been discontinued, presumably as a result of an experiment reported by Thomas and Fattu (see infra in this chapter).

direction of J. M. Thomas, a two-hour laboratory session was substituted for one of the three weekly hour-long sessions of three sections of composition. Students were required to come with their papers at least outlined, preferably with a paragraph or two written, to a room provided with tables and reference material. Upon entering the laboratory, students would go directly to their places at the tables and begin work. Instructors would move about unless interrupted by specific questions, making suggestions which they felt were needed. Students were urged to retire to the anteroom to read aloud paragraphs which were giving them trouble. This method seemed to be efficacious in making the student realize what was wrong. Occasionally the instructors would call the attention of the whole group to some point that seemed to be bothering a goodly number of students. Themes were finished at home for presentation during the regular class sessions of the course. It was generally agreed among laboratory and non-laboratory instructors that a sense of organization, unity, and proportion was enhanced by the laboratory sessions, but that the plan did not seem to teach mechanics any better than, if as well as, the old plan, perhaps because of the shorter time devoted to class drill. Ninety-five per cent of the laboratory students approved the plan, answering unsigned

questionnaires favorably at the end of the course.

Marmon reports<sup>27</sup> that in 1950 the laboratory method of instruction had been in effect in the teaching of English at Stockton College for several years. A two-hour laboratory session at the thirteenth- and fourteenth-year levels was an adjunct to concurrently scheduled composition classes. Provision was also made for voluntary attendance on the part of any student who felt a need for individual attention on any writing problem. In an atmosphere of informality, enhanced by an attractive physical setting (curtains, chrome tables and chairs, conveniently shelved reference material), the students felt free to express their problems. The results of individual counseling were recorded in cumulative files. Each student was considered on an individual basis, the approach in any case being one of sincere and friendly helpfulness. Writing dictated sentences made up of words which the students had misspelled or otherwise incorrectly used, reading aloud improperly formed sentences, and listening to tape recordings of mispronunciations were found to be therapeutic procedures.

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<sup>27</sup> Ina Marmon, "Laboratory Method for English," California Journal of Secondary Education, 25:268-70, May, 1950.

Laboratories where students may be tutored for proficiency examinations. Next to be considered are two institutions which make use of the writing laboratory to tutor students who have failed a proficiency examination given at an upper-division level.

Virtue says<sup>28</sup> that in 1944 a committee was set up at the University of Kansas to administer a faculty requirement that graduation from the University should be accomplished only after the satisfactory passing of a proficiency examination during the junior or senior year. Three members of the five-man committee were to be from the English faculty. Those students who wrote on the examination with diffuseness, vagueness, flaccidity, and a disregard for handbook proprieties were failed and advised to go to the Writing Laboratory for further instruction and practice. Virtue sees in the proficiency examination a device which merely demonstrates that on the day on which the student passes it he writes acceptably. Others on the faculty, he says, will have to continue to influence the habits and attitudes of their students if a generally high level of writing is to be maintained.

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<sup>28</sup> John B. Virtue, "Proficiency Examination in English Composition at the University of Kansas," College English, 9:199-203, January, 1948.

Mallam states<sup>29</sup> that, although limited help is given to any student except freshmen, the principal function of the Writing Clinic at Iowa State College is to prepare seniors for a re-examination after they have failed a proficiency test during the first quarter of their senior year. The test is repeated at three-month intervals and the degree withheld until satisfactory passing has been accomplished. Transferring graduates have to meet the same requirement within a reasonable time if they wish to remain in the graduate school. The clinic is administered by a committee of the English faculty. Students who fail the qualifying examination, which consists of a 500 word-theme, are interviewed and a program of remedial work is outlined. A tabulation of errors on one set of examination papers showed the following numerical ranking: (1) spelling (by far the most numerous), (2) punctuation, (3) grammar, and (4) diction. Most of those who failed had a C average in subjects other than English. Many had low grades on college placement tests. Mallam states that at the time of his writing the plan had been in operation only a year, but that there was evidence that the clinic was

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<sup>29</sup> Duncan Mallam, "A Writing Clinic at Iowa State College," School and Society, 57:51-53, January 9, 1943.

meeting satisfactorily the problem for which it was set up.

A Composition Clinic was announced at Wayne University early in the fall of 1950.<sup>30</sup> The clinic offered its services to faculty members "distressed at the inability of individual junior and senior students to express themselves intelligibly in their written work." Any teacher of a junior or senior the reading of whose papers was "unsettling and irritating" was invited to refer the student to the clinic. The papers were sent along to the clinic, where the instructor diagnosed the difficulties, prescribed and supervised remedial work until he could send a "clean bill of health" to the referring instructor.

#### C. EXPERIMENTS COMPARING LABORATORY AND NON-LABORATORY INSTRUCTION

Two experiments, one on a college level, the other on a high school level, have been reported.

College-level experiment. Thomas and Fattu<sup>31</sup>

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<sup>30</sup> Anonymous, "Composition Clinic at Wayne," Higher Education, 7:23, September 15, 1950.

<sup>31</sup> Joseph M. Thomas and Nicholas Fattu, "A Comparison of Laboratory and Nonlaboratory Instruction in Freshman English," Studies in Higher Education, Biennial Report of the Committee on Educational Research, 1938-1940 (Minneapolis: University of Minnesota, 1941), pp. 85-90.

reported in 1941 an experiment comparing gains made by one hundred students assigned to sections in which a two-hour weekly laboratory session replaced one of the three regular weekly sessions of their composition course with a hundred students assigned to sections without the laboratory sessions. Students in the control group were matched with students in the experimental group in terms of percentile rank on the Co-operative English Test, the American Council on Education Psychological Examination, and high school rank. The purposes of the investigation were stated as follows:

1. To discover what measured gains were made by laboratory and nonlaboratory Freshman English students on three measures--Cooperative English Test, English Grammar Test, and the theme rating scale.
2. To compare the relative improvement of laboratory and nonlaboratory students on these three measures.<sup>32</sup>

The English Grammar Test and the theme rating scale had been devised by members of the Freshman English staff. The grammar test measured usage and grammar, the theme rating scale measured mechanics, organization, content, and presentation. The Co-operative English Test measured usage, spelling, and vocabulary. Test gains were computed on the

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<sup>32</sup> Ibid., p. 86.

basis of early-fall and late-spring testing, and theme-rating-scale gains were computed on the basis of the reading of anonymous fall and spring themes of the same students. As is evident in Tables I and II, Thomas and Fattu found the fall-to-spring gains of both laboratory and non-laboratory groups to be highly significant statistically and one method to be about as good as the other except that non-laboratory people seemed to gain significantly more on the "mechanics" part of the theme rating scale. No mention is made of the procedures of instruction used with either group.

High-school experiment. In 1929 Horner<sup>33</sup> reported an experiment which he had used as the basis of his unpublished Master's thesis in the Department of Education of the University of Chicago in 1928. The control group, taught by the recitation method, consisted of twenty pupils who were matched with twenty pupils in the experimental group, taught by the laboratory method, on the following ten points: age; native intelligence as measured by the Otis Group Intelligence Test; recognition of type errors, as measured by the Cross English Test, Form A;

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<sup>33</sup> Warren B. Horner, "The Economy of the Laboratory Method," English Journal 18:214-21, March, 1929.



TABLE I<sup>34</sup>  
 FALL-TO-SPRING AND (LABORATORY-NONLABORATORY) GAINS ON  
 THE ENGLISH THEME RATING SCALE

	Fall-to-Spring Gains		Mean gain	t	Mean gain	t	Mean	t
	Laboratory	Nonlaboratory						
Mechanics	2.62	6.22*	3.70	6.95*	-1.08	-3.38*		
Organization	4.76	9.25*	5.10	9.94*	-0.35	-0.95		
Content	4.42	6.70*	4.93	8.95*	-0.51	-1.14		
Presentation	3.10	6.87*	3.22	7.27*	-0.12	-0.44		
Total scale	14.91	8.94*	16.96	9.08*	-2.06	-1.81		

\*Indicates that the gains were large enough to be significant at the 1 per cent level.

<sup>34</sup> In experiment at The University of Minnesota. See *ibid.*, p. 89.

TABLE II<sup>35</sup>  
 FALL-TO-SPRING AND (LABORATORY-NONLABORATORY) GAINS ON  
 THE ENGLISH GRAMMAR TEST

	Fall-to-Spring Gains				(Laboratory-Nonlaboratory) Gain	
	Laboratory		Nonlaboratory		Mean	t
	Mean	t	Mean	t		
Usage	6.59	4.59*	2.87	1.88*	3.72	3.40*
Grammar, I	13.38	8.78*	11.45	9.75*	1.93	2.01
Grammar, II	14.56	9.21*	13.85	8.07	0.71	0.83

\*Indicates that gains were large enough to be significant at the 1 per cent level.

<sup>35</sup> *Ibid.*, p. 90.

general composition merit, as measured by the Hudelson Typical Composition Ability Scale; mechanical errors, as measured by the Willing Scale for the Measurement of Written Composition; reading rate and comprehension, as measured by the Monroe Silent Reading Test Revised; spelling, as measured by the 200-Word Minimum Essential Spelling List of the Oak Park High School, Oak Park, Illinois; and vocabulary, as measured by the Binet-Simon Test and the Thorndike Test for Word Knowledge. The following factors were kept under observation and control throughout the experiment: other English work, composition subjects, type of composition, record of time, record of number of words written, percentage of attendance, makeup work, lesson plans, motivation in each group, the element of fatigue, and the teacher's attitude toward the experiment. The control group was taught by group methods of instruction, all themes being assigned for outside writing; the experimental group was taught by individual methods, all themes being written under supervision of the instructor in the laboratory. Parallel forms of the preliminary tests were administered midway and at the end of the course in both groups. Horner considered his most significant findings to be the fact that the laboratory group had attained slightly superior progress in fifty-four per cent

of the time used by the group taught by the recitation method, that is, in 29,605 minutes as contrasted to 54,275 minutes. Recognizing that one experiment with small groups does not justify a generalization, Horner comes to the following conclusions: (1) The effective study and elimination of specific errors does not carry over to the elimination of type errors; therefore, exercises in correcting errors are practically worthless in their effect upon the pupil's particular composition problems. (2) The laboratory method of teaching English composition may be effectively used in high schools having a forty-minute period. (3) In the teaching of English composition, pupil-direction in study is of fundamental importance. (4) As compared with the laboratory method, the recitation method of teaching English composition is extremely wasteful of pupil's time and energy, requiring nearly double the amount of time and study to accomplish somewhat inferior results.

#### D. HIGH-SCHOOL EXPERIMENTATION WITH THE LABORATORY METHOD OF TEACHING ENGLISH COMPOSITION

During the 1930's five experiments in teaching English composition by the laboratory method were reported. In general, the teachers concerned were, as they averred, trying out in the field of humanities procedures long

recognized as standard in the field of science.

Laboratory plan at Boys High School, New York City.

Rosenbaum describes<sup>36</sup> an English Laboratory plan which she used at Boys High School in New York City. At the beginning of the term she gave each class the Pressey Diagnostic Tests in Sentence Structure, Grammar, Punctuation, and Capitalization, and a general spelling test. After the tests had been graded an item analysis was made and the boys were divided into groups, each group to work on a common source of difficulty. Thus the boys worked on only the points which they individually needed to work on. Rosenbaum does not report the outcome of the experiment, since she wrote the article while the experiment was still in progress.

Laboratory method at Calumet High School, Chicago.

In 1932, Patterson<sup>37</sup> chose thirty-seven students from her composition classes in Calumet High School, Chicago, who had not been able to express themselves in satisfactory English, even though they had tried hard. Instead of

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<sup>36</sup> Etta H. Rosenbaum, "English Laboratory Plan," Bulletin of High Points, 12:45-7, December, 1930.

<sup>37</sup> Sophia Patterson, "Laboratory Method in Composition," Chicago Schools Journal, 15:17-20, September, 1932.

sending the students out to the library to find material for themes or asking them to write something from personal experience, Patterson read to them about a variety of topics dealing with aeronautics. Once the students had become interested in the general topic, they made up topics of their own, e.g., "Why I Should (or Should Not) Like to Become an Aviator." Then they were free to look up magazine material before writing. After the themes were written they were discussed in the laboratory. From the discussion standards for judging effectiveness were evolved. Errors were tabulated and made the basis for drill. Spelling errors were grouped and functional rules applied. After the first five weeks problems of mechanics began to give way to those of organization. Themes were written and rewritten until they were hammered into shape. An important consideration in accounting for the success of the method, according to Patterson, was the fact that the students gained new confidence as they began to be successful in the enterprise and to win praise from their fellow students. Students with persistent, specific errors presented the most serious problem, the run-together sentence being the cause of the worst trouble. Several stubborn cases remained unconquered. But most of the thirty-seven made distinct gains, taking pride in good sentence

structure and in their new interest in magazines and other sources of news about current developments. Several before-and-after-the-experiment samples of student writing were quoted by Patterson in support of the success of her experiment.

English laboratory in Scioto County, Ohio. Poston believes<sup>38</sup> that the laboratory method is valuable chiefly in that it gives the students an understanding of actual procedure. She relates that in teaching English at Minford High School, Scioto County, Ohio, she asked the students to cooperate with her in working out an outline and brief sketch of a theme. Then, to furnish an incentive to creative writing, she asked each student to make a word picture of some descriptive subject of local interest. Later she asked each student to bring from home newspapers and other sources of various forms of composition, such as essays, short stories, poems, etc. In addition she kept a few well-chosen books and magazines on the shelves in the English workroom: Scholastic, Modern Literature, The English Journal, Overstreet's The Poetic Way of Release, and such collections of student efforts as Saplings. She allowed

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<sup>38</sup> Clara Esther Poston, "English Laboratory," Ohio Schools, 14:340, November, 1936.

students, after they had studied some work of interest to them, to write, in the workroom, something of their own from ideas they had acquired in their reading.

Laboratory method at Gambier, Ohio. West<sup>39</sup> used a modification of the laboratory method advocated by J. Hooper Wise of the University of Florida<sup>40</sup> in her experiment conducted in the high school at Gambier, Ohio. Once each week the student came to the library, which in this case was used as a laboratory, prepared to do an original piece of writing of his own choosing--a letter, an invitation, a history paper, perhaps a class poem, a school news article, or a one-act drama. They wrote with free access to reference books, grammar texts, and dictionaries and then handed their attempts to the instructor, who made careful criticism, listing errors and suggesting improvements. No specific errors were marked on the paper. These were to be found and corrected by the student himself at the next laboratory session. No papers were taken from the room, either by the teacher or by the students. West makes this comment on the experiment:

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<sup>39</sup> Christine West, "Laboratory Class in English," Ohio Schools, 15:174, April, 1937.

<sup>40</sup> See supra, p. 26 f.



The experiment is open to much criticism, yet it has proved successful in that every student may write of things which interest him. . . . Such a method makes fair and just allowances for native ability in writing, special interests, knowledge, and background. Composition, the dreaded and despised project of a required English course, has become for this group an enjoyable laboratory period during which enthusiastic students eagerly and industriously turn to creative expression with an appreciative attitude which is finally the ultimate goal of all English work.

Miller and Darling experiment. Miller and Darling<sup>41</sup>

worked out with high school seniors a laboratory method of teaching composition. Using the time-honored scientific method of problem-solving by handling of gathered data, the teacher first presented the problem--in this case a choice of one of the secondary interests revealed by Hardy in Return of the Native, silhouette pictures, historical allusions, etc.--then led the students through the progressive steps of planning the investigation, collection of data, organization of the data, drawing the conclusion from organized data, and testing of hypothesis in light of various data.

Miller concludes that the plan functions well because it provides for individual differences, unit

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<sup>41</sup> Georgia E. Miller, "Teaching Composition by the Laboratory Method," Education, 59:163-9, November, 1938.

assignments, supervised study, scientific procedure, creative thinking, correlation of various subjects, organization of material, training in rapid and analytical reading, oral English, and learning the handling of library materials.

#### SUMMARY AND CONCLUSIONS

A review of the literature extant on the subject of the writing laboratory seems to justify the following summary and conclusions:

1. Although the laboratory method of teaching English composition was advocated in some textbooks toward the close of the nineteenth century, the writing laboratory as such is a twentieth-century innovation. Pioneer laboratories were established at The University of Minnesota and at The State University of Iowa during the middle nineteen thirties. In 1941, Howard and Roberts recorded the existence of some two dozen writing laboratories, most of them reportedly moderately to highly successful. In 1948 Moore found about the same number of laboratories, each furnishing an individualized method of instruction. By 1950 workshops on the subject of the writing laboratory were being conducted in Chicago by the Conference on College Composition and Communication. These workshops indicated a

growing interest in the kind of individual attention which can be given to a student in a writing laboratory, an interest which persisted in the 1952 workshops of the Conference on College Composition and Communication.

2. During the past twenty years only thirteen institutions of higher learning have reported establishment of writing laboratories in the literature. These laboratories have been variously substitutes for the freshman composition course, adjuncts to the composition course, and places where any student in the college may find help on a writing problem or assistance in preparing for a proficiency examination. On-the-spot, individualized instruction during the period of actual student writing was described by students and teachers concerned as gratifyingly successful.

3. Two experiments comparing laboratory and non-laboratory instruction have been reported. Thomas and Fattu found that one method is about as good as the other. Horner concluded that, as compared with the laboratory method, the recitation method of teaching English composition is extremely wasteful of pupil's time and energy, requiring nearly double the amount of time and study to accomplish somewhat inferior results.

4. Five experiments in teaching English composition

in high school by the laboratory method were reported during the 1930's. All the writers reporting these experiments were gratified by the increased interest in and understanding of procedure evinced by laboratory students.

5. Writing laboratory directors and instructors who report their laboratory experiences in the literature are encouraged by the reaction of their students. They almost universally note a feeling of restored confidence and renewed hope among many who come to them partly or completely frustrated by their writing problems.

## CHAPTER III

### THE PROCEDURE

In this chapter the procedures followed in the course of the present investigation are considered. The general classification of these procedures is as follows: (A) procedures necessary to determine the incidence of writing laboratories in the colleges and universities of the United States, (B) procedures necessary to gather data about the writing laboratories found to be in operation, and (C) procedures necessary to obtain an evaluation of the findings of the study from a competent jury.

#### A. PROCEDURES TO DETERMINE THE INCIDENCE OF WRITING LABORATORIES

The most important procedure in determining the incidence of writing laboratories was a canvass of the registrars of eight hundred and twenty colleges and universities listed by Brumbaugh<sup>1</sup> as belonging to a regional and/or functional accrediting association. Another procedure was the inclusion in the questionnaire distributed

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<sup>1</sup> A. J. Brumbaugh, American Universities and Colleges (Washington, D. C.: American Council on Education, 1948), 1054 pp.

later a question designed to ascertain the existence of writing laboratories other than those named in the questionnaire.

Canvass of registrars. A double-postcard inquiry was sent to the registrars of eight hundred and twenty degree-granting institutions listed by Brumbaugh<sup>2</sup> as belonging to one of the following regional and/or functional accrediting associations: Middle States Association, New England Association, North Central Association, Northwest Association, Southern Association, Association of American Universities, and the American Association of Teachers Colleges. Replies were received from six hundred and twenty-five registrars, one hundred and ten of whom indicated that their colleges had writing laboratories or similar services, most of them indicating the name of the person in charge and agreeing to forward a copy of the current school catalog.

Visitation of Midwestern and Western universities.

In order to determine which schools could most profitably be visited, letters and reply forms were sent to all schools from Milwaukee west to the Pacific Coast whose

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<sup>2</sup> Loc. cit.

registrars indicated that their schools had writing laboratories or similar services. On the basis of replies from most of these schools and of the fact that only a week was at the disposal of the writer, the following universities were chosen for visitation: New Mexico Highlands University, Southern Methodist University, Wisconsin State College at Milwaukee, the University of Minnesota, the State University of Iowa, and the University of Denver.

The purposes of the visitation were to inspect equipment, to observe procedures, to talk with instructors and students inside and outside the laboratories, and to get ideas for and advice about the preparation of the questionnaire which was to be sent to institutions having laboratories. Since all of the laboratories visited are discussed in the chapters which follow, only the findings which do not appear in those chapters will be given here.

New Mexico Highlands University was visited on a weekend, when there were no classes nor laboratories in session. But Dr. Q. G. Burris, chairman of the Department of English, and Dr. Anne Lohrli, consultant in the laboratory, took time to explain their procedures and provide for a visitation of the laboratory itself.

At Southern Methodist University the laboratory instructor, Mr. Alvin D. Jett, Jr., had arranged for a

visitation of the writing laboratory. During the laboratory hour he assigned an impromptu paragraph, allowed about twenty minutes for its completion, then displayed the paragraphs to the laboratory group by means of an opaque projector, making comments and evoking discussion on the part of the students.

At Wisconsin State College at Milwaukee Dr. Rachel Salisbury, the coordinator of the communication laboratories, had arranged a visitation of the reading and spelling laboratories as well as the writing laboratory in which she was herself the instructor. In the writing laboratory the students were working on exercises found in New Practice Handbook in English, by Jones, Wallace and Jones. With the permission of the instructor, the students were asked to write a paragraph giving their opinion of the procedure, with especial reference to its transfer value in the writing of themes. In the spelling laboratory the instructor, Dr. Max Freeman, talked to first one student, then another, as long as the period lasted, about rules, imagery, memory-association devices, or whatever principle seemed most appropriate for the words with which the individual students were having difficulty. Conversation with one student revealed that, although at first he had felt resentment because of having been required to work in the



writing laboratory, the resentment had quickly been dispelled when he found out how helpful it was to him in his writing.

At the University of Minnesota two laboratories were visited. In the General College Miss Virginia M. Kivits demonstrated her procedures in the laboratory devoted to expository writing. It was a particularly good day on which to visit, because it was review day and several themes which had been written earlier and which had been mimeographed for distribution were discussed. On the St. Paul campus Dr. Ralph G. Nichols conducted a tour of the various communication laboratories and explained the coordination which exists between them. Because of the late afternoon hour, only the listening laboratory was being used.

At the State University of Iowa conferences were held with Dr. John C. Gerber, who is in charge of the communication program, and with Miss Carrie E. Stanley, who is director of the writing laboratory. In addition, Miss Stanley and her assistants demonstrated their techniques with students who were in the laboratory.

At the University of Denver the writing laboratory was not in session, but conferences were held with Dr. Lessie Lee Hagen, director of the writing laboratory, Mr.

John K. Wilcox, coordinator of communication laboratories, Dr. Keith E. Case, chairman of the division of communication, and Dr. C. V. Galbrath, acting dean of students and chairman of student personnel services.

Preparation and circulation of the questionnaire.

The work of many weeks and the advice of many people went into the preparation of the questionnaire. Besides the people visited in the Midwest, several of the investigator's colleagues at San Diego State College and all the members of his Committee on Studies at the University of Southern California gave valuable suggestions. Then the nineteen-page questionnaire and a covering letter (Appendix A) were sent to a hundred and ten colleges and universities, the registrars of which had indicated as having laboratories. Later, questionnaires were sent to thirty-one additional schools as a result of answers to the following question in the questionnaire: What laboratories, other than those in schools listed on the next two pages, do you know about? About a month after the questionnaire was first distributed, a letter was sent to those who had not answered, asking them to indicate on an enclosed reply card whether or not they had received the questionnaire and whether or not they actually had writing laboratories. A

final request was mailed some two months later to schools which still had not been heard from.

Of the 141 schools questionaired, 119 were finally heard from. Of those who answered, fifty-five reported that they had no service of the type called for in the questionnaire. Three others acknowledged having laboratories but stated that they would not have time to cooperate in the study. Five schools returned questionnaires which were unusable because they described work not pertinent to the study. Fifty-two laboratory directors returned usable questionnaires. Four others wrote informally about their work. Of the twenty-two schools not heard from in answer to the questionnaire, four could be included in the study--one from the literature and three from catalog descriptions and other information furnished by their registrars--the existence of the four having been verified by further correspondence with the registrars. In other words, sixty schools, approximately eighty per cent of the known potential of those having laboratories, could be included in the study.

Visitation of California schools. Ten schools in California were found to have writing laboratories, English writing clinics, or remedial writing workshops. Eight of

these were visited during the first week in May, 1952. The others were learned about later.

At Loyola University of Los Angeles the writing laboratory was not in session, but conferences were held with Mr. Theodore Erlandson, director of the English Writing Clinic, and with Father Finnegan, coordinator of personnel services.

At Los Angeles State College, Mr. Harlan G. Smedley, director of the Writing Laboratory, lectured during the investigator's visitation to the group in the laboratory on the psychology of baby talk and led a discussion about papers previously written in the laboratory.

At San Francisco State College the writing-laboratory staff was making a recording which was to accompany a film-strip showing the procedures of the laboratory. The staff permitted the visitor to listen to the making of the recording and to view the pictures. Later in the day a writing laboratory session was visited. Under the direction of Miss Eleanor McGann, Coordinator of Communication Laboratories, the group in the laboratory discussed the reasons for obscurity in some "horrible-example" sentences and made suggestions for their improvement.

At Mills College a conference was held with the instructor in charge of the Remedial English Workshop, Miss

Constant E. Mergentheimer, and her workshop was visited. Miss Mergentheimer had the students write impromptu paragraphs to be handed in at the end of the period and discussed at the beginning of the next session. During the period, she moved about among the writers, answering specific questions and making suggestions to students who she knew from former experience would need special help.

At Stockton College, Miss Ina Marmon, Chairman of the English Laboratory, was at the time of the visitation showing the Harvard Reading Films to a reading-laboratory group, but took time to discuss her work in the writing laboratory.

At Sacramento State College a conference was held with Dr. George W. Creel, Director of the Remedial Workshop in Writing. The workshop was not in session.

At Chico State College, the laboratory was not in session, but a conference was held with Dr. Harold C. Armstrong, Coordinator of English Studies, who told of the present work of the laboratory and of the extensive plans for its expansion during the fall of 1952.

Review of the literature. A review of the literature which has been written about writing laboratories, writing-laboratory procedures, and writing-laboratory

experimentation was made in Chapter II of the present study.

Analysis of material in questionnaire returns. For the purpose of analysis the pages of the returned questionnaires were separated and assembled according to the groupings of subject matter used in the various chapters of the main body of this study. These groupings included (1) the nature of the institutions found to have writing laboratories and the nature of the integration of the laboratories in the schools, (2) the staffing and equipment of the laboratories, (3) the policies and procedures employed in the laboratories, and (4) self-evaluation. Data within these groupings were tabulated and interpreted in Chapters IV, V, VI, and VII of the present study.

Submission of the data to a jury for evaluation.

Laboratory instructors cooperating in this investigation were invited to nominate one or two persons whom they considered competent to evaluate the data of the study.

Letters were written to the persons nominated, informing them of the nature of the task and asking them to be on the jury of evaluators. Twenty-five of the nominees accepted the responsibility.

The sixty-six single-spaced pages of data derived from the investigation were duplicated and mailed to the

nominees who had agreed to evaluate them. Provision was made on the duplicated material for plus-and-minus evaluations, and space was provided for individual comments on each item. Eighteen evaluations were returned, seventeen of them in time to be included in the study.

The plus-and-minus evaluations and individual comments were transferred to a master copy of the data, a differently colored crayon being used for each evaluator. Then the composite evaluation for each item was tabulated and gathered for inclusion in Chapter VII of the present study.

Summary, conclusions, and recommendations of the study. A summary of the findings of the investigation and of conclusions reached was prepared, and recommendations were made for the operation of a writing laboratory, as the eighth and final chapter of the present study.

#### SUMMARY OF PROCEDURES

1. The registrars of eight hundred and twenty degree-granting colleges and universities of the United States were queried in order to determine which of the institutions had writing laboratories.

2. A visitation of six leading universities of the

West and Midwest of the United States was made in order to inspect their writing laboratories and to discuss the preparation of a questionnaire to be distributed to all writing laboratories.

3. A nineteen-page questionnaire (Appendix A) was mailed to 141 colleges and universities whose registrars had indicated as having writing laboratories. On the basis of the returns and of information secured from the literature and from catalogs submitted by registrars, sixty laboratories were included in the present study.

4. One university and seven colleges, all of which had been found to have writing laboratories, were visited during the first week in May, 1952. Observation of techniques and equipment in these laboratories was made and the investigation was discussed with laboratory directors and instructors.

5. A study of the literature which had been written and published about writing laboratories and writing-laboratory experimentation was made.

6. An analysis of the material in questionnaire returns was made.

7. The data secured from the questionnaire returns were submitted to a jury for evaluation. Members of the jury had been nominated by cooperating directors and



instructors of writing laboratories. Evaluations returned by the seventeen-member jury were tabulated and recorded in the present study.

8. A summary of findings was prepared and recommendations were made for the operation of a writing laboratory.

## CHAPTER IV

### INTEGRATION OF LABORATORIES WITH THEIR RESPECTIVE INSTITUTIONS

Next to be considered is the relationship which writing laboratories were found to have with the institutions of which they are a part. Seven aspects of this integration are apparent: (A) the types and sizes of institutions having writing laboratories, (B) the availability of the laboratories, (C) the variation in the names by which the service is known in the different schools, (D) the histories of the individual laboratories as they have developed, (E) the extent and nature of the coordination of the laboratories with other specialized and individualized services of the schools, (F) the extent to which the schools make use of the laboratories in maintaining standards of English, and (G) methods of advertisement used by the various laboratories in making their services known to the students and faculty concerned. In Appendix B are listed the schools included in this study, arranged by states in alphabetic order. Information about the type and size of each school and about the kind of laboratory in each school is included in the listing.

A. TYPES AND SIZES OF INSTITUTIONS  
HAVING WRITING LABORATORIES

It was a matter of primary interest in this study to determine the types and sizes of colleges and universities which have writing laboratories. Since such a service is tutorial, or at least semi-tutorial, many contemplating its use might feel justified in deciding that only the large institutions, perhaps only those which are state-supported, could afford it. On the other hand, others might feel that a small, private institution might be expected to furnish this "extra," individualized service in return for comparatively high tuition charges.

In this connection, it is interesting to note that the Writing Laboratory Workshop of the 1952 Conference on College Composition and Communication decided that in consideration of the number of working hours required of the staff, a writing laboratory is expensive, but that it is not expensive from the point of view of the student who gets through a course, as a result of help in the laboratory, which he otherwise would have to repeat, perhaps several times.<sup>1</sup>

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<sup>1</sup> Carrie E. Stanley, "Report by the Secretary of Workshop 9," unpublished manuscript.

Public versus private control. Of the sixty schools cooperating in this study, thirty-four, or approximately fifty-six per cent, are publicly supported, being under the control of either states or cities, and twenty-six, or approximately forty-four per cent, are private institutions. Of these, forty-one are colleges, and nineteen are universities. Among the universities twelve are state or municipal institutions, and seven are private. Among the colleges, twenty-two are state supported and nineteen are private. Table III, page 67, shows these comparative figures and the percentages involved.

One university, the University of Minnesota, has two writing-laboratory setups, one in the General College and the other on the St. Paul Campus. For the sake of convenience in compiling statistics, the General College is classified in this study as a college, the St. Paul Campus as a university.

Sizes of student bodies. All the schools indicated the approximate size of their student bodies. The smallest of these is George Williams College, a private institution with an enrollment of 190. The largest is the University of Illinois with an enrollment of 18,119. Distribution of laboratories in the other schools would form a "normal

TABLE III

DISTRIBUTION BY NUMBER AND PERCENTAGE OF  
 INSTITUTIONS HAVING WRITING LABORATORIES  
 AS PUBLIC OR PRIVATE AND AS  
 COLLEGES OR UNIVERSITIES

	Colleges		Universities		Totals	
	<u>No.</u>	<u>Per Cent</u>	<u>No.</u>	<u>Per Cent</u>	<u>No.</u>	<u>Per Cent</u>
Public	22	36.7	12	20.0	34	56.7
Private	<u>19</u>	<u>31.6</u>	<u>7</u>	<u>11.7</u>	<u>26</u>	<u>43.3</u>
Totals	41	68.3	19	31.7	60	100.0

curve" if graphed, approximately forty per cent being found in medium-sized institutions. Table IV, page 69, shows the distribution of laboratories among the schools of various sizes.

Faculty-student ratios. There is likewise a wide distribution of laboratories with respect to faculty-student ratio. The sixty schools reported a ratio ranging from 1:5 in the University of Illinois to 1:29 in the General College of the University of Minnesota. Table V, page 70, shows that the general distribution is fairly even.

#### B. AVAILABILITY OF WRITING LABORATORIES

In the matter of availability, consideration must be given to (1) the extent to which the laboratory is open to the student body as a whole, (2) the extent to which the laboratory is required of some students, and open to others on a voluntary basis, (3) the extent to which the service is available to the public not enrolled in the school, (4) the special fees, if any, charged for the service, (5) the number of periods per week the laboratory is open and the length of the periods.

In connection with availability, it is interesting to note what kinds of laboratories are most in use in colleges and universities. Table VI shows that Writing

TABLE IV

DISTRIBUTION BY NUMBER AND PERCENTAGE OF WRITING  
LABORATORIES IN SCHOOLS OF VARYING SIZES

Size of Student Body	Number	Per Cent
10,000 or more	6	10.00
5,000 to 9,999	9	15.00
1,000 to 4,999	23	38.33
500 to 999	14	23.33
Fewer than 500	<u>8</u>	<u>13.34</u>
Totals	60	100.00

TABLE V

DISTRIBUTION BY NUMBER AND PERCENTAGE OF WRITING  
LABORATORIES AMONG SCHOOLS WITH VARYING  
FACULTY-STUDENT RATIOS

Faculty-student ratio	Number	Per Cent
1:5	1	.01 2/3
1:7	5	.08 1/3
1:8	4	.06 2/3
1:9	4	.06 2/3
1:10	4	.06 2/3
1:11	3	.05
1:12	3	.05
1:13	6	.10
1:14	3	.05
1:15	7	.11 2/3
1:16	2	.03 1/3
1:17	2	.03 1/3
1:18	1	.01 2/3
1:19	6	.10
1:20	1	.01 2/3
1:21	2	.03 1/3
1:22	2	.03 1/3
1:23	1	.01 2/3
1:27	1	.01 2/3
1:29	1	.01 2/3
Not reporting	<u>1</u>	<u>.01 2/3</u>
Totals	60	1.00



TABLE VI

DISTRIBUTION BY NUMBER AND PERCENTAGE OF SEVEN  
CATEGORIES AMONG SIXTY WRITING LABORATORIES

Category Number*	Functioning in one category only		Functioning in conjunction with another category		Totals	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
3	33	55	13	21	46	76 2/3
4	4	6 2/3	3	5	7	11 2/3
7	2	3 1/3	4	6 2/3	6	10
2	2	3 1/3	4	6 2/3	6	10
6	4	6 2/3	1	1 2/3	5	8 1/3
1	1	1 2/3	3	5	4	6 2/3
5	1	1 2/3	2	3 1/3	3	5

\*Categories are defined as follows:

1. Remedial laboratory on sub-freshman level.
2. Writing laboratory available to all freshman English students.
3. Writing laboratory available, for the most part, to all students on a college-wide basis.
4. Writing laboratory used as an extension of the regular freshman English course.
5. Laboratory available for preparation for test required in lieu of formal course in composition.
6. Writing laboratory to entirely replace regular writing course.
7. Required of students above the freshman level who fail to pass a proficiency test.

Laboratory Category Three is by far the most popular kind, being extant in forty-six, or more than seventy-five per cent, of the schools in which laboratories are in operation. Category Three is available for the most part on a college-wide basis to all students from all levels. In a few schools attendance is limited to students above the rank of freshman or sophomore. Attendance for the most part is optional, but in some cases is required of students referred by a faculty member.

Availability to students. Restrictions are placed on the availability of only eleven of the laboratories discussed in this study. All of the others are open to any member of the student body who has a need for or an interest in the service.

In seven schools a student's attendance is contingent upon his being enrolled in certain courses. In the General College of The University of Minnesota, in The University of Miami, and in The University of Florida, the writing laboratory is the Freshman English Course. In Southern Methodist University the laboratory is open principally to those registered in English 1. Conceivably, some people taking English 2 (second semester of first-year English) might be steered into the laboratory. Others

might take advantage of it with the consent of the Director of Freshman Studies. At Lawrence College only students referred by teachers of Freshman Studies are admitted. At Bethany College the writing laboratory is open to those in Basic Communication 11 and 12 who need additional instruction. At Webster College it is open only to those students in Freshman English who demonstrate superior ability on the ACE Psychological Examination and on preliminary English tests.

Three schools make their laboratories available to those at certain levels: Iowa State College limits attendance to those above the rank of freshman; Wayne University and Ohio University limit attendance to those above the rank of sophomore.

George Williams College admits students to the laboratory if they are referred by an instructor.

Required attendance. Though fifty-one of the laboratories are open to anyone interested and nineteen<sup>2</sup> of

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<sup>2</sup> Schools having writing laboratories open on a voluntary basis: Webster College, Albion College, Wheelock College, The University of Illinois, Chico State College, New Mexico Highlands University, St. Mary College, the General College of The University of Minnesota, San Diego State College, Oswego State Teachers College, Rockhurst College, The University of Missouri, The University of Minnesota at St. Paul, Colgate University, Iowa State

these are open on an entirely voluntary basis, a diversity of requirements make attendance compulsory for certain students in forty-one of the schools studied. Table VII shows the frequency with which attendance is required and under what circumstances it is required.

Failure to pass a proficiency or qualifying examination given above the rank of freshman is responsible for required attendance in eleven laboratories. The examination is given at the sophomore level in Eastern Washington College of Education, The University of North Carolina, Jacksonville State Teachers College, and Central College;<sup>3</sup> at the junior level in the University of Tennessee, Florida State University, and Duke University; and at the senior level in Iowa State College. The level at which the proficiency examination is given at the Moorhead State Teachers College was not indicated on the questionnaire return. Sacramento State College and Los Angeles State College require candidates for teaching credentials to seek help in

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Teachers College, Anderson College, Loyola University of Los Angeles, Western Michigan College of Education, and Ohio University.

<sup>3</sup> Anderson College and Ohio University also require proficiency examinations at the sophomore level. Those who fail are encouraged, but not required, to seek help in the English Clinic.

TABLE VII

FREQUENCY OF VARIOUS REQUIREMENTS FOR ATTENDANCE  
AMONG SIXTY WRITING LABORATORIES

Attendance Requirement	Number
Required of students referred by faculty	19
Required of low-ranking students in certain courses	13
Required of students who fail a proficiency test	11

the writing laboratory if they place below the twenty-first percentile on a proficiency examination.

In thirteen schools, the writing laboratory is required of certain people in definite courses. In Hobart and William Smith Colleges, all freshmen receiving D or F in either term of Freshman English are required to attend. In Bethany College the laboratory is required of those in Basic Communication 11 and 12 who need additional instruction. In Stephens College students who do not do well on two or three impromptu themes given at the beginning of the year are required to take additional work in the writing laboratory. Low placement on entrance tests in English makes assignment to the writing laboratory mandatory in ten schools.<sup>4</sup> In seven of these schools<sup>5</sup> the writing laboratory is an extension of the regular composition course, that is, students are required to attend the laboratory sessions in addition to the regular sessions of Freshman English.

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<sup>4</sup> Lawrence College, Southern Methodist University, Seton Hill College, Wisconsin State College at Milwaukee, Mills College, Stockton College, The State University of Iowa, The University of Denver, San Francisco State College, and Lynchburg College.

<sup>5</sup> The University of Denver, The State University of Iowa, Stockton College, Mills College, Wisconsin State College at Milwaukee, Southern Methodist University, and Mills College.

In four schools the writing laboratory is required of all students at one time or another. In Wisconsin State College at River Falls every section of Communications (Freshman) has a scheduled laboratory hour every week, in which the section instructor deals with writing difficulties and other communication difficulties of his students. In Goshen College the English Clinic is required of all sophomores. In The University of Miami The Writing Clinic is a substitute for the traditional Freshman English and is required of all entering freshman and of all transfer students. In The University of Florida the laboratory is the writing phase of the Comprehensive Reading, Writing, and Speaking Freshman English Course and is required of all. In Muskingum College the laboratory is required of all students in the Communication program.

In nineteen schools the writing laboratory may be required of students who are doing poor work in any course because of inadequacy in writing skills.<sup>6</sup> Credit may be

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<sup>6</sup> The University of Bridgeport; the State University Teachers College at Potsdam, New York; Dartmouth College; Montclair State Teachers College; Contra Costa Junior College; Alabama College; Troy State Teachers College; The University of North Carolina; Duke University; Moorhead (Minnesota) State Teachers College; Florida State University; Eastern Washington College of Education; Hobart and William Smith Colleges; Occidental College; The University of Texas; Wayne University; George Williams College; Lynchburg College; and Michigan State College.

withheld until clearance is given by the instructor of the writing laboratory. The ruling is enforced sometimes by a dean, sometimes by a committee on student use of English, sometimes by the individual instructor.

Availability to public not enrolled in school. Only five, or less than ten per cent, of the laboratories extend their services to people not registered in the school, and very few people take advantage of the proffered services, according to questionnaire returns. Directors of laboratories at Iowa State College, the State University of Iowa, The University of Denver, New Mexico Highlands University, and The University of Missouri indicate that if townspeople request information about a writing problem from anyone at the school they are referred to the writing laboratory. Usually the questions are simple and the answers are brief.

Special fees charged for use of laboratories. Only five schools, according to questionnaire returns, make special charges for people using the writing laboratory. The University of Tennessee and Lynchburg College simply indicate that a fee is charged. The University of Denver charges six dollars per quarter to those not registered in Basic Communication. Wisconsin State College at Milwaukee charges one dollar for each nine weeks, The University of



North Carolina charges ten dollars per quarter.

Hours per week writing laboratories are open. There is a wide variation in the number of hours per week the writing laboratories are open in the different schools studied. Answers to the question "How many hours per week is the laboratory open?" varied from 1 to 50. The University of Florida heads the list with fifty hours available. The Chico State College laboratory was originally open only one hour per week. Since the fall of 1952 it has been open five hours per week. In Appendix B may be found the number of hours per week each laboratory is open, except for the fourteen schools which did not furnish information on the number of hours per week their laboratories are open.

#### C. VARIATION IN LABORATORY NAMES

Writing laboratories go by twenty-one different names in the sixty colleges and universities included in this study. The word laboratory occurs twenty-nine times, the word clinic twenty-four times; in fifty-three out of sixty names the word laboratory or clinic occurs. The Writing Laboratory is by far the most popular name,

occurring sixteen times.<sup>7</sup> Next in order come The Writing Clinic, nine times;<sup>8</sup> The English Laboratory, seven times;<sup>9</sup> The English Clinic, six times;<sup>10</sup> The English Writing Clinic, three times;<sup>11</sup> The Communications Laboratory, three times;<sup>12</sup> The Composition Clinic, two times;<sup>13</sup> and The Writer's Clinic, two times.<sup>14</sup> Some of the services would

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<sup>7</sup> In The General College in The University of Minnesota; Contra Costa Junior College; Bethany College; Los Angeles State College; St. Mary College; Colgate University; Webster College; Stephens College; Duke University; Moorhead State Teachers College; San Diego State College; Oswego State Teachers College; The University of Denver; The State University of Iowa; San Francisco State College; and The University of Florida.

<sup>8</sup> In Western Michigan College of Education; The University of Miami; Iowa State Teachers College; The University of Missouri; Dartmouth College; Eastern Washington College of Education; State University Teachers College at Potsdam, New York; Rockhurst College; and Iowa State College.

<sup>9</sup> In Southern Methodist University; Stockton College; Jacksonville State Teachers College; Alabama College; New Mexico Highlands University; and The University of Texas.

<sup>10</sup> In Lynchburg College; Ohio University; Goshen College; Florida State University; Central College; and Anderson College.

<sup>11</sup> In Chico State College; Loyola University of Los Angeles; and The University of Illinois.

<sup>12</sup> In Troy State Teachers College; Wisconsin State College at River Falls; and Muskingum College.

<sup>13</sup> In Wayne University; Montclair State Teachers College.

<sup>14</sup> In Wheelock College; Sacramento State College.

seem by their name to have no connection with this study, but the services rendered make them come within the compass of writing laboratory as defined in this study (see page 6). There are thirteen different names for the laboratory in thirteen other schools.<sup>15</sup>

#### D. INDIVIDUAL WRITING-LABORATORY HISTORIES

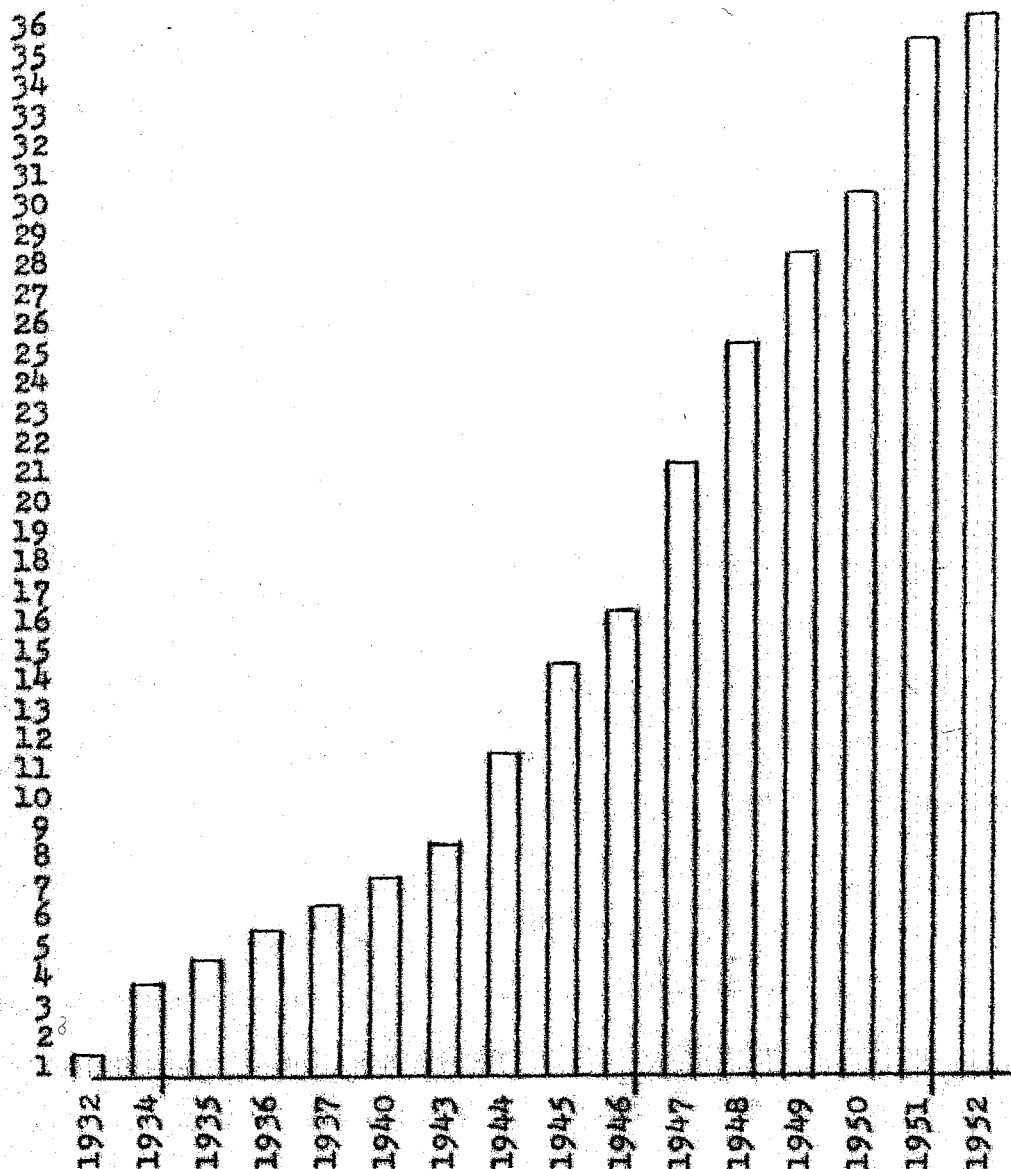
Only thirty-six, or sixty per cent, of the schools cooperating in this study gave some idea in questionnaire returns of the historical development of the writing laboratories in their institutions. Several answers were fairly detailed, but many were rather sketchy and vague. Several correspondents indicated that common knowledge about the beginnings and early development of the writing laboratories in their schools is uncertain and meager. Figure I is a graphical representation of the increase in

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<sup>15</sup> Wisconsin State College at Milwaukee, The Basic Clinics; Seton Hill College, The Communications Clinic; The University of North Carolina, The Composition Condition Laboratory; The University of Minnesota, St. Paul Campus, The Language Laboratory; The University of Bridgeport, The Universal English Laboratory; The University of Tennessee, The English Writing Laboratory; Mills College, English 1 and Workshop; George Williams College, Remedial English; Lawrence College, Fundamentals of Written Exposition; Occidental College, English Remand Course; Albion College, English Tutorial; Hobart and William Smith Colleges, Committee on the Use of English; and Michigan State College, Writing Improvement Service.

FIGURE 1

INCREASE IN NUMBER OF WRITING LABORATORIES  
FROM 1932 TO 1952\*



\*Insufficiency of information available regarding the histories of twenty-four of the laboratories investigated makes it impossible to include them in the above figure.

number of laboratories whose histories are known, from one in 1932 to thirty-six in 1952.

Individual histories reveal that a few laboratories were started in the 1930's to liven traditional programs. Considerable impetus was given to the movement in the 1940's, several laboratories which had opened on a voluntary basis now requiring attendance of certain students. The early 1950's have seen a further increase in the number of laboratories and a continuation of innovations and added requirements in certain of the older laboratories.

Traditional programs livened by early laboratories.

In the six laboratories organized during the 1930's, considerable effort seems to have been made to make the programs interesting to the students.

The pioneer laboratory, in the General College of the University of Minnesota, was set up in 1932 to present "English" to the students in such a way as to encourage them. It was felt they should be permitted to call upon an instructor at the time the problems arise and to work on projects required in other classes as well as on personal letters, business letters, and other written work arising out of personal needs. Since 1932 the instructors in the laboratory have endeavored to develop enjoyment in

writing on the part of the students.

In February, 1934, Miss Carrie E. Stanley opened at The State University of Iowa what was then called the Writing Clinic (since then the name has been changed to Writing Laboratory) on a come-one-come-all basis. Those were the days before the present communication skills, the unfortunate time, writes Miss Stanley, when the freshman course regularly stressed reading for the most part, leaving largely for the sophomore year the problem of inadequacies in writing. Only the very poorest of the freshmen had much to worry about; the rest were carried along. To help out in this more or less chaotic situation, Remedial English made its start and has since functioned continuously. Through the years it has kept itself simple in organization and sufficiently flexible to direct its aid to the variety of needs that meet it. Instead of employing the approach through literature almost alone, as in the early days for the most of its students, it turns now to the approach and materials required by the widely diversified interests of those who come to it.

The Writing Laboratory at The University of Florida was established in 1935 as an integral part of the Comprehensive freshman English course--Reading, Speaking, and Writing. The laboratory was opened with the hope of

giving pupils an opportunity to get at actual present needs in writing, instead of wasting time in getting ready to write. Spending two hours a week in a laboratory equipped with tables and chairs, students were allowed to work on letters, book reports, term papers, and other material which they had been assigned in non-English courses.

The Composition Condition Laboratory at The University of North Carolina was one of the early laboratories to be required of certain people. Through its eighteen years of existence since 1934, attendance has been required of those who fail a proficiency examination at the sophomore level and of those people referred by faculty members.

The Writing Clinic was started at Dartmouth College about 1936. Here also attendance has been required of people referred by faculty members. In 1949 the services had been built up to the extent that three men were on the staff.

Fifteen years prior to 1952 the English Tutorial Service was well established at Albion College. Growth and expansion have been slow, but the college administration has become increasingly interested in the project.

Required attendance emphasized during the early 1940's. Although several of the twenty-one writing laboratories opened during the early 1940's were opened on a

voluntary-attendance basis and although some of them still operate on that basis, the emphasis during the period from 1941-1946 was on required attendance.

The first laboratory to be started during the 1940's was the Writing Clinic at Eastern Washington College of Education. Attendance was required from the start of those students referred.

The genesis of the English Clinic at Florida State University was the activation in 1943 of an old faculty ruling that students must demonstrate ability to use English properly before being graduated. A proficiency examination was instituted at the junior level. Those who failed were required to seek help in the English Clinic. In addition, faculty members were asked to refer people to the clinic on a compulsory basis if they did not write acceptably.

Originally the work was carried on around one desk in an English conference room. Now a classroom has been assigned which has a large office and an adequate storage room.

At first only one member of the faculty gave any time to the clinic, but gradually the staff was increased until four faculty members devote a total of twenty-nine released hours and fifty-eight unassigned hours to the



work each week.

Attendance at two of the three laboratories opened during 1944 was required of certain people. Originally the English Laboratory at Stockton College provided for a two-hour laboratory session as an adjunct to the regular courses at the thirteenth- and fourteenth-year levels. Soon, however, arrangements were made for additional voluntary use of the laboratory by people who needed help on any writing problem, whether or not they were enrolled in the English classes. The English Workshop at Mills College started and still is a two-hour adjunct to the regular composition course. But the Writing Clinic at the University of Illinois was opened on a voluntary-attendance basis and still functions in that way.

All the three writing laboratories inaugurated in 1945 were opened on a voluntary-attendance basis, but two of them now have attendance required of certain people in the regular composition or communication course. The English Laboratory was started at New Mexico Highlands University in 1945 by Dr. Quincey G. Burris, Chairman of the English Department. Doctor Burris during the following year brought Doctor Anne Lohrli to the campus to continue the work on a part-time basis. Doctor Lohrli has operated the laboratory since that time in the English office of the

school on a voluntary-attendance basis. The Writing Laboratory at San Francisco State College was inaugurated about 1945. Until September, 1951, attendance was voluntary; English teachers recommended students one month after each semester began. The laboratory sessions did not begin until six weeks after the start of each semester. At the University of Denver, eighty-three students reported on a self-referral basis during the first semester of 1945, when the laboratory was opened. In 1947 the custom of using writing samples as a basis for enrolling students in laboratory classes of ten was introduced.

Both writing laboratories opened in 1946 have had attendance required of certain people. The Writing Service of the Department of Written and Spoken English at Michigan State College has been open to anyone interested, but attendance is required of those students referred by faculty members. At Lawrence College the laboratory was introduced as a required sub-freshman arrangement for students who needed to attain proficiency sufficient to start the regular composition course.

Swing toward optional attendance in laboratories established in 1947. Four of the five laboratories opened during 1947 were started on a voluntary-attendance basis.

Three of them are still open on that basis, as will be evident in the following paragraphs.

The English Clinic at Central College began in the fall of 1947, when Dr. Maryanna Hamer was asked to give clinical help to weak-in-English students. It was originally designed to help freshmen. Soon, however, its services were extended to students who failed to pass the English section of the sophomore test required of all. Passing this test is now a requirement for graduation and those who fail must take advantage of the English Clinic.

The Universal English Laboratory was opened at The University of Bridgeport in 1947. Since then it has operated to improve the writing of those students whose work has been found unacceptable by various members of the faculty.

The Writing Laboratory at Colgate University was started in 1947. During the past three years of its existence it has been integrated with the Functional Writing Program.

In the fall of 1947, the present investigator was released from teaching for half-time to develop a writing laboratory at San Diego State College. He began at his desk counseling students who made voluntary appointments with him to talk about their writing problems. The desk

was one of several in a temporary building. As the result of an intensive advertising campaign, business began to grow to such an extent that during its second year various classrooms were assigned for about half of the eight hours during which the laboratory operated each week. At present the laboratory has its own quarters and is still open on a voluntary-attendance basis.

The Writing Clinic was begun at Western Michigan College of Education in September, 1947, when one of the graduates was asked to tutor some of the more handicapped rhetoric students. Another instructor was adviser and helped plan the method of instruction. Full-time status was then given to the Clinic. The student load has fluctuated between seventy and a hundred and fifty, largely because of the illness during part of the time of its director, Mr. Joseph C. Torok.

Innovations noted in older laboratories during 1948.

Besides the opening of four new laboratories, 1948 saw some innovations in older laboratories. The English Tutorial Service at Albion College, which had been in existence for at least eleven years, was made available to all students. The Writing Clinic at The University of Illinois was reactivated under new leadership after a

lapse of existence during the early post-war years. In the Writing Laboratory at The University of Denver, a central records office was opened, a vocabulary class and a creative writing class for superior students were started, Cooperative English Tests were administered, integration with the regular composition class was effected, and a faculty advisory committee was formed. At Western Michigan College of Education, student assistants were secured for Mr. Torok, the director of the Writing Clinic, and enrollment was doubled; and attention was shifted from sub-standard to standard-level students, in whom improvement was more noticeable.

Little is known about three of the four laboratories instituted in 1948. The one at Chico State College operated on a very limited scale until the fall of 1952, when expanded activities, planned earlier, took effect. The start of the Writing Laboratory at Stephens College was concomitant with that of the Communications Department, possibly about 1948. The English Clinic at Anderson College was originally a compulsory course for all who had made a D in either semester of freshman English. Now it functions as a referral clinic to which any faculty member may send students, subject to the approval of the Committee on English Usage.

At Webster College the Writing Laboratory grew out of a Communication Program which was established at Webster College during the fall of 1948. Sister Edwin Mary had attended, during the previous summer, the Minnesota Workshop of the Cooperative Study of the North Central Association, to which Webster College belongs. As a result of the success of the Communication Program, Sister Edwin Mary decided to try the writing laboratory as a creative writing section of the program. Creative writing courses had always been in existence on the campus, but never before on the freshman level. Sister Edwin Mary feels that she would not have the better freshmen go back to the traditional theme-writing English course because they are much more highly motivated and stimulated by the laboratory set-up, in which they are allowed much more freedom and in which they are relieved of hum-drum repetition of grammar and usage with which they have long had a functional acquaintance.

Three new laboratories started in 1949. In 1949 three new writing laboratories were started, according to questionnaire returns. At Southern Methodist University the laboratory grew out of a grammar review course called "English O," which had been instituted in 1946 as a non-credit assistance for veterans who had been out of high

school for varying periods. In 1949, when the crest of the veteran wave was past (at least in freshman courses) a decision was made to continue the work in the present writing laboratory. In Wisconsin State College at River Falls, a fourth laboratory hour was added to the three regular meetings of the Freshman Communications Course. In this hour each instructor, with the aid of a senior assistant, works individually with the students in his section, mostly in conference. At Oswego State Teachers College the extensive plans of those interested in a writing laboratory were blocked in budget meetings, but a determined beginning was made, volunteer teacher time outside the normal load being used and one of the classrooms being adapted for laboratory use. The laboratory was staffed for twelve hours a week and students were invited to come in with their writing problems. However, students and potential referral-teachers alike were reluctant to burden teachers who were already overworked. As a consequence, referrals have been very infrequent.

More innovations and seven new laboratories since 1950. Several laboratories have reported that changes have been made in their setups since 1950. At The University of Denver a manual of procedures and an evaluation sheet have been introduced. At Eastern Washington College

of Education a sophomore examination has been put into use as one basis for referral to the laboratory. At San Diego State College a special room has been provided, and a distinct advantage has been noted in having a place definitely known as the Writing Laboratory. At Albion College the laboratory has been made available for unit credit. At San Francisco State College, attendance at the laboratory has become a requirement for low-ranking students in the communications program, and regular staff members teach some sections originally taught by student assistants. At Central College advanced standing is now withheld until writing in all courses has been evaluated in the English Clinic as acceptable. At Western Michigan College of Education the laboratory has been moved into a new building. At Chico State College, activities of the laboratory have been expanded, the time open per week being increased from one hour to five hours.

Seven new laboratories have been inaugurated since 1950. These will be discussed in the following concluding paragraphs of this review of the histories of individual writing laboratories.

Very little information was given in questionnaire returns about the histories of four laboratories except the dates of their establishment. At Iowa State Teachers



College the service was started in the winter quarter of 1951-52. At Moorhead State Teachers College remedial writing, formerly taught as a noncredit preliminary course to College English was put on a voluntary basis as a writing laboratory, with more flexibility of hours, during the year 1951-52. At Wisconsin State College, Milwaukee, the four clinics--in reading, writing, speaking, and spelling--were given independent status in 1950. Since 1946 they had been operated as parts of English classes. The laboratory at Contra Costa Junior College was initiated when the college was opened on February 1, 1950.

At Montclair State Teachers College, during the school year 1950-51, Miss Annie Dix was allotted time on her schedule for the Composition Clinic, but there was no cooperation on the part of the faculty in referring students. During 1951-52, however, the Dean of Instruction gave his support and cooperation. The registrar in assigning rooms has left Miss Dix's regular classroom vacant as often as possible so that Miss Dix may see students in the room. At other times, she sees them on a bench in the hall.

The Composition Clinic has been in operation at Wayne University since January, 1950. A committee of the English Department (College of Liberal Arts) first

suggested it after canvassing and rejecting the possibility of making the second semester of the composition course a senior college requirement. Aid for the Clinic was requested of the University Council of Deans at that time; but the College of Liberal Arts was told to experiment with it for a time on its own. Although some sort of permanent status and some all-university responsibility for the Clinic was again requested of the Council of Deans in 1951, the Clinic remains experimental and the sole responsibility of the College of Liberal Arts still.

The staffing of the Clinic and the conference method have remained the same throughout the period. Various devices for getting wider University use of the Clinic have been tried out. But in general the operations of the Clinic have remained the same throughout its period of experimentation.

In April, 1951, written announcement was made to the faculty at Rockhurst College that an English Clinic was to be set up by the English Department for students who seek help in the essentials of correct and effective English. Some students were to report voluntarily, others by direction of their instructors or advisers. Some would receive instruction only on those points in which they were weak; others would appear regularly for a unified course. Since

1951, the Clinic has functioned as it was set up to do.

The service at Sacramento State College has been in operation since April, 1951. The genesis was a meeting of the Instructional Procedures Committee, at which the low norms of credential candidates on the Cooperative English Test were pointed out. The faculty agreed that the students as a group were deficient in both oral and written English. The dean appointed a committee, which after much pooling, questionnairing, and discussing decided upon a laboratory program as the best means of meeting the problem. The laboratory has become a permanent part of the college program and is expected to grow at least for some time.

At Occidental College, the service was first handled on a tutorial basis by members of the English Department and one or two retired high school teachers living nearby. Students had to present two papers written under test conditions to a member of the English Department and to the professor who remanded him. These papers had to be accepted or he could not be graduated.

The service was next handled in a one-hour-per-week class taught by three members of the Department of English--each member taking the class for four to five weeks. This work, like the tutoring, was done by Department members in

addition to full, regular loads.

The present system has been in operation for a year and a half. Mrs. Annette Lynch, a regular instructor, has been released for one-fifth of her load to conduct the remand course for two hours per week.

#### E. COORDINATION OF WRITING LABORATORIES WITH OTHER PERSONNEL SERVICES

In order that a general picture of the counseling of various kinds done in the various schools might be obtained, persons answering the questionnaire were asked to check any of twelve definite counseling services listed which they knew about in their schools. In addition, there was an "other" category. Forty-nine schools reported that there was at least one service besides the writing laboratory. A tabulation of these services is shown in Table VIII on page 99.

Formal coordination of the writing laboratory with other personnel services in the colleges and universities seems to be scant. Indeed, the writing laboratory is not considered a personnel service even in many schools in which the laboratory is open to all students. Only twenty-eight laboratory directors described any formal coordination on questionnaire returns. Several deplored the situation; others were hopeful for the early realization of

TABLE VIII  
 FREQUENCY OF OCCURRENCE OF PERSONNEL SERVICES  
 OTHER THAN WRITING LABORATORIES  
 SPONSORED BY SIXTY SCHOOLS  
 WITH WRITING LABORATORIES

Name of Service	Number
Psychological Counseling	39
Health Services	38
Speech Clinic	34
Veteran Counseling	33
Reading Clinic	32
Special English Laboratory for foreign students	11
Spelling Clinic	11
Math Clinic	9
Foreign Language Clinic	7
Vocabulary Laboratory	4
Listening Laboratory	4
Vocational Counseling	2
Auditory Laboratory - Hearing Laboratory	1
Clothing Style and Grooming Laboratory	1
Family Relations Clinic	1
Study Clinic	1
Tutorial in every department	1
Typing Laboratory	1

plans for coordination. Several directors mentioned the fact that their schools are so small that informal and occasional conferences among the various teachers and advisers seem to suffice.

Agencies through which coordination is effected.

Five different agencies were reported as instrumental in effecting coordination among the personnel services. In addition, direct cross-referral was mentioned by seven directors.

Various deans are responsible for heading up the personnel services in eleven schools. In some cases referrals are made only through them, and in some cases reports are made to them by the writing laboratories. These eleven deans include six Deans of Students, one Dean of Instruction, one Dean of the College, one Dean of Men, one Dean of Women, and one Dean of Curriculum.

In two schools conferences with and reports to the individual student's counselor are considered useful.

In eleven schools there is an all-school counseling service to which the writing service is responsible. Five of these maintain a Counseling Center; six of them utilize a Faculty Counseling Committee.

In seven schools there is close cooperation among the various laboratories concerned with communication

skills. These laboratories are all under the supervision of a coordinator.

A University Senate Committee on Student English and two College Committees on Student English are responsible in three other schools for the activities of the writing laboratories. These committees clear referrals to the laboratories and releases from them.

Distinctive aspects of coordination in five schools.

The director of the Writing Laboratory at San Diego State College is a member of the Personnel Services Committee, which meets bi-weekly to talk over common problems and exchange ideas. Chairmen of divisions and departments are invited, three at a time in rotation, to sit in on these meetings in order to become acquainted with the various services offered and to make suggestions for their improvement. Other faculty members are welcome.

The chairman of the Personnel Services Committee is director of Student Personnel Services and maintains a Counseling Center. He is responsible to the Dean of Students, who is a member of the administrative committee of the college, headed by the President of the College.

In order that members of the Personnel Services Committee may become better acquainted with the services

offered by other members of the committee, the committee meets in rotation in the various laboratories and service centers. Each director describes his services, points out important features of his service, and answers questions when the committee meets at his location.

At Central College each faculty member reports each conference with a counselee on written forms to the dean. The dean reports all cases coming under jurisdiction of the English Clinic to the director of the clinic and requires students to report to the clinic for necessary help.

At Michigan State College there is an Improvement Service Committee to coordinate the work of Reading, Writing, Speech, and Arithmetic Services. It meets twice each quarter in the Department of Written and Spoken English to determine problems of grades, enrollment, attendance, and registration. A quarterly report is made by the director of each service to the Head of Written and Spoken English. Four-by-six cards, on which is recorded the work of each student, are kept on file in the main office of the Written and Spoken English Department. Any instructor in the college may refer to this file.

At Wayne University the reading clinic, spelling clinic, and vocabulary laboratory are all part of a section called Reading Efficiency and Study Skills. This section



is under the Division of Student Personnel, responsible to the Dean of Students. The Composition Clinic refers students to this section when the need is indicated.

The speech clinic and hearing aid services are part of the College of Education, responsible to the Speech Department. The speech clinic does not deal with lesser speech difficulties, and for that reason there is a working arrangement with a member of the speech department who works with students who have such difficulties and who are referred to him by the Composition Clinic.

Both the health service, under which are mental and physical health services, and the Educational Counseling Center, which includes testing services and psychological counseling, are responsible to the Dean of Students. The Composition Clinic has regular referral forms and feels free to send students for psychological help to this Center.

The College of Liberal Arts also has an office for Academic Counseling, which is of frequent use to the Composition Clinic.

In the General College, University of Minnesota, faculty members notify the counseling office of the college of a need. The counseling office consults with the Literature and Writing Department, then refers the student to the

Writing Laboratory.

F. RESPONSIBILITY OF THE WRITING LABORATORY  
IN MAINTAINING GENERAL AND SPECIFIC  
STANDARDS OF ENGLISH

In analyzing the integration of the writing laboratory with the college or university as a whole, an attempt was made to ascertain to what extent the school depends upon the laboratory to maintain standards of English in general and to what extent the school depends on the laboratory to give specific instruction in the writing requirements of special areas. The general aspect of this problem was reflected in the questionnaire by the question "Is 'every teacher a teacher of writing' the policy of the whole school, or do you feel that, for the most part, writing problems are considered by the faculty as the concern of the English Department only?" The specific aspect of the problem was presented in three questions: Are the writing problems somewhat unique to a special area of subjects (science, law, humanities) stressed by the departments concerned? Is the English Department asked to conduct a special course in any of these fields? Does your laboratory make any special effort to meet these individual problems?

Is every teacher a teacher of writing? There is a wide difference among scholars as to whether the lay teacher can or should be concerned with correct writing. Johnson<sup>16</sup> maintains that eighty per cent of the teachers in American colleges and universities are not capable of teaching good writing. Virtue<sup>17</sup> implies that every teacher must unremittingly teach and insist on high standards. He relates that in returning a set of term papers once he remarked to a junior: "If you write like this, you'll never pass the proficiency examination." The student replied: "Oh, I've already passed it." Virtue concludes that if habits and attitudes are to be improved, faculty members other than English teachers must labor over student papers.

At the University of Illinois students are warned in the Stylebook of English, which is prepared by the Committee on Student English, that their professors may not be much concerned about the niceties of expression, but that the outside world will expect full communication. The warning is phrased succinctly as follows:

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<sup>16</sup> Burges Johnson, Good Writing (Syracuse, New York: Syracuse University, 1932), p. 7.

<sup>17</sup> John B. Virtue, "Proficiency Examination in English Composition at the University of Kansas," College English, 9:199-203, January, 1948.

. . . The college professor knows the subject matter, the jargon, and the ideas--where and how they fit in . . . Consequently he can easily supply links in logic and may ignore laxity in spelling and the mechanics of writing in order to focus his attention on your mastery of subject matter and specialized techniques. For him, partial communication is likely to be adequate. In the outside world, where your mastery of material is assumed, full communication will be expected; you will ordinarily have to make a whole situation clear to a nonexpert. In such communication, laxity in the conventions of writing or speech detracts seriously from effectiveness. It deflects attention from content to a judgment of you as a speaker or writer.<sup>18</sup>

There is a wide divergence in what writing laboratory directors observe to be the actual practice in the schools in which they serve. Of forty-eight directors who answered this section of the questionnaire, twenty-three, or slightly fewer than half, feel that at least a goodly number of the faculties on which they serve are concerned with having their students write acceptably. Most of the twenty-three express an unwillingness to generalize and point out that the practice varies from department to department and from individual to individual; but they maintain that in general the faculty accepts the responsibility. Several directors report that the matter is discussed regularly in faculty meetings, others that the

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<sup>18</sup> Stylebook of English, prepared by Committee on Student English (Urbana: The University of Illinois, n.d.), p. 1.

propaganda circulated by committees on student use of English and by the laboratories and clinics has served to alert the faculty. Seven directors of laboratories indicate only a slight interest in high standards of English on the part of the faculty in general. Seven others aver that their faculties give lip service to, but do not practice, the slogan "Every teacher a teacher of English." Eleven directors state flatly that, for the most part, writing problems are considered by their faculties as the concern of the English Department only.

Meeting writing problems in specific areas. Again twenty-three writing laboratory directors indicate that writing problems somewhat unique to special areas of subjects are stressed by the departments concerned in their schools. Specifically mentioned are legal writing, engineer report writing, Business English, commercial report writing, and direct mail campaign writing at the University of Illinois; scientific report writing and business letter writing at San Diego State College; business education at Montclair State Teachers College; business education at Western Michigan College of Education; engineering writing and business administration writing at the General College of The University of Minnesota; engineering writing at Duke University; technical writing for engineers and

science students, and business students at Sacramento State College; and scientific report writing at Albion College. Nineteen directors indicate that no effort is made in specific departments to stress writing problems peculiar to their fields; four are uncertain; and fourteen do not answer the question.

The English Department conducts special courses in English for other departments in only eight of the schools questionnaired. In Wisconsin State College at River Falls there is a course in Agricultural Journalism. In The University of North Carolina there is an advanced exposition course for pre-law students, a scientific report writing course for advanced science students, and an advanced business writing course for students in commerce. At Chico State College a course is conducted for the Science Division. A special experimental writing seminar is being conducted for the Division of Conservation at Michigan State College. A special section to help students with technical language has been set up for the Science Division at San Francisco State College. Business English is made a supplement to the composition course at The University of Bridgeport. At Wayne University the English Department gives a course in the foundations of criticism which is used by other departments in the general area of

humanities and by majors in the humanities. The Basic Communications Department of the Division of Communications conducts a special course in engineering writing at The University of Denver.

Twenty-nine laboratory directors say that they make special efforts to meet individual writing problems unique in certain fields of learning. Twenty others indicate that they confine their efforts to the mechanics and organization problems common to all writing. The other eleven do not say what their policy is.

#### G. PROMOTION AND ADVERTISEMENT OF WRITING LABORATORIES

One problem which confronts all directors of writing laboratories, especially those open on a voluntary basis, is that of making the availability of the services known on the campus. An ever shifting student and faculty population makes continuous diligence in advertisement necessary. Attention in this section is given to those means by which laboratories are advertised and otherwise promoted in schools cooperating in this study. Consideration is given to the extent to which credit toward a diploma is offered as an inducement; to catalog announcements, brochures, and bulletins; to referral and report blanks; and to lesser

forms of oral and written representation of the laboratories to the students and faculty.

Unit credit for laboratory work. Eight schools report that they give credit toward a diploma for work done in the writing laboratory. The State University of Iowa allows two hours of credit a semester if the student is registered in English 10:10 and does not already have twelve hours credit in the Basic Skills, including Basic Mathematics. The University of Miami, in which the Writing Clinic is the freshman English course, gives six hours credit in two semesters. The General College of The University of Minnesota, in which the Writing Laboratory is likewise the freshman English course, allows three units of credit a quarter. Students may enroll in the laboratory for as many as four quarters. The University of Florida, in which the Writing Laboratory is a part of the comprehensive English course in speaking, reading, and writing, grants four hours a semester for the whole course. Four schools--Albion College, Sacramento State College, San Francisco State College, and Webster College--give one unit of credit a semester if the work done is regularly scheduled in connection with work done in the regular freshman English course.



Catalog descriptions, brochures, and bulletins.

Only thirty-three schools, slightly more than half of those included in this study, make any mention of their writing laboratories in their catalogs. In most of these an attractive announcement is made, headed by the name in large or bold-face type. But in eight catalogs mention of the service is buried in and incidental to a general description of the offerings in English.

In six schools brochures are distributed. The University of Florida publishes a brown and white one, well illustrated with pictures of the laboratory set-up. This brochure is designed to relate the Writing Laboratory to the comprehensive English course and to the General Education program of the university. The University of Miami distributes a twelve-page booklet called The Writing Clinic. (See Appendix C for a condensation of this booklet.) In it procedures, equipment, rules and regulations, and other information is given in a thorough exposition of the clinic. The Western Michigan College of Education makes available a brochure entitled What To Do About Rhetoric. On the second page is a paragraph headed--in large, bold-face type--by the caption "What is the Writing Clinic?" Three other schools--Stockton College, Dartmouth College, and Stephens College--mentioned the use of

brochures, but did not send samples.

Samples of mimeographed promotional material were submitted by seven schools: Iowa State College, The University of Bridgeport, Wayne University, Florida State University, Hobart and William Smith Colleges, The University of Tennessee, and San Diego State College. All of these bulletins describe the availability and the nature of the services offered.

Referral and report forms. Samples of forms on which faculty members make referrals were submitted from eight schools: Dartmouth College, Michigan State College, Mills College, San Diego State College, Loyola University of Los Angeles, Florida State University, Wayne University, and Western Michigan College of Education. Hobart and William Smith Colleges make use of a follow-up set of forms by which the student is notified of his obligations to and of his appointments with the Committee on the Use of English. Report-to-referring-instructor forms were received from four schools: Wisconsin State College at Milwaukee, Stockton College, Loyola University of Los Angeles, and San Diego State College. See Appendix D and E for samples of these referral and report forms.

Other oral and written promotional devices. When

asked to check on the questionnaire which of six definite methods of advertisement they employ, directors of laboratories showed a preference for announcements to faculty. The methods and number of directors using them rank as follows: announcements to faculty, thirty-six; announcements to students, thirty-one (six in assemblies and an overlapping twenty-eight in classes); write-ups in the school newspaper, twenty-two; announcements on bulletin boards, seven; and posters, three. Methods and numbers of directors using them rank in the "other" category as follows: announcements to counselors, three; printed or written material distributed to students, three; personal conferences with students, two; requests to the faculty for names of deficient students, individual notes to students, and open house tour, one each. Several directors commented that they have more than they can do anyway and so studiously avoid advertisement.

Which method of advertisement is best? In answer to the question "What methods of advertisement have you found most effective?" directors voted as follows: personal contact, including announcements, with other faculty members, twelve; word-of-mouth advertisement by satisfied customers, five; student conference, three; announcements to classes, three; and dean's bulletin board, results of

the Junior English Examination, a form letter to faculty members each fall, announcement to deans and counselors, distribution of mimeographed material directly to students, advertisement in a stylebook distributed to all students, and individual notes to students, one vote each. Table IX is a representation of methods of advertisement and the popularity of their uses.

#### SUMMARY AND CONCLUSIONS

In this chapter the integration of the writing laboratory with the college or university as a whole has been discussed.

Slightly more than half of the writing laboratories reported in this study are maintained in state or municipal colleges and universities. This means that about the same number of public and private institutions feel that the advantages outweigh the costs of a writing laboratory. The sizes of the student bodies served range from 190 to 18,119. The faculty-student ratios range from 1:29 to 1:5. In both these respects, the distribution is fairly even between the extremes. It would seem, then, that no particular significance can be inferred from the types and sizes, nor from the faculty-student ratios, of the institutions which furnish the service.

TABLE IX  
FREQUENCY OF METHODS OF ADVERTISEMENT  
CONSIDERED MOST EFFECTIVE BY  
LABORATORY DIRECTORS

Method of Advertisement	Number
Announcement to faculty and personal contact with faculty	12
Word-of-mouth by satisfied customers	5
Student conference	3
Announcement to classes	3
Deans and counselors	2
Dean's bulletin board	1
Distribution of mimeographed material directly to students	1
Form letter to faculty members each fall	1
Individual notes to students	1
Publishing results of Junior English Examination	1
Stylebook distribution to all students	1

Among sixty laboratories forty-nine are found to be available without restriction to anyone interested. Forty-one schools require laboratory attendance of certain students. Very limited use of the school writing laboratory is offered to and accepted by the general public not enrolled in the schools. Only five schools make special charges for writing laboratory use. The number of hours per week the laboratory is kept open varies from one to fifty in the different schools.

Writing laboratories go by twenty-one different names in different schools, the word laboratory or clinic occurring in most of them.

Individual histories of thirty-six laboratories reveal that the writing-laboratory movement began in the 1930's and gained considerable impetus in the 1940's. In the 1940's and early 1950's several innovations, caused largely by changing attendance requirements, were introduced.

Twenty-eight writing laboratory directors report formal coordination of some sort with other personnel services. A few others indicate that formal coordination is unnecessary in such small schools as they serve.

With regard to the responsibility of the writing laboratory in maintaining general and specific standards of English, fewer than half of the directors feel that "every

teacher (outside the English Department) is a teacher of writing." Twenty-nine directors say that they make special efforts to meet individual writing problems unique in certain fields of learning. Twenty others indicate that they confine their efforts to the mechanics and organization problems common to all writing.

In advertising and otherwise promoting their writing laboratory services, eight schools offer credit toward a diploma for work in the laboratory, thirty-two schools include announcements about the laboratory in their catalogs, three schools distribute printed brochures, seven schools distribute mimeographed advertising to faculty and students, seven schools make use of referral and report forms. Other oral and written promotional devices include announcements to faculty and students, write-ups in the school newspaper, announcements on bulletin boards, posters, and personal conferences. Announcements to and personal contacts with other faculty members are considered most effective by twelve directors, the largest number voting for any one method.

## CHAPTER V

### STAFFING AND EQUIPMENT OF WRITING LABORATORIES

In this chapter the staffing and equipment of the writing laboratories of colleges and universities of the United States are discussed. A wide variation exists among the staffs and equipment of the sixty writing laboratories investigated in this study. In a few schools there are large, well-trained staffs which operate in large, well-equipped laboratories; but in most schools which have laboratories one or two members of the faculty devote only a portion of their time to the work, often in space ill-adapted to laboratory procedures.

The success of a writing laboratory may well depend upon adequate staffing and equipment. It is patent that teachers in general and English teachers in particular spend much time on their own in helping individual students, but a formal laboratory setup may fail if not given released time and space. One director writes that the whole idea is being abandoned in her school because teachers are reluctant to refer students to a laboratory director already overworked, even though that director may be quite willing to spend extra hours, without compensation, to maintain the laboratory.



## A. STAFFING

In discussing the staffing of the writing laboratories included in this study consideration must be given to their sizes and general qualifications, to their specific training, and to the proportionate amounts of time they spend in laboratory work.

Variance in numerical strength, official titles, professorial ranks, and financial compensation of staffs. Twenty-two, more than a third of the laboratories, are staffed by only one faculty member. Two of these have one student assistant each, one has two, and another has four. Nine laboratories are served by two faculty members; four by three; seven by four; two by five; one of these having thirteen student assistants; two by six; one by seven; and one by nine. In one school, Iowa State College, the entire English department, thirty in number, take turns assisting in the laboratory. Eleven schools do not report on this phase of their work. Frequency of various numerical strengths of writing-laboratory staffs is shown in Table X, page 120.

Of a hundred and twenty faculty members reporting, forty-one have no official title, thirty-six are designated as laboratory instructors, thirteen as directors, six as

TABLE X  
 FREQUENCY OF VARIOUS NUMERICAL STRENGTHS  
 OF SIXTY WRITING-LABORATORY STAFFS

Number of Staffs	Number of Faculty Members on Staff	Number of Students on Staff
18	1	0
9	2	0
7	4	0
4	3	0
2	1	1
2	6	0
1	1	2
1	1	4
1	5	0
1	5	13
1	7	0
1	9	0
1	30*	0
11	Not reporting	Not reporting

\*In rotation

assistants, five as teachers, four as counselors, three as heads, two as chairmen, two as staff members, two as teachers in charge, one as consultant, one as coordinator, one as clinician, and one as secretary to the Committee on the Use of English. Frequency is shown in Table XI, page 122.

Laboratories number among their staffs eight full professors, thirteen associate professors, twenty-two assistant professors, forty-eight instructors, one assistant instructor, eleven graduate fellows, besides seventeen other student assistants. The professorial ranks of thirty staff members are not specified in questionnaire returns and ten schools did not answer this portion of the questionnaire. Frequency of various ranks is shown in Table XII, page 123.

On the questionnaire, under the heading of compensation, staff members were asked to say "regular salary" or indicate special compensation for regular faculty members, and to indicate the amount of compensation for special assistants. In answer to this question, eighty-seven staff members reported receiving regular salaries, one faculty member an additional \$375.00 per quarter and one faculty member an additional three hundred dollars per year. One graduate fellow receives \$1,050.00 a year, another

TABLE XI  
 FREQUENCY OF OFFICIAL TITLES AMONG 120  
 LABORATORY STAFF MEMBERS (FACULTY)

Title	Number
Laboratory Instructor	36
Director	13
Assistant	6
Teacher	5
Counselor	4
Head	3
Chairman	2
Staff member	2
Teacher in Charge	2
Consultant	1
Coordinator	1
Co-director	1
Clinician	1
Secretary to the Committee on the Use of English	1
No official title	<u>41</u>
Total reported	120

TABLE XII

FREQUENCY OF PROFESSORIAL RANK OF 100 FACULTY  
WRITING-LABORATORY STAFF MEMBERS

Professorial Rank	Number
Instructor	48
Not specified	30
Assistant Professor	22
Associate Professor	13
Graduate Fellows	11
Schools not reporting	10
Professor	8

\$1,300.00 a year, another \$200.00 a quarter, another one third of an assistant instructor's pay, and another eighty-five cents an hour. One graduate fellow has all her fees for nine hours of graduate work canceled. In one school student assistants receive credit for practice teaching, in other schools pay ranging from fifty cents to a dollar and ten cents an hour. Seven Catholic schools reported that their instructors receive no financial compensation for their work. At the St. Paul Campus of the University of Minnesota Francis Drake conducts the laboratory as an experiment, with no financial compensation. Differences in compensation can be seen in Table XIII, page 125.

Degrees held by personnel, special qualifications, other training considered desirable, and in-service training. Persons answering questionnaires were asked what degrees each staff member holds from what institutions, what special qualifications for work in the writing laboratory each has, in each case what further qualifications seem desirable, and what in-service training is conducted for staff members.

Of the one hundred and twenty faculty members reported from forty-seven institutions, twenty-eight have Ph.D. or Ed.D degrees, ninety-nine have M. A. or M. S.

TABLE XIII  
 FREQUENCY OF VARYING FINANCIAL COMPENSATIONS  
 OF WRITING-LABORATORY STAFF MEMBERS

Compensation	Regular Faculty	Graduate Fellows	Student Assistants
Regular Salary	87		
\$375 per quarter extra	1		
\$300 per year extra	1		
\$1,050.00 per year		1	
\$1,300.00 per year		1	
One third of an assistant instructor's pay		1	
Eighty-five cents an hour		1	
Tuition fees canceled		1	
Credit for practice teaching			13
From fifty cents to \$1.10 per hour			7
No financial compensation	12		

degrees, and one hundred and three have B. A. or B. S. degrees. Frequencies are shown in Table XIV, page 127. These degrees come from eighty-four different colleges and universities, twenty-one of which themselves report writing laboratories. Eighteen colleges and universities have retained one or more of their own graduates as writing laboratory personnel.<sup>1</sup>

Special qualifications of writing laboratory staff members. Special qualifications of writing-laboratory staff members, as listed in questionnaire returns, may be classified under the headings of experience, education, personal attributes, clinic and conference background, and special abilities. No report is made by seventeen schools on this aspect of staffing. Nine staff members claim that they have no special qualifications.

Of all special qualifications, teaching experience is considered by far most important by staff members, being listed in eighty-one cases. Elementary and high school

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<sup>1</sup> Muskingum College, Southern Methodist University, The University of Minnesota, The University of Denver, The University of North Carolina, Colgate University, The State University of Iowa, Dartmouth College, Webster College, Sacramento State College, Lawrence College, San Diego State College, Mills College, Alabama College, Duke University, Loyola University of Los Angeles, San Francisco State College, and Florida State University.



TABLE XIV  
FREQUENCY OF DEGREES HELD BY 103 FACULTY  
LABORATORY STAFF MEMBERS

Degree	Number
B. A. or B. S.	103
M. A. or M. S.	99
Ph. D. or Ed. D.	28
Degree not reported	17

teaching was specified in twelve of these cases, navy teaching in one, and in another teaching in Puerto Rico by a laboratory director who teaches in a school with a bilingual student population.

Other experience listed included personnel work (mentioned seven times), authorship of textbooks (mentioned five times), army testing, counseling, psychological social work in a hospital, developing courses in remedial fields, veteran advising, administration, editing of Jesuit magazine, visitation of other laboratories, working with deficient students as a graduate assistant, advising publishers on textbook in writing, and audio-visual training.

Despite the fact that one laboratory director feels that any good teacher can handle the work and that no so-called "education" courses seem in the least desirable, forty-one others feel that specific educational background is important. In questionnaire returns courses in guidance are mentioned eight times, psychology three times, linguistics three times, remedial fields twice, education twice, communication once, and general semantics under S. I. Hayakawa once. Majors in language arts are mentioned five times, English four times, guidance once, educational psychology once, psychology once, and creative writing once.

Minors in English are listed five times, psychology once, remedial reading once, and Latin once. One staff member possesses a Ph.D. degree in transfer of training, another a Ph.D. in reading.

Among personal qualifications possessed by laboratory staff members, intelligence is the only one which is used to describe as many as two people. Other attributes ascribed to different individuals are personality, interest in writing, interest in general education, and interest in the writing laboratory. One director feels that it is very significant that his staff members know the fundamentals of English grammar, know how to teach them, and, above all, believe that they can be taught.

As to special abilities, five staff members are described as good writers and one student assistant as an excellent typist, capable of typing, duplicating, and distributing mimeographed materials for laboratory use.

Attendance at clinics and conferences is considered valuable for five staff members. Specifically mentioned are the University of Chicago Communication Clinic, workshops of the Conference on College Composition and Communication in Chicago, and meetings of the American Language Association.

Table XV, pages 130-1, contains a summary of special

TABLE XV

FREQUENCY OF SPECIAL QUALIFICATIONS REPORTED  
BY WRITING-LABORATORY STAFF MEMBERS

Experience:	Number
Teaching	81
Personnel Work	7
Textbook Writing	5
Army Testing	1
Counseling	1
Psychological Social Work	1
Remedial Course Development	1
Veteran Advising	1
Administration	1
Jesuit Magazine Editing	1
Writing Laboratory Visitation	1
Advising Deficient Students	1
Advising Publishers	1
Audio-visual Work	1
<b>Education:</b>	
Courses in Guidance	8
Psychology	3
Linguistics	3
Remedial Fields	2
Education	2
Communication	1
General Semantics	1
<b>Majors:</b>	
Language Arts	5
English	4
Guidance	1
Educational Psychology	1
Psychology	1
Creative Writing	1
<b>Minors:</b>	
English	5
Psychology	1
Remedial Reading	1
Latin	1

TABLE XV (CONTINUED)

FREQUENCY OF SPECIAL QUALIFICATIONS REPORTED  
BY WRITING-LABORATORY STAFF MEMBERS

Personal Qualifications:	Number
Intelligence	2
Personality	1
Interest in Writing	1
Interest in General Education	1
Interest in Writing Laboratory	1
Know Fundamentals of Grammar, Know How to Teach Them, and Believe They Can Be Taught	2
Special Abilities:	
Good Writers	5
Excellent Typist	1
Clinic and Conference Background	5

qualifications possessed by laboratory staff members.

Additional training staff members would like to have. Correspondents were asked to state what additional training they would like each staff member to have. Training in remedial techniques tops the list with twenty votes. Training in linguistics and training in testing are each mentioned five times. Four staff members would like to visit other laboratories, and two would like experience in other clinics in large universities. Other qualifications considered desirable are training in clinical psychology, in pedagogic techniques on a high-school level, in audio-visual techniques and materials, and in student guidance; special work at Columbia Teachers College; and wide reading. Four directors would like their student assistants to have advanced composition, two would like them to have experience in teaching. One graduate fellow in charge of a laboratory thinks that more direction should be given to the graduate fellow asked to do such important work. One person would like to see a survey or discussion of ways and means which have been found successful elsewhere. One would like better textbooks in remedial techniques. Three would like to attend conferences and workshops. Additional training and experience are not

considered desirable in fourteen cases, and thirty-one returns do not contain answers on this phase of staffing. Frequency of mention in questionnaire returns of additional training staff members would like to have is shown in Table XVI, page 134.

In-service writing-laboratory-staff training. In-service training for writing-laboratory staff members, as reported by twenty-nine, or slightly less than half, of the laboratories participating in this study, may be classified as formal and informal within the institution, and likewise formal and informal among institutions. Ten staffs indicate that they have no in-service training; twenty-one others make no report.

Nineteen laboratories conduct formal staff meetings regularly, the frequency varying from once a week to once a month. An interesting description is that of the procedure in the General College of the University of Minnesota, where the staff meets about once a week to consider problems of curriculum, teaching devices, examination techniques, grading policies, etc., in a lively and honest exchange of opinion. Special attention is given to specific laboratory problems such as how to improve the organization and concreteness of student writing. Formal seminars

TABLE XVI

FREQUENCY OF OTHER TRAINING WRITING-LABORATORY  
STAFF MEMBERS WOULD LIKE TO HAVE

Type of Training	Number
Remedial Techniques	20
No Additional Training Considered Desirable	14
Linguistics	5
Testing	5
Advanced Composition for Student Assistants	4
Attendance at Conferences and Workshops	3
Teaching Experience for Student Assistants	2
Clinical Psychology	1
Pedagogic Techniques on High-School Level	1
Audio-visual Techniques and Materials	1
Student Guidance	1
Special Work at Columbia Teachers College	1
Wide Reading	1
More Direction for Graduate Fellow	1
Study of Survey of Writing Laboratories	1
Study of Better Textbooks in Remedial Techniques	1
No Report on This Phase	31



for the training of laboratory assistants are conducted at The University of Denver and at San Francisco State College.

Informal conferences among staff members are reported by sixteen laboratories. In addition, two directors mention conferences with deans and members of the education department and two others mention mutual observation of director and assistants. Other informal training consists of the study of professional literature, College English being specifically mentioned.

Formal inter-school training consists of workshops and conferences, as well as course work at universities. Besides the writing-laboratory workshop at the Conference on College Composition and Communication, those in reading and in audio-visual materials and techniques are considered helpful. Two directors participate regularly in conferences for high-school teachers. Conventions specifically mentioned are those of the South Central Modern Language Association, the Rocky Mountain Modern Language Association, the Missouri State English Association, the Jesuit Educational Society, and the Conference on College Composition and Communication.

The present study, with its incidental visitation of some laboratories and further investigation of others, may

be considered in-service training on the part of one laboratory director.

Frequency of various methods of in-service training, as reported by writing-laboratory staff members, is shown in Table XVII, page 137.

Proportionate amounts of time spent in laboratory work and in other duties. Of one hundred and twenty faculty members reported in this survey, one hundred and six spend from one to twenty hours each per week for a total of six hundred and sixty-seven hours per week in writing laboratories. The average time spent is six and three tenths hours per week. Ninety-five faculty members spend from six to one hundred per cent of their time in the laboratory. The average is 30.26%. Thirty faculty members spend from one to eighteen hours unassigned time in the laboratory, or an average of approximately five hours each. Twenty-six faculty members report that they spend no extra time in the laboratory. Fourteen do not report on assigned time; twenty-five do not report on percentage of time spent; and seventy-six do not report on the amount of extra time they spend in the laboratory.

Fifteen one-faculty-member staffs report a range of eight to seventy-five per cent of full time spent in the

TABLE XVII  
FREQUENCY OF MENTION IN QUESTIONNAIRE RETURNS  
OF IN-SERVICE TRAINING PRACTICED  
BY WRITING-LABORATORY STAFFS

Type of Training	Number
Staff Meetings	19
Informal Staff Conferences	16
Conventions of Associations and Societies	5
Workshops at the Conference on College Composition and Communication	3
Seminars for Training of Laboratory Assistants	2
Conferences with Deans and Members of the Education Department	2
Mutual Observation of Director and Assistants	2
Study of Professional Literature	1
The Present Study	1
Not Reporting on This Phase	31

laboratory. One spends eight per cent; one spends fifteen per cent; four spend twenty per cent; five spend twenty-five per cent; one spends thirty-three per cent; one spends fifty per cent; one spends sixty-six per cent; and one spends seventy-five per cent.

Seven two-faculty-members staffs report a range of twenty-five to one hundred per cent of full-time-equivalent laboratory staffing. One school reports twenty-five per cent; one reports thirty-seven and a half per cent; two report forty per cent; two report fifty per cent; and one reports one hundred per cent.

Four three-faculty-members staffs report a range of twenty-seven to two hundred per cent of full-time-equivalent laboratory staffing. One reports twenty-seven per cent; two report sixty-six per cent; and one reports two hundred per cent.

Six four-faculty-members staffs report a range of eighty to two hundred and forty per cent of full-time-equivalent laboratory staffing. One reports eight per cent; one reports one hundred per cent; one reports one hundred and sixty-six per cent; one reports one hundred and seventy per cent; one reports two hundred and twenty-six per cent; and one reports two hundred and forty per cent.

San Francisco State College has a five-faculty-

member laboratory staff. Each faculty member spends twenty per cent of his time in the laboratory for a full-time-equivalent of one hundred per cent. Thirteen student assistants spend an unreported amount of time in the laboratory.

Two six-faculty-members staffs report respective full-time equivalent staffing of thirty-six and one hundred and twenty-five per cent.

The General College of the University of Minnesota uses seven faculty members in the writing laboratory for a full-time-equivalent staffing of five. In this school the writing laboratory replaces the traditional composition course. Frequency of writing-laboratory staffs of varying sizes and percentage of full-time-equivalent staffing in each laboratory are shown in Table XVIII, page 140.

Eleven different activities are reported as "other duties" by laboratory staff members. Teaching assignments are listed seventy-one times, committee assignments twenty-eight times, counseling eleven times, general administrative duties three times, head of the English Department three times, director of testing program twice, college publications twice, office work twice, registration duty once, librarian once, and writing of emergency reports once. Six staff members report various but unspecified duties. Two

TABLE XVIII  
 FREQUENCY OF WRITING-LABORATORY STAFFS OF  
 VARYING SIZES AND PERCENTAGE OF  
 FULL-TIME-EQUIVALENT STAFFING  
 IN VARIOUS LABORATORIES

Number of Laboratories	Percentage
One-Faculty-Member Staffs: 1	.08
1	.15
4	.20
5	.25
1	.30
1	.50
1	.66
1	.75
Two-Faculty-Member Staffs: 1	.25
1	.375
2	.40
2	.50
1	1.00
Three-Faculty-Member Staffs: 1	.27
2	.66
1	2.00
Four-Faculty-Member Staffs: 1	.08
1	1.00
1	1.66
1	1.70
1	2.26
1	2.50
Five-Faculty-Member Staff: 1	1.00
Six-Faculty-Member Staffs: 1	.36
1	1.25
Seven-Faculty-Member Staff: 1	5.00

report that they have no other duties. No report on other duties was made by sixteen staff members. Frequencies of mention in questionnaire returns of "other" duties performed by writing-laboratory staff members are shown in Table XIX, page 142.

### B. EQUIPMENT

In discussing the physical equipment of writing laboratories, consideration must be given to the rooms, to the furniture, and to the instructional materials.

Laboratory rooms and offices. Correspondents were asked to indicate whether or not they have special rooms devoted to their laboratories, whether or not there are built-in or adjoining offices and/or audio-visual projection rooms.

Twenty-five of the sixty laboratories included in the present study are housed in special rooms. Two of these occupy a suite of rooms. Eight laboratories are operated in faculty offices, and two in ordinary classrooms. There is no report on housing from twenty-five laboratories.

Eight laboratories report built-in or adjoining private offices which may be used for consultation. One of

TABLE XIX

FREQUENCY OF MENTION IN QUESTIONNAIRE RETURNS  
OF OTHER DUTIES PERFORMED BY WRITING-  
LABORATORY STAFF MEMBERS

Duties	Number
Teaching Regular Classes	71
Committee Assignments	28
Various but Unspecified	6
General Administrative Duties	3
Head of English Department	3
Director of Testing Program	2
College Publication Advising	2
Office Work	2
No Other Duties	2
Registration Duty	1
Librarian	1
Writing of Emergency Reports	1
No Report on This Phase	16



these, the one at the State University of Iowa, is "rarely used," because the teachers move about among the students at the tables, conferring with them on the spot. Two others have offices nearby and available. A view of the laboratory is provided from four of the offices.

Eighteen laboratories make provision for the projection of audio-visual materials, fifteen of them by using special rooms and three of them by darkening the laboratory itself.

Figures 2 through 4 contain drawings of representative laboratories.

Writing-laboratory furniture. Questionnaire answers were asked to indicate specifically whether or not their laboratories are equipped with writing tables and telephones. There was no check-list for other equipment, but a space in which information about such furniture might be written in. Thirty-three laboratories report the use of writing tables. Fifteen have telephones. Other equipment listed includes student desks, blinds, files, typewriters, armchairs, chairs at the tables, teachers' desks, book-cases, pencil sharpeners, blackboards, coat racks, accessible shelves, and one big broom with which to sweep snow from the steps!

FIGURE 2

THE STATE UNIVERSITY OF IOWA  
WRITING LABORATORY

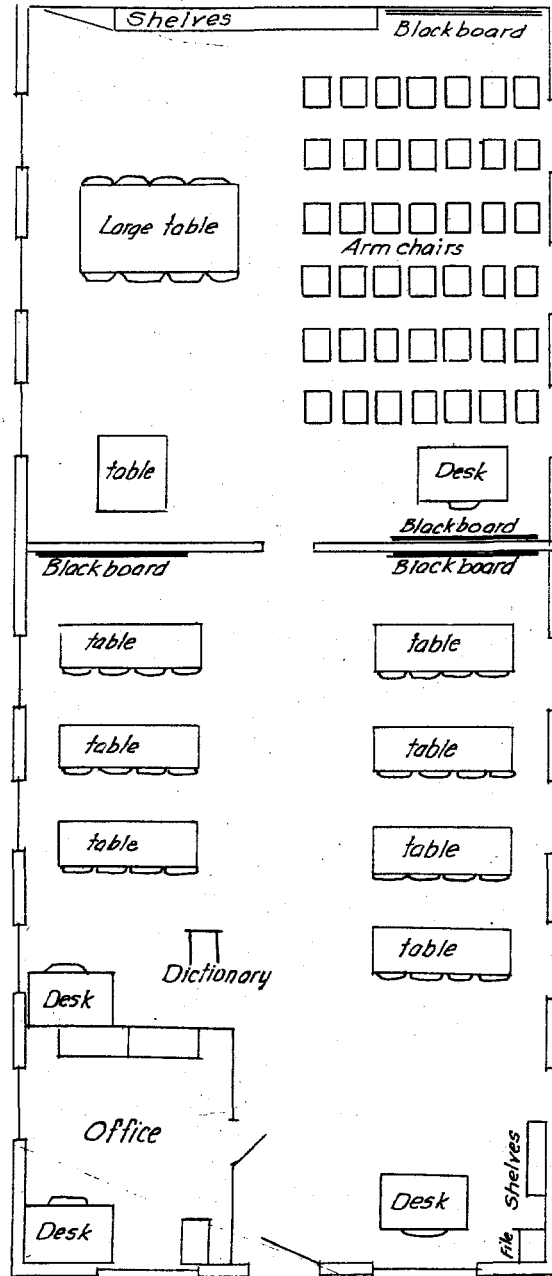


FIGURE 3

WESTERN MICHIGAN COLLEGE OF EDUCATION  
WRITING LABORATORY

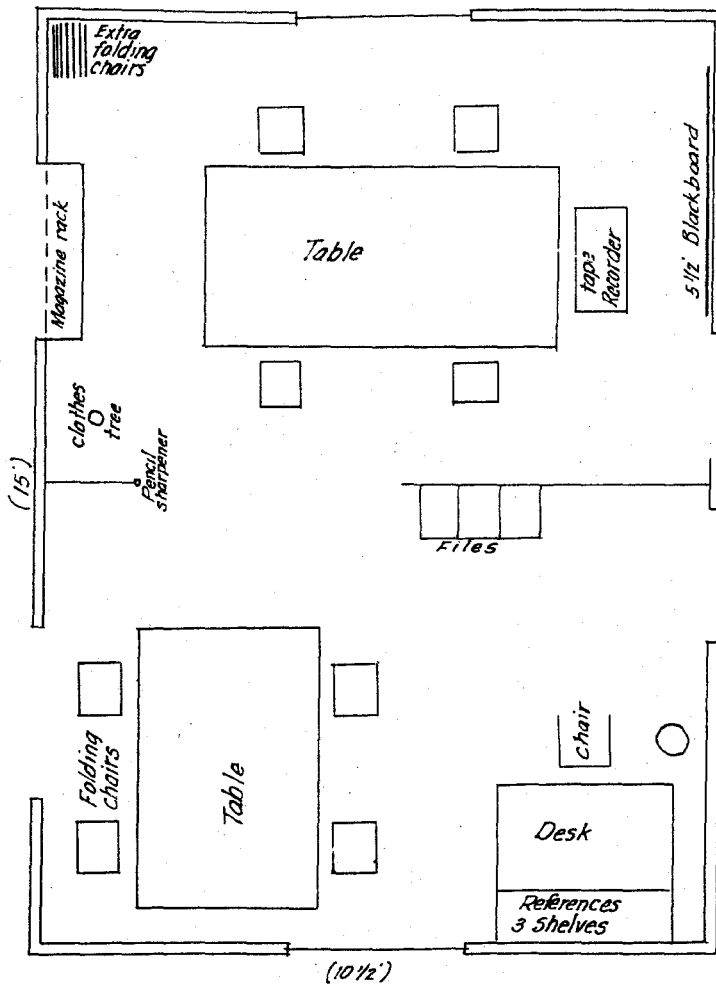
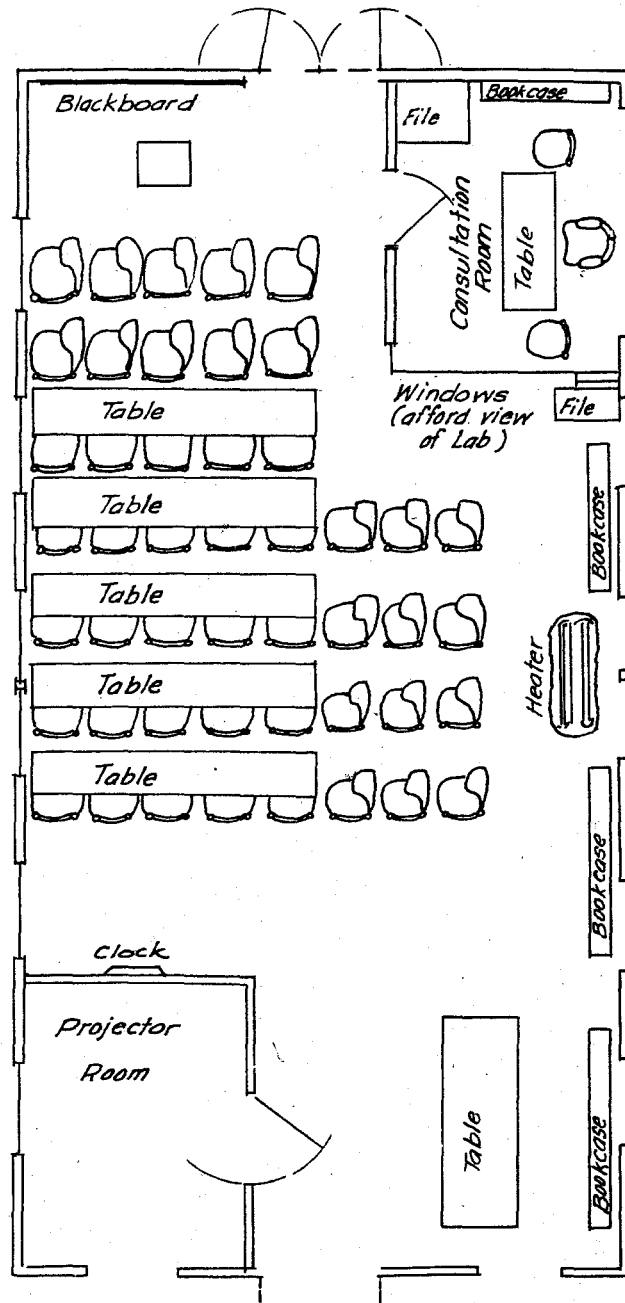


FIGURE 4

SAN DIEGO STATE COLLEGE WRITING LABORATORY



Instructional materials. Instructional materials listed in questionnaire returns include audio-visual materials, shelved reference material, and texts and handbooks in current use.

Comparatively few of the laboratories reported in this study make use of audio-visual materials. Among the equipment used are seven opaque projectors, seven tape recorders, two tachistoscopes, two movie projectors, two filmstrip and slide projectors, one disc recorder, one Vv graph, one felt board, one liquid duplicator, and one set of colored chalk. Five laboratories report the use of films, five the use of filmstrips, three the use of recordings, and one the use of slides on spelling, punctuation, etc. Appendix F lists films and filmstrips specifically mentioned in questionnaire returns.

Other audio-visual materials include charts and other illustrative devices placed on the walls of the laboratories. Charts show sentence structure, phonetics, and ideas for the development of themes. Specifically mentioned are a chart distributed by Scott, Foresman Company entitled "Getting Your Ideas in Order" and another on grammar, distributed by The American Book Company. Exhibits include student themes, interesting word changes, variant word spellings, and magazine cover appeals. Two staffs use

displays which illustrate the following five steps in research-paper preparation: bibliography cards, notes, outline, rough draft, and final paper. Three staffs use the blackboard for diagramming and for illustrating various sentence parts with colored chalk.

Shelved reference materials include encyclopedias, dictionaries, workbooks, handbooks, magazines, newspapers, anthologies, pictures, spelling lists, and various specialized texts. Ten laboratories report that they use no reference material.

Thirty-six different textbooks and handbooks are reported in current use in the writing laboratories. Only six of these are used by more than one staff. By far the most popular book is Porter Ferrin's Writer's Guide and Index to English, mentioned eleven times in questionnaire returns. Seven staffs use Harbrace College Handbook. Three staffs list the following books: McCrimmon, Writing With a Purpose, and Leggett, Mead, and Charvat, Handbook for Writers. Two staffs list the following: Salisbury, Better Work Habits; Grant, Bracher and Duff, Correctness and Precision in Writing; and Jones, Wallace, and Jones, New Practice Handbook in English. Thirteen staffs report that they use no textbooks, fitting various materials to individual needs and making use of much mimeographed

material. In Wisconsin State College at River Falls a staff syllabus is used. Appendix G lists textbooks and handbooks in current use.

#### SUMMARY

Since the success of a writing laboratory may depend upon its staffing and equipment, the following variations among the staffs and equipment of the sixty laboratories included in this study are noteworthy:

1. The majority of laboratories are staffed by one or two faculty members, some with student assistants.
2. "Laboratory instructor" is the most popular official title among one hundred and twenty staff members reported in this study.
3. The professorial ranks of laboratory staff members vary from assistant instructor to full professor.
4. A decided majority of staff members receive regular salary, only a few having special compensation.
5. Among one hundred and twenty staff members, one hundred and three have earned baccalaureate degrees in eighty-nine different schools; ninety-nine have earned masters degrees in sixty-one different schools; and twenty-eight have earned doctorates in twenty-one different universities.

6. Of all special qualifications, teaching experience is considered by far most important by staff members. Other qualifications include intelligence, personality, clinic and conference background, and specialized education courses.

7. Additional training desired by staff members includes that in remedial techniques, linguistics, testing, audio-visual education, and other specialized courses in education.

8. In-service training includes staff meetings, formal seminars for assistants, informal conferences, study of professional literature, workshops, conferences, and visitation of other laboratories.

9. One hundred and six faculty staff members report that they spend from one to twenty, an average of 6.3, assigned hours per week in the laboratory. Thirty faculty staff members report that they spend from one to eighteen, an average of five, unassigned hours per week in the laboratory.

10. Teaching regular classes constitutes the bulk of the "other duties" performed by laboratory staff members.

11. Writing laboratories are operated variously in special rooms, offices, and regular classrooms. A few have



built-in or nearby offices and/or special audio-visual projection rooms.

12. More than half of the sixty laboratories are equipped with writing tables.

13. Instructional materials include audio-visual equipment, film-strips, recordings, and films; shelved reference material, and thirty-six different textbooks and handbooks in current use.

## CHAPTER VI

### LABORATORY PROCEDURES

The most important concern of the present study must be the matter of procedures within the laboratory. For it must be readily admitted that provision for the laboratory, its staffing, and its equipment is made only that students may be served. Even the importance of some of the procedures must be subordinated to the all-important one, that of counseling the student about his writing problems.

Therefore, procedures will be considered under two separate headings: (A) mechanical procedures concerned with laboratory organization and (B) counseling procedures concerned with actually helping a student to improve his writing.

In both of these categories of procedures there exist many variations among the sixty laboratories. Instructors even disagree about the merits of procedures common to most of the laboratories. After these variations and disagreements have been reviewed, procedures of individual laboratories will be described in order that some concept of various procedures may be possible.

#### A. ORGANIZATIONAL PROCEDURES

Organizational procedures are those which deal with

diagnosis, enrollment of students, attendance records, progress records, syllabi and other directions for instructors, and referral to private tutors.

Diagnostic testing. Specific objective diagnostic tests are used in about a third of the sixty laboratories. The most popular tests are various forms of the American Council on Education Cooperative English Tests, twelve laboratories reporting their use. Other tests used are the Purdue Placement Test in English; the University of California Subject A Test; and the United States Armed Forces Institute Effectiveness of Expression Test, High School Form B. The following schools administer their own tests: Michigan State College, using the Test of English Usage by Benjamin B. Hickok; Stephens College; New Mexico Highlands University, using a test administered to all graduate students and another administered to all juniors, the results of both tests being later made available to the English Laboratory; and Florida State University, using a test administered by the testing bureau.

Ten laboratories report diagnosis from writing only. Six say that they use both tests and writing. Some tests, e. g., the University of California Subject A Test, ipso facto make use of both writing and objective questions.

In 1926 Willing made an investigation of the

validity of objective, proofreading examinations in diagnosing student ability in writing. He compared the results of sixteen formal tests with errors made in twelve hundred words of writing for each student, errors in (1) spelling, (2) capitalization, (3) punctuation, (4) grammar, (5) sentence structure, and (6) word usage. Willing used his own error guide as an objective instrument in evaluating student writing. This error guide he had compiled from his own experience in grading papers and from handbooks and manuals of English usage. Evaluating the results of his investigation, Willing came to the following conclusions:

1. The comprehensive tests in proofreading and in recognition of errors are reasonably good instruments for predicting the average number of formal errors that pupils will make in twelve hundred words of composition.
2. There is little difference in the value of the different types of tests for this kind of prediction.
3. Unweighted composite tests in punctuation, sentence structure, and word usage show higher validity than do any of the single tests representing the same categories of errors.
4. The tests seem to be of doubtful value in forecasting the specific kinds of errors individual pupils will make in composition writing.<sup>1</sup>

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<sup>1</sup> Matthew H. Willing, Valid Diagnosis in High School Composition, Teachers College Contributions to Education, No. 230. New York: Teachers College, Columbia University, 1926, p. 64, as reported by R. L. Lyman, Summary of Investigations Relating to Grammar, Language and Composition, Chicago, The University of Chicago, 1929, pp. 124f.

In 1947, Huddleston conducted for the College Entrance Examination Board an investigation of measures which may be used in testing student ability to write, using as criteria teachers' rating of their students and a composite of grades received by the students in their last two years of high-school English. The measures included the Verbal Section of the Scholastic Aptitude Test and three sections of the April, 1947, English Composition Test of the College Entrance Examination Board. Huddleston came to the following conclusions:

With the groups of students in this study, the objective section of the English test proved more closely related to the two criteria than were scores on either the essay section or the paragraph-revision section. It was further found, however, that scores on the S. A. T. Verbal predicted scores on the two criteria better than did any section of the English test; and that no section of the English test measured, in significant degree, any factors underlying writing ability (as defined by the criteria) which were not already measured by the S. A. T. Verbal.<sup>2</sup>

Sixteen laboratories make no formal diagnosis, their instructors preferring to go right to work with the students. Of course it may be assumed that analysis of the student's first writing, or of that brought from another instructor, constitutes a form of diagnosis.

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<sup>2</sup> Edith M. Huddleston, "Recent Studies of the English Composition Test," The College Board Review, Vol. 1, No. 4, Spring, 1948, pp. 45, 50-55.

Presumably the results of entrance examinations given by the school are available to laboratory instructors. However, only a third of the instructors report the names of such tests. Thirteen different general tests are named. These are the American Council on Education Psychological Examination, the American College Examination, the Ohio State University Psychological Test, the Minnesota Multiphasic Personality Inventory, the Strong Vocational Interest Blank, the Montclair State Teachers College Tests, Nelson-Denny Reading Test, Iowa Achievement Tests, the Army Beta Test, the California Test of Mental Maturity, the Wechsler-Bellevue Intelligence Scale. Eight entrance tests in English are named. These are the American Council on Education Cooperative English Test, the Purdue Placement Test, the United States Armed Forces Institute Test on Correctness and Effectiveness of Expression, the University of California Subject A Test, the Iowa Colleges English Placement Test, the Cross English Test, and the Barrett-Ryan-Schrammel English Test. Four laboratory instructors report that their schools use an English theme as part or all of the entrance test in English.

Enrollment forms. Enrollment forms were submitted by six laboratories. These forms consist of directions for enrolling students and questionnaires to be filled out

by them. In Appendix H are condensations of samples of these forms.

At Hobart and William Smith Colleges a student recommended to the Committee on the Use of English receives a duplicated announcement informing him of the recommendation and asking him to fill out an attached class schedule. When the class schedule is returned the secretary of the committee sends the student another form informing him of an appointment at which future procedures will be determined upon.

At San Diego State College a student who comes to the writing laboratory for systematic help is handed a folder containing preliminary directions, a schedule card, a questionnaire, regular directions, and samples of corrective procedures.

At the University of Miami students registered in English 101-102 are handed a printed booklet of instructions in which are described the activities and requirements of The Writing Clinic. Appendix C is a condensation of this booklet.

Questionnaires for enrolling students vary in size from one sheet to eleven sheets. The "Questionnaire For Students Enrolling in the Writing Laboratory," used at San Diego State College, is on one sheet, which is stapled inside

the student's folder after it is filled out. The "Interview Sheet," used in the Writing Clinic at Western Michigan College consists of two pages. "Your Writing Background," used at San Francisco State College, is five pages long. And the "Writing Information Inventory," used at The University of Denver contains eleven pages. All of these questionnaires seek information about the student's background, interests, and writing difficulties.

Attendance records. Attendance records, if kept at all, are recorded for the most part in conventional class-roll books, as is shown in Table XX. There are, however, a few distinctive methods. At The State University of Iowa, at The University of Denver, and at San Diego State College, the students check attendance opposite their names in dated columns on wall charts. At Stephens College students record their own absences in an unspecified place. In other schools the teacher keeps a record variously as follows: at Troy State Teachers College, at The University of Illinois, and at The University of Bridgeport on class cards; at Loyola University of Los Angeles on a form filled out on each student; at Iowa State Teachers College on the recommendation sheet; at Hobart and William Smith Colleges on the assignment sheet; at Iowa State College on papers written and filed; at Wayne University in the student's



TABLE XX

NUMBER AND PERCENTAGE OF VARIOUS WRITING-  
LABORATORY-ATTENDANCE-RECORD PROCEDURES

	Number	Percentage
<b>Current records kept:</b>		
On wall charts	3	.05
On class cards	3	.05
On miscellaneous sheets	5	.08 1/3
In students' dossiers	1	.01 2/3
Place unspecified	1	.01 2/3
In conventional class roll books	20	.33 1/3
None kept	5	.08 1/3
On papers written and filed	1	.01 2/3
No answer on questionnaire	21	.35
Totals	60	1.00
<b>Permanent records kept:</b>		
In laboratory files	9	.15
In registrar's office	4	.06 2/3
In laboratory record book	2	.03 1/3
In individual instructor's record books	2	.13 1/3
In office of Director of Freshman English	1	.01 2/3
None kept	9	.15
<b>Records kept for a limited number of years:</b>		
In laboratory office	3	.05
In English Department Office	1	.01 2/3
No answer on questionnaire	29	.48 1/3
Totals	60	1.00

dossier; at Western Michigan College and at Michigan State College on interview and progress report sheets.

Table XX also shows that attendance records for previous semesters, quarters, and years are kept indefinitely by some laboratories. They are filed in the laboratory offices at Sacramento State College, Central College, San Diego State College, Florida State University, Colgate University, The State University of Iowa, The University of Illinois, Wayne University, and Western Michigan College; in the registrar's office at Stockton College, Contra Costa Junior College, Jacksonville State Teachers College, and Eastern Washington College of Education; in the office of the Director of Freshman English at Wisconsin State College at Milwaukee; in the laboratory record book at Dartmouth College and The University of Denver; and in individual instructors' record books at Occidental College and Anderson College.

Definite limitations are placed in four schools on the length of time old records are kept. At The University of North Carolina records are kept in the English Department office for ten years. At Hobart and William Smith Colleges records are kept in the office of the Committee on the Use of English for five years. At Michigan State College a duplicate record is kept for four years in the

offices of the Writing Improvement Service and in the main office of Written and Spoken English. At The University of Bridgeport a rough jotting of attendance record is kept for a term or two.

Progress records. Distinctive methods of keeping progress records include the use of folders, dossiers, cards and data sheets. At The State University of Iowa each student has a folder in which his papers are kept. On the inside of a similar folder at San Diego State College a dated record of interviews is kept, consisting of notes on progress, work accomplished, and suggestions for further work. At Western Michigan College this same kind of record is kept on sheets of paper. At Wisconsin State College at Milwaukee a retest record for the various basic skills clinics is kept on a four-by-six card. At The University of Denver a personal data sheet contains a record of regular and laboratory tests; of dates on which the student is assigned to, retained in, and released from the laboratory; and of individual sociograms. At Hobart and William Smith Colleges a sheet contains background information, a dated record of conferences and assignments, the report of the tutor, and the date dismissed. At Wayne University, a writing clinic data sheet contains background information and analyses of papers. At Michigan State

College background information and clinicians' comments are recorded on a four-by-six card. At Stockton College similar data are recorded on an eight-and-a-half-by-eleven card.

Syllabi and mimeographed directions for staffs.

Syllabi are used in the writing laboratories of San Francisco State College, The Florida State University, The General College of The University of Minnesota, and The University of Denver. Work in the laboratories at The Southern Methodist University and Mills College is correlated with the calendar of activities of the regular composition courses. Mimeographed directions for the laboratory staff are used at Stockton College, The University of Bridgeport, The Florida State University, Muskingum College, and San Diego State College. Mimeographed directions for students and counselors are furnished at Goshen College. Appendix I is a copy of the directions for student assistants which is used at San Diego State College. This set of directions was the only one submitted for use in the present study.

The only syllabus submitted is A Writing Laboratory Manual, written by Miss Eleanor McCann for use in the writing laboratory at San Francisco State College, where she is coordinator of communication laboratories. In the

first four pages of this fifty-three-page, mimeographed manual are set forth the purpose of and method of referral to the laboratory, and an enumeration of the facilities, objectives, general techniques, and recommended procedures. The remaining pages contain individual units on organization, punctuation, sentence structure, parts of speech, spelling, diction and vocabulary, and the term paper. Suggestions for teaching and illustrative material are included in each unit.

Referral to private tutors. As Table XXI indicates, comparatively few referrals to private tutors are made by laboratory instructors. The writing laboratory is ipso facto a tutorial service. One director puts it this way: "We act as tutors ourselves."<sup>3</sup> Others indicate that occasionally someone needs more intensive training than the laboratory instructor has time to give. Sometimes a foreign student will be in this category. Others point out that occasionally a student will ask for help who is not qualified to receive it because of restrictions upon enrollment in the laboratory.

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<sup>3</sup> Sister Mariam Joseph, Seton Hill College.

TABLE XXI

NUMBER AND PERCENTAGE OF VARIOUS POLICIES  
CONCERNING REFERRAL TO PRIVATE TUTORS  
FROM WRITING LABORATORIES

Answer	Number	Percentage
Unqualified <u>no</u>	32	.53 1/3
Unqualified <u>yes</u>	7	.11 2/3
Rarely or seldom	7	.11 2/3
Occasionally	3	.05
No answer	<u>11</u>	<u>.18 1/3</u>
Totals	60	1.00

## B. COUNSELING

In considering procedures in which the laboratory instructor actually deals with the student regarding the student's writing problems, attention must be given first of all to the policies which seem to give direction to the instructors' efforts, then to descriptions of individual laboratory procedures.

Composition policy. What are the principles on which present-day writing-laboratory instructors base their procedures? Which elements of composition are considered most important, which less important? In an effort to get at the answers to these questions in the present study, laboratory instructors were asked (1) to cite writings which have influenced their composition policies and (2) to react to a statement of policy written by a Midwest professor.

The answers to these requests plunges one immediately into a vigorous controversy between so-called "linguists" and so-called "grammarians." Fries<sup>4</sup> tells us that the early seeds of this controversy were sown by eighteenth-century formalists such as Robert Lowth, Thomas

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<sup>4</sup> C. G. Fries, American English Grammar, New York, Appleton-Century-Crofts, Inc., 1940, pp. 16-18.

Sheridan, and William Ward. These men deplored the grammatical incorrectness in the writings of even the best authors and urged a formal study of grammar rules to correct the deficiencies. Fries goes on to attribute the persistence of this eighteenth-century formalism in twentieth-century America to the efforts of the great middle class which rose in the nineteenth century to attain social acceptability through the instrumentation of the speller and the grammar.<sup>5</sup>

Fries arranges the attempts to determine what should be taught in an English course in three groups: (1) Those which deal with a systematic study of grammar, its syntax, and its inflections; (2) those which base their procedures on specific error counts and attempts to eradicate the errors most commonly made; and (3) those which attempt to determine the actual usage of "educated" people and employ that usage as the sole criterion for good English.<sup>6</sup> Fries himself advocates refinements on the methods of this last group. He believes in emphasizing an awareness of the denotations and connotations of words in the circumstances in which they are used, with special attention to the

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<sup>5</sup> Ibid., p. 19.

<sup>6</sup> Ibid., p. 23.



social level which specific usage indicates.<sup>7</sup>

Elsewhere<sup>8</sup> Fries points out that the linguist-gram-  
marian controversy must have actually had its roots in two  
hostile schools of thought among the Greeks of the second  
century B. C.: (a) the "analogists," who insisted on the  
identity of the word and the idea which it represented and  
a strict adherence to grammatical rules, and (b) the  
"Anomalists," who maintained that there was no necessary  
connection between the word and the idea and that the only  
grammatical rules which should obtain were those sanctioned  
and nurtured in social usage.

These ideas of the anomalists, old as they are, seem  
to have much in common with those of Alfred Korzybski, who  
has given an impetus to the linguistic school of thought in  
the twentieth century. Korzybski's "consciousness of ab-  
straction"<sup>9</sup> is really an awareness of the fact that there  
is no necessary connection between the word and the idea or  
object which it represents. Korzybski maintains that this

<sup>7</sup> Ibid., p. 24.

<sup>8</sup> C. C. Fries, The Teaching of English, Ann Arbor,  
Michigan, The George Wahr Publishing Company, 1949,  
pp. 18-20.

<sup>9</sup> Alfred Korzybski, Science and Sanity: An Introduc-  
tion to Non-Aristotelian Systems and General Semantics,  
third edition, Garden City, N. Y., Country Life Press  
Corporation, 1948, p. 424, (Earlier editions appeared in  
1929 and 1941.)

awareness is important because it results in "delayed reaction" which avoids semantic shock when objects don't yield expected results. He illustrates the principle by recounting an experience of attempting to sit on a chair. The chair collapsed under him, but Korzybski was unhurt. He caught himself in mid-air because he didn't necessarily expect "chair" to function as a seat.<sup>10</sup> Korzybski further contends that language is not a static medium of communication, that there should be a "natural survival order in evaluation: the event first, the object next; the object first, the label next; description first, inferences next."<sup>11</sup> This idea of "events," never the same in succession, even though designated by the same word for a comparatively limited period of time, seems to be inherent in the theories of the linguists of all time, including the ancient "anomalists" and those of the present day who believe in being sensitive to the changing usage of society.

Irving J. Lee, for instance, one of Korzybski's most ardent admirers, reminds us that "things" and "thinking" are ever in process. He warns that statements about language usage cannot fit for "all-time," that language ipso

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<sup>10</sup> Loc. cit.

<sup>11</sup> Ibid., p. 450.

facto is not static.<sup>12</sup> Lee contends that it is the assumption of "all-ness" which preserves ignorance and blocks further learning.<sup>13</sup>

It is this same intolerance of the idea of "all-ness" which makes Hayakawa complain<sup>14</sup> about English teachers who, steeped in outmoded grammatical devices, insist that certain expressions are "right" (under all circumstances) and that others are "wrong" (under all circumstances). He says that students who are laughed at for saying "with whom are you going to the party?" instead of "who are you going to the party with?" lose faith in the English teachers who taught them to be unrealistic about social usage.

Pooley recognizes five levels in English usage.<sup>15</sup> The illiterate level, characterized by such expressions as rouse and ain't, Pooley would not tolerate in the classroom. The homely level, including haven't hardly and all the farther, he would discourage tactfully. Standard in-

<sup>12</sup> Irving J. Lee, Language Habits in Human Affairs, New York, Harper Brothers, 1941, p. 83.

<sup>13</sup> Ibid., p. 65.

<sup>14</sup> S. I. Hayakawa, Language in Thought and Action, New York, Harcourt, Brace and Company, p. 258.

<sup>15</sup> Robert C. Pooley, Teaching English Usage, New York D. Appleton-Century Company, Inc., 1946, 261 pp., pp.16-24.

formal English, examples of which are most everyone and these kind, he advocates as usage for the teacher in the classroom and the goal for conversational student usage. Standard formal English, characterized by rigid agreement in subject-verb and pronoun-antecedent relationships and formal connectives like furthermore, notwithstanding, despite, inasmuch as, and on the contrary, he would require for careful theme-writing. The literary level, replete with ponderous terms and sonorous phrases such as are found in Lincoln's "Gettysburg Address," Pooley would reserve for those who would go beyond mere usefulness to artistic beauty in language. Teachers and students, in attempting to differentiate among these levels, could most profitably make continuous surveys of the communities in which they live, according to Pooley.<sup>16</sup>

This use of the community as a measuring-stick, however, does not go unchallenged. Salomon maintains<sup>17</sup> that the public itself demands a priestly cast whose function it must be to lay down and interpret the law. He implies that teachers of English cannot avoid this responsibility.

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<sup>16</sup> Ibid., pp. 40-42.

<sup>17</sup> Louis B. Salomon, "Whose Good English?" American Association of University Professors Bulletin, Vol. 38, No. 3 (Autumn, 1952), pp. 442-9.

Not discounting the value of objective and continuous observation of current usage, he argues that the amassing of factual information about that usage is not the linguist's sole responsibility. Whatever is is not necessarily right, he says, and quotes from his library the two following examples of non-adherence to "rules," examples which he insists result in poor communication:

1. What appearance did life present to the multitudinous man who in ever-increasing abundance the XIXth Century kept producing?
2. What the fungi do is attach themselves to plants, borrowing their foods from it as parasites. In so doing, they rot it.<sup>18</sup>

Even if most people in a community wrote sentences like these, Salomon would advocate keeping rules on the statute books against such usage, and vigorous police action to enforce the rules.

Besides the writings referred to above, three textbooks are named by writing-laboratory instructors as influences on composition policy. The composition policy revealed in these texts will be reviewed in the following paragraphs.

Birk and Birk<sup>19</sup> take a semantic approach to compo-

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<sup>18</sup> *Ibid.*, p. 447.

<sup>19</sup> Newman B. Birk and Genevieve B. Birk, Understanding and Using English, New York, The Odyssey Press, 1949, 453 pp.

sition. The first two chapters deal with the differences between referential meaning and attitudinal meaning and with the uses of "charged" language. The third chapter explains that certain conventions about spelling, capitalization, punctuation, structure, and style have become standard practice in the use of the English language. These conventions, maintain Birk and Birk,

embody basic principles of grammar and construction; they must not be violated by a writer who expects the attention of educated readers. Other conventions discussed here are largely matters of accepted form; the writer who has a good sense of style and is working for a particular effect has some freedom in following or departing from them. The average college student, however, is unwise to take liberties with standard practice. He should remember that the conventional usage is safe, and that departures from it may produce an unfavorable response and a consequent loss of the full meaning he intended.<sup>20</sup>

Intelligent choice must be exercised, according to Birk and Birk, in whether to use, for example, "We put on the feed bag at six" (vulgate English), "We eat at six" (informal English), or "We dine at six" (formal English). The time and place of the usage dictate the appropriate language. conclude Birk and Birk.

Perrin<sup>21</sup> insists that knowledge of and use of

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<sup>20</sup> Ibid., p. 66.

<sup>21</sup> Porter G. Perrin, Writer's Guide and Index to English, revised edition, New York, Scott, Foresman and Company, 1950, 833pp.

current informal English (that of educated and socially established people) are essential for acceptable writing. He describes, rather than prescribes, this usage, as well as formal English, which he says has its place in academic circles, and Vulgate, or uneducated, usage, which he says is out of place in any writing situation. The aim of his book, says Perrin, is

to give students enough information about their living and lively language to help them answer questions about what they should say in a specific situation by applying principles of appropriateness. The core of the approach is understanding why one word or construction is better than another and in what circumstances it is better. In this way students can take much of the responsibility for their expression and for their growth in the natural, confident speaking and writing that constitutes Good English. Both teachers and students find such a relative approach realistic, in keeping with both art and science, and conducive to greater interest and surer growth than a narrower and more negative approach.<sup>22</sup>

Tenney believes<sup>23</sup> that reading and writing are twin sciences which should be taught concurrently. One of his tenets seems to be that only by training himself to place himself among the readers for whom a piece of writing is intended, can one train himself to keep his readers in mind when he writes. Tenney deems important the ability to

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<sup>22</sup> Ibid., p. iv.

<sup>23</sup> Edward A. Tenney, Intelligent Reading, New York, F. S. Crofts and Company, 1938, p. v.

distinguish among the denotative and connotative meanings of words and to be sensitive to the effect of context upon the meaning of words.

He indirectly teaches discrimination in the use of words by explaining how a writer's choice of words reveals his semantic background. For instance, he says, a preference for general words instead of particular words may reveal (a) sometimes haziness, inexactness, and timidity of mind; (b) sometimes deliberate vagueness or deception; and (c) sometimes an ignorance of grammar and rhetoric.<sup>24</sup> Numerous reading problems with corresponding writing problems on tear-out sheets further emphasize Tenney's insistence on the interdependence of reading and writing theories.

Reaction to Professor Hood's policy. In addition to citing writings which had influenced their composition policy, many laboratory instructors responded to the invitation to react to the following statement made<sup>25</sup> by Dr. Robert G. Hood, professor of English at The Municipal University of Wichita, Wichita, Kansas:

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<sup>24</sup> Ibid., p. 36.

<sup>25</sup> Robert G. Hood, unpublished letter, November, 1951.



Our composition policy recognizes that conformity to conventional usage in composition--written or spoken--is of less importance than effectiveness in writing and speaking. I think that we try to make the students themselves realize that conformity to conventional usage is a part of effectiveness and that we postpone instruction in 'usage' till we get students' demand. A natural result is that in some sections of our composition we never get around to 'grammar' or 'usage'.

Only seven questionnaire answerers simply agreed with the statement. Some agreed with varying degrees of reservation, but many expressed definite opposition to the idea of laxity in teaching the fundamentals and of laxity in conforming to them, as is indicated in Table XXII. This table contains approximations of comments on Professor Hood's statement.

There was a fairly generous sprinkling of comments to the effect that the study of grammar per se is futile. In these comments can be discerned a general skepticism about the intrinsic value of grammar as an academic subject. Even a knowledge of terminology is not deemed important. Instead, there is emphasis on frequent writings from experience and interest, without concern for conventions. The traditional handbook and exercise-book approach is avoided. Problems of grammar are treated only as revealed in student writing and only in on-the-spot discussions with the instructor. One expression of this point of view is a statement that, in general, the average student

TABLE XXII

FREQUENCY OF MENTION OF VARIOUS TYPES OF  
COMMENTS REGARDING WRITING--  
LABORATORY POLICIES

<u>Approximated Comments</u>	<u>No. each Sub-topic</u>	<u>Total each Heading</u>
<b>I. GRAMMAR AND EFFECTIVENESS CAN- NOT BE TAUGHT SEPARATELY</b>		20
A thorough grounding in the fundamentals is essential	6	
The faculty as a whole and the administration demand instruc- tion in grammar.	2	
Mechanical correctness is an assistance and courtesy to the reader, an important phase of effectiveness.	4	
Students can't demand something they know nothing about; impetus must come from the teacher's mature judgment	8	
<b>II. LINGUISTIC CONSIDERATIONS ARE MORE IMPORTANT THAN GRAMMATICAL CON- SIDERATIONS.</b>		17
Ability to predict semantic reactions in readers is impor- tant.	3	
Recognition of levels of usage is important.	5	
Language is a social skill	7	
Language is a living, flexi- ble tool.	2	
<b>III. STUDY OF GRAMMAR PER SE IS FUTILE</b>		16
Mechanics and grammar should not be taught as academic subjects.	4	
Students need not know termin- ology of grammar.	4	

TABLE XXII (CONTINUED)

FREQUENCY OF MENTION OF VARIOUS TYPES OF  
COMMENTS REGARDING WRITING-  
LABORATORY POLICIES

<u>Approximated Comments</u>	<u>No. each Sub-topic</u>	<u>Total each Heading</u>
Problems of grammar should be handled only as they become apparent from writing.	4	
When student writes and rewrites, problems of grammar take care of themselves.	4	
<b>IV. EMPHASIS SHOULD BE PLACED ON ORGANIZATION AND CONTENT.</b>		<b>13</b>
There should be clear, orderly expression of clear, orderly thinking.	3	
The ability to deal with rules of grammar is less important than correct, forceful writing.	3	
There should be a central idea, concretely supported.	3	
Students gain fluency by summarizing ideas of others, ideas gleaned from a good book of readings.	4	

who has something to say can say it and his manner of saying it can be directed.

Another body of comment in substantial agreement with Professor Mood's statement holds that emphasis in composition policy should be placed on organization and content at the expense of considerations of grammar and mechanics. Instructors who stress this approach urge their students to devote a considerable amount of time to getting, assimilating, and reorganizing ideas before they attempt to communicate them. The instructors feel that further emphasis should be placed on isolation of central ideas, supported in concrete diction. A facet of this point of view seems to be that students gain fluency by summarizing ideas of others without injecting bias.

Still another group believes that semantic considerations are more important than grammatical considerations. Yet, they maintain, the ability to predict semantic reactions involves a knowledge of the conventions. The reader, they say, may think us 'ignorant' if we do not observe the conventions. Language is thought of as a social skill. The student must know conventions as he would good manners, then use them as a frame of reference with which he may take well-considered liberties. These liberties may well be the result of the student's obser-

vation of the language as a living, flexible tool, subject to continuous change. As a social skill, language reveals social level, and the well-informed student must be able to communicate at whatever level he needs or chooses to use.

About half of those who express an opinion about Professor Mood's statement take vigorous exception to his indifference to the teaching of fundamentals. They insist that grammar and effectiveness cannot be taught separately. To them thorough grounding in the fundamentals is a formidable must. Observation of current usage is not reliable, they say, because current usage is not necessarily as effective as it might be. Direct study of the handbook is advised, especially in the matter of punctuation. This point of view is partly a result of the attitude of the faculty as a whole and of the administration in particular, but more a result of personal conviction that precision and adherence to rules are salutary, that if a student's mechanics limp he will not be effective. Waiting for student demand is especially objectionable to this group, who believe that impetus must come from the teacher's mature judgment. Students, they say, cannot demand something they know nothing about and should not be penalized for mysterious rules with which they are not familiar.

Besides their reactions to Professor Mood's state-

ment, two laboratory directors have expressed their composition policy in journal articles. These directors are Rachel F. Salisbury, Wisconsin State College, Milwaukee, and Francis P. Chisholm, Wisconsin State College, River Falls.

In 1936, Salisbury was stressing the concept of sentence building as opposed to the concept of sentence analysis.<sup>26</sup> This concept, she said, makes fewer grammatical terms necessary. Only eleven are essential: phrase, clause, sentence; connective, modifier, keyword, interrupter; subject, verb, noun, and pronoun. In using them, teachers should talk about relationships of ideas instead of using such terms as "subordinate conjunction," being sure to develop the concept of and-ness in sentence building.

In 1939, Salisbury advocated similar simplification of punctuation concepts.<sup>27</sup> Writers, she said, can get along very well with the period, the comma, and the question mark for the three functions of separating, connecting, and tacking on. Grammar, she said, should not dictate punctu-

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<sup>26</sup> Rachel F. Salisbury, "The Psychology of Composition," English Journal 25:356-66, May, 1936.

<sup>27</sup> Rachel F. Salisbury, "The Psychology of Punctuation," English Journal 28: 794-806, December, 1939.

ation. Punctuation should reveal meaning, and loose modifiers can be discussed as such, without a multiplicity of grammatical terms.

In 1942, Salisbury reiterated her ideas about economy in the use of grammar and punctuation, but went further to emphasize the importance of the organization of ideas.<sup>28</sup> She stated that the writer who can organize his ideas has won half the battle for organizing sentences and paragraphs. She advocated "strong" words for "strong" thinking, specifics instead of generalizations ("slept soundly on pine needles" instead of "enjoyed a wonderful night"). The need for reading in preparation for writing was also stressed:

The best school is that in which the teacher inspires so much intelligent, thoughtful reading that expression--full, constructive, and often creative expression, in clean strong sentences--is simply inevitable.<sup>29</sup>

In 1946, Salisbury laid down the following principles for teaching grammar psychologically:

1. Make the concept clear--establish perception.
2. Start the habit immediately.
3. Fortify it with as much interest as possible.
4. Never allow an exception.

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<sup>28</sup> Rachel F. Salisbury, "Thinking the Way to Sentence Strength," English Journal, 31:184-193, March, 1942

<sup>29</sup> Ibid., p. 193.

5. Repeat at intervals for maintenance of skill and automaticity.<sup>30</sup>

Chisholm's main contention in one article<sup>31</sup> is that writing and speaking should always be taught as social skills: i.e., in connection with reading and listening, so that the student gets the idea of writing or speaking with an audience, not just in the abstract to an instructor for the purpose of a "mark". Elsewhere Chisholm testifies<sup>32</sup> that the methods of general semantics teach students to be less abstract, less hasty in judgment, and less dogmatic in their evaluations.

Criteria for evaluating student writing. Criteria for evaluating student writing, listed in questionnaire returns by laboratory instructors, may be classified under the following headings: English usage and diction, style, organization or formulation, idea or thought content, effectiveness, manuscript form and appearance, and pragmatic considerations. Table XXIII is a tabulation of the number of instructors mentioning each of these criteria and of the

<sup>30</sup> Rachel F. Salisbury, "Grammar and the Laws of Learning," English Journal, 35:250, May, 1946.

<sup>31</sup> Francis P. Chisholm, "Communications Course in General Education," Teachers College Journal, 20:111, May, 1949

<sup>32</sup> Francis P. Chisholm, "Some Misconceptions about General Semantics," College English, 4:412-6, April, 1943.



TABLE XXIII

FREQUENCY OF MENTION IN QUESTIONNAIRE RETURNS  
OF CRITERIA FOR EVALUATING STUDENT WRITING

<u>Criterion</u>	<u>No. each Sub-topic</u>	<u>Total each Heading</u>
<b>I. ENGLISH USAGE AND DICTION</b>	8	41
Socially acceptable	2	
Acceptable in business	1	
Distinction for different levels of writing	1	
Appropriate to student, course, and subject matter	2	
Grammar and usage on a formal level	2	
Consciousness of audience (communiation factors)	1	
Maximum of one error to one hundred words	1	
Mechanics	5	
Spelling	5	
Grammatical usage	7	
Capitalization	1	
Punctuation	5	
<b>II. ORGANIZATION OR FORMULATION</b>	9	22
Form in relation to purpose	1	
Paragraph structure	3	
Transitional devices	1	
Sentence structure	8	
<b>III. STYLE</b>		15
Originality	4	
Fluency	1	
Concreteness or specificity	2	
Clarity	5	
Figurative language	1	
Simplicity	1	
Readability	1	

TABLE XXIII (CONTINUED)

FREQUENCY OF MENTION IN QUESTIONNAIRE RETURNS  
OF CRITERIA FOR EVALUATING STUDENT WRITING

<u>Criterion</u>	<u>No. each Sub-topic</u>	<u>Total each Heading</u>
IV. EFFECTIVENESS IN ACCOMPLISH- MENT OF PURPOSE	4	6
Effective paper of several paragraphs	1	
Does he say what he is trying to say?	1	
V. IDEA OR THOUGHT CONTENT	3	5
Validity of ideas	1	
Logicalness	1	
VI. PRAGMATIC CRITERIA		6
Does student get better grades in regular theme assign- ments?	2	
Do instructors comment on student writing improvement?	2	
Does student find writing assignments less confusing and easier to do even if grades do not improve?	2	
VII. MANUSCRIPT FORM AND APPEARANCE	2	2

number mentioning the various facets of each. The table emphasizes the fact that writing laboratory instructors think that matters of English usage and diction are far more important than other considerations in evaluating student writing.

Use of handbook. Whether or not a handbook should be used in dealing with a student in a writing laboratory seems to be a highly controversial matter. Some instructors believe in simply referring the student to the handbook, in some cases not even indicating the section or page which needs study. Some instructors think that discussion of the student's difficulty with him on the spot is the only kind of help that is effective. Others like a combination of handbook use and on-the-spot discussion.

Comments on the relative merit of these three procedures fall into three categories: (1) on-the-spot discussion definitely superior (2) all needed and equally important, and (3) choice dependent on the situation.

Comments of instructors who believe that on-the-spot discussion is definitely superior to referral to handbook emphasize the feeling that many students, even the better ones, often read but misunderstand a handbook. Short explanations usually clear up points which these students have never really understood, though they may have read the

rules on them hundreds of times. Other comments point out that it would probably do little good to refer once more to a handbook a student who has ignored such referrals before or who has lacked the initiative to carry through on the suggestion.

Comments of instructors who believe that both on-the-spot discussion and referral to handbook are needed and equally important indicate that the combination saves much time. Many students, they say, need only a brief explanation, perhaps of an example or two in the handbook, to start them on independent correction of their errors.

Some instructors believe that the choice of on-the-spot discussion or referral to handbook depends upon the situation. Sometimes they refer competent students to the handbook, but depend wholly on individual conference with weak students. Sometimes it is a matter of time; if time permits, on-the-spot talks are used. One instructor says that if the student is not writing well because he is not taking the trouble the handbook is a good procedure. If however, the instructor continues, the student is confused or afraid of writing or does not have a satisfactory background in usage, the individual conference is the place to begin.

Procedures of individual laboratories. Procedures

employed by individual laboratories in personal dealing with their students fall under the general categories of diagnosis, motivation, having students write, collective and private discussion, remedial measures, and release from laboratory in cases of required attendance. Table XXIV is a tabulation of individual procedures.

Diagnosis. Diagnosis is made variously from student writing, objective testing, and preliminary interviews. Students usually write for diagnostic purposes short papers on subjects about which they are familiar. Testing often consists of proofreading for errors. Preliminary interviews, sometimes fortified by examination of the student's personnel file, frequently give the instructor insight into the student's troubles.

Motivation. Students often come to the writing laboratory desperately motivated by poor grades, poor test scores, registration restrictions, and withheld credit. One instructor mentions giving the student insight into linguistic ideas of levels of usage as a good motivating procedure.

Having students write. Frequent, continual use of actual writing is emphasized as a must by many laboratory instructors. Usually this writing is kept simple,

TABLE XXIV

FREQUENCY OF INDIVIDUAL PROCEDURES MENTIONED  
IN INSTRUCTORS' DESCRIPTIONS OF  
THEIR LABORATORIES

Procedure	No. each Sub-topic	Total each Heading
<b>I. DIAGNOSIS</b>		10
From writing	5	
From testing	4	
From preliminary interviews	7	
<b>II. MOTIVATION</b>		2
Low test scores	1	
Poor grades in other courses	1	
Registration restrictions	1	
Withheld credit	1	
Insight into linguistic levels of usage	1	
<b>III. HAVING STUDENTS WRITE</b>		15
Short, simple themes	2	
Planning before writing	2	
Problem submitted by another instructor	2	
Sample examination questions answered	2	
Emphasis on specific forms of discourse	4	
Emphasis on organization and clear presentation	6	
<b>IV. DISCUSSION</b>		36
Private conferences	21	
Group discussion on common problems	5	
Opaque projector used	3	
Mutual student evaluation	5	
Partner method	2	

TABLE XXIV (CONTINUED)

FREQUENCY OF INDIVIDUAL PROCEDURES MENTIONED  
IN INSTRUCTORS' DESCRIPTIONS OF  
THEIR LABORATORIES

<u>Procedure</u>	<u>No. each Sub-topic</u>	<u>Total each Heading</u>
V. REMEDIAL MEASURES		67
Exercises and drill	20	
Correction of errors	25	
Correction of papers sent from another instructor	13	
Rewriting papers	8	
Profile of errors	1	
VI. RELEASE OF STUDENTS REQUIRED TO ATTEND		9
On basis of testing only	0	
On basis of writing only	5	
On basis of writing and testing	3	
On basis of student-instructor agreement that specific drills will help him	1	

especially at first, often consisting of one or two well planned paragraphs. After the student has gained confidence from handling simple writing, he may be led into more complex writing situations, such as a research paper.

Sometimes emphasis is put on one or more of the four traditional forms of discourse--exposition, narration, description, and argumentation--in accordance with need or interest. Several instructors mention that they emphasize organization and clear presentation instead of rules and mechanics. Sometimes the writing is done on problems submitted by referring instructors, and sometimes sample examinations are used from other courses; but more often the instructor and student decide on a topic together. During the writing, many instructors move about the room, helping as needed here and there. In this respect a sincere, friendly approach is considered most important by some.

Discussion. Discussion of writing problems is an important phase of laboratory procedures. Most often this discussion is individual between the instructor and the student. Sometimes laboratory instructors discuss common problems with the group present, often with the help of an opaque projector or of typical themes mimeographed and distributed. In two cases laboratory students are paired as partners and discuss their work with each other before sub-



mitting it to the instructor. Appendix J is an abridged transcription of a tape recording of a conference between Dr. William D. Baker, Michigan State College, and one of the students in his writing laboratory. In the conference Dr. Baker leads the student to understand the value of specificity in writing.

Remedial measures. The most frequently mentioned remedial measure is the use of exercises and drill pads for the overcoming of specific mechanical difficulties. But correction of errors found in student writing or sent from referring instructors or written in the laboratory is also prominent in descriptions of remedial procedures. Sometimes the papers are completely rewritten after reference to handbooks for such specific items as spelling, handwriting, capitalization, vocabulary, punctuation, and grammar. Listening for errors and faulty organization is considered therapeutic in several laboratories. The student is asked variously to "listen as he writes;" read his sentences aloud to himself or the instructor, afterwards making appropriate corrections; or read into a tape recorder, afterwards playing back the recording and making a self-evaluation. In one case the tape recording of individual conferences has been found helpful.

Release. Release of students required to attend the writing laboratory is usually accomplished after the student has demonstrated proficiency in writing. Determination of this proficiency is sometimes made on the basis of achievement testing but more often on the basis of student writing. Mutual agreement of the student and the laboratory instructor or of referring instructor and laboratory instructor is sometimes necessary, but more often release is accomplished at the discretion of the laboratory instructor.

#### SUMMARY

Organizational and counseling procedures were considered in this chapter. Some of these procedures were found to be more or less common to all writing laboratories. Others, characteristic of only certain laboratories, were discussed and tabulated as individual procedures.

Organizational procedures include diagnosis, enrollment of students, attendance and progress records, and referral to private tutors.

For diagnostic purposes, various laboratories make use of standardized tests, student writing, and results of entrance tests used by the school. Two studies indicate that objective, proofreading tests have definite value in

predicting degree of success in student writing. Sixteen of the sixty laboratories in this study make no formal diagnosis.

Enrollment forms were submitted by six laboratories for inclusion in this study (Appendix F).

Few distinctive methods vary the traditional keeping of attendance records in conventional class-roll books. A few laboratories keep these records for a limited number of years, but most of those reporting on this phase (about thirty) keep them indefinitely in laboratory or administrative offices. Progress records are variously kept in folders, in dossiers, on cards, or on data sheets.

Syllabi and other mimeographed directions for staff members are used in twelve schools. A Writing Laboratory Manual, in use at San Francisco State College, was the only syllabus submitted for this study.

Comparatively few referrals to private tutors are made, the instructors considering the writing laboratory as a tutorial service.

Policies which govern counseling procedures in writing laboratories are influenced largely, according to those few instructors who give credit for the influence, by modern linguists such as Fries, Lee, Pooley, and Hayakawa. Individual expressions of policy, however, vary

between grammatic conservatism and linguistic liberalism, the former point of view being slightly favored.

Criteria for evaluating student writing, ranked in order of number of laboratories reporting their use, include English usage and diction, organization or formulation, style, effectiveness in accomplishment of purpose, idea or thought content, and manuscript form and appearance.

Whether or not a handbook should be used in a writing laboratory and how it should be used, if used, are highly controversial matters. Procedures vary among simple referral to handbook, on-the-spot discussion plus referral to handbook, and on-the-spot discussion excluding any handbook use.

In describing their procedures, laboratory instructors indicate limited use of diagnostic procedures. They reveal a decided preference for individual, rather than group, counseling. Actual writing on the part of students is reinforced in many cases with appropriate drill and handbook exercises. Correction of errors in writing done in the laboratory and in writing done for other instructors plays a large part in student activities. Individual elements mentioned in descriptions of remedial procedures include capitalization, spelling, vocabulary, paragraph

structure, punctuation, outlining, grammar, and handwriting. Comparatively few instructors indicate that they have papers rewritten. Release of students required to attend laboratories is made mostly on a basis of proficiency demonstrated in writing, as judged by referring instructors and laboratory instructors. Limited use is made of achievement testing.

## CHAPTER VII

### LABORATORY EVALUATION

How well is the writing laboratory helping individuals to improve their writing? That is one question which inevitably must be a concern to all laboratory personnel. In an effort to answer the question for the sixty laboratories cooperating in the present study, correspondents were asked to evaluate their own laboratories and to nominate a jury of experts who should examine and appraise the data obtained from questionnaire returns. The purpose of this chapter will be (A) to review the resulting self-evaluations and (B) to make a report on the jury findings.

#### A. SELF-EVALUATION

Self-evaluation was found to be for the most part subjective, yet in some cases to some extent objective. Efforts at objective self-evaluation will be considered first.

Use of Achievement tests. Only twelve of the sixty writing laboratories cooperating in the present study reported using standardized achievement tests. Of these, four reported using the American Council on Education Co-

operative English Tests, three the Purdue Test, two the United States Armed Forces Institute General Educational Development Test in Effectiveness of Expression, one the Kirby Grammar Test and the Smith and McCullough Essentials of English Tests, one a standardized departmental final examination prepared by the Rhetoric Committee, one a test supplied in the handbook used, and one an unnamed test.

Two laboratory directors were frankly skeptical of the value of objective achievement tests. W. W. Seidenbranz, at Moorhead State Teachers College, said that no good ones are available. Carrie K. Stanley, at the State University of Iowa, commented that her interest is in what the students actually write and in their progress in writing--from paper to paper. She had found, she said, no standardized achievement test which could serve the purpose of measuring that progress.

In seven laboratories objective comparisons of achievement-test results with diagnostic-test results had been made. However, the results had been compiled and interpreted in only two schools, Sacramento State College and The General College of the University of Minnesota.

George W. Creel reported on the experiment at Sacramento State College, one conducted during the 1951-52 fall semester. In the experiment the Cooperative English

test was used in diagnostic and achievement testing. One third of the students showed regression and two thirds a slight advance. Creel is of the opinion that such testing is of little value in showing an advance over a two-or-three-month period.

Leon Reisman reported on the experiment in the General College of The University of Minnesota, also conducted during the fall 1951-52 term. One laboratory group made about a forty-percentile gain on the Smith and McGulough Essentials of English Test. A "regular" control section without the emphasis on mechanics (characteristic of the experimental group) made about a ten-percentile gain. However, added Reisman, the latter group probably wrote better at the end of the quarter.

#### Laboratory versus non-laboratory instruction.

Attempts to compare the achievement of laboratory students with that of non-laboratory students yielded varying results as interpreted by laboratory directors. At Michigan State College thirteen percent of the students who were expected to enroll in the Writing Service and who did not, left school. Only one percent of those who did enroll left school. At The University of Bridgeport complete sets of themes, reports, etc. were read. In general, the investigation suggested that the clinical work was of some value.



though not one hundred per cent effective. At Stephens College the achievement of the laboratory students was considered below average. The difference was accounted for by the fact that laboratory students are selected by writing instructors on the basis of their need of "extra help," although other students are invited to attend for individual reasons. At Anderson College greater improvement was noted on the English effectiveness part of the final examination over the entrance examination of those who attended almost all or all of the writing sessions and completed individual assignments than was noted on the tests of those who had poor laboratory attendance records.

Attitude of faculty not connected with writing laboratories. Part of the self-evaluation of writing-laboratory directors is the result of the reaction they sense on the part of referring instructors and other faculty members who express an interest in the work. This reaction is overwhelmingly favorable, as interpreted by the thirty-three directors who reported on it. Reports on favorable comments of fellow teachers outnumber reports on unfavorable comments eight to one. Furthermore, favorable comments are said to be qualified frequently by the superlatives very and most, used with such expressions as co-operative, grateful, favorable, helpful, considerate,

pleased, or enthusiastic--whereas unfavorable comments are usually said to be qualified by words like few, little, perhaps, or occasional. Of two laboratory directors who receive little or no comment from fellow teachers, one interprets the silence as favorable, another interprets it as unfavorable. On the whole, then, it must be concluded that faculty reaction to writing-laboratory work is for the most part very favorable.

Attitude of students in writing laboratories. Reaction of students to the writing laboratories is interpreted by their instructors as almost one hundred per cent favorable. These instructors indicate in questionnaire returns frequent expressions of appreciation and gratification on the part of their students. Students often report to them, they say, improvement in academic grades and success in examinations, success which they attribute to help in the writing laboratory. Many times instructors have found their students to be their best advertisers. Repeated voluntary attendance is thought to be further evidence of satisfaction. Those who attend voluntarily are thought to be especially serious and enthusiastic. Resentment of required attendance is sometimes noted, but instructors almost unanimously agree that this resentment soon disappears and is replaced by gratitude and coopera-

tiveness.<sup>1</sup> Only two instructors note general lasting dissatisfaction. In both cases the dissatisfaction is caused by attendance which is required and for which no unit credit is given.

An especially interesting comment on student reaction is that of Dr. Anne Lohrli, instructor in the writing laboratory at New Mexico Highlands University. Dr. Lohrli says that her students are interested in having the papers written by them for one department read by someone in the English Department from the point of view of correct English. They are curious, she says, as to the evaluation that the laboratory instructor will make of their handling of the English language. She adds that after attempting to explain to the laboratory instructor what they mean by their cloudy sentences and dangling constructions, students, usually of their own accord, make the inference that adequate treatment of subject matter is incompatible with careless, incorrect phraseology and organization.

Written student evaluation. Written student evaluations are requested in four writing laboratories.

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<sup>1</sup> In questioning the students on the campus of Wisconsin State College at Milwaukee, where attendance is required of some students, the present investigator observed a highly favorable attitude toward the writing laboratory.

according to questionnaire returns. Two of these laboratories use evaluation sheets (Appendix L) on which students are asked to respond to definite questions. In the other two, essay evaluations are requested.

At the end of the quarter during the spring of 1952 an evaluation sheet (Appendix L) was used experimentally at The University of Denver. The reaction of eight-six students was decidedly favorable. There were some enthusiasm, much gratitude, and little indifference demonstrated. Early resentment had for the most part disappeared by the end of the quarter. Individual work assignments and combination lecture-exercise sessions were found to be about equally popular. A great majority of the students indicated that their confidence in their writing ability had been increased. Most students felt that writing-laboratory instruction had been of some help in other courses. Overall estimates of writing-laboratory experience were almost unanimously favorable.

An evaluation sheet (Appendix L) was used at the end of the spring semester, 1952, at San Diego State College. The thirty-two students who filled in answers all expressed appreciation and approval of the writing laboratory. The majority, in listing the aspects of the laboratory instruction which they liked most, mentioned the individualized

counseling, including the isolation and treatment of only those factors which seemed to be troubling them. Several commented on the permissiveness of the laboratory setup and the feeling of confidence inspired, "even in the face of failure," as one student expressed it. Suggestions for physical-setup improvements included better quarters, better chairs and tables, better audio-visual equipment and more of it, and a better position for the floor furnace. Suggestions for improvement in procedure included more emphasis on creative writing instead of so much on grammar and punctuation, more emphasis on diagnostic testing and mechanics, and more pressure on individual laboratory students.

At Sacramento State College, all students are asked to write an evaluation of the laboratory at the end of the term. Most are favorable. No summary of the evaluations has been made.

At Stockton College, student evaluations are based on the following questions: (1) What were the causes for your needing laboratory help? (2) In what ways have you profited by the experience? (3) What suggestions have you for future procedures? In evaluating the responses at hand, Miss Ina Harmon, director of the laboratory, discounted the element of courtesy toward the instructor on

the part of the student, but stated that ninety-five per cent of the comments were favorable.

In a visitation of the writing laboratory at Wisconsin State College in Milwaukee, the investigator, with the consent of Dr. Rachel Salisbury, who was in charge, asked the students to respond anonymously in writing to two questions: (1) Do you feel that the exercises you are now doing and discussing with the instructor (exercises in Jones, Wallace, and Jones, New Practice Handbook in English) really help you in your actual writing? (2) What aspect of the laboratory work is most helpful to you? In answering the first question, fifteen of the seventeen students present said yes, most of them adding specific endorsement of the procedure; two stated that they did not feel that such work is beneficial. In answering the second question, most of the students praised the individual attention they received, a few being specific about grammar, usage, punctuation, and spelling.

Voluntary re-enrollment in writing laboratories. In response to the question "Do some people come back on their own initiative after a successful referred experience?" thirty-five laboratory directors answered yes, five occasionally, four no, two not yet, and one not usually.

Other evidence that writing laboratories are accomplishing their objectives. Writing laboratory directors were asked what evidence other than direct teacher-and-student opinion they sought or received that their services were accomplishing what they were supposed to accomplish. Fifteen directors responded to the question. Their answers will be reviewed in the following paragraphs.

In 1952, Appel made a study<sup>2</sup> at The General College of The University of Minnesota to determine, from the records of students who transferred from the General College during the years 1944-51 with credits in the Writing Laboratory, what further courses in composition they elected and, from the grades recorded, what success they had in those courses. He found that 79.5% achieved grades of at least "C", and only 3.5% failed. He concluded, therefore, that students transferring from the General College and having had preparation in the Writing Laboratory would perform adequately in other freshman composition programs.

At Dartmouth College, no student ever sent to the laboratory for deficient English has failed. No student

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<sup>2</sup> F. S. Appel, "The Achievement in Composition of General College Writing Laboratory Students after Transfer to Other Colleges," mimeographed booklet, The University of Minnesota, 1952, 21 pp.

reported in any one year has been reported a second year.

At Webster College, the improvement in the caliber of writing of the students is noticeable between their first laboratory assignments and those they do toward the end of the year. There is also a great increase in critical and analytical attitude toward writing, their own and that of others.

At The State University of Iowa, though there is no research on this point, it is felt that a large proportion of laboratory students stay on in school--to a successful graduation--with a new self-confidence, a new sense of security, and a greater independence than they brought to the laboratory. The almost uniform friendliness through the years after they leave is reassuring to the laboratory instructors.

At Troy State Teachers College, it is felt that laboratory work enables many students to pass freshman English with at least a grade of C.

At Muskingum College, students and teachers observe improvements.

At Wisconsin State College at Milwaukee, there is observable salvage of good though marginal students, who stay in school and make good. Study by statistical method is contemplated.



At Moorhead State Teachers College, fewer failures in other classes, better written papers, better examination papers are noted.

At Western Michigan College of Education, the fact that the administration continues to support the writing clinic by paying salary for an instructor devoting at least half time to the clinic is considered evidence of success.

At Rockhurst College, students report that the writing laboratory helps them to prepare for the examination in English required by the college before graduation.

At Chico State College, many students who come to the writing laboratory for help have failed the test in English required by the Education Department of teacher candidates. These students are found to be able to improve enough in the writing laboratory to pass a retest in English.

Inadequacies of which directors are aware and which they report. Invited to indicate some of the inadequacies of their laboratories of which they were aware and about which they were willing to write, thirty-eight directors responded. About one fourth of these respondents would like more teacher-time, some wishing for better-trained staffs. In varying numbers others felt a need for better laboratory

quarters and equipment; better coordination with the school as a whole, with especial emphasis on the need of serving the student body in greater numbers; better-defined criteria for evaluating writing and writing instruction; and better attitude on the part of administration and student body toward the work.

#### B. JURY EVALUATION OF WRITING LABORATORY

For the purpose of evaluation of the data furnished by them for the present study, directors of the cooperating writing laboratories were invited to nominate one or two persons to serve on an evaluation jury. Of the thirty-five people nominated, twenty-five agreed to serve, and the data accumulated from questionnaire returns were sent to each of them. Seventeen evaluators returned the data in time for inclusion in this study. Appendix K lists the names of the evaluators, the schools with which they are associated, their professorial ranks, and the positions held by them. Two of the seventeen evaluators are administrative officers. The others are connected with the field of English, ten in an executive capacity.

In a letter covering the data to be judged, jurymen were asked to indicate approval of individual items by placing a plus mark in spaces provided, emphatic approval

by two plus marks, disapproval by one minus mark, and emphatic disapproval by two minus marks. It was suggested that an evaluation space left blank would indicate a neutral reaction, or possibly unfamiliarity with the item. Jury men were further asked to call attention to particular points by underlining or circling them and placing plus or minus marks in the margins. Space was provided for subjective comments. In the interests of objectivity, none of the data were identified with sources.

In the following report of the evaluations, the number of double plus marks, the number of single plus marks, the number of single minus marks, and the number of double minus marks awarded individual items are given in tabular form. Underlining and comments on individual items of writing-laboratory data are summarized.

Evaluation of writing laboratory categories.<sup>1</sup> The jury of evaluators gave almost unanimous approval to writing laboratories which are offered for assistance of students who need help in their composition courses and of students who need help in preparing to pass a proficiency test at any level. Nobody opposed a laboratory open on a

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<sup>1</sup> In Chapter I, pages 7 and 8, there are descriptions of the seven categories of writing laboratories investigated in the present study.

come-one-come-all basis. Approval given laboratories which operate as supplements to composition courses, as do science laboratories for science courses, was sharply limited, and there was much disapproval of them, although one evaluator (Rodabaugh) judged it ideal. Likewise, the laboratory which entirely replaces the composition course or is the writing phase of a communications course received only limited approval. Only one person (Hanawalt) voted for the kind of writing laboratory in which a student may obtain help to pass a standardized English test required by the college in lieu of a formal course in composition. Table XXV indicates frequency of approval and disapproval of the various categories.

Responsibility for laboratory maintenance. The jury was asked to judge whether the writing laboratory should be maintained by the Department of English as one of its functions or maintained by the institution as a whole as an administrative personnel function. Most evaluators were of the opinion that the laboratory should be maintained by the English department inasmuch as it would probably be staffed by the English department in any case. One jurymen (Leggett) was suspicious that any other arrangement would result in the Laboratory's falling under the control of Education (capital E). However, one man (Moore) stated

TABLE XXV

FREQUENCY OF PLUS-AND-MINUS JURY EVALUATIONS OF  
WRITING-LABORATORY CATEGORIES

Category*	Double Plus**	Plus	Minus	Double Minus	Total Evaluation
3	5	8	0	0	+18
1	3	12	1	0	+17
7	0	15	1	0	+14
2	2	10	2	0	+12
4	1	3	5	1	-2
6	0	4	7	2	-7
5	0	1	4	8	-19

\*Categories are defined as follows:

1. Remedial laboratory on sub-freshman level.
2. Writing laboratory available to all freshman English students.
3. Writing laboratory available, for the most part, to all students on a college-wide basis.
4. Writing laboratory used as an extension of the regular freshman English course.
5. Laboratory available for preparation for test required in lieu of formal course in composition.
6. Writing laboratory to entirely replace regular writing course.
7. Required of students above the freshman level who fail to pass a proficiency test.

\*\*A double-plus evaluation by a jurymen indicates emphatic approval, a plus evaluation indicates approval, a minus evaluation indicates disapproval, and a double-minus evaluation indicates emphatic disapproval. In the total evaluation column above, double plus marks and double minus marks have been given double value.

that if the laboratory is open to the school as a whole, not just to students in English courses, the school should sponsor it. Tables XXVI and XXVII indicate that jurymen tend to favor maintenance by the English Department of laboratories which they approve at all (Table XXV).

Evaluation of laboratory names. Names in which the word laboratory appears, especially the name writing laboratory were judged best by the evaluation jury.

Limited approval was given to the word clinic, but one evaluator (Case) was outspoken against such "loaded" words as "clinic" or "remedial," even against the words "English" or "English Composition." His suggestion for a name is Writing Improvement Center. Table XXVIII contains a tabulation of plus-and-minus jury evaluations of laboratory names.

Coordination of writing-laboratories with other services. The jury of writing-laboratory evaluators tended to agree, as Table XXIX indicates, that a dean should be the one to coordinate the laboratory with other personnel services in the school, although the Dean of Students, the Dean of Men, and the Dean of Women got negative votes. Some support was given to placing the responsibility on an all-school counseling service or a Committee on Student

TABLE XXVI

FREQUENCY OF PLUS-AND-MINUS JURY EVALUATIONS  
OF WRITING LABORATORIES MAINTAINED BY  
THE ENGLISH DEPARTMENT

Category*	Double Plus**	Plus	Minus	Double Minus	Total Evaluation
1	2	5	0	0	+9
3	2	5	0	0	+9
2	0	7	0	0	+7
7	0	7	0	0	+7
4	1	1	5	0	-2
6	0	1	5	1	-6
5	0	0	4	2	-8

\*Categories are defined as follows:

1. Remedial laboratory on sub-freshman level.
2. Writing laboratory available to all freshman English students.
3. Writing laboratory available, for the most part, to all students on a college-wide basis.
4. Writing laboratory used as an extension of the regular freshman English course.
5. Laboratory available for preparation for test required in lieu of formal course in composition.
6. Writing laboratory to entirely replace regular writing course.
7. Required of students above the freshman level who fail to pass a proficiency test.

\*\*A double-plus evaluation by a jurymen indicates emphatic approval, a plus evaluation indicates approval, a minus evaluation indicates disapproval, and a double-minus evaluation indicates emphatic disapproval. In the total evaluation column above, double plus marks and double minus marks have been given double value.

TABLE XXVII

FREQUENCY OF PLUS-AND-MINUS JURY EVALUATIONS OF  
 WRITING LABORATORIES MAINTAINED BY THE  
 ADMINISTRATION AS A PERSONNEL SERVICE

Category*	Double Plus**	Plus	Minus	Double Minus	Total Evaluation
3	1	5	0	0	+6
7	0	3	0	0	+3
1	0	3	1	0	+2
2	0	2	2	0	0
6	0	0	2	0	-2
4	0	0	3	0	-3
5	0	0	4	0	-4

\*Categories are defined as follows:

1. Remedial laboratory on sub-freshman level.
2. Writing laboratory available to all freshman English students.
3. Writing laboratory available, for the most part, to all students on a college-wide basis.
4. Writing laboratory used as an extension of the regular freshman English course.
5. Laboratory available for preparation for test required in lieu of formal course in composition.
6. Writing laboratory to entirely replace regular writing course.
7. Required of students above the freshman level who fail to pass a proficiency test.

\*\*A double-plus evaluation by a jurymen indicates emphatic approval, a plus evaluation indicates approval, a minus evaluation indicates disapproval, and a double-minus evaluation indicates emphatic disapproval. In the total evaluation column above, double plus marks and double minus marks have been given double value.



TABLE XXVIII

FREQUENCY OF PLUS-AND-MINUS JURY EVALUATIONS  
OF LABORATORY NAMES

Laboratory Name	Double Plus	Plus	Minus	Double Minus	Total Evalu- ation
The Writing Laboratory	1	18	1	0	+19
The Writing Clinic	2	6	5	0	+5
The English Laboratory	1	5	3	0	+4
The English Clinic	1	2	4	0	0
The English Writing Clinic	1	3	5	0	0
The Composition Clinic	1	3	4	0	+1
The Communications Laboratory	0	4	5	1	-3
The Writer's Clinic	0	4	6	2	-6
The Basic Clinics	0	2	4	0	-2
The Communications Clinic	0	1	6	1	-7
The Composition Condition Laboratory	0	2	4	0	-2
The Language Laboratory	0	5	3	0	+2
The English Writing Laboratory	0	2	4	0	-2
English 1 c-d Workshop	0	0	4	0	-4
Remedial English	0	3	5	0	-2
Fundamentals of Written Exposition	0	0	6	1	-8
Remedial English	0	3	5	0	-2
Fundamentals of Written Exposition	0	0	6	1	-8
					215

TABLE XXVIII (CONTINUED)

FREQUENCY OF PLUS-AND-MINUS JURY EVALUATIONS  
OF LABORATORY NAMES

<u>Laboratory Name</u>	<u>Double Plus</u>	<u>Plus</u>	<u>Minus</u>	<u>Double Minus</u>	<u>Total Evaluation</u>
English Remand Course	0	2	7	0	- 5
English Tutorial	0	2	6	0	- 4
Committee on the Use of English	0	2	5	0	- 3
Writing Improvement Service	0	4	6	0	- 2
The Universal English Laboratory	0	1	8	0	- 7

Note: A double-plus evaluation by a jurymen indicates emphatic approval, a plus evaluation indicates approval, a minus evaluation indicates disapproval, and a double-minus evaluation indicates emphatic disapproval. In the total evaluation column above, double-plus and double-minus evaluations have been given double value.

TABLE XXIX

FREQUENCY OF PLUS AND MINUS JURY EVALUATIONS OF  
AGENCIES FOR COORDINATION OF WRITING LABORATORIES  
WITH OTHER PERSONNEL SERVICES

Coordinating Agency	Double Plus*	Plus	Minus	Double Minus	Total Evaluation
All-school Counseling Service	1	6	0	0	+8
College Committee on Student English	1	6	0	0	+8
Dean of Instruction	1	5	1	0	+6
Dean of the College	1	4	1	0	+5
University Senate Committee on Student English	0	5	0	0	+5
Coordinator of Communication Laboratory	1	3	1	0	+4
Student Counselor	0	4	1	0	+3
Dean of Curriculum	0	3	1	0	+2
Dean of Students	1	1	2	1	-1
Dean of Men	0	2	2	1	-2
Dean of Women	0	2	2	1	-2

\*A double-plus evaluation by a jurymen indicates emphatic approval, a plus evaluation by a jurymen indicates approval, a minus evaluation indicates disapproval, and a double-minus evaluation indicates emphatic disapproval. In the total evaluation column above, double plus marks and double minus marks have been given double value.

English. Comments indicated that in any case the machinery should be kept as simple as possible. Simple faculty-to-laboratory referral was deemed best, with perhaps a coordinator to facilitate intra-service referral.

Meeting writing problems in specific areas. The jury of writing-laboratory evaluators gave limited support to the idea that the laboratory should make special efforts to meet individual writing problems unique in certain fields of learning (law, engineering, journalism, etc.) But for the most part the jury recommended that the efforts should be limited to problems common to all writing.

Promotion and advertisement of writing laboratories. Jurymen indicated very little favor of giving unit credit toward a diploma for work done in a writing laboratory, unless the laboratory is an extension of a regular composition course. Even here opinion was about equally divided for and against giving unit credit.

Announcement to faculty, especially counselors, was considered probably most effective among oral and written devices used to advertise writing laboratories. Catalog descriptions were considered least effective. Table XXX ranks various advertising devices.

Referral forms, on which instructors indicate

TABLE XXX

LOW-POINT-TOTAL JURY RANKING OF PROBABLE  
EFFECTIVENESS OF WRITING LABORATORY  
ADVERTISEMENT METHODS

Advertising Device	Low-Point-Total Ranking
Announcements to faculty	49
Announcements to counselors	51
Filmstrip accompanied by sound description, exhibited to faculty and students	51
Referral blanks for faculty use	53
Brochure for faculty and students	54
Write-ups in school newspaper	58
Announcements to students	66
Word-of-mouth advertisement by satisfied customers	70
Posters	73
Progress report to referring instructors	83
Bulletin board announcements	90
Catalog description	107

Note: Evaluators were asked to number advertisement devices in order of their probable effectiveness. Accordingly in this table they are arranged in the order of low-point-total numberings. In other words, "Announcements to faculty" should be considered as most favored, and "Catalog descriptions" should be considered as least favored.

weaknesses in the use of English on the part of their students, were given general approval by the jury of evaluators. But one man (Case) felt that referral forms are highly mechanical and have little psychological value. Another (Ferrin) warned that needs indicated by referring instructors should be subject to testing and checking at the laboratory. Appendix D contains a condensation of referral forms.

Report-to-referring-instructor forms were likewise generally approved by the evaluation jury. Most emphatic approval was given to those forms which asked referring instructors to give, from time to time, helpful suggestions about the progress of referred students. Appendix E contains a condensation of report-to-referring instructor forms.

Evaluation of attendance-record-keeping procedures.

Jurymen evinced a preference for the keeping of attendance records in individual folders, or dossiers, rather than in conventional classroll books. They felt that the records should be kept in the laboratory offices for a limited number of years, four or five at the most, unless they are needed for research.

Evaluation of progress-record keeping. Evaluators

approved dated records of conferences and assignments, especially those which include the report of the tutor and the date dismissed. Laboratory instructors were urged in comments to make the book work simple, but to be sure to make some kind of record, possibly even keeping several samples of each student's work.

Evaluation of the use of syllabi. Whether or not syllabi are useful in the writing laboratories depends on whether one is available which is not combined with what is actually a handbook, according to evaluators. Duplication of handbook material already accessible was not considered desirable.

Evaluation of the use of mimeographed directions for staff. Mimeographed directions for staff members were approved in principle, but the only sample submitted for this study, a set of directions for student assistants used at San Diego State College (Appendix I) was judged too limited to mechanical procedures. One evaluator (Householder) felt that student assistants should be instructed by the director orally in any but the largest establishments.

Evaluation of referral to private tutors. Referral to private tutors was approved by evaluators for those not qualified for laboratory help or those needing more inten-

sive training than the laboratory has time to give. Referral of nobody under any circumstances was disapproved.

Evaluation of use of handbook. Evaluators expressed definite approval of the use of a handbook in writing laboratories. However, it was felt that the handbook should be a supplement in most cases to on-the-spot discussion of writing problems. How much discussion is needed depends on the intelligence and background of the individual student, evaluators agreed. Too much help--reading the handbook with the student, for instance--would amount to spoonfeeding, one evaluator (Harper) averred. Students should be taught how to use a handbook, then be expected to use it, according to another (Case). As between simple referral to handbook and simple on-the-spot discussion, the definite superiority of the latter was indicated.

Composition policy. In the present study, evaluators of data about writing laboratories were asked to judge the merits of definite statements of policy made by thirty-three laboratory instructors. These statements had been reactions to the following statement made by Professor Robert G. Mood, of the Municipal University of Wichita, Wichita, Kansas:



Our composition policy recognizes that conformity to conventional usage in composition--written or spoken--is of less importance than effectiveness in writing and speaking. I think that we try to make the students themselves realize that conformity to conventional usage is a part of effectiveness and that we postpone instruction in 'usage' till we get students' demand. A natural result is that in some sections of our composition we never get around to 'grammar' or 'usage'.<sup>3</sup>

In the interest of objectivity, identities of the authors of the statements were withheld from the evaluators. Furthermore, no effort was made to classify the statements in any way. Actually, however, the statements do seem to be subject to classification in the following four points of view, although there was much overlapping of point of view within the range of comments: (1) effectiveness cannot be taught apart from conventional grammar and usage; (2) emphasis should be placed on organization and content; (3) the study of grammar per se is futile; (4) linguistic considerations are more important than grammatical considerations. These points of view seem to move from grammatical conservatism to linguistic liberalism, although organization and content would probably be considered important in either extreme.

Evaluations of these points of view seem to lean heavily to the support of conventional grammar and usage

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<sup>3</sup> Robert G. Hood, unpublished personal letter to the investigator, November, 1951.

as counterparts of effectiveness. One evaluator (Oliver) summed up this policy by saying that complex thinking and writing expected of college students demands a thorough grounding in fundamentals. If college students were not grounded in these fundamentals in high school, he maintained, they should be required to master them in college, the college degree even being withheld from them until they have met the requirement. Another evaluator (Harper) agreed and implied further that indifference to conventions being countenanced in colleges and universities today is resulting in loose, incoherent writing.

Close secondary support was given to the importance of organization and content. Clear, orderly expression of clear, orderly thinking was considered valuable. It was also felt that an apparent central idea, concretely supported, must have merit. Furthermore, the idea that fluency in writing can be enhanced by good book readings, with concomitant training in summarizing the ideas of others, received generous support.

Even among those evaluators who voted most heavily for conventional grammar and usage, however, there were those who also conceded that the study of grammar per se is futile. One jurymen (Rodabaugh) summed up this point of view by urging that students be given experience in writing

and that problems of grammar and usage should be treated only as they arise. Even then, he said, technical terms should be avoided as much as possible. For example, a particular tense or irregular verb should be treated singly when necessary, not tenses in general or irregular verbs in general. Any problem that does not arise should be studiously avoided, and the treatment of any problem that is the concern of only one student in the laboratory should be confined to that one student, he averred.

There was limited, scattered support of the extreme linguistic point of view. One evaluator (Hickok) continually "heard the clank of chain mail" in statements maintaining the importance of conventional grammar and usage. He admitted, seemingly regretfully, that he had shared the opinion of the grammarians before he studied linguistics.

It may be pointed out that, though opposition to any one of the four points of view outlined above was limited, opposition was strongest where support was strongest. Table XXXI is a tabulation of plus-and-minus evaluations of approximated statements of policy.

Evaluation of writing laboratory instructors' criteria for evaluating student writing. When asked to state what criteria they used in evaluating student writing, laboratory instructors listed in questionnaire returns

TABLE XXXI

FREQUENCY OF FAVORABLE AND UNFAVORABLE REACTIONS IN JURY EVALUATION  
OF APPROXIMATED STATEMENTS OF WRITING LABORATORY POLICY

<u>Approximated statements</u>	<u>Double Plus</u>	<u>Plus</u>	<u>Minus</u>	<u>Double Minus</u>	<u>Total Evaluation</u>
CONVENTIONAL USAGE AND EFFECTIVENESS CANNOT BE TAUGHT SEPARATELY. Students can't demand what they don't know. Impetus must come from the teacher's mature judgment. A thorough grounding in the fundamentals is essential. Mechanical correctness is an assistance and courtesy to the reader. Other faculty members demand instruction in grammar.	30	65	25	3	+94
	10	19	6	0	+33
	10	18	8	0	+30
	10	14	2	1	+30
	0	14	9	2	+1
EMPHASIS SHOULD BE PLACED ON ORGANIZATION AND CONTENT. Thinking and expression must be clear and orderly. Students gain fluency by summarizing ideas of others. There should be a central idea, concretely supported.	16	57	2	0	+87
	8	23	0	0	+39
	3	14	2	0	+18
	4	13	0	0	+21

TABLE XXXI (CONTINUED)

FREQUENCY OF FAVORABLE AND UNFAVORABLE REACTIONS IN JURY EVALUATION  
OF APPROXIMATED STATEMENTS OF WRITING LABORATORY POLICY

Approximated statements	Double Plus	Plus	Minus	Double Minus	Total Evaluation
The ability to deal with rules of grammar is less important than correct, forceful writing.	1	7	0	0	+9
THE STUDY OF GRAMMAR PER SE IS FUTILE	11	8	9	0	+39
Only problems apparent from writing should be handled.	4	37	6	0	+39
When students write and rewrite the problems of grammar take care of themselves.	4	22	3	0	+29
Students need not know the terminology of grammar.	3	13	0	0	+19
Grammar should not be taught as an academic subject.	0	8	0	0	+8
LINGUISTICS ARE MORE IMPORTANT THAN GRAMMAR RULES.	10	47	10	2	+53
Language is a social skill	5	26	5	1	+29
Recognition of levels of usage is important.	4	15	3	0	+20
Ability to predict semantic reactions is important.	0	4	2	1	0
Language is a living, flexible tool.	1	2	0	0	+4

TABLE XXI (CONTINUED)

FREQUENCY OF FAVORABLE AND UNFAVORABLE REACTIONS IN JURY EVALUATION  
OF APPROXIMATED STATEMENTS OF WRITING LABORATORY POLICY

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\*In all columns, frequencies of evaluation after sub-topics are offset from totals of main headings.

criteria which seem to come under the general heading of English usage and diction, style, organization or formulation, idea or thought content, effectiveness in accomplishment of purpose, manuscript form and appearance, and pragmatic considerations.

Evaluators approved all the items about evenly. The largest negative vote went to the use of figurative language under the heading of style, to grammar and usage on a formal level, and to a maximum of one error to one hundred words. Scattered negative votes went to "acceptable in business," "mechanics," "capitalization," "style," "originality," "fluency," "simplicity," "logicalness," and "Does the student get better grades in regular theme assignments?" One evaluator (Oliver) would not want students confronted with such an extensive array of criteria, preferring to limit the list to such items as clarity, socially acceptable, and logic. Table XXXII is a tabulation of plus-and-minus evaluations of criteria for evaluating student writing.

Evaluation of individual writing laboratory instructors' descriptions of their procedures. In answering questionnaires, thirty-nine writing laboratory instructors gave more or less detailed descriptions of their procedures. These procedures seem to fall into the general categories

TABLE XXXII

FREQUENCY OF PLUS-AND-MINUS JURY EVALUATIONS  
OF CRITERIA FOR EVALUATING STUDENT WRITING

Criteria	Double Plus*	Plus	Minus	Double Minus	Total Evaluation
English Usage and Diction	1	5	0	0	+7
Spelling	1	8	0	0	+10
Consciousness of audience (commu- nication factors)	1	7	0	0	+9
Grammatical usage	1	7	0	0	+9
Punctuation	1	7	0	0	+9
Appropriate to stu- dent, course, and subject matter	1	6	0	0	+8
Distinction for dif- ferent levels of writing	1	6	0	0	+8
Socially acceptable	0	8	0	0	+8
Capitalization	0	8	1	0	+7
Mechanics	0	7	1	0	+6
Acceptable in business	0	6	1	0	+5
Grammar and usage on a formal level	1	2	4	1	-2
Maximum of one error to one hun- dred words	0	0	5	1	-7
Style	0	5	1	0	+4
Clarity	3	7	0	0	+13
Concreteness or specificity	2	7	0	0	+11
Readability	2	5	0	0	+9
Originality	0	4	2	0	+2
Simplicity	0	3	1	0	+2
Fluency	0	3	2	0	+1
Figurative language	0	1	3	1	-4



TABLE XXXII (CONTINUED)

FREQUENCY OF PLUS-AND-MINUS JURY EVALUATIONS  
OF CRITERIA FOR EVALUATING STUDENT WRITING

Criteria	Double Plus*	Plus	Minus	Double Minus	Total Evaluation
Organization or Formulation	3	4	0	0	+10
Paragraph structure	1	7	0	0	+9
Sentence structure	2	5	0	0	+9
Transitional devices	2	5	0	0	+9
Form in relation to purpose	1	4	0	0	+6
Idea or Thought Content	0	7	0	0	+7
Logicalness	2	6	1	0	+9
Validity of ideas	1	7	0	0	+9
Effectiveness in ac- complishment of purpose	0	5	0	0	+5
Does he say what he is trying to say?	2	5	0	0	+9
Effective paper of several para- graphs	0	2	0	0	+2
Manuscript Form and appearance	0	6	0	0	+6
Pragmatic criteria	0	1	0	0	+1
Do instructors com- ment on student's improvement?	0	7	0	0	+7

TABLE XXXII (CONTINUED)

FREQUENCY OF PLUS-AND-MINUS JURY EVALUATIONS  
OF CRITERIA FOR EVALUATING STUDENT WRITING

Criteria	Double Plus*	Plus	Minus	Double Minus	Total Evaluation
Does student find writing assignments less confusing and easier to do even if grades don't improve?	0	6	0	0	+6
Does student get better grades in regular theme assignments?	0	6	1	0	+5

\*A double-plus evaluation by a jurymen indicates emphatic approval, a plus evaluation indicates approval, a minus evaluation indicates disapproval, and a double-minus evaluation indicates emphatic disapproval. In the total evaluation column above, double plus marks and double minus marks have been given double value.

of diagnosis (indicated more adequately elsewhere in questionnaire returns and discussed earlier, in Chapter VI), motivation, having students write, discussion, remedial measures, and release of students required to attend the laboratory.

Most of the procedures received hearty endorsement. Except in one case, even where there was opposition there was strong support. Especial approval was given the procedures of having the students write and of discussing papers with students individually. Among remedial measures "correction of errors" received strong support. The only item which received much opposition and no support was the matter of having students write on problems sent by another instructor. There was almost as much disapproval as approval of exercises and drills. Several evaluators were skeptical of the advisability of having students evaluate each other's papers, suggesting that such a procedure places too much responsibility on students, whose judgment is apt to be immature. There was some rejection of the idea of group discussion, a few evaluators feeling that this measure is a classroom, not a laboratory, procedure. Table XXXIII is a tabulation of plus-and-minus evaluations of individual procedures.

TABLE XXXIII

FREQUENCY OF FAVORABLE AND UNFAVORABLE REACTIONS IN JURY EVALUATION OF INDIVIDUAL WRITING LABORATORY PROCEDURES

Procedures	Double Plus*	Plus	Minus	Double Minus	Total Evaluations
HAVING STUDENTS WRITE	11	71	11	2	+78
Short, simple themes	8	39		0	+53
Emphasis on organization and clear presentation	3	24	0	0	+30
Sample examination questions answered	0	4	0	0	+4
Emphasis on specific forms of discourse	0	4	3	0	+1
Problem submitted by another instructor	0	0	6	2	-10
REMEDIAL MEASURES	9	76	33	2	+57
Correction of errors	1	20	3	0	+19
Rewriting papers	1	23	8	1	+15
Correction of papers sent from another instructor	1	13	2	0	+13
Profile of errors	1	1	0	0	+3
Exercises and drill	5	19	20	1	+7
DISCUSSION	9	69	13	3	+68
Private conferences	4	49	5	0	+52
Group discussion on common problems	1	13	1	0	+14
Opaque projector used	2	4	3	0	+5
Mutual student evaluation	1	2	3	2	-3
Partner method	1	1	1	1	0

TABLE XXXIII (CONTINUED)

FREQUENCY OF FAVORABLE AND UNFAVORABLE REACTIONS IN JURY EVALUATION OF INDIVIDUAL WRITING LABORATORY PROCEDURES

Procedures	Double Plus*	Plus	Minus	Double Minus	Total Evaluations
<b>DIAGNOSIS</b>					
From preliminary interviews	6	40	6	0	+46
From testing	2	21	2	0	+23
From writing	4	12	2	0	+18
	0	7	2	0	+5
<b>MOTIVATION</b>					
Poor grades in other courses	0	16	4	0	+12
Registration restrictions	0	6	1	0	+5
Low test scores	0	4	1	0	+3
Withheld credit	0	3	1	0	+2
	0	3	1	0	+2
<b>RELEASE</b>					
On basis of writing	2	47	5	0	+46
On basis of writing and testing	2	28	2	0	+30
On basis of student-instructor agreement that specific drills will help student	0	19	2	0	+17
	0	0	1	0	-1

\*In all columns, frequencies of evaluation after sub-topics are offset from totals of main headings.

Evaluation of staffing of writing laboratories. The seventeen jurymen evaluating the data submitted by writing laboratory instructors for the present study were asked to judge the merit of the following staffing procedures and staffing qualifications: numerical strength, titles of faculty staff members, professorial rank of faculty staff members, degrees held, financial compensation, and special qualifications such as experience and education. Table XXXIV indicates the frequency of plus-and-minus evaluations of staffing elements.

In general, evaluators indicated approval of maintaining a small numerical ratio of faculty staff members to students attending the laboratory sessions. A few suggested that a one-to-one ratio would be ideal, but admitted that such a situation would in most cases be Utopian. For the most part a one-to-ten-or-twelve ratio was recommended, but one evaluator (Householder) approved a one-to-thirty-five-or-forty ratio.

Indifference was expressed by some evaluators as to the professorial rank of laboratory instructors, competence and interest being considered more important. But some concern was manifested that laboratory staff members should be on as high a level as possible and given normal advancement and ranking, along with other faculty members.

TABLE XXXIV

FREQUENCY OF PLUS-AND-MINUS JURY EVALUATIONS  
OF WRITING LABORATORY STAFFING

Staffing Elements	Double Plus*	Plus	Minus	Double Minus	Total Evaluation
<b>Titles of Faculty Staff Members</b>					
Instructor	0	6	0	0	+6
Director	0	5	0	0	+5
Teacher	0	2	0	0	+2
Assistant	0	1	0	0	+1
Chairman	0	1	0	0	+1
Clinician	0	1	1	1	-2
<b>Professorial Rank of Faculty Staff Members</b>					
Assistant Professor	0	5	0	0	+5
Associate Professor	0	3	0	0	+3
Professor	1	1	0	0	+3
Instructor	0	2	0	0	+2
Graduate Fellow	0	1	1	1	-2
<b>Academic Degree</b>					
M. A. or M. S.	0	6	0	0	+6
Ph. D.	0	5	0	0	+5
B. A. or B. S.	0	1	1	0	0
<b>Financial Compensation</b>					
<b>Regular Faculty</b>					
Regular salary	0	10	0	0	+10
\$375. per quarter extra	0	0	1	0	-1
\$300. per year extra	0	0	1	0	-1
No financial compensation	0	1	1	0	0

TABLE XXXIV (CONTINUED)

FREQUENCY OF PLUS-AND-MINUS JURY EVALUATIONS  
OF WRITING LABORATORY STAFFING

Staffing Elements	Double Plus*	Plus	Minus	Double Minus	Total Evaluation
<b>Graduate Fellows</b>					
1/3 an assistant instructor's pay for 1/3 full time	0	3	0	0	+3
\$1,300. per year	0	1	1	0	0
\$1,050. per year	0	0	1	0	-1
85¢ per hour	0	0	1	0	-1
Tuition fee canceled	0	0	1	0	-1
<b>Student Assistants</b>					
Credit for practice teaching	0	1	0	0	+1
<b>Experience</b>					
Teaching	2	13	0	0	+17
Counseling	0	8	0	0	+8
Remedial course development	0	8	0	0	+8
Writing Laboratory visitation	0	5	0	0	+5
Advising deficient students	0	3	0	0	+3
Audio-visual work	0	3	0	0	+3
Personnel work	0	4	1	0	+3
Administration	0	2	0	0	+2
Advising publishers	0	2	0	0	+2
Textbook writing	0	2	0	0	+2
Army testing	0	1	0	0	+1
Psychological social work	0	1	0	0	+1
Veteran advising	0	1	0	0	+1
Jesuit Magazine editing	0	0	2	0	-2



TABLE XXXIV (CONTINUED)

FREQUENCY OF PLUS-AND-MINUS JURY EVALUATIONS  
OF WRITING LABORATORY STAFFING

Staffing Elements	Double Plus*	Plus	Minus	Double Minus	Total Evaluation
<b>Education</b>					
<b>Courses in</b>					
Linguistics	1	7	0	0	+9
Remedial fields	0	8	0	0	+8
Communications	1	5	0	0	+7
General Semantics	1	3	0	0	+5
Guidance	0	6	1	0	+5
Psychology	1	2	0	0	+4
Education	1	1	0	0	+3
<b>Majors</b>					
English	3	11	0	0	+17
Language Arts	1	8	0	0	+10
Creative Writing	0	6	0	0	+6
Psychology	0	2	0	0	+2
Educational psychology	0	1	0	0	+1
Guidance	0	1	1	0	0
<b>Minors</b>					
English	1	5	0	0	+7
Psychology	1	5	0	0	+7
Remedial Reading	0	6	0	0	+6
Latin	0	4	0	0	+4
<b>Personal Qualifications</b>					
Intelligence	2	12	0	0	+16
Interest in writing	3	8	0	0	+14
Personality	3	8	0	0	+14
Interest in writing laboratory	3	7	0	0	+13

TABLE XXXIV (CONTINUED)

FREQUENCY OF PLUS AND MINUS JURY EVALUATIONS  
OF WRITING LABORATORY STAFFING

Staffing Elements	Double Plus*	Plus	Minus	Double Minus	Total Evaluation
Know, believe in, and teach fundamentals	2	8	0	0	+12
Interest in general education	1	6	0	0	+8
<b>Special abilities</b>					
Good writers	1	5	0	0	+7
Clinic and confer- ence background	0	6	0	0	+6
Excellent typists	0	0	1	0	-1
<b>Other training staff members desire</b>					
Linguistics	1	7	0	0	+9
Conference and workshop	0	8	0	0	+8
Remedial techniques	0	8	0	0	+8
Teaching experience for student assistants	1	6	0	0	+8
Advanced composition for student assistants	0	6	0	0	+6
Audio-visual tech- niques and materials	0	6	0	0	+6
Testing	0	4	0	0	+4
High school level techniques	0	3	0	0	+3
Study of survey of writing laboratory	0	3	0	0	+3
Clinical psychology	0	2	0	0	+2

TABLE XXXIV (CONTINUED)

FREQUENCY OF PLUS AND MINUS JURY EVALUATIONS  
OF WRITING LABORATORY STAFFING

Staffing Elements	Double Plus*	Plus	Minus	Double Minus	Total Evaluation
<b>In service training practiced by laboratory staffs</b>					
Informal staff conferences	1	9	0	0	+11
CCCC Writing Labora- tory Workshops	0	9	0	0	+9
Staff meetings	1	7	0	0	+9
Study of profes- sional literature	1	6	0	0	+8
Seminars for labora- tory assistants	0	6	0	0	+6
Mutual observation of director and assistant	0	5	0	0	+5
Conventions of as- sociations and societies	0	4	0	0	+4
The present study	0	4	0	0	+4
Conferences with dean and Education Department	0	1	2	0	-1
<b>Other duties performed by laboratory staff members</b>					
Teaching regular classes	2	10	0	0	+14
Counseling	0	6	0	0	+6
Committee assignments	0	4	0	0	+4

TABLE XXXIV (CONTINUED)

FREQUENCY OF PLUS-AND-MINUS JURY EVALUATIONS  
OF WRITING LABORATORY STAFFING

Staffing Elements	Double Plus*	Plus	Minus	Double Minus	Total Evaluation
No other duties	1	2	1	0	+3
Head of English Department	0	1	0	0	+1
Librarian	0	0	1	0	-1

\*A double-plus evaluation by a jurymen indicates emphatic approval, a plus evaluation indicates approval, a minus evaluation indicates disapproval, and a double-minus evaluation indicates emphatic disapproval. In the total evaluation column above, double plus marks and double minus marks have been given double value.

In the matter of college or university degree held by staff members, evaluators indicated that here also skill and experience are more important. However, one evaluator (Case) maintained that the laboratory director should have a Ph. D. or Ed. D. degree, and that other instructors should have at least an M. A. or M. S. degree.

Financial compensation should be in proportion to the amount of work done and comparable to that of other similar work in the institution, according to the consensus of the jury of evaluation.

Among special qualifications, teaching experience was deemed by evaluators most important. Secondary approval was given about evenly to counseling experience, remedial-course-development experience, and courses in linguistics and remedial fields. A major in English with a minor in remedial reading, Latin, or a social science was considered the best major-minor combination.

Intelligence, personality, and interest in writing were judged most important among personal qualifications listed by laboratory instructors.

Among other training staff members had indicated they would like to have, evaluators approved most of the training in remedial techniques and in linguistics, attendance at conferences and workshops, and for student

TABLE XXXV

FREQUENCY OF PLUS-AND-MINUS JURY EVALUATIONS  
OF WRITING LABORATORY EQUIPMENT

Equipment Elements	Double Plus*	Plus	Minus	Double Minus	Total Evaluation
<b>Laboratory Rooms and Offices</b>					
A special room	2	9	0	0	+13
Faculty offices	1	4	1	0	+5
Built-in or ad- joining private office	1	2	0	0	+4
Projection room for A-V use	0	4	0	0	+4
Offices nearby and available	0	3	0	0	+3
A suite of rooms	0	2	0	0	+2
Ordinary classrooms	0	2	0	0	+2
View of laboratory from office	0	1	0	0	+1
<b>Furniture</b>					
Writing tables	1	12	0	0	+14
Chairs at the tables	0	10	0	0	+10
Pencil sharpeners	0	10	0	0	+10
Blackboard	0	9	0	0	+9
Bookcases	0	9	0	0	+9
Teacher's desk	0	8	0	0	+8
Files	0	7	0	0	+7
Accessible shelves	0	4	0	0	+4
Armchairs	0	4	0	0	+4
Blinds	0	4	0	0	+4
Coat racks	0	4	0	0	+4
A big broom to sweep snow	0	2	0	0	+2
Student desks	0	2	0	0	+2
Typewriter	0	2	0	0	+2
Telephone	0	2	1	1	-1

TABLE XXXV ( CONTINUED)

FREQUENCY OF PLUS-AND-MINUS JURY EVALUATIONS  
OF WRITING LABORATORY EQUIPMENT

Equipment Elements	Double Plus*	Plus	Minus	Double Minus	Total Evaluation
<b>Audio-Visual Materials</b>					
<b>Machines</b>					
Opaque Projector	1	12	0	0	+14
Tape recorder	0	7	0	0	+7
Filmstrip and/or slide projector	0	4	0	0	+4
Movie projector	0	3	0	0	+3
Liquid duplicator	0	2	0	0	+2
Disc recorder	0	1	0	0	+1
Tachistoscope	0	2	1	0	+1
<b>Exhibits</b>					
Student themes	1	3	0	0	+5
Use of blackboard with colored chalk	0	3	0	0	+3
Blackboard for diagraming	0	4	0	1	+2
"Getting your ideas in order"	0	2	0	0	+2
A. B. Co. chart of grammar	0	1	0	0	+1
Sentence structure, etc., charts	0	1	0	0	+1
<b>Filmstrips</b>					
Diagraming simple sentences	0	1	0	0	+1
Parts of speech	0	1	0	0	+1
Present the apostrophe	0	1	0	0	+1
Presenting the colon, semi- colon, dash	0	1	0	0	+1

TABLE XXXV (CONTINUED)

FREQUENCY OF PLUS-AND-MINUS JURY EVALUATIONS  
OF WRITING LABORATORY EQUIPMENT

Equipment Elements	Double Plus*	Plus	Minus	Double Minus	Total Evaluation
Presenting the comma	0	1	0	0	+1
Presenting the quotation mark	0	1	0	0	+1
Linguaphone Institute records	0	1	0	0	+1

\*A double-plus evaluation by a jurymen indicates emphatic approval, a plus evaluation indicates approval, a minus evaluation indicates disapproval, and a double-minus evaluation indicates emphatic disapproval. In the total evaluation column above, double plus marks and double minus marks have been given double value.



assistants advanced composition and teaching experience.

Approval of in-service training for writing laboratory staff members was about evenly distributed among formal and informal staff conferences, study of professional literature, and workshops at the Conferences on College Composition and Communication.

The teaching of regular classes, committee assignments, and general counseling were approved as "other" duties to be performed by writing laboratory staff members. Some comment was added to the effect that staff members should confine their efforts to the writing laboratory and not have other duties.

#### Evaluation of equipment of writing laboratories.

Lists of equipment listed by writing laboratory instructors for the present study include laboratory rooms and offices, furniture, audio-visual material, and handbooks and textbooks in current use. This equipment was also evaluated by the jury nominated by writing laboratory instructors to judge the merit of data about their laboratories. Table XXXV is a tabulation of plus-and-minus evaluations of laboratory equipment.

A special room, or a special suite of rooms if warranted, was recommended by the evaluation jury. These rooms should have adjoining offices, according to the

evaluators, one of them approving a view of the laboratory from the office. Seven laboratories submitted drawings of their setups for the present study. The one in use at the General College of the University of Minnesota was criticized for its large size, narrow tables, limited blackboard space, and lack of provision for individual conferences, and the position of reference material. However, one evaluator (Oliver) praised the presence of tables and references, the arrangement of the tables and the inconspicuous placement of the teacher's desk. The suite of rooms in use at The State University of Iowa (Figure 2) was praised for its arrangement, its adequate floor space, and its differentiation between areas for formal instruction and those for workshop-type instruction. It was criticized for poor placement of the blackboard in the second room and lack of provision for reference material storage. The room in use at Western Michigan College of Education (Figure 3) was approved by one evaluator (Hickok), but was disapproved for its small size in relation to the size of the tables by two others (Harper and Case). It was suggested that the middle partition be removed and that narrower tables be installed. No features of the room in use at Wayne University were approved. Features disapproved were the extremely limited work space,

the lack of equipment beyond files. A blackboard was suggested by one evaluator (Oliver). Likewise, no feature of the room in use at Dartmouth College was approved. The presence of the wall bench was especially disapproved. It was suggested that those responsible for the laboratory should start over with a bare room and plan it from the beginning to be a workshop situation in which students can write. The room in use at Anderson College was approved only for the pleasant view afforded from its windows. It was considered too crowded, and provision for blackboards, audio-visual equipment, and individual conferences was considered inadequate. The room in use at San Diego State College (Figure 3) was approved for general layout. However, it was considered too crowded. Opinion was divided about equally as to the advisability of the separate projection room and the separate consultation room. One evaluator (Harper) suggested that a separate consultation room might tend to erect a psychological barrier between the teacher and the student, making it unlikely that the students would come in with their small problems.

The furniture in a writing laboratory should consist of at least writing tables and chairs, teacher's desks, files, pencil sharpeners, blackboards, and accessible shelves, according to evaluators. Some approval of

telephones, student desks, blinds, typewriters, armchairs, bookcases, coat racks, and brooms was expressed. The only item disapproved by any evaluator was the telephone.

The only item of audio-visual equipment to receive hearty endorsement was the opaque projector. Some approval of the tape recorder, the film-strip and slide projector, the motion-picture projector, the liquid duplicator, and the tachistoscope was indicated. Practically no evaluation of the use of film-strips, films, or recordings was made. Several evaluators frankly admitted unfamiliarity with such devices. One evaluator, however, (Harper) approved the use of film strips on punctuation.

Among the handbooks and textbooks in current use in writing laboratories, Porter Ferrin's Writer's Guide and Index to English received the most support from the evaluating jury. The only other book to receive more than one or two favorable votes was the Harbrace Handbook. Of the two dictionaries listed by laboratory instructors, the American College Dictionary was preferred by evaluators, although Webster's Collegiate Dictionary was approved, no disapproval of either being expressed. Books recommended by individual evaluators were Wykoff and Shaw, Harper Handbook; Robert G. Moore, Plan Before You Write; Skeat, Concise Etymological Dictionary; and Geist, Robert, and

Sommers, Current English Composition.

#### SUMMARY

In this chapter the evaluation of the sixty writing laboratories in the present study by their directors and by a jury nominated by their instructors was reported.

Self-evaluation by achievement testing was found to be scant and inconclusive. Likewise, objective comparison of the achievement of laboratory students with that of non-laboratory students was extremely limited. However, some objective evidence of the value of a laboratory was presented.

Subjective reactions of faculty and students to the writing laboratories were found to be overwhelmingly favorable. Appreciation of individual attention and encouragement given otherwise frustrated students was considered by faculty and students alike as especially important. It was found that in laboratories where attendance is required some resentment of the requirement is in evidence at first but that this resentment for the most part quickly disappears and is supplanted by appreciation. The observable salvage of good material which might otherwise have been lost to the college was considered important by several laboratory directors.

In one objective study conducted by Appel at The University of Minnesota, students transferring to other colleges in the university and having had writing-laboratory experience in the General College were found to be for the most part successful in regular freshman composition courses.

Inadequacies in their writing laboratories of which their directors are aware and which they report include lack of teacher-time, lack of proper quarters and equipment, lack of proper coordination with the school as a whole, lack of properly defined criteria for evaluating writing and writing instruction, and inadequate understanding on the part of some administrators and student bodies of the work. Of course, not all of these inadequacies were indicated by any one instructor.

The seventeen-man jury nominated by laboratory directors cooperating in the present study approved the categories of laboratories which supplement regular composition courses in giving help to students on their writing problems, but almost unanimously condemned laboratories which operate as replacements for regular composition courses.

Most evaluators are of the opinion that the writing laboratory should be maintained as a function of the Depart-

ment of English, rather than as an administrative personnel function of the school as a whole.

The name most approved by the jury of evaluators is Writing Laboratory. "Loaded" words like "clinic," and "remedial," are to be avoided.

The machinery of coordination of the writing laboratory with the school as a whole should be kept simple, preferably headed by a dean, according to the evaluators.

Announcements to faculty, especially counselors, were considered probably most effective among oral and written devices used to advertise writing laboratories. Catalog descriptions were considered least effective. Very little favor of giving unit credit for work in the writing laboratory was evinced.

Referral forms and report-to-referring-instructor forms (Appendices D and E) were generally approved. Preference was indicated for attendance records kept in individual folders or dossiers. Evaluators urged laboratory instructors to keep book work simple.

Referral to private tutors was approved for those not qualified for laboratory help or those needing more intensive training than the laboratory has time to give.

Use of a handbook in a writing laboratory was definitely approved, but it was pointed out by evaluators

that the handbook should not supplant on-the-spot discussion. In this on-the-spot discussion, the student should be encouraged as much as possible to make independent use of the handbook.

In the matter of composition policy, evaluators gave strongest support to the idea that effectiveness cannot be taught apart from conventional grammar and usage, with secondary support to the importance of the placing of emphasis on organization and content. However, many agreed that the study of grammar per se is futile, and a few were of the opinion that linguistic considerations are more important than grammatical considerations.

Evaluators in general approved English usage and diction, style, organization or formulation, idea or thought content, effectiveness in accomplishment of purpose, manuscript form and appearance, and pragmatic considerations--all furnished by laboratory instructors as criteria for evaluating student writing.

Hearty endorsement of most procedures was given, especially those of having students write and of discussing papers with the students individually. Correcting of errors was strongly approved, but opinion was about evenly divided for and against exercises and drill.

Staff members should be intelligent and well-trained



in remedial techniques and linguistics, according to evaluators. Professorial rank, degree held, and the amount of financial remuneration were considered of secondary importance. Staff conferences and attendance at conferences and workshops were considered valuable as in-service training.

A special room, equipped with tables and chairs, blackboards, files, a conference desk, and reference material was recommended. Some support was given to the inclusion of audio-visual materials in the equipment. Among handbooks in current use in writing laboratories, the jury approved most of Perrin's Writer's Guide and Index to English and of the Harbrace Handbook.

## CHAPTER VIII

### SUMMARY OF PROCEDURES, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The problem of the study was to investigate the writing laboratories in the colleges and universities of the United States and to obtain from a jury of competent critics an evaluation of the findings.

Included in this chapter are (A) a summary of procedures used in the investigation, (B) major findings of the study, (C) conclusions, and (D) recommendations.

#### A. PROCEDURES OF INVESTIGATION

The summary of procedures used in this investigation involves the methods employed in determining the incidence of writing laboratories in colleges and universities of the United States, in gathering data about the laboratories found to be in existence, and in obtaining an evaluation of the findings from a jury of competent critics.

Procedures used in determining the incidence of writing laboratories. In order to determine what colleges and universities of the United States have writing labora-

tories, the registrars of eight hundred and twenty degree-granting institutions were queried. In addition, the questionnaire used in the investigation contained a question designed to ascertain the existence of other writing laboratories which might come within the scope of the study.

Procedures used in gathering data about writing laboratories. Procedures used in gathering data about writing laboratories included the distribution of a questionnaire and the visitation of certain institutions having writing laboratories.

A major step in the preparation of the questionnaire to be used in the study was the visitation of six writing laboratories found early in the investigation to be in existence in colleges and universities of the West and Middlewest of the United States. As a result of the advice of instructors in these laboratories and of many others, a nineteen-page questionnaire was prepared and distributed to 141 colleges and universities.

A second visitation of writing laboratories, this time of most of those found to be in existence in California, was made. Observation of techniques and equipment and conversation with instructors and students in these laboratories, as well as in those visited earlier, contributed to the gathering and analysis of data for the

study.

Procedures used in obtaining a jury evaluation of the data. Cooperating directors and instructors of writing laboratories were invited to nominate one or two persons for a jury which should evaluate the findings of the study. The data secured from questionnaire returns were submitted to the seventeen-member jury which resulted. Evaluations returned by the jury were tabulated and recorded in the present study.

#### B. MAJOR FINDINGS

In reporting the major findings of the study, reference will be made to the following categories: those relative to the integrations of the writing laboratories in their respective institutions, those relative to staffing and equipment, those concerning laboratory procedures, and those concerning evaluation.

Findings relative to the integrations of writing laboratories in their respective institutions. Seven aspects of the integration of writing laboratories in their respective institutions were apparent: the types and sizes of institutions having writing laboratories, the availability of the laboratories, the variation in the names by

which the services are known in different schools, the histories of individual laboratories as they have developed, the extent and nature of the coordination of the laboratories with other specialized and individualized services of the schools, the extent to which the schools make use of the laboratories in maintaining standards of English, and methods of advertisement.

The incidence of the sixty writing laboratories investigated in this study is about evenly divided among public and private institutions. The distribution is fairly even between the extremes of 1:5 and 1:29 in faculty-student ratio. Forty-nine, or more than eighty per cent, of the sixty laboratories are available without restriction to anyone interested. Forty-one, or approximately seventy per cent, require attendance of certain students. The number of hours per week the laboratory is kept open varies from one to fifty in the different schools. In a list of the names of the service, the words laboratory and clinic, especially the former, are very prominent.

Forty-six, or more than seventy-five per cent, of the writing laboratories investigated were found to belong to Category Three (the seven categories are described on pages 7 and 8). Category Three is available for the most part on a college-wide basis to all students on all levels, though

in a few schools attendance is limited to students above the rank of freshman or sophomore. Attendance in this category for the most part is optional, but in some cases is required of students referred by a faculty member.

Thirty-six, or sixty per cent, of the writing laboratories were able to submit histories of their services. These histories cover a period of twenty years, from 1932 to 1952, and indicate a steady increase of from one to eleven during the first twelve years and an appreciably accelerated increase during the last eight years.

Formal coordination with other personnel services is reported in twenty-eight, or slightly less than fifty per cent, of the sixty laboratories.

Fewer than half of the correspondents cooperating in this study feel that "every teacher (outside the English Department) is a teacher of writing."

Approximately half of the writing laboratory instructors make special efforts to meet writing problems unique in certain fields of learning. Others indicate that they confine their efforts to problems common to all writing.

Announcements to and personal contacts with other faculty members are considered most effective in advertising laboratory services, but a combination of other devices, including catalog announcements, brochures, school

newspaper writeups, and posters is considered desirable.

Findings concerning the staffing and equipment of writing laboratories. "Laboratory instructor" is the most common official title among the sixty laboratory staffs, most of which consist of one or two members. Practically all the staff members receive regular salary, professorial ranks ranging from assistant instructor to full professor. About eighty-six per cent have received baccalaureate degrees, about eighty-five per cent masters degrees, and about twenty-three per cent doctoral degrees. Teaching experience is the most prominent qualification among laboratory instructors, most of whom would like additional training in remedial techniques, linguistics, testing, and audio-visual use. In-service training includes staff meeting, conferences, and workshops.

Writing laboratories are operated variously in special rooms, offices, and regular classrooms. A few have built-in or nearby offices and/or special audio-visual projection rooms. More than half of the sixty laboratories are equipped with writing tables. Instructional materials include audio-visual equipment, film-strips, recordings, films, shelved reference material, and thirty-six different textbooks and handbooks in current use in different laboratories.

Findings concerning laboratory procedures.

Laboratory procedures may be classified as either organizational or counseling.

Organizational procedures include diagnosis, enrollment of students, attendance and progress records, and referral to private tutors. Though a few laboratories use standardized diagnostic tests, for which there is some objective evidence of value, most laboratories rely on analysis of student writing for diagnosis. Enrollment, attendance, and progress records are kept indefinitely, mostly in laboratory offices. Comparatively few referrals to private tutors are made, the instructors considering the laboratory itself a tutorial service.

A slight majority of counseling procedures are based on policies leaning toward grammatic conservatism. Criteria for evaluating student writing, ranked in order of number of laboratories reporting their use, include English usage and diction, organization or formulation, style, effectiveness in accomplishment of purpose, idea or thought content, and manuscript form and appearance. Use of handbooks in laboratories varies rather evenly among simple referral to handbook, on-the-spot discussion plus referral to handbook, and on-the-spot discussion excluding the use of a handbook.



Most counseling of laboratory students is on an individual, rather than a group, basis. Actual writing is reinforced in many cases with appropriate drill and hand-book exercises. Comparatively few instructors indicated that they have papers rewritten. Release of students required to attend laboratories is accomplished mostly on a basis of demonstrated proficiency in writing, as judged by referring instructors and laboratory instructors.

Findings concerning evaluation of writing laboratories. Self-evaluation of their laboratories was made by correspondents. In addition, data gathered in the study were submitted to a jury for evaluation.

Laboratory instructors based much of their self-evaluation on subjective reactions of faculty and students. These reactions were found to be overwhelmingly favorable. Some resentment in the case of required attendance was noted, but most of this resentment was found to be dissipated by individual attention and encouragement. It was felt by several instructors that much good student material may be salvaged in the writing laboratory which otherwise might be lost to the college or university. Laboratory instructors in general were aware of certain inadequacies concomitant with lack of proper amounts of time for individual counseling, lack of proper quarters and equipment,

and lack of proper coordination with the school as a whole. Of course, not all of these inadequacies were indicated by any one laboratory instructor.

The jury of evaluation approved of writing laboratories maintained by the Department of English to supplement regular composition courses and those open to all or part of the student body for help on writing problems, but for the most part condemned laboratories which operate as replacements for regular composition courses. Evaluators urged that the machinery of operation, including coordination with other personnel services and bookkeeping within the laboratory, be kept simple.

Evaluators agreed in general that writing laboratories should be staffed with intelligent personnel, well-trained in remedial techniques and linguistics, and having so far as possible a background of attendance at conferences and workshops on writing laboratories.

For the physical setup, evaluators approved a special room, equipped with tables and chairs, blackboards, files, a conference desk, and reference material. There was some approval and some disapproval of audio-visual equipment. Private, adjoining conference offices have some advantages, but they may erect a psychological barrier between teacher and students who want to ask minor questions

according to some evaluative comment.

In the matter of composition policy, the majority of evaluators approved the idea that effectiveness in writing can be achieved only by conformity to conventional grammar and usage. However, there was general recognition of the principle that the study of grammar per se is futile, and a few evaluators were outspoken in their preference for linguistic liberalism. Having students write and discussing with them errors which are apparent in their writing, with encouragement toward independent use of handbooks and exercise books, were procedures most heartily approved.

### C. CONCLUSIONS

The findings of this study seem to warrant the following conclusions concerning writing laboratories in colleges and universities:

1. The writing laboratory is needed and desirable in colleges and universities of any type or size. It has been shown in this study that teachers and students alike almost universally acclaim the writing laboratory as a place where the student frustrated by his composition course or by his inability to write well in other courses may find individualized help in overcoming his deficiencies

in writing.

It has also been shown that some of the smallest as well as some of the largest institutions of higher learning in the United States have writing laboratories. Furthermore, it has been shown that laboratories exist about equally in publicly and privately supported schools.

These facts seem to indicate that funds can be and are found for the support of the writing laboratory where the need and desirability are recognized.

2. The writing laboratory should supplement, rather than replace, the regular composition course, and it should be available to all students in the institution for help in improving their writing in all courses, including composition courses, or for help in preparing for a proficiency test at any level. Most of the laboratories investigated in this study are of kinds which offer these services and they are the ones most approved by the jury which evaluated the findings of this study.

3. The writing laboratory should be available for voluntary attendance, but students not writing acceptably in any courses should be required by their instructors to attempt to remedy their deficiencies in the laboratory. About two thirds of the laboratories investigated in this study require attendance of certain students found to be

deficient in writing in certain courses or in attempting to pass proficiency tests at various levels. It has been shown in this study that a small percentage of students resent such a requirement, but that most of the resentment is replaced by gratitude and cooperativeness in the course of a quarter or semester.

4. Writing laboratories should be staffed by competent instructors. These instructors should have as much teaching experience as possible. Sympathetic interest in helping students overcome their writing deficiencies is a must, and the instructor's attitude toward the student's efforts should be positive and encouraging, rather than negative and forbidding. Professorial ranks and salaries are of minor importance, but competent instruction should be adequately rewarded. Opinions of writing-laboratory directors and evaluators alike support these assertions.

5. The physical setup of the writing laboratory should include a large, well-lighted room or suite of rooms. The laboratory should be equipped with tables and chairs for writing; a table for reference material such as handbooks and dictionaries; shelved reference material such as encyclopedias, anthologies of various kinds of writings, and critiques of various kinds of writing; files; a black-

board; and a wastebasket. Although some disapproval of the following items was expressed by some evaluators, the preponderance of opinion was in favor of their use: a motion-picture projector, a tape recorder, a film-strip projector, and all available motion pictures, film strips, and slides on writing and the elements of writing.

It should be kept in mind that physical equipment is secondary in importance to adequate staffing. Much good writing-laboratory counseling has been found in this study to take place in regular classrooms or offices.

6. The composition policy of a slight majority of laboratory directors and a considerable majority of evaluators is conservative. The Majority seem to feel that there is a need for authoritarian standards of grammar and usage by which to measure effectiveness in writing. However, a strong tendency toward linguistic liberalism exists among a few laboratory instructors and evaluators of laboratory policy. A minority believe that rules of grammar and usage should be descriptive of the actual practice of college-educated people, rather than prescriptive according to rules in most current textbooks and handbooks.

7. Organizational and record-keeping procedures should be kept as simple as possible. Counseling procedures should start with a preliminary conference, in which

diagnosis may be made partly from an objective, proof-reading test, but principally from examination of student writing. The student then should be encouraged to write frequent, short themes until he has gained competency for longer expositions, or longer pieces of other types of composition if his needs and interests are in directions other than toward exposition. Conferences with the instructor and his assistants should be frequent. If these conferences are in the conference office, the staff should make a point of moving about among the students occasionally to answer incidental questions.

8. There are certain difficulties connected with the operation of a writing laboratory which should be recognized by those contemplating the establishment of such a service. First of all, it must be recognized that an individualized service requires as small a ratio as possible between staff and student enrollment. Individual counseling takes time. It may be pointed out that several laboratories have met this problem by using student assistants, who may be secured with less financial outlay. Another difficulty which should be recognized is that of keeping the faculty and student body adequately informed of the availability of the writing laboratory. The population of both faculty and student body tends to change

rapidly in most institutions and a combination of advertising devices is necessary, especially in schools where attendance is entirely optional, to overcome lack of knowledge of the services available. Another difficulty that must be recognized is the fact that most evaluation of the writing laboratory has so far been subjective. Of two objective experiments reported in the literature, only one resulted in conclusions favoring laboratory instruction. It may be pointed out, however, that practically all subjective evaluation has been found favorable.

#### D. RECOMMENDATIONS

The conclusions reached in the present study are based on findings concerning data furnished by many experienced writing-laboratory instructors, and on evaluations made by persons considered by these instructors to be competent to judge the merit of their programs. The conclusions are favorable to the use of certain procedures in certain kinds of laboratories. These conclusions are therefore offered as recommendations for the setting up and operation of a writing laboratory.

In the matter of composition policy, about which conclusions reached in this study are not overwhelmingly decisive, it is recommended that individual situations



dictate policy. In counseling students about their writing for other professors, the writing-laboratory instructor should be realistic, so far as he and the students can judge, about the grammatical-linguistic standards of the professors for whom the students are writing. In counseling about papers which are yet to be handed in, advice should be general. The student may be helped in conference to organize his ideas about a subject, and questions should be answered, but the writing laboratory is not the place to which a student should bring his paper to have it proof-read before it is handed to another instructor. In counseling students about writing done for the writing laboratory, the instructor should base his advice on well-considered decisions about what he has observed to be acceptable usage among college-educated people.

In conclusion, the writing laboratory may be said to be worth while. This study has indicated that faculty, students, and evaluators alike agree that many otherwise frustrated students have been helped to pass courses and proficiency tests, have perhaps in many cases been salvaged for the college or university, in a writing laboratory. It is therefore recommended that a writing laboratory be seriously considered as part of the program of any college or university.

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APPENDICES

APPENDIX A

LETTER OF TRANSMITTAL  
AND QUESTIONNAIRE

## A. QUESTIONNAIRE

Letter of Transmittal

Dear

Would you like to have a digest of what other writing laboratories, English laboratories, usage clinics, and similar services are doing in the universities and colleges of the United States? You are one of more than a hundred laboratory directors receiving the enclosed questionnaire. If you will return it to me as promptly as possible, I shall do my best to make the results available to you by next September.

If you are too busy to fill out the questionnaire immediately, perhaps you would like to ask an assistant to do the work, then revise it as needed before sending it to me. You may often save time in filling out the questionnaire by simply referring me to published articles and books or to materials which you enclose or which you send under separate cover. I am most anxious to receive these materials and shall be glad to reimburse you for postage or other expense.

The questionnaire is in part a result of my visiting in December, 1951, laboratories in New Mexico Highlands University, Southern Methodist University, Milwaukee State College, the University of Minnesota, the State University of Iowa, and the University of Denver. Everywhere I found laboratory instructors most gracious and interested in my project. Most important, they gave me many valuable ideas, ideas which I should like to share, along with yours, with all people cooperating in the project.

A self-addressed and stamped envelope is enclosed for your convenience. Thank you very much for your help.

Very truly yours,

/s/ Claude F. Shouse  
Claude F. Shouse  
Box E-67, San Diego State College  
San Diego 15, California

Questionnaire

(This questionnaire was, for the purposes of the investigation, nineteen pages long, ample space being left for answering the questions. In this appendix, space is considerably condensed.)

Please return this questionnaire to C. F. Shouse, Box B-67, San Diego State College, San Diego 15, California

THE WRITING LABORATORIES, WRITING CLINICS,  
ENGLISH LABORATORIES, ENGLISH USAGE CLINICS, ETC.  
OF UNIVERSITIES AND COLLEGES IN THE UNITED STATES

Name of school \_\_\_\_\_

Address of school \_\_\_\_\_

Approximate full-time-equivalent number of students \_\_\_\_\_

Approximate full-time-equivalent number of faculty \_\_\_\_\_

This school operates on a quarterly (\_\_\_) semester (\_\_\_) basis.

Name of person filling out this questionnaire \_\_\_\_\_

Official title in school \_\_\_\_\_

Official connection with the writing laboratory \_\_\_\_\_

### I Name and Function

1. In this school the service is known as \_\_\_\_\_  
(For convenience, in this questionnaire the service will be designated The Writing Laboratory.)
2. Catalog description, if any, of the service:  
(A clipping from the catalog could be stapled or pasted here.)
3. If you feel, after filling in this questionnaire, that any elaboration of the catalog description is appropriate, please write your comment on the back of this sheet.

II Staff Personnel

Name	Official Title in Laboratory	Lab hrs. per week	What % of full time?	Extra hours per week (unassigned)	What degrees from what institutions	Classification*	Other duties**
1.							
2.							
3.							
4.							
5.							
6.							
7.							

\*Please indicate by giving professional rank, graduate assistants by gr., or Gr. Fellow, undergraduate by number of units accumulated.

\*\*Teaches what courses? Serves on what committees, etc.?

(continued)

Compensation*	Special Qualifications**	In each case, what other training would be desirable for work in the laboratory?	What special in-service training does staff have? ***
---------------	--------------------------	--	---

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

\*For faculty, say "reg. salary" or indicate extra compensation; for others indicate amount of credit toward degree, amount of fellowship, or hourly pay.  
\*\*Guidance courses, personnel work, teaching experience, other.  
\*\*\*Staff meetings, conferences, conventions, etc.

### III Coordination with university or college

1. Under what department in your school does the writing laboratory operate? \_\_\_\_\_  
 What is the full-time-equivalent number of faculty in this department? \_\_\_\_\_
  
2. What other personnel services are maintained by your school?
 

Reading clinic _____	Foreign Language Clinic _____
Spelling clinic _____	Health services _____
Listening laboratory _____	Psychological counseling _____
Math clinic _____	Veteran counseling _____
Speech clinic _____	Vocabulary laboratory _____
Special English laboratory for foreign students _____	

 Other: \_\_\_\_\_
  
3. Please describe briefly the coordination, if any, that exists between your service and other personnel services. Is there a coordinator? Is there a central personnel service committee? If so, how often does it meet and what are its functions? What kind of report do you make, if any, to a coordinator? Are there cross referral cards? Other forms?
  
4. Is "every teacher a teacher of writing" the policy of the whole school or college, or do you feel that, for the most part, writing problems are considered by the faculty as the concern of the English department only?
  
5. Are the writing problems somewhat unique to a special area of subjects (science, law, humanities) stressed by the department concerned?
  
6. Is the English department asked to conduct a special course in any of these fields?
  
7. Does your laboratory make any special effort to meet these individual problems?

## IV Advertisement of the laboratory

1. What methods of advertisement do you employ?

Brochure \_\_\_\_\_ Announcements to faculty \_\_\_\_\_  
 to students \_\_\_\_\_ in assemblies \_\_\_\_\_ in  
 classes \_\_\_\_\_ on bulletin boards \_\_\_\_\_  
 posters \_\_\_\_\_ write-ups in college paper \_\_\_\_\_

Other:

2. What methods of advertisement have you found most effective?

(Any samples of promotional material you can send would be appreciated.)

## V Availability

1. To what extent is your service available to the student body?
- Open only to those registered in the following courses:
  - Open to anyone in the student body
    - only if referred by instructor \_\_\_\_\_
    - only if coming on own initiative \_\_\_\_\_
    - either \_\_\_\_\_
  - Other:
2. Is the service available to people not registered in the school? \_\_\_\_\_
- If so, please indicate to what extent it is used by various groups (e.g., high-school students, students of other colleges, graduates, other adults, etc.)
3. What special fees, if any, are charged for your services?
- To regularly enrolled students \_\_\_\_\_
  - To townspeople \_\_\_\_\_
  - Other \_\_\_\_\_



4. Do you make referrals to private tutors?
5. Are the hours at which the service is available printed in the class schedule? \_\_\_\_\_  
Elsewhere? \_\_\_\_\_
6. How many hours per week is the laboratory open? \_\_\_\_\_
7. How long are the periods? \_\_\_\_\_

#### VI Physical Equipment

1. Is a special room devoted to the writing laboratory?
2. Is there a built-in or adjoining private office or consultation room? \_\_\_\_\_ Is a view of the laboratory from the office provided? \_\_\_\_\_
3. Is there a separate projection room, built in or nearby, for audio-visual instruction? \_\_\_\_\_ What audio-visual materials (films, filmstrips, recordings, etc.) are used?
4. What wall charts, illustrative devices, etc. are used?
5. What reference materials are placed in the laboratory?
6. What textbooks and/or handbooks are you currently using?
7. Are writing tables provided? \_\_\_\_\_ Is there a telephone? \_\_\_\_\_
8. Other equipment:
9. Could you give, or lend, any pictures of your set-up (postage will be furnished)?
10. A drawing of the general set-up on the back of this sheet would be appreciated.

## VII Procedure

1. What diagnostic, follow-up, and specialized tests are used?  
(Please include I. Q., aptitude, personality, and other tests.)
2. What entrance tests are used by the school?
3. What forms (reference cards, questionnaire for enrolling student, mimeographed directions, report to referring instructor, other) are used? Samples would be appreciated.
4. Is a definite syllabus followed? \_\_\_\_\_ Mimeographed instructions to staff? \_\_\_\_\_ Please send samples.
5. Is there special instruction in handwriting? \_\_\_\_\_ in spelling \_\_\_\_\_. Please describe.
6. Do you (1) refer student to handbook? \_\_\_\_\_ (2) talk over his difficulty with him on the spot? \_\_\_\_\_.  
What, in your opinion, is the relative merit of these two procedures?
7. Procedures are so varied that specific questions would probably be inadequate. Perhaps you have printed or mimeographed material which describes your procedure and which you could send. PERHAPS YOU COULD REFER ME TO PUBLISHED ARTICLES OR BOOKS WHICH DESCRIBE YOUR PROCEDURE. Perhaps you would like to describe your procedure with a typical student from the time he applies for help in the laboratory or clinic until he is released. Please include motivation and record of progress.
8. Would you be willing to make, for use in this project, a tape recording of a typical conference with a laboratory student?  
Yes \_\_\_\_\_ No \_\_\_\_\_. If you check yes, you will receive soon a tape with return postage enclosed.

## VIII Evaluation

1. What are your criteria for evaluating the writing of your students?
2. What standardized achievement tests are used?
3. Do you have any objective statistics comparing achievement-test results for any one semester or quarter?
4. Please describe any attempt you or others have made to compare the achievement of laboratory students with that of non-laboratory students. What were the results of the investigation?
5. What reaction do you receive from referring instructors?
6. What reaction do you receive from students? Is a student-evaluation questionnaire used (a sample would be appreciated)? Do you have a summary of the findings for any one semester or quarter?
7. Do some people come back on their own initiative after a successful referred experience? \_\_\_\_\_
8. What other evidence do you seek or receive which indicates that your service is accomplishing what it is supposed to accomplish?
9. Please indicate some of the inadequacies of your set-up of which you are aware and which you are willing to mention.

## IX Attendance

1. Is your writing laboratory an extension of another course? \_\_\_\_\_. If so, what is the course and on what basis are students assigned to the laboratory?

2. Is your writing laboratory a substitute for the traditional composition course? \_\_\_\_\_ If so, is it a required course? \_\_\_\_\_
3. Are students referred to the laboratory because of a low grade on a proficiency test or theme? \_\_\_\_\_. If so, what is the test, on what level(s) is it given, who administers and grades it, and who refers to the laboratory?
4. May students be remanded to the laboratory after once being released? Please explain.
5. Under what other circumstances, if any, is attendance compulsory?
6. If under compulsion, under what circumstances does a student accomplish release from the laboratory?
7. If your laboratory is available on both a compulsory and a voluntary basis, what percentage of the enrollees come voluntarily? \_\_\_\_\_
8. Is credit toward diploma given for work in the laboratory? \_\_\_\_\_ How much per quarter? \_\_\_\_\_ per semester? \_\_\_\_\_.
9. What is the average number of people receiving help during the course of any one quarter or semester? \_\_\_\_\_
10. What percentage of enrolled students come regularly? \_\_\_\_\_ Occasionally? \_\_\_\_\_ Only once or twice? \_\_\_\_\_.
11. How often per week do most students come? \_\_\_\_\_
12. How is the attendance record kept?
13. What record, if any, of attendance during former quarters, semesters, or years is kept? Where is the record kept? How long is it kept?

14. Is the number coming to the laboratory constant throughout the semester or quarter? If not, please describe its normal fluctuation.
15. Is a report of attendance made to referring instructor? If so, in what way?
16. Other attendance data:

## X History of This Service

## XI Composition Policy

If you feel inclined, please state your philosophy of composition. You may want to express your conviction about the importance of mechanical correctness in writing, semantic considerations, etc. You may want to react to the following statement made in a recent letter from a professor in the Midwest:

"Our composition policy recognizes that conformity to conventional usage in composition--written or spoken--is of less importance than effectiveness in writing and speaking. I think that we try to make the students themselves realize that conformity to conventional usage is a part of effectiveness and that we postpone instruction in 'usage' till we get students' demand. A natural result is that in some sections of our composition we never get around to 'grammar' or 'usage'."

Please list on the back of this sheet any publications of your own or of others which reflect your philosophy of composition.

## XII Concerning This Questionnaire

1. What questions, other than those listed in this questionnaire, would you like answered by people in charge of laboratories?
2. What other suggestions do you have about this questionnaire?
3. What laboratories, other than those in schools listed on the next two pages, do you know about?

Name of school:	Name of service, if known:	Name of person in charge, if known:
-----------------	-------------------------------	--

(The pages listing the schools are omitted from this appendix.)

**APPENDIX B**

**LIST OF THE COLLEGES AND UNIVERSITIES  
WHICH SPONSOR WRITING LABORATORIES IN-  
VESTIGATED IN THIS STUDY, WITH GENERAL  
INFORMATION ABOUT EACH INSTITUTION**

B. LIST OF THE COLLEGES AND UNIVERSITIES WHICH SPONSOR WRITING LABORATORIES INVESTIGATED IN THIS STUDY, WITH GENERAL INFORMATION ABOUT EACH INSTITUTION.

ALABAMA

Alabama College: public control; student enrollment 615; faculty-student ratio 1:14; writing laboratory categories 2 and 3; \* attendance required of referred students; laboratory open 2 hours per week.

Jacksonville State Teachers College: public control; student enrollment 1,000; faculty-student ratio 1:12; writing laboratory category 3; required of those who fail a proficiency examination; laboratory open 2 hours per week.

Troy State Teachers College: public control; student enrollment 600; faculty-student ratio 1:15; writing laboratory category 3; attendance required of referred students; laboratory open 6 hours per week.

CALIFORNIA

Chico State College: public control; student enrollment 1,350; faculty-student ratio 1:17; writing laboratory category 3; attendance entirely optional; laboratory open 5 hours per week.

Contra Costa Junior College: public control; student enrollment 2,000; faculty-student ratio 1:22; writing laboratory category 3; attendance required of referred students; laboratory open undesignated number of hours.

Loyola University of Los Angeles: Private control; student enrollment 925; faculty-student ratio 1:11; writing laboratory category 3; attendance entirely optional; laboratory open 10 hours per week.

Mills College: Private control; student enrollment 600; faculty-student ratio 1:7; writing laboratory category 4; attendance required of certain people in definite courses; laboratory open 2 hours per week.

\*Writing laboratory categories are described on pages 6,7.



Occidental College: private control; student enrollment 1,200; faculty-student ratio 1:13; writing laboratory category 3; attendance required of referred students; laboratory open 2 hours per week.

Sacramento State College: public control; student enrollment 1,500; faculty-student ratio 1:21; writing laboratory category 3; attendance required of those who fail a proficiency examination; laboratory open 4 hours per week.

San Diego State College: public control; student enrollment 3,200; faculty-student ratio 1:19; writing laboratory category 3; attendance entirely optional; laboratory open 12 hours per week.

San Francisco State College: public control; student enrollment 5,000; faculty-student ratio 1:20; writing laboratory category 1, 2, and 3; attendance required of certain people in definite courses; laboratory open 40 hours per week.

Stockton College: public control; student enrollment 2,513; faculty-student ratio 1:16; writing laboratory category 2 and 3; attendance required of certain people in definite courses; laboratory open 35 hours per week.

Los Angeles State College: public control; student enrollment 2,514; faculty-student ratio 1:21; writing laboratory category 3 and 7; attendance required of those who fail a proficiency examination; laboratory open undesignated number of hours per week.

#### COLORADO

University of Denver: private control; student enrollment 8,594; faculty-student ratio 1:19; writing laboratory categories 3 and 4; attendance required of certain people in definite courses; laboratory open 20 hours per week.

#### CONNECTICUT

University of Bridgeport: private control; student enrollment 1,500; faculty-student ratio 1:19; writing

laboratory category 3; attendance required of referred students;

#### FLORIDA

Florida State University: public control; student enrollment 6,000; faculty-student ratio 1:12; writing laboratory categories 2, 3 and 7; attendance required of those who fail a proficiency examination, and attendance required of referred students; laboratory open 27 hours per week.

University of Florida: public control; student enrollment 8,165; faculty-student ratio 1:7; writing laboratory category 6; attendance required of all students at one time or another; laboratory open 50 hours per week.

University of Miami: private control; student enrollment 7,000; faculty-student ratio 1:23; writing laboratory categories 5 and 6; attendance required of all students at one time or another; laboratory open 35 hours per week.

#### ILLINOIS

University of Illinois: public control; student enrollment 18,119; faculty-student ratio 1:5; writing laboratory category 3; attendance entirely optional; laboratory open 10 hours per week.

George Williams College: private control; student enrollment 190; faculty-student ratio 1:9; writing laboratory category 3; attendance required of referred students.

#### INDIANA

Anderson College: private control; student enrollment 750; faculty-student ratio 1:15; writing laboratory category 3; attendance entirely optional; laboratory open 2 hours per week.

Goshen College: private control; student enrollment 500;

faculty-student ratio 1:16; writing laboratory category 5; attendance required of all students at one time or another.

## IOWA

Central College: private control; student enrollment 450; faculty-student ratio 1:10; writing laboratory categories 3 and 7; attendance required of those who fail a proficiency examination; laboratory open 4 hours per week.

Iowa State College: public control; student enrollment 7,523; faculty-student ratio 1:12; writing laboratory category 3; attendance required of those who fail a proficiency examination.

Iowa State Teachers College: public control; student enrollment 2,300; faculty-student ratio 1:8; writing laboratory category 4; attendance entirely optional; laboratory open 20 hours per week.

State University of Iowa: public control; student enrollment 10,000; faculty-student ratio 1:13; writing laboratory categories 3 and 4; attendance required of certain people in definite courses; laboratory open 30 hours per week.

## KANSAS

Saint Mary College: private control; student enrollment 396; faculty-student ratio 1:15; writing laboratory category 3; attendance entirely optional.

Bethany College: private control; student enrollment 226; faculty-student ratio 1:7; writing laboratory category 4; attendance required of certain people in definite courses.

## MASSACHUSETTS

Wheellock College: private control; student enrollment 376; faculty-student ratio 1:18; writing laboratory category 3; attendance entirely optional.

## MICHIGAN

Albion College: private control; student enrollment 975; faculty-student ratio 1:12; writing laboratory category 3; attendance entirely optional; writing laboratory open 3 hours per week.

Michigan State College: public control; student enrollment 13,000; faculty-student ratio 1:10; writing laboratory category 3; attendance required of referred students; laboratory open 40 hours per week.

Wayne University: public control; student enrollment 11,372; faculty-student ratio 1:19; writing laboratory category 3; attendance required of referred students; laboratory open 12 hours per week.

Western Michigan College of Education: public control; student enrollment 3,294; faculty-student ratio 1:19; writing laboratory category 3; attendance entirely optional; laboratory open 35 hours per week.

## MINNESOTA

General College, University of Minnesota: public control; student enrollment 1,000; faculty-student ratio 1:29; writing laboratory category 6; attendance entirely optional.

University of Minnesota, St. Paul Campus: public control; student enrollment 16,482; faculty-student ratio 1:27; writing laboratory category 2; attendance entirely optional.

Moorhead State Teachers College: public control; student enrollment 510; faculty-student ratio 1:9; writing laboratory category 3; attendance required of those students who fail a proficiency examination, and attendance required of referred students; laboratory open 4 hours per week.

## MISSOURI

University of Missouri: public control; student enrollment 6,825; faculty-student ratio 1:19; writing laboratory

category 3; attendance entirely optional; laboratory open 10 hours per week.

Rockhurst College: private control; student enrollment 400; faculty-student ratio 1:18; writing laboratory category 3; attendance entirely optional; laboratory open 3 hours per week.

Stephens College: private control; student enrollment 1,800; faculty-student ratio 1:7; writing laboratory category 3; attendance required of certain students in definite courses.

Webster College: private control; student enrollment 300; faculty-student ratio 1:8; writing laboratory category 6; attendance entirely optional; laboratory open 3 hours per week.

#### NEW HAMPSHIRE

Dartmouth College: private control; student enrollment 2,700; faculty-student ratio 1:9; writing laboratory category 3; attendance required of referred students; laboratory open 9 hours per week.

#### NEW JERSEY

Montclair State Teachers College: public control; student enrollment 1,034; faculty-student ratio 1:12; writing laboratory category 3, attendance required of referred students; laboratory open 8 hours per week.

#### NEW MEXICO

New Mexico Highlands University: public control; student enrollment 690; faculty-student ratio 1:7; writing laboratory category 3; attendance entirely optional.

#### NEW YORK

Columbia University: private control; student enrollment 1,200; faculty student ratio 1:10; writing laboratory category 3; attendance entirely optional.

Hobart and William Smith Colleges: private control; student enrollment 1,000; faculty-student ratio 1:15; writing laboratory category 3; attendance required of certain students in definite courses, and attendance required of referred students; laboratory open 30 hours per week.

Oswego State Teachers College: public control; student enrollment 1,200; faculty-student ratio 1:17; writing laboratory category 3; attendance entirely optional; laboratory open 12 hours per week.

State University Teachers College at Potsdam, New York: public control; student enrollment 700; faculty-student ratio 1:9; writing laboratory categories 3 and 4; attendance required of referred students; laboratory open 5 hours per week.

#### NORTH CAROLINA

Duke University: private control; student enrollment 4,000; faculty-student ratio 1:14; writing laboratory categories 3 and 7; attendance required of those who fail a proficiency examination, and attendance required of referred students; laboratory open 3 hours per week.

University of North Carolina: public control; student enrollment 5,500; faculty-student ratio 1:14; writing laboratory category 3; attendance required of those who fail a proficiency examination, and attendance required of referred students; laboratory open 12 hours per week.

#### OHIO

Ohio University: public control; student enrollment 3,700; faculty-student ratio 1:15; writing laboratory categories 3 and 7; attendance entirely optional; laboratory open 20 hours per week.

Muskingum College: private control; student enrollment 700; faculty-student ratio 1:15; writing laboratory category 6; attendance required of all students at one time or another.

## PENNSYLVANIA

Seton Hill College: private control; student enrollment 500; faculty-student ratio 1:8; writing laboratory categories 1 and 3; attendance required of certain people in definite courses; laboratory open 25 hours per week.

## TENNESSEE

University of Tennessee: public control; student enrollment 6,000; faculty-student ratio 1:10; writing laboratory category 3; attendance required of those who fail a proficiency examination; laboratory open 12 hours per week.

## TEXAS

Southern Methodist University: private control; student enrollment 6,500; faculty-student ratio unknown; writing laboratory category 4; attendance required of certain people in definite courses; laboratory open 2 hours per week.

University of Texas: public control; student enrollment 17,000; faculty-student ratio 1:22; writing laboratory category 7; attendance required of referred students; laboratory open 38 hours per week.

## WASHINGTON

Eastern Washington College of Education: public control; student enrollment 1,000; faculty-student ratio 1:13; writing laboratory category 3; attendance required of those who fail a proficiency examination and attendance required of referred students; laboratory open 6 hours per week.

## VIRGINIA

Lynchburg College: private control; student enrollment 450; faculty-student ratio 1:13; writing laboratory categories 1 and 3; attendance required of certain

people in definite courses and attendance required of referred students; laboratory open undesignated hours per week.

## WISCONSIN

Lawrence College: private control; student enrollment 803; faculty-student ratio 1:13; writing laboratory category 1; attendance required of certain people in definite courses; laboratory open 2 hours per week.

Wisconsin State College, Milwaukee: public control; student enrollment 1,725; faculty-student ratio 1:15; writing laboratory categories 3 and 5; attendance required of certain people in definite courses; laboratory open 8 hours per week.

Wisconsin State College, River Falls: public control; student enrollment 700; faculty-student ratio 1:11; writing laboratory category 2; attendance required of all students at one time or another; laboratory open 3 hours per week.



APPENDIX G

CONDENSATION OF THE WRITING CLINIC  
AN ELEVEN-PAGE PRINTED PAMPHLET DISTRIBUTED  
TO STUDENTS AT THE UNIVERSITY OF MIAMI

C. CONDENSATION OF THE WRITING CLINIC,  
AN ELEVEN-PAGE PRINTED PAMPHLET DISTRIBUTED  
TO STUDENTS AT THE UNIVERSITY OF MIAMI

(This printed pamphlet contains complete instructions for students enrolled in The Writing Clinic. In this clinic students may qualify for an examination required by The University of Miami in lieu of a formal course in composition.)

I INTRODUCTION (Student is urged to read pamphlet carefully.)

II REGISTRATION

- A. For the first term of his attendance, the newly-entering freshman must register for three credit hours in English 101.
- B. For the second term of his attendance, regardless of whether or not he has received credit in English 101, he must register for three credit hours in English 102. The reason for this arrangement is that, after doing the necessary work and passing the stipulated tests during the first term, a student passes not only English 101 but also English 102. He receives three credits for English 101 at the end of the first semester and three for English 102 at the end of the second semester. If he completes his work during the second semester, he passes both English 102 and 101 and receives the six credits. In either case these credits must be distributed over two terms so that the registrar may keep his records in proper order. **IMPORTANT:** A student should remember that he will not receive credits for English 102 until after he has registered for the course.
- C. If he does not pass English 102 during the second semester, the student must re-register in English 102 for the following semester and continue doing so for each subsequent semester until finally he passes and receives six credits.
- D. Transfer students with no credits in English composition should follow the procedure outlined in

A, B, and C above.

- E. Transfer students with two, three, or four credits and holdover students with no credits should register for English 102. If they do not pass, they should re-register for the course at the successive registration period until they pass. They then will receive the number of credits required to give them a total of six.

III IDENTIFICATION (Instructions to have photographer make a student activity identification card. Student taking final examination is required to show this card.)

#### IV BOOKS AND OTHER EQUIPMENT

- A. A student buys the following textbook and brings it to the Writing Clinic whenever he comes:  
Emery and Wight, Practice in Writing.
- B. If his instructor finds during the course that the student needs additional training, the student should purchase the following supplementary textbook: Grant, Bracher, and Duff. Correctness and Precision in Writing, Form D.
- C. He should also be supplied with a pen, a pencil, and 8 by 10 (or 8½ by 11) notebook paper. Paper of a smaller size is not acceptable.

V-XI (These sections deal with attendance, the process of instruction, qualification with instructor, the writing test, permit to take the objective examination, the objective examination, privileges and penalties.) Following is a condensation of these sections:

In each of the two rooms of the Writing Clinic, instructors are in attendance throughout the school day. They work with students individually in a tutorial manner. In each room there is also a supervisor, who not only instructs but answers technical questions and helps to bring together puzzled students and busy instructors.

After the instructor determines the student's needs he asks the student to work out pertinent exercises in his textbook or gives him a pertinent writing assignment. After a few minutes the instructor returns, reads his work,

points out his errors, and suggests pages for him to read or exercises for him to work out in order that he may rectify his errors.

A student attends the clinic, writes themes, works out exercises, and confers with his instructor until the time comes when his instructor adjudges him proficient in both the mechanics and the effectiveness of expression and capable of writing satisfactorily on the college level. The process may require two weeks, two semesters, or two or more years. When the instructor is satisfied that the student is ready, the student is given a writing test and an objective test. If he passes both tests he is given six units credit for English 101-102.

## XII OTHER ENGLISH LANGUAGE COURSES

Some students may wish to continue their English language study after the completion of English 101-102. They may either return to the clinic for additional instruction and for further practice in writing or register for one or more of the following courses: English 25 (semantics), English 251 (advanced composition), English 252 (modern English grammar), and English 354, 355, 356 (creative writing workshop). If they wish to do so, they may choose a minor in creative writing.

Entering Freshmen making a score higher than 130 on the Freshman English entrance examination may elect to take exemption from English 101-102, and to start their English schedule with English 201-202 and complete their degree requirements with the taking of six additional hours of elective courses in English number above 202.

**APPENDIX D**

**REFERRAL FORMS**



## WAYNE UNIVERSITY

Date \_\_\_\_\_

To all Members of the Teaching Staff:

As you read your examinations and fill out grade sheets, would you please write down the names of students whose final examinations were written in sub-university English. We are particularly interested in students who will be juniors and seniors next semester.

The Composition Clinic will consider this as a list of referrals and will ask these students to come in for special attention early next semester. For that purpose we should like the exam books or other written evidence sent along with the list to the Composition Clinic, English Department, 475 Putnam.

Student's Name	Identification No. (from grade sheet list)	Dept. or College and Course No.
_____	_____	_____
_____	_____	_____

## IOWA STATE TEACHERS COLLEGE

## Recommendation Form for Clinic

Quarter in School \_\_\_\_\_ 19 \_\_\_\_ Date \_\_\_\_\_ 19 \_\_\_\_

Name of Student \_\_\_\_\_ Recommended by \_\_\_\_\_

A. Principal Weakness in Composition:

B. Instructor's Estimate of Student:

Signed \_\_\_\_\_

Date Arrived at Clinic \_\_\_\_\_ Test Scores \_\_\_\_\_

Attendance:

History of Progress:

Grade at Time of Entrance \_\_\_\_\_ Grade at End of Quarter \_\_\_\_\_

**APPENDIX E**

**REPORT-TO-REFERRING-INSTRUCTOR FORM**



## E. SAMPLE REPORT-TO-REFERRING-INSTRUCTOR FORMS

## STOCKTON COLLEGE

Date \_\_\_\_\_

To \_\_\_\_\_:

This is to advise you of the fact that \_\_\_\_\_, a student in your \_\_\_\_\_ class, is in my English Laboratory group. If there is any way in which I may cooperate with you in helping this student in the writing or in the reading assigned in your course, please let me know. Helpful procedures might include the organization of ideas, better understanding of the reading assigned, format of letters, word study, etc.

I shall be glad to have suggestions from you at any time, pursuant to the good of the student.

Signed \_\_\_\_\_

English Referral Laboratory

## HOBART AND WILLIAM SMITH COLLEGES

## COMMITTEE ON THE USE OF ENGLISH

TUTOR'S REPORT

Date \_\_\_\_\_

To:

Name of Student \_\_\_\_\_ Course \_\_\_\_\_  
Hobart Wm. Smith

No. of Conferences \_\_\_\_\_ Inclusive Dates \_\_\_\_\_

Remarks:

\_\_\_\_\_  
Tutor\_\_\_\_\_  
Secretary

A COPY OF THIS REPORT TO SECRETARY OF THE COMMITTEE

## LOYOLA UNIVERSITY OF LOS ANGELES

## DEPARTMENT OF ENGLISH

ENGLISH CLINIC

FORM B

Date: \_\_\_\_\_

Dear \_\_\_\_\_:

\_\_\_\_\_, the student you referred to us has/has not reported to me at the English Clinic. We shall do our best to help him correct the deficiencies in English to which you called attention.

Signed: \_\_\_\_\_

SAN DIEGO STATE COLLEGE

READING-WRITING LABORATORY

TO :

FROM: Director of the Reading-Writing Laboratory

DATE:

\_\_\_\_\_, a student in your \_\_\_\_\_ class has reported to the laboratory for improvement in \_\_\_\_\_. This student has agreed to work with me twice a week during the rest of the semester. I should appreciate your making, from time to time, any suggestions about his work which you feel would be helpful.

Signed: \_\_\_\_\_

APPENDIX F

AUDIO-VISUAL MATERIALS FOR  
WRITING LABORATORIES

## F. AUDIO-VISUAL MATERIALS FOR WRITING LABORATORIES

### Films

Source: Coronet Films, Coronet Building, Chicago 1, Illinois.

Building an Outline  
 Describing an Incident  
 Developing Imagination  
 Do Words Ever Fool You?  
 Find the Information  
 How to Write Effectively  
 How to Write your Term Paper  
 Improve Your Handwriting  
 Learning from Class Discussion  
 Making Sense With Sentences  
 Propaganda Techniques  
 Spelling Is Easy  
 Watch That Quotation  
 Writing Better Business Letters

### Filmstrips

Source: Curriculum Films, 41-17 Crescent Street, Long Island City 1, New York.

Spelling I, Some Problems  
 Spelling II, Seeing, Hearing  
 Spelling III, Memory Aids  
 Spelling IV, Use of the Dictionary

Source: Popular Science Publishing Company, Audio Visual Division, 353 Fourth Avenue, New York 10, New York

How to Use an Encyclopedia  
 Presenting the Comma:  
   Part I, The Series  
   Part II, Loose Part of the Sentence  
   Part III, Loose Part of the Sentence  
 Presenting the Apostrophe  
 Presenting the Colon, the Semi-Colon,  
   and the Dash  
 Presenting Quotation Marks

Source: Society for Visual Education, 100 East Ohio Street, Chicago 11, Illinois.

Diagraming Compound and Complex Sentences  
Diagraming Simple Sentences  
Parts of Speech  
Penmanship, Parts I, II, III, IV  
Sentence Construction  
Your Capital Letters and How to Write  
Them in Cursive Writing  
Your Capital Letters and How to Write  
Them in Manuscript Writing  
Your Small Letters and How to Write  
Them in Cursive Writing  
Your Small Letters and How to Write  
Them in Manuscript Writing

Source: Visual Science, Box 599-HW, Suffern, New York.

How to Study

#### Recordings

Source: Linguaphone Institute, 30 Rockefeller Plaza, New York 20, New York.

Conversational Course in English--  
fifteen records adapted for foreign  
speaking students.

**APPENDIX G**

**SELECTED LIST OF TEXTBOOKS AND HANDBOOKS  
IN CURRENT WRITING LABORATORY USE**

G. SELECTED LIST OF TEXTBOOKS AND HANDBOOKS  
IN CURRENT WRITING LABORATORY USE

- Bachelor, Joseph M., Ralph L. Henry, and Rachel Salisbury, Current Thinking and Writing. New York: Appleton-Century-Crofts, Inc., 1951. 316 pp.
- Emery, Clark and William Wight, Practice in Writing. New York: William Sloane Associates, 1951. 302 pp.
- Grant, Phil S., Frederick Bracher, and Samuel E. Duff, Correctness and Precision in Writing. Boston: Houghton Mifflin Company, 1945. 192 pp.
- Hodges, John G., and Francis X. Connolly, Harbrace College Handbook. New York: Harcourt, Brace and Company, 1951. 494 pp.
- Jones, Easley S., Mildred Wallace, and Agnes Law Jones, New Practice Handbook in English. New York: Appleton-Century Crofts, Incorporated, 1949, 278 pp.
- Kierzek, John M., The Macmillan Handbook of English. New York: The Macmillan Company, 1947. 527 pp.
- Leggett, Glenn, G. David Mead, and William Charvat, Handbook for Writers. New York, Prentice-Hall, Incorporated, 1951. 378 pp.
- McCrimmon, James M., Writing With a Purpose. Boston: Houghton Mifflin Company, 1950. 624 pp.
- Newsome, Vern L. and Enola Bergh, Sentence Craft. New York: The Macmillan Company, 1952. 330 pp.
- Perrin, Porter G., Writer's Guide and Index to English, revised edition. Chicago: Scott, Foresman and Company, 1950. 833 pp.
- Warneck, Robert, Porter G. Perrin, and Harrison G. Platt, Jr., Using Good English. Chicago: Scott, Foresman, and Company, 1950. 387 pp.

**APPENDIX H**

**WRITING-LABORATORY ENROLLMENT FORMS**



## H. SAMPLE WRITING-LABORATORY ENROLLMENT FORMS

(These forms are considerably condensed. On the originals ample space is left for entries and each form is on a separate sheet or card.)

## SAN DIEGO STATE COLLEGE

PRELIMINARY DIRECTIONS TO STUDENTS ENROLLING IN THE  
WRITING LABORATORY

1. Fill in questionnaire.
2. Fill in schedule card. Indicate what you take when.
3. Read enclosed directions for regularly enrolled laboratory students carefully. Jot down any questions you may want to ask the instructor about them in your preliminary interview.
4. Have preliminary conference with the instructor and establish laboratory attendance hours.
5. Procure handbook (New Practice Handbook in English, by Jones, Wallace, and Jones) at bookstore. If you are a veteran and wish the veterans' administration to pay for the book, you must officially add English W to your program.
6. As soon as you get the handbook, read Section 31 and write, in accordance with its suggestions, a two- to three-page theme on one of the topics suggested in Section 31-D. Bring it to your next laboratory session.

## QUESTIONNAIRE FOR STUDENT ENTERING WRITING LABORATORY

Name \_\_\_\_\_ Address \_\_\_\_\_ Telephone \_\_\_\_\_

English Course, if any, now in progress \_\_\_\_\_

Professor's Name \_\_\_\_\_

Previous English courses, if any, professors, and grades:

---

Who or what interested you in the writing laboratory?  
(Referred by Professor Blank, saw bulletin in library,  
etc.) \_\_\_\_\_

In what kind of writing are you particularly interested?  
(Research paper, short story, letter-writing, themes, etc.) \_\_\_\_\_

---

What specific improvements do you hope to make in your writing?

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_  
4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

How many college units have you accumulated? \_\_\_\_\_

Grade point average? \_\_\_\_\_

How many units are you carrying now? \_\_\_\_\_

Are you a veteran? \_\_\_\_\_ What is your Major? \_\_\_\_\_

What is your occupational goal? \_\_\_\_\_

How many hours a week are you gainfully employed? \_\_\_\_\_

Can you come regularly, at least twice a week, to the laboratory during the rest of the semester? \_\_\_\_\_

#### DIRECTIONS FOR STUDENTS REGULARLY ENROLLED IN THE WRITING LABORATORY

1. When you come to the laboratory at regularly scheduled times, check attendance on the chart just outside the office door.
2. After you have signed attendance, procure your folder from the table, look to see whether or not there is a special assignment inside (there may not be one), and go to work at any table in the room. The instructor will endeavor to interview you about your work at some time during the period. He may not get to you every time.
3. You will usually take a diagnostic test at your first regular attendance. Begin a systematic study of those sections of the handbook which your diagnostic test indicates you need to study. The sections will be listed in your folder. Do first those sections underlined. As you complete the study of each section, look at the filmstrip which corresponds to that section. (The instructor will show you how to operate the projector.) Then do the exercise opposite the material studied in the handbook. Prepare your answers in columns on these paper as illustrated on the attached sheet. When you have completed a page of answers, leave it in the bottom tray outside the office door. After the instructor has checked your answers, he will go over them with you in conference.
4. Bring, from time to time, for the purpose of analysis and correction, written work returned to you by your instructors. Leave the papers in the bottom tray outside the office door.

5. You will prepare a correction notebook on errors noted in your written work. A sample page of the notebook is attached, with directions at the bottom of the sheet.
6. Choose a writing partner, someone who doesn't already have a partner, from among the other students who attend the writing laboratory at the same hours with you. Directions for writing partners are attached.
7. Keep these general directions and sample pages in your big three-hole notebook.
8. You are welcome to the use of the laboratory and its facilities at any time, whether or not you are scheduled to be here. You are particularly invited to view the filmstrips at any time, even though there may be a formal class in session.

SAMPLE ANSWER SHEET TO BE PREPARED ON EXERCISES  
STUDIED AS A FOLLOW-UP ON DIAGNOSTIC TEST  
(This is not a key; don't depend on these answers.)

	2C p. 45	21B p. 139	13B p. 103	19ABC p. 131	24B p. 151
1. yes		2	C	bad	F
2. no		1	U	slow	C
3. no		1	E	bad	C
4. yes		1	E	good	F

(Numbered column continues to 25.)

SAMPLE PAGE OF CORRECTION NOTEBOOK

4B

Use a semicolon between independent statements within a sentence (main clauses) not joined by and, or, but, for.

My First Ambition (name of theme)--You've buttered your bread; now eat it.

Keeping a Motor in Condition--Sooner or later pistons wear; then there is loss of power.

## SUGGESTIONS FOR WRITING PARTNERS

(Courtesy of Dr. Francis E. Drake, University of Minnesota)

You do not have to be an expert in English to help someone with his writing. Your job is to play the part of the reader. This is the secret of the partner method--to find out whether the meaning you get is the meaning your writing partner intended.

To save time you may wish to read your partner's paper by yourself before conferring with him. As you read, make notes on his manuscript. A question mark in the margin can indicate that a sentence seems awkward--that you get the meaning with difficulty.

Following are a few suggestions of what to look for and what to suggest in conference with your partner:

1. Confusion in meaning.
  - a. Reveal to your partner that you as a reader are confused: e.g., "Essay tests should not be used when short answer tests elicit similar mental processes and yet possess far greater objectivity in scoring."
  - b. Ask your partner to state orally what he means.
2. Overall organization. (Does the paper build understandably toward a recognizable objective?)
  - a. His immediate difficulty may be overall organization. Have him lay his paper aside, and talk over the total paper with him. Ask him to jot down the main ideas he wants to put over. This will serve as a rough outline.
  - b. If major points (within the paper) are well developed, total organization can sometimes be improved by shifting whole paragraphs around.
3. Consider word choice. Is he using "big" words? Is he using jargon? Suggest:
  - a. Replacing with simpler words. Use the dictionary to find the easier word.
  - b. Changing noun forms of verbs back to verb form.
  - c. Removing "jargon."
4. Consider sentence structure. Are the sentences too long and involved? Suggest:

- a. Breaking involved sentences into two or more sentences.
  - b. Putting main ideas into separate sentences.
5. Consider transition. Does the thought move easily from one point to another, or are there sudden jumps? Suggest: The need for an additional sentence as a transition device.
6. Consider the need for expansion with more familiar material. Is the total writing job on a high abstract level? Suggest:
- a. Using more specific examples.
  - b. Using quotations from experts.
  - c. Using other devices such as analogies and statistics.
7. Look for "show" in writing. Does the writer conceal meaning in big words? Does elaborate style confuse simple meaning? Suggest:
- a. Substitution of simpler words.
  - b. Clarification of real meaning desired.

WESTERN MICHIGAN COLLEGE OF EDUCATION  
KALAMAZOO, MICHIGAN

INTERVIEW SHEET

Name:

Writing Clinic

Rhetoric Class:

Rhetoric Instructor:

Clinic Periods:

1. Do you have any physical problems that might affect your writing or reading? (eyesight, hearing, or speech difficulty)
2. Do your parents speak a language other than English in your home?
3. Do you speak another language and did you learn English or the other language first?
4. What high school did you attend?

5. What was the enrollment of your high school?  
What class? (city, rural, or township)
6. Was it a private, public, or church school?
7. How many years of English did you have and what do you remember as to the kinds--writing, grammar, literature, speech?
8. What average grade did you receive in your English courses in high school?
9. What books do you remember reading during your four years in high school?
10. How long has it been since you were in high school?
11. Do you have any difficulty in learning to spell, in organizing and developing ideas, in recognizing grammatical constructions?
12. Define a theme:
13. How much total time would you spend in organizing, writing, and revising a theme of two or three pages written outside of class?
14. How many times would you revise or rewrite such a theme?
15. What should be more important in an instructor's grading of such a theme--spelling errors? the organizing and developing of ideas? grammatical constructions?
16. On an impromptu theme written in class, how much time would you spend organizing and thinking about the topic before actually writing?
17. On the same impromptu theme, how much time would you allow to check over errors after finishing your writing?
18. What is the longest theme, or term paper, you ever wrote?
19. Approximately how many essays, themes, or book reviews did you write in high school?

20. Did you do any debating, dramatics, speech work, or newspaper work in high school?
21. What career do you hope to follow?
22. What are your hobbies?
23. In your opinion, are you a slow, average, or fast reader? Why do you so rate yourself?
24. What magazine do you read regularly?
25. Do you prefer to read fiction or articles? Specify.
26. Do you read a newspaper daily? Comics?
27. In your opinion, what are the differences between newspapers and magazine writing and more serious fictional and non-fictional writing?
28. Were you in the military service? What branch? What countries did you visit? What states?

### SAN FRANCISCO STATE COLLEGE

#### YOUR WRITING BACKGROUND

These questions are designed to help you discover in your own life and experience sources for compositions that may be required of you in the Writing Laboratory and in English 6.1 and 6.2. Make your answers as detailed and accurate as you can, and use complete sentences and full paragraphs wherever possible.

1. Your name, age, and place of birth.
2. Name and describe your hometown. Is it a large city, a suburban community, or a small town.
3. What high school did you attend? Did you enjoy your years there? Do you consider it a good school? Why?
4. How did you do in your English courses in high school? Did you enjoy them? Or hate them? Why?
5. Have you written many stories or articles for English classes or for school publications? Which do you

- consider the best paper you have written, and why?
6. Can you spell? Are you good, average, or terrible?
  7. How about punctuation?
  8. Or grammar? (Agreement of subject and verb, handling of pronouns, use of adjectives and adverbs.) Can you tell a sentence from a sentence fragment?)
  9. What do you think are your chief difficulties in writing?
  10. Did your parents speak another language at home? Were you able to adopt this language so that you can understand it today? What other languages have you studied, and how much do you think you know of them?
  11. What magazines and newspapers do you read consistently?
  12. What is your favorite newspaper comic strip? Do you read comic books often?
  13. How often do you go to the movies. Name at least three of your favorite films.
  14. Do you listen to the radio? Or watch television? For approximately how many hours in an average day? What kind of program do you prefer?
  15. Which two of the following subjects interest you the most? Which interest you the least?
 

Poetry	Painting
Politics	Automobiles
Sports	Jazz Music
Classical Music	Movies
Novels	History
Religion	Science
Theater	Ballet
  16. Which "front-page" story have you been following most closely in recent issues of the newspaper? Why?
  17. Which foreign country (or city) would you visit if you had the opportunity? State your reasons.



18. Name a person you have met whom you have found exceptionally interesting, worthwhile, or out-of-the-ordinary. Describe where and how you met him and why you were so impressed.

**APPENDIX I**

**DIRECTIONS FOR STUDENT ASSISTANTS**

I. DIRECTIONS FOR STUDENT ASSISTANTS IN THE  
WRITING LABORATORY AT SAN DIEGO STATE COLLEGE

1. In order to familiarize yourself as soon as possible with materials, actually enroll yourself in the writing laboratory.
2. Take the diagnostic test.
3. As soon as the student assistance appropriation is assured, go to the business office for loyalty oath, etc. Bring your tally sheet for posting in the laboratory.
4. Please keep conversation to a minimum in the laboratory. When you need to talk to the instructor or to a student, do so in a closed office if possible.
5. Be tactful, but permit no talking among the students. Help maintain an atmosphere conducive to study.
6. Take the initiative in enrolling new students and in interviewing students regularly enrolled as well as those who drop in with a specific problem. Sometimes it will take all hands to interview everybody during the period. However, don't hesitate to refer questions to the instructor. Don't be afraid to say, "I don't know."
7. Keep material left in the bottom tray graded and placed in appropriate folders.

APPENDIX J

TRANSCRIPTION OF A TAPE RECORDING  
BETWEEN A WRITING-LABORATORY INSTRUCTOR AND A STUDENT

J. SAMPLE INTERVIEW BETWEEN  
A WRITING-LABORATORY INSTRUCTOR AND A STUDENT

(This appendix is a transcription of a tape recording of an interview between Dr. William D. Baker, Director of the Writing Improvement Service, Michigan State College, and Barbara Gould, one of his students.)

This is William Baker, Director of the Writing Improvement Service at Michigan State College. Going on this tape recording is an interview with Barbara Gould, who is a freshman student at Michigan State. She is in her third quarter. I asked her late in the interview how well she had done in her writing work, and she said she had done C work. Actually it was around C-minus or D work. She did a paper for her instructor in the third quarter and the instructor rated it an F, whereupon she came in to see me to see what she could do about improving it. I didn't explain to her that I was going to tape record what we were talking about. I merely set her down and turned on the tape recorder and began to go to work. What follows then is what would ordinarily be a typical interview with a student, no special preparation for it whatsoever.

Before I begin the interview, I would like to make two additional comments to the long questionnaire which you sent. First of all, I have played around with this tape recording business for quite a bit now. When you requested a tape recording, we began to do some experimental work and the more I have played with it the better I feel about it because I find that students are pretty interested in the gimmick and they like to hear their voices coming back; and if you can have a talk with them for, say, ten or fifteen minutes and then let them listen and see themselves or hear how non-specific they are and hear the questions that are asked them, they can begin to feel the kind of thing that is missing. They get a lot of good out of it, and I think that through your questionnaire which asked for a tape recording we picked up a new device, a new technique, which I find is extremely effective.

The other thing I would like to add is that yesterday, May 7 [1952], the faculty of Michigan State College passed a resolution stating that any member of the faculty can refer to the Writing Improvement Service a student whose writing he feels is deficient, and the student will then not be allowed to graduate until his work in the writing improvement service shows that he has sufficiently

progressed from this deficiency. This means quite a thing to us. For a long time now we have been trying to operate without any teeth whatsoever on an entirely voluntary basis, and in many cases when students were referred they felt that the teacher had a chip on her shoulder or a grudge against them or something and didn't--and that they were really writing all right. Now they are required to stay in the writing service until they do good work. This means probably that we will have close to five to eight hundred people in writing service next year, which is a considerable increase over our approximate three hundred and sixty this year.

Now for the interview. Barbara has just begun to read her paper entitled "An Evaluation of a Panel Discussion on Lowering the Drinking Age."

Barbara. We all know the outcome of prohibition. The effect of alcohol beverages on the physical body was given also. The comparison between foreign countries and the United States, the panel discussed the few foreign countries in which alcoholic beverages are an everyday habit and with no effect on their body or life expectancy. Authorities say that within the United States three per cent beer is harmless and stronger beverages are bad on the nervous system. One would think that before they could compare the foreign countries and the United States you must compare the alcohol content in the beverages. The question was brought out as to whether three per cent beer should be served to minors and then stronger beverages when they reach the age of twenty-one. He wouldn't have to sneak out to get it so they (pause) wouldn't have to sneak out to get it. I think this is a good point because you would bring the minors into homes and to other respectable places. The morals of people that are under the influence of alcohol were touched lightly by the panel discussion. This is one of the main reasons why alcohol is not sold to minors. (Pause) That's all.

Baker. Well, let's start at the beginning and see. The problem discussed was to what extent should minors be restricted in drinking alcohol. The members of the panel were as follows--weren't you on it?

Barbara. No, see this is a report on another panel.

Baker. Oh, I see. That is a good idea. Now the first sentence here says that the history of alcohol was

given to the time of prohibition. Any special reason why these have to be like that?

Barbara. No, I don't think so.

Baker. What do you mean by that was given?

Barbara. Well, they reviewed the history of prohibition--what it had been before prohibition.

Baker. Well, yes, that's better. The word reviewed here instead of given. The main thing is all the way through to put there--to get as specific details in as possible to make it as clear by using as specific details as possible. And actually you didn't give anything. That is a loose term you used in the report. In this case they reviewed the history of alcohol from 1919 to the present, and you might explain then that 1919 was when prohibition, the law, the Volstead Act, first came in. I think it was the Volstead Act. Anybody bring that into the panel?

Barbara. No, they didn't.

Baker. I think that is what prohibition was, the Volstead Act. The panel brought out the fact that prohibition didn't work. Is there any other way you could say that? (Pause) Well, let's connect it a little better to the first sentence here where they reviewed it. What did they discover in their review?

Barbara. That they tried to stop people from drinking and...

Baker. Who are "they"?

Barbara. The panel.

Baker. No, not in that sentence. Is it the government?

Barbara. The government, yes.

Baker. The government agents.

Barbara. And it didn't work and they were trying to see if...

Baker. What happened? What do you mean "it didn't

work"?

Barbara. The people drank anyway.

Baker. How were they able to do that? The government prohibited it.

Barbara. You could say by the same way that the minors do now, by sneaking around.

Baker. Well, all right. Let's get in some specific details. How in the history of alcohol--or its repression, really--it is not the history of alcohol--it is repressing, keeping people away from alcohol--it didn't work. They found out that prohibition didn't work during the Volstead Act--during the time of the Volstead Act, and this was repealed in 1932--or 1933 it was repealed. Why is that significant to the question the panel was discussing. You already told me. Just tell me again. I am trying to get you to tell me again.

Barbara. Why that didn't work?

Baker. We know why the Act didn't work. So what? Why did the panel discuss the history of the Volstead Act, if you want to call it that?

Barbara. Just to compare it with the minors to show that people snuck around to get alcohol during prohibition and that is the way the minors do it now regardless of whether it is legal or not.

Baker. I think you said regardless of whether it is legal or not. We still need something to indicate further whether it is legal or not. (Pause) Does this next sentence add anything toward the whole paragraph--to the whole paper? Read it out loud.

Barbara. It is a pretty good point because everyone knows that minors drink and also people did drink during prohibition so the effect applies just to make it legal. (Pause) It doesn't add much. It is a little bit confused.

Baker. Well, I am not sure that the effect of law does make it legal; it makes it illegal, doesn't it. I am not sure what you mean by "the effect of law." This here, "so the effect of law is just to make it legal." What do you mean?



Barbara. Well, if they did raise or lower the drinking age to eighteen, well, eighteen-year-olds are not going to be drinking.

Baker. Who are "they"?

Barbara. The government.

Baker. State or country actually?

Barbara. It could be the state.

Baker. You mean if they did it...

Barbara. Yes. That's the only effect because eighteen-year-olds drink now. I mean it would first make it legal.

Baker. If they made a law, is that what you mean?

Barbara. Yes, if they made a law stating that...

Baker. Well, the effect of a new law will now-- O. K. Now you've got it. So the effect of a new law stating that eighteen-year-olds can drink--you've got to have that in there or I won't understand what's going on. I think that stating that--see what I mean by being specific?

Barbara. Yes.

Baker. If eighteen-year-olds could drink would make it--what do you mean by "it"? Let's be specific here.

Barbara. Make drinking legal. The effect of a new law stating that eighteen-year-olds could drink...

Baker. Would be--it isn't in there, but you should say "would be."

Barbara. Would be just to make it legal for drinking for eighteen-year-olds.

Baker. Yes, would probably make what is now practiced legal.

Barbara. Yes.

Baker. That's about what you mean, isn't it?

Barbara. Yes.

Baker. Would be to make... (Pause) Now that next sentence, read it.

Barbara. If they would make it legal for minors to drink, then that way would improve minors.

Baker. Now, can you say that in another way without looking at it?

Barbara. The panel didn't give any solution to the problem.

Baker. What problem?

Barbara. Of eighteen-year-olds drinking.

Baker. Well, you have just been talking about one solution through the law.

Barbara. Yes, the law that would make legal what is now in practice.

Baker. Well, did the panel give any indication of how to make things better than they are now.

Barbara. No.

Baker. Well, here's a question, too. Isn't it true that if there were a law, then they wouldn't have to break the law to drink; they could drink without breaking the law, and isn't it an improvement if you don't have to break the law? Isn't that some improvement?

Barbara. Yes.

Baker. So that there is some improvement. The panel didn't say anything about how it might improve matters, but if they went about to make the law, then it would improve things, wouldn't it? What I think you mean is that you would still have some people going out and getting drunk, law or no law, age or no age, it doesn't matter if they are eighteen or twenty-eight or thirty-eight. They are going to get drunk. That is about what you mean?

Barbara. Yes.

Baker. We all know the outcome of prohibition--I don't see how that sentence fits on there. No, I think you could leave that right out. Fine. (Pause) The effect of --will you read that?

Barbara. The effect of alcohol beverages--

Baker. Alcoholic.

Barbara. The effect of alcoholic beverages on the physical body was also given.

Baker. The effect that--

Barbara. The effect that alcoholic beverages have on the physical body was given for foreign countries and the United States and then compared.

Baker. All right. Now in here we have this "given" business the same as we had before. We used reviewed before. We can use that one again. (Pause) Well, I do not know quite what you mean--on the physical body was given for foreign countries and the United States. What actually did they give? What figures did they give?

Barbara. Well, they just told that in some foreign countries they drank every day and it didn't have any effect on their body. And then they told about the effect that in the United States of some alcoholic beverages.

Baker. Did they say why?

Barbara. No.

Baker. Was there any particular reason why? Aren't bodies the same all over the world. Is the arm of Italians any different from the arm of an American?

Barbara. No.

Baker. Well, why is it different?

Barbara. It must be the alcohol content or the way they make the beverage.

Baker. Yes, that could be it. That could be it. What do you think? Have you ever known anybody or have you ever been overseas yourself, or known anyone who was?

Barbara. My brother is overseas right now.

Baker. Where is he?

Barbara. In Germany.

Baker. I am not sure about Germany. Was he in Italy or France?

Barbara. He was in France.

Baker. Did he ever speak about drinking water?

Barbara. No, because the water over there is condemned.

Baker. What do they drink then at meals?

Barbara. They drink wine.

Baker. Well, what about little babies? Four or five year old kids, what do they drink?

Barbara. Wine. They drink wine, too.

Baker. Well, if it is contaminated for the adults, the water must be contaminated for children, too. They must drink wine, too. If you drink from the time you are four or five years old, what happens to your body?

Barbara. It gets immune.

Baker. It gets immune. It gets used to it, yes. And besides that, the wine does not have the alcoholic content that for the most part ours does. Well, you have got to say that; otherwise what you have said brings a question to many readers' minds. What do you mean?

Barbara. They brought up that the water over there was condemned so that they had to drink wine.

Baker. That is why in India the same idea is behind the fact that India does not have malaria, that everybody over there does not have malaria. The germs are all over the place over there, but they drink water out of the Ganges River, which is malaria infested, and so they get immune to it. See?

Barbara. Yes.

Baker. And so the malaria germs are all around and they get used to them. As a way of life it is not so nice but-- (Pause) Discussed a few foreign countries where alcohol drinking is an everyday habit with no effect on the body or life expectancy. Authorities say that in the United States three per cent beer is--three point beer you have to say it, meaning--what does that mean?

Barbara. Three per cent beer and the rest is water?

Baker. It means three per cent alcohol.

Barbara. Yes.

Baker. You have to say that then. Three point beer is harmless for whom? How much of it? If I drank a whole gallon of it, would it be harmless?

Barbara. It would have some effect.

Baker. You would have to qualify it then. To say, moderate amounts of three point beer is harmless and strong beverages are bad for the nervous system. One would think that before they--I asked you a couple of times who "they" were--the authorities can compare foreign countries with the United States--these people up here, medical authorities are they?

Barbara. Yes.

Baker. Then you had better say medical. See, all the way through we are being specific, and we are qualifying words by putting more words in to make it clearer. The foreign countries with the United States--there must be a comparison of alcohol content in effect--probably "alcoholic" all the way through. Then before all the things are given now, the question was brought up as to whether to serve three point beer to minors and then stronger beverages when the age of twenty-one is reached. How else could you say that now? How would you say that if you were just telling me about the thing?

Barbara. If minors were allowed to drink?

Baker. Eighteen-year-old minors, wouldn't you say?

Barbara. Yes, if eighteen-year-old minors were allowed to drink point three beer and when they reached the age of twenty-one... (Pause)

Baker. Well, you could start off--the panel wondered if--because that is what they did, isn't it?

Barbara. Yes.

Baker. Then what did they wonder?

Barbara. If minors, eighteen-year-old minors, were allowed to drink three point beer and stronger beverages when they reached the age of twenty-one--

Baker. If this would be a solution to the problem?

Barbara. Yes.

Baker. Well, then you would have to say that to make it clear again.

Barbara. The panel wondered if a solution to the problem would be that they allow the three point beer to be served to minors with stronger beverages when they are twenty-one so that they--

Baker. Let's see now, who are "they"? The minors?

Barbara. Yes.

Baker. Well, say it then.

Barbara. The minors wouldn't have to sneak to get it.

Baker. This is g-e-t. How do you pronounce that? Git or get?

Barbara. Get, isn't it?

Baker. Oh, it is not too important a point. I noticed in here when you first read this whole thing you said git instead of get.

Barbara. Git instead of get!

Baker. I think this is a good point because maybe it would bring the minors into homes or to soda fountains. Well, they would be in bars, wouldn't they? They don't serve beer in soda fountains.

Barbara. Well, that is what they brought up that if it was only three point beer they would probably serve it in soda fountains.

Baker. Oh. Well, that is a good point. It would bring the minors to homes or to soda bars or soda fountains where three point beer would be served instead of on a back road or in places like Joe's Joint or Dinty Moore's or the bars in town--I would say, rather than "other places that are not so good." That is pretty vague. Make it specific even if you have to make up a name of a place. Then the next one, the morals were touched lightly, lightly upon it says here. But you have got to say, the panel discussed. The panel then discussed the morals of people under the influence of alcohol, or the class discussion brought up the question of the morals of people--

Barbara. I was trying to bring out that the panel didn't say anything about the morals of people, but in the discussion afterwards--

Baker. Is this a criticism of the panel?

Barbara. Yes.

Baker. I would say then that the panel neglected to make a statement about the effect of alcohol on the morals of people. This point was brought out in class discussion, however. I don't know if you would have to say this--and the class felt that the moral problem, the question of damaging morals, or the fact that alcohol may damage the morals is a good reason for not selling it to minors. And then all the way through, it is much more specific. Whenever you use the word this, that is not a very specific word. Why use this and it and they all the way through?

Barbara. That is what I do in all my writing.

Baker. Why do you do that?

Barbara. I don't know. I usually just do it.

Baker. Has this point ever been brought to your

attention before?

Barbara. Not until this year when I was doing some articles.

Baker. Now let's see the final paragraph. "On the whole the Panel--this does not have to be capital--was very interesting and brought out some excellent points. Each member of the panel came well prepared and brought out the facts effectively." Well, except for the fact that you used this "brought out" twice, it is not bad. You have to find another word for that. Then if the theme as we have gone over it was the one that was handed in, I would say that it would have covered the subject pretty accurately. Do you know what I would like to have you do? I would like to have you rewrite that theme and bring it in a week from today at this time, to see how specific you could make it. You could add anything you wanted to, or take out some of the stuff, change some things we have said. Make of it whatever you want to do with it, but see how good a theme you can do. Then proofread it really carefully before you bring it in.

Barbara. Yes, that's what I needed to do here.

Baker. Yes, you didn't cross t's and little things like that. It is just a proofreading matter. It is not serious except that professors don't take kindly to that kind of thing for the most part.

Barbara. A few of these words which I misspelled are pretty bad, too.

Baker. No, I don't think your spelling is too bad. You spelled some of the tough words correctly, so it is carelessness probably; and nothing specially work with sentence structure--it is the specifioness that isn't so good.

Barbara. I know what I want to say, but then I just don't put it down.

Baker. Yes. How long did you take to write that?

Barbara. Let's see. Well, we took notes on it in class and then I wrote it that night.

Baker. Well, how long did you spend on it?



Barbara. Well, it took me about three hours to make a rough copy.

Baker. Well, that is probably par for the course. Most people--well, I don't know if they would spend that much time on it. That is the first written assignment that you did for the course here, is it not?

Barbara. Yes.

Baker. How did you do in the first quarter in writing?

Barbara. Well, in my work I got mostly C.

Baker. Well, do you think it will be worthwhile to revise this?

Barbara. Yes, I think so.

Baker. Has it been helpful to go over it?

Barbara. I think that if I got on to the idea of how to make things specific, that I mean whatever I write, I will improve. If I get on to that, it will help me to improve.

Baker. Okay, then, you bring it in next Thursday.

APPENDIX K

JURY OF EVALUATION

## K. JURY OF EVALUATION

(The following persons were nominated by cooperating writing-laboratory instructors to evaluate the data gathered in this study. Their evaluations are reviewed in Chapter VII.)

Case, Keith E., Ph.D., Chairman, Communications Division; Chairman, Department of Basic Communication; Associate Professor of English; The University of Denver.

Frost, Vernon R., M. A., Director, School of Communications; Professor of English; The University of Washington.

Hanawalt, L. L., Ph.D., Chairman, Department of English; Professor of English; Wayne University.

Harper, George M., Ph.D., Assistant Supervisor of General College English; Instructor of English; The University of North Carolina.

Hickok, Benjamin B., M. A., Assistant Professor of English; Michigan State College.

Householder, Frank C., M. A., Chairman of Rhetoric Committee; Assistant Professor of Rhetoric; Western Michigan College.

Huber, C. M., Ph.D., Dean of Instruction; Professor of Education; New Jersey State Teachers College at Montclair

Leggett, Glenn H., Ph.D., Director, Freshman English; Associate Professor of English; The University of Washington.

Lyon, Judson S., Ph.D., Assistant Professor of English; Chairman of the College Committee on Student English; Dartmouth College.

Mills, Barriss, Ph.D., Professor and Head, English Department, Purdue University.

Moore, Robert H., Ph.D., Associate Professor of English Composition, The George Washington University.

Neal, Julia, M. A., Associate Professor of English, Florence State Teachers College.

Oliver, Kenneth, Ph.D., Chairman, Department of English and Literature; Acting Director of Graduate Studies; Professor of English; Occidental College.

Perrin, Porter G., Ph.D., Professor of English, The University of Washington.

Roberts, Charles W., Ph.D., Professor of English; Executive Secretary, Department of English; The University of Illinois.

Rodabaugh, Delmer J., Ph.D., Assistant Professor of English, The University of Minnesota.

Taverner, Margaret, M. A., Assistant Dean of Students, Stockton College.

**APPENDIX L**

**STUDENT-EVALUATION SHEETS**

## L. SAMPLE STUDENT-EVALUATION SHEETS

The University of DenverWriting Laboratory Evaluation Sheet

Instructions: Place a check mark within the parentheses corresponding to the way the question applies to you.

1. What was your attitude toward the Writing Laboratory when you entered? Enthusiastic ( ) Grateful for the opportunity to receive additional help in writing ( ) Indifferent ( ) Resentful ( )
2. What is your attitude toward the Writing Laboratory at the end of the quarter? Enthusiastic ( ) Grateful for the opportunity to receive additional help in writing ( ) Indifferent ( ) Resentful ( )
3. Which method of Writing Laboratory instruction do you feel is the most effective for you? Lectures ( ) Individual work assignments ( ) Combination lecture and exercises ( ) Other \_\_\_\_\_
4. To what extent has the Writing Laboratory affected your confidence in your writing ability? Increased ( ) No change ( ) Decreased ( )
5. To what extent do you feel that the Writing Laboratory instruction has helped you in your other classes? Much ( ) Some ( ) Little ( ) None ( )
6. Since attending the Writing Laboratory, what comments on your writing have you received from your class instructors? (Room is left for a three-line statement.)
7. What is your overall estimate of your Writing Laboratory experience? Very helpful ( ) Some help ( ) Waste of time ( )
8. What suggestions do you have for improving the Writing Laboratory assistance? (Please write a paragraph.)

San Diego State CollegeWriting Laboratory Evaluation Sheet

\_\_\_\_\_, 195 .

1. Do you feel that the laboratory has been of help to you in your regular course work?
2. If so, in what respects have you been helped the most?
3. Can you list aspects of your work which might have been helped had we been aware of the problems and applied ourselves to them?
4. Can you further account for any failure on the part of the laboratory?
5. What aspects of the laboratory work do you like?
6. In what ways do you feel that the laboratory, in its physical setup or in its procedure, could be improved?

(Ample space for answering questions is left  
in the original.)