

# Consolidation of Language

## GRADE II — END OF PUBLIC SCHOOL

The Committee charged with the Canadian Teachers' Federation Survey in English is anxious that every teacher in Canada should assist in this nation-wide movement, which has been initiated by the teachers themselves. As we wish to discover what is actually being done in our schools will you answer the questions in relation to your own work. Space is provided for remarks and criticisms, and these together with the information collected will be, we believe, of no small value in determining future educational practice. Your considered reply to this questionnaire will therefore be a real contribution both to a most vital field of education, and to the advancement of the professional standing and prestige of teachers throughout Canada.

Name and Type of School.....

Name of Teacher.....

Grade or Year.....

Number of Pupils enrolled in your class..... Date.....

### 1. GENERAL.

1. Underline which of these subjects you teach separately:—oral composition, written composition, spelling, grammar, reading, literature.
2. Is "Composition" (i.e., correctness in mechanical parts of writing, spelling, punctuation, grammar) considered in other written work?.....  
In what way? (e.g., insistence on correction of all errors, deduction of marks, inspection of written work in other subjects by English specialist).....
3. In what way is grammar studied?  
(1) as a formal subject.....  
(2) only where needed to help explanations of correct forms.....
4. How much grammar is studied?  
grade or age..... work covered.....

5. If a text is used, give the name.....

6. To what extent is the study of formal grammar helpful?.....

Remarks.....

### 2. ORAL ENGLISH.

1. Do you consider oral or written English more important in school work?.....  
To which do you devote more time?.....
2. How do you cope with:—...  
(1) Small, inaudible voices and lazy diction?.....  
(2) Monotony in speech?.....  
(3) The tendency to "sing" in unison in oral work?.....