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THE FUNCTIONAL APPROACH TO THE TEACHING OF
ENGLISH GRAMMAR IN THE SEVENTH GRADE, HOURLASS
JUNIOR HIGH SCHOOL, SAN ANTONIO, TEXAS, 1953

ALEXANDER

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THE FUNCTIONAL APPROACH TO THE TEACHING OF ENGLISH GRAMMAR
IN THE SEVENTH GRADE, DOUGLASS JUNIOR HIGH SCHOOL
SAN ANTONIO, TEXAS, 1953

By

Helen Vernice Alexander

A Thesis Submitted in Partial Fulfillment
of the Requirements for the Degree of

Master of Arts

In The

Graduate Division

of

Prairie View Agricultural and Mechanical College
Prairie View, Texas

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BIOGRAPHY

The writer, Helen Vernice (Harrison) Alexander, was born December 25, 1916, in San Antonio, Texas. She attended public school in that city, and was graduated from Douglass High School in 1930. She obtained the Bachelor of Science degree (Education major; English minor) from Wiley College, Marshall, Texas, in the year, 1937.

Her teaching experiences include Temple, Texas; Columbus, Ohio; and San Antonio, Texas.

She was married to Aaron C. Alexander on January 18, 1943.

Her graduate study was begun at Prairie View Agricultural and Mechanical College, Prairie View, Texas, in the summer, 1950.

DEDICATION

To: My Mother, Mrs. L. K. Sumler
and
My husband, Aaron C. Alexander

Because: Their love, inspiration, and
encouragement never faltered.

ACKNOWLEDGMENT

The writer is most grateful to the following:

Miss Anne L. Campbell, Head, Dept. of Eng.
and Romance Languages;

Mr. Murrill Bishop, Supervisor of English,
San Antonio Public Schools; and

Her Co-Workers at Douglass Junior High
School, San Antonio, Texas.

All these persons have been most helpful in providing helpful advice, constructive criticism, material from their personal libraries, and insight into their broad experience. Without these aids, the writer would never have succeeded.

- H. V. A.

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II

PUPIL NEEDS IN THE SEVENTH GRADE, DOUGLASS JUNIOR HIGH SCHOOL

The problem of facing a new situation in transferring from elementary school to junior high school is, in all probability, an immense one for the pupil.

For most children entrance into junior high school means a change in school environment. This change is not merely in physical environment; the academic pattern is different, and the social setting changes and expands. Frequently pupils in one junior high school are drawn from several elementary schools. They are in consequence faced with the necessity of forming new friendships and associations, of meeting new problems of personal adjustment, acquiring status among strangers, achieving security and satisfaction in a more complex world. At the same time the school's program calls for greater independence, often through variety and consequent choice of activities, frequently by a greater distance of the school from pupils' homes.¹

The magnitude of the problem of adjustment for the students is hardly less in size for the teacher. Particularly does this seem to be true for the writer in her teaching experiences. Each new group of pupils presents a challenge; produces fear of her being unable to satisfy their needs in the light of community and school expectations; and provokes within her a new determination to succeed in her responsibility to help the beginning seventh grade students to appreciate their English-class experience.

In the light of the following definition by Pooley, the beginning junior high-school pupils had already mastered the business of communication. According to Pooley:

¹The Commission on the English Curriculum of the National Council of Teachers of English, The English Language Arts, Vol. I, New York: Appleton-Century-Crofts, Inc., 1952, p. 112.

Communication occurs when a meaningful signal passes from a sender, who originated it, to a receiver, who understands it. In ordinary communication the sender transmits his message by signs, by speech, or by writing. To accomplish his end, the sender must have, of necessity, something to communicate and a medium of transmission. The medium, is for all but the most elementary types of communication, spoken and written language.¹

However, certain improvement in the pupils' communication could be made, and it was in this connection that a determination of the pupil needs in the seventh grade became necessary. In seeking to devise some manner by which it would be possible to determine improvement in the English grammar usage of the seventh grade pupils, the writer administered tests, had the pupils write themes, made notes of their oral grammar uses, and had interviews with the pupils from time-to-time. The teaching procedure in the class was designed to permit freedom of expression in speaking and in writing in an attempt to help the students become less conscious of "formal" rules of English. This was done with the view of helping the student become less inhibited in the class.

Since all instruction in usage should be based upon the major needs of the pupils in each class, it is important at the outset to discover what these needs are. Tests for this purpose are called diagnostic tests, and are constructed to reveal for each individual pupil the number and kinds of faulty usages and undesirable language habits which are characteristic of his speech and writing. The teacher who possesses this information can plan class activities which will meet the needs of the greatest number of pupils, and can give particular help to pupils having exceptional or peculiar difficulties. Diagnostic analysis can be made of spoken English and of written English.²

¹Robert C. Pooley, Teaching English Usage, New York: Appleton-Century-Crofts, Inc., 1946, p. 25.

²Ibid., pp. 241-242.

In following the procedure mentioned in the foregoing paragraph, the pupils were administered the "Pressey English Test For Grades 5 to 8, Form A". This test is designed to give the teacher detailed, diagnostic or analytic information with regard to each pupil's knowledge of capitalization, good usage, punctuation, and sentence structure (see Appendix A). The test is based on a statistical study of common English usages in periodicals, newspapers, and business letters, as well as other written work of both children and adults. For convenience in analyzing the results, the sentences in the test have been grouped, where possible, according to the certain rules in English grammar which formulate important practices. This grouping enables the teacher to locate the specific difficulties of each pupil and of the class as a whole.

Table I, which appears on the following page, indicates that the pupils in the seventh grade class to whom the test was administered, were weakest in the area of punctuation, first; and in the areas of sentence structure, second. However, the table indicates, also, that the class as a whole was weak in all areas - capitalization, good usage, punctuation, and sentence structure - therefore, whatever methodology was employed in teaching English to the class would, of necessity, have to cover all four areas covered by the test.

The writer recognized that the test scores alone did not serve as a total indication of the students' abilities or lack of abilities in English grammar. It was felt that having the students to write a paragraph involving their personal experiences would serve to reveal

Table I
Seventh Grade Students' English-Usage Weaknesses
As Revealed On Test

Pupil Number	Weakest Area of Performance on Test			
	Capitalization	Good Usage	Punctuation	Sen. Struc.
1			X	
2			X	
3		X		
4			X	
5				X
6				X
7	X			
8			X	
9			X	
10*	X		X	X
11	X			
12				X
13				X
14			X	
15			X	
16			X	
17	X			
18	X			
19	X			
20				X
21				X
22		X		
23				X
24*		X	X	
25		X		

*Pupils whose weakest scores occurred in two or more areas; in the above Table, pupil number 10 and pupil number 24 made a score of "zero" in the areas indicated.

their difficulties in language usage. The writer did not wish to have the written work done aimlessly; therefore, she used the following check list supplied by Berger¹ in her evaluation of techniques in written expression as applied to the teaching of English:

1. Did it arise out of class activities?

¹Max Berger, "A Check List for Self-Evaluation of Techniques in Teaching English", The English Journal, Vol. XLII, No. 4 (Apr., 1953), p. 9.

2. Did it provide an avenue for free expression? Did it stimulate the imagination?
3. Was it personal?
4. Was it used as a vehicle for improving skill in written expression?
5. Were errors corrected?
6. Was the student held to standards of acceptable form and usage?
7. Did the student realize the importance of clear, effective written expression?
8. Were diagnostic tests used to discover basic student weaknesses in written expression?
9. Was practice provided for the improvement of weaknesses?
10. Were students encouraged to write creatively?
11. Was written work tied up with such school activities as the newspapers, posters, election slogans, contests, and work in other subjects?
12. Was written work tied in with present personal needs? With future employment?
13. Was composition work tied in with spelling, reading, literary appreciation?

In beginning the writing experiences of the pupils at the junior high-school level, the writer felt that her beginning students would have been told (by older students) what to expect upon entering school. The class was asked to write what "they" (the older students) said.

The following was written by one pupil:

"They Said"

That the older pupils were going to stick pins in us. That we were going to be throw to the dogs next door. That we would be put on the hot slide and made slide down. That girls who wore Jean would be stuck. That each day after school, they would beat us. That the teachers would make the children imitate us, if we talked correct English. The 9th graders were going to make the boys hug the girls when they reached Pittman Sullivan Park. If we refuse we would be belted.

The writer was aware from the pupil's account above of what "they said", that the pupil had revealed a great deal of feeling in her repeating what had been said. What the pupil had written involved the "self", and therefore, the writing was actually an "ego involved" account. In this regard, Dorothy E. Sonke states:

..."One function often not recognized by youthful writers but of importance to the teacher is the production of satisfaction and release. Of this the student may gradually become aware, learning to 'write out' his problems. Freedom to write on individual and other adolescent problems suggests assurance that such concerns are worthy of attention; that is, the writing dignifies the problem.¹

Not all the pupils wrote on what "they said". Some of them chose to write on aspects of their new environment, such as: "The Main Building"; "The Home Making Building"; "Our Cafeteria"; "The Woodwork Building"; "Gym"; "The East Side"; "A Small Strip of Land"; "Language Arts"; "Art Appreciation"; "Health"; "Sewing"; "Assembly"; and several of the teaching staff (see Appendix U).

In writing their paragraphs and themes, many words gave difficul-

¹Dorothy E. Sonke, "Growth Experience in Theme-writing", The English Journal, Vol. XLII, No. 5 (May, 1953), p. 249.

ty in terms of spelling. A constant stream of pupils flowed onto the writer's desk during the writing-time to ask, "How do you spell cafeteria?", and at least twenty-three other terms. As these words were producing obvious difficulty, the writer made a spelling list of the terms which the pupils wanted to use, but did not know how to spell. Later, the words were used both as oral vocabulary and spelling lists.

From the pupils' written work, it seemed evident that the writer would need to try to develop competence in their writing; therefore, it became important that particular attention should be given to the following as enumerated by Zollinger¹:

Content and Organization

1. Presenting and examining sufficient material
2. Using topic sentences to develop paragraph
3. Developing paragraphs adequately, e.g., by example, by comparison, by details, or by reasons
4. Making organization evident in paragraphs and transitions
5. Using parallel structure for parallel ideas
6. Showing maturity of thought and expression
7. Using exact words, giving evidence of vocabulary growth
8. Writing effective sentences: avoiding vagueness, unnecessary repetition, omission of words, wordiness
9. Using resources for gathering data

Appearance

1. Writing legibly and neatly
2. Using ink for formal purposes
3. Observing suitable form, e.g., margins, indentions, indorsements, bibliography

Technical Skills

1. Formulating complete sentences: avoiding fragments,

¹Marian Zollinger, "Developing Competence in Writing", The English Journal, Vol. XLI, No. 8 (Oct., 1952), p. 411.

2. Using correct verb forms: subject-verb agreement, tense, principal parts
3. Using correct pronouns and reference
4. Avoiding misplaced modifiers
5. Applying correct grammar and usage, e.g., avoiding double negative or "is when" clauses
6. Spelling correctly all common words and contractions
7. Dividing words correctly at the end of the line
8. Capitalizing correctly
9. Punctuating for clear meaning: end punctuation, comma, semicolon, colon, apostrophe, and quotation marks
10. Following preferred practices in writing: e.g., avoiding improper abbreviations or incorrect form for writing numbers

A plan for approaching the above goals in writing has rested on the assumption that the only way to learn to write is to write frequently under good supervision. Stress has been laid on the need for constant practice in the ordinary kinds of writing related closely to the matters students are thinking and talking about. These pieces of written work should be done in class where work habits can be observed and guidance offered by the teacher.¹ In proceeding in this manner, the writer hoped to see improvement in the quality of the theme and paragraph writing.

The problems presented by the pupils in the seventh grade as evidenced in their tests, and their paragraph and theme writing, did not represent all the difficulties the pupils would need to overcome if they were to represent good English-usage students. As has already been mentioned, spelling of difficult words presented a problem, also. This difficulty was not to be over-emphasized, however. For as Lou LaBrant points out in the statement:

It is wise to accept as normal a considerable number

¹Ibid., p. 412.

of misspelled words, making the correction as easy as possible and taking for granted the obvious fact that ability to speak and to understand words runs far ahead of ability to spell them. There is no evidence that students are spelling less well today than students used to do; there is much evidence that students are trying to spell thousands of words which schools formerly never called for. Establish with the student the habit of putting into correct form all those papers which he thinks worth keeping and finishing. But do not be surprised and do not appear horrified if the young writer makes many spelling errors on his first drafts.¹

Evidence that the pupils could use such words as "gymnasium" and "cafeteria" correctly, points out that their vocabularies contained words which they were not ready to spell. However, in helping the pupils to become acquainted with correct spelling, the problem of aiding them to communicate more effectively in their written work would become decidedly minimized. Too, Ogden states:

The public wants more spelling taught. The public will have more spelling. The public schools cannot afford to ignore the wishes of any major segment of the public. Neither can the other, just as real, English needs of students be ignored. The problem is how to keep spelling in its place in meeting the needs of the whole child and still satisfy the clamorous spelling-minded segment of the public.²

The seventh grade students were eager to use their individual dictionaries, and this proved to be an aid in the teaching of spelling.

There still remained the problem of writing and speaking as related to reading. The pupils were reluctant to read, and the writer in searching for a motivation point for the pupils, utilized the pro-

¹Lou LaBrant, We Teach English, New York: Harcourt, Brace and Company, 1951, p. 182.

²Herbert V. Ogden, "Spelling Makes Friends", The English Journal, Vol. XLI, No. 9 (Nov., 1952), p. 468.

cedures employed by Potter, who states:

To keep from making the reading unpleasant or a task to be endured rather than a pleasure to be anticipated weekly, students are not required to make reports or keeping reading lists. Instead, informal questions from time to time while the students are reading serve to indicate whether the students are getting something from what they are reading. Many times students who wish to share their reading with classmates or with the teacher volunteer comments. These are not done in an organized report but are much in the nature of a family affair, just conversationally passing on something which has been enjoyed or questioning about something which has not been understood.¹

The spelling and reading needs of the pupils presented problems which could be overcome if patience, interest, and respect for the personalities of the pupils were provided by the teacher and the class members. In reviewing the pupil needs of the seventh grade pupils at Douglass Junior High School, the writer became aware of the fact that the thirty pupils (twenty-five of whom completed the term and are used in this study) whom she must help overcome their language-usage difficulties, were experiencing problems in the areas of English grammar usage, spelling, reading, and writing. Accepting this challenge, the writer began to formulate plans for the use of the functional approach to the teaching of English as an effective means of helping the boys and girls eliminate some of their language difficulties.

¹Robert E. Potter, "Reading Unlimited", The English Journal, Vol. XLII, No. 1 (Jan., 1953), p. 30.

III

METHODOLOGY EMPLOYED IN MEETING THE NEEDS OF THE PUPILS
IN THE SEVENTH GRADE, DOUGLASS JUNIOR HIGH SCHOOL

Although the boys and girls in the seventh grade, Douglass Junior High School, San Antonio, Texas, had given the writer - their teacher - an indication that their English grammar was in need of improvement, the writer desired that their English-class experience would be a pleasant one while learning took place. The Commission on the English Curriculum of the National Council of Teachers of English had stated the following, of which the writer was aware:

The traditional loading of grammar as a subject of study upon seventh, eighth, and ninth grades ignores the degree of maturity required for any genuine comprehension of language relationships and structure. It disregards the known lack of relationship between such study and effectiveness in speaking and writing. It is sufficiently remote from the interests of boys and girls of junior high school age to constitute for many a source of deep and lasting distaste for English, thus setting up a block in the way of the rich and zestful experience that should take place at this period in particular.¹

The above statement clearly points out the thing that the writer wished to avoid - creating a distaste for English as a subject within her seventh grade pupils. Nevertheless, in meeting the needs of the pupils, three significant principles of English usage were kept in mind, namely:

1. the meaning to be communicated;
2. the intention or purpose of the communication; and
3. the tone or effect desired in the communication.²

¹The Commission on the English Curriculum of the National Council of Teachers of English, The English Language Arts, New York: Appleton-Century-Crofts, Inc., 1952, pp. 125-126

²Robert C. Pooley, Teaching English Usage, New York: Appleton-Century-Crofts, Inc., 1946, p. 27.

These three factors in communication led the writer to conclude that the functional approach to the teaching of English seemed advisable for the class in view of the fact that static procedures used in formal grammar classes did not seem to produce the most effective results. The fact was kept in mind by the writer, also, that in the Douglass Junior High School, the responsibility for instruction in English is shared by all teachers in the system, for, as Cross and Carney state:

It is through reading, speaking, and writing that the greater part of school work is carried on. Even in shops for handwork, in laboratories, in gymnasiums, and on fields for sports these means of communication are in constant use. The modern, progressive school administrator expects all teachers to have a hand in shaping the language of the pupils. No professionally minded teacher takes the attitude that English is no worry of hers -- let the English teacher take care of it. There is a tendency everywhere to make clear expression in acceptable English as much a part of the lesson in a botany class as the botany itself.¹

The cooperative attitude of the instructional staff made feasible the aims or objectives of teaching English expression as outlined by the supervisor of English as a guide for helping individual teachers in the various schools. The objectives included:

1. The ability to organize thoughts and impressions clearly and the habit of speaking freely and spontaneously with correctness and effectiveness.

2. Appreciative attitudes through a study of selected literature, content studies, and environment as an adequate background for English expression.

¹E. A. Cross and Elizabeth Carney, Teaching English in High Schools, (rev. ed.), New York: The Macmillan Company, 1950, p. 33.

3. The power to express in writing, organized thoughts and impressions in correct form.

4. The habit of self-criticism through the development of an error consciousness.

5. To teach the child to read thoughtfully and with appreciation, to form in him a taste for good reading, and to teach it how to find books that are worth while.¹

While the foregoing objectives were not rigid, they did suggest goals for the teacher to keep in mind. In order to help the teacher arrive at these goals, the following methods or techniques to be used in the functional method of teaching English were suggested, also:

1. The individual method should supplant the class method; Each child should be given opportunity to choose themes and forms and types of literature to suit its taste.

2. In composition work each child should select his own themes and forms.

3. The socialized recitation is the natural means of conducting both literature and language work.

4. A goodly portion of the reading in the junior high school should be biography and history and legend.

5. The teacher should provide an audience for all expression.

6. Some of the reading should be from current magazines.

7. Utmost care must be taken in criticizing language and composition work.²

Therefore, students were encouraged to take time in class to talk about their experiences and to give their interpretations of English materials. Talking provided an opportunity for the verbal

¹Reproduced for a mimeographed sheet passed to teachers of English in the San Antonio Public Schools, by Murrill Bishop, Supervisor of English.

²loc. cit.

expression of the pupil's "self", as well as a constructive analysis of what he said by his classmates and the teacher. Opportunity to talk of the experience was followed by an opportunity to write about an experience which the pupil had undergone. In the writing of the theme, the teacher was able to pick out the grammar errors and help the pupil and the class to recognize the acceptable grammatical form. Talking followed by writing and reading, repeatedly, is the functional approach to the teaching of English grammar which the writer employed.

It has been mentioned previously that punctuation needed to be taught in the class. In the functional approach to the teaching of English as it involves punctuation, "It is writing and the writer's practice of using graphic devices to mark off units of his writing which are the objects of the teacher's consideration."¹ The writer felt that written work when read aloud would help the pupil to recognize ends of statements, or pauses and changes in ideas which needed some graphic device (punctuation mark) to help indicate his meaning and feeling.

The pupil-needs in the seventh grade indicated that grammar-usage as a part of the teaching material in the classroom should be stressed, also. The functional approach to the teaching of grammar provides an avenue for learning grammar usage through the use of grammar rather than through the memorizing of rules. In current educational circles,

¹ Charles C. Fries, The Structure of English, New York: Harcourt, Brace and Company, 1952, p. 12.

Grammar is being learned without tears as instrumental to purposeful communication. Grammar, as it is being taught today, is serviceable and hence reasonable even to the boys and girls who lack a flair for language. Because research has shown which essentials are causing the greatest number of errors in speech and in writing, pupils and teachers are armed with the technique for mastering these essentials through habit-forming practice at the specific point where the individual pupil's language falls below the level of acceptable colloquial English.¹

The functional approach in writing seemed advisable in view of the fact that:

The complete freedom necessary for the life of the creative spirit has always stood opposed to the methodical acquisition of English skills and techniques. Correctness has appeared the antithesis of spontaneity. That a more careful analysis of these antagonisms is needed has been deeply felt by many persons dealing with young children. That a more constructive synthesis could be made of these apparently disparate elements has been our guiding premise.²

The guiding premise, as referred to in the foregoing paragraph, has led to the functional approach to writing. The National Council of Teachers of English states:

If the English teacher can contrive means of "following" them (the pupils) out into these situations (real experiences) and connecting up the school work in English with the actual scenes in which English is employed, she will widen her classroom to community dimensions. This can be done in much the same way as is indicated above. The pupils can be led to take note of their own and other's

¹The National Council of Teachers of English, (English Monograph No. 8), Conducting Experiences in English, New York: D. Appleton-Century Company, Inc., 1939, p. 344.

²Alvina T. Burrows, and others, They All Want to Write, New York: Prentice-Hall, Inc., 1952, p. 193.

uses of language and to report successful and unsuccessful examples...¹

Added to these thoughts is the following by DeBoers, Kaulfers, and Miller:

Every writer should know why he is writing and for whom. Let the students write for their classmates; they will have a single aim and know what it is. The assignment, made a week or two in advance, can be to write an original story. Each student will read his own story to the class. The only requirement for mechanics and form will be that the author must be able to read his own writing. The story is the thing. It will be judged by the students as they hear it read. The teacher may never see the paper.²

In helping the boys and girls in the seventh grade English class to improve their writing, spelling, punctuation, capitalization, and grammar usage, in accord with the functional approach to the teaching of English, the teacher (the writer) encouraged the pupils to read. Help in this direction was provided by the school Librarian who was interested in orienting the new pupils to the library of the school. Experiences which they had talked about in class, followed by their writing about them and reading them aloud in the classroom, were carried through still further by their reading something about similar experiences available in material form from the school's library or from the books available in the teacher's library. The following represents the functional approach to the teaching of English for the writer's seventh grade pupils.

When the class met the teacher for the first time, the students

¹National Council of Teachers of English, (English Monograph No. 4), An Experience Curriculum in English, New York: Appleton-Century-Crofts, Inc., 1935, p. 6.

²John J. DeBoer, Walter V. Kaulfers, and Helen Rand Miller, Teaching Secondary English, New York: McGraw-Hill Book Company, Inc., 1951, p. 25.

seemed a bit inhibited. This was natural, for the new experience produced new feelings which may not have been pleasant. In order to help the pupils feel less strained, the writer asked them to talk about things they had heard regarding the school before they came from elementary school, and to mention some of the things in Douglass School which were different from their former school (elementary level). Among some of the things mentioned were, "They Said" (referred to earlier in this paper, page 26), and the cafeteria at Douglass Junior High School. Many pupils mentioned the cafeteria as being different from their former school's lunchroom. The writer suggested that perhaps they would like to write about the cafeteria. One student wrote (see Appendix C) about the Douglass Cafeteria as he experienced it, and the writer commented on his paper. The cafeteria-writing exercise showed the need for spelling such words as:

cafeteria	attendant
food-choices	monitors
chinaware	boisterousness
allowance	dessert

The writer was amazed that the pupils had used the term "boisterousness" in referring to the noise made by the students in the cafeteria during meal-time; however, it did point out the fact that the pupils' vocabularies were not limited to the term "noisy". The paragraphs or themes written on the cafeteria led to a discussion of foods served therein, and this discussion led to the topic of Spanish foods which were served from time-to-time in the school's dining room. Obviously, spelling difficulties arose at this point. However, reading

in the library (in which the school Librarian was most cooperative), led the pupils to read about Mexico and South America - language, food and dance customs, and the religion of the people. Pupils referred to radio and television broadcasts which they had heard and seen that gave them insights into Spanish ways of living. When the interest in the subject was at its peak, the "new experience" was culminated with the pupils' writing another theme about the paragraph-topic originally mentioned - the cafeteria. For an amazing contrast in the original and the final theme, the reader is asked to contrast a student's first theme with his last theme (Appendix C and Appendix D).

In the first theme, note:

1. Different ideas expressed in the same paragraph.
2. Use of the small letter for the personal pronoun, "I".
3. The form.
4. The pupil's handwriting.
5. Limited vocabulary.

In the second theme, note:

1. Only one topic is discussed.
2. Increase in vocabulary - "tamales", "silverware".
3. Improvement in handwriting.
4. The use of punctuation.
5. The use of the capital "I", personal pronoun.

In much the same manner was the work throughout the term productive of this type of growth. (For examples of several themes written by the various pupils in the class, see Appendix C through Appendix T).

However, in order to get a better perspective of the improvement made by the pupils, and of the functional approach as an effective method of teaching, a final diagnostic test was administered the pupils in order to make notation of changes which had occurred. The results of the test as compared with the results of the initial test are given in the following Table:

Table II

The Initial and Final Test Results of Pupils

Test-Score Range	Number of Pupils Falling Within Score-Range	
	Initial Test	Final Test
60.....		
58 - 59.....		
56 - 57.....		
54 - 55.....		1
52 - 53.....		
50 - 51.....		
48 - 49.....		
46 - 47.....		
44 - 45.....	1	
42 - 43.....		
40 - 41.....		
38 - 39.....		1
36 - 37.....	2	5
34 - 35.....	1	5
32 - 33.....		1
30 - 31.....		2
28 - 29.....	2	
26 - 27.....		3
24 - 25.....	3	1
22 - 23.....	2	1
20 - 21.....		
18 - 19.....	3	2
16 - 17.....	2	1
14 - 15.....	2	1
12 - 13.....	2	
10 - 11.....	3	
8-9		
6-7		
4-5		
2-3	2	1
0-1		
TOTAL	25	25

The Table which appears on the previous page lists the total scores possible on the tests administered to the pupils in the seventh grade in the months of January and May, 1953. The test administered, finally, was the "Public School Achievement Tests (d) Language Usage, Form L (Grades 3 to 8)" which is designed to reveal the pupil's knowledge of English grammar. The pupil's knowledge of parts of speech as represented by the function of the word; his knowledge of verb tense; and his ability to identify types of clauses and sentences are revealed by the test. It is easy to score, and is designed so that the pupil must have a knowledge of the function of words in order to determine the usage made of the word. The tests were administered in January and May, 1953, respectively. The tests were then scored, and the score made by each pupil was recorded. The reduction in the number of errors made on the test (or the improvement in the test score) was used as a basis for indicating English grammar improvement.

It is clear from the table on the preceding page that the pupils in the class as a whole improved in their test scores. This would suggest that they had learned during the term some of the fundamentals of English grammar and usage which were not familiar to them when they entered the class. In such a manner, their English-usage needs had been met to a small degree.

SUMMARY AND CONCLUSIONS

It seems that the method of teaching English in elementary, junior and senior high schools, and colleges in the past has not been too satisfactory. Changes in the life-pattern and in the areas of communication over the past half-century have made necessary a change in English usage. This change should have been accompanied by a change in the method of teaching the subject; however, the lag which has existed in the rate of change in oral and written grammar as compared with the teaching of the subject in schools has been very evident.

Within the last twenty years, there has emerged a one-two-three method -- talking, writing, reading approach -- which has been termed the "Functional Method" of teaching English. This method seems to be more effective in the teaching of English than was the traditional method used previously.

Contemporary writers and teachers of English, especially those aware of the National Council of Teachers of English, have begun to devote much time, effort, and research into the functional approach to the teaching of language in this nation.

The writer, a teacher in the Douglass Junior High School, San Antonio, Texas, has become aware through her teaching experiences of the problems of reading, spelling, writing, and motivating pupils as related to the teaching of English at the beginning junior high school level. Other teaching personnel within the school are conscious of the existing problem which students have in English usage,

and are assisting in helping the pupils within the school to improve their language usage patterns. Cooperative efforts of the entire school personnel have made the teaching of English at Douglass Junior High School a much more pleasant experience, the writer feels, than it would have been had English classes been the only place where the pupils were made conscious of their grammar faults.

The beginning pupils in the seventh grade whom the writer taught during the 1953 school session from January to June, were exposed to the teaching of English through the functional approach. Evidence of their improvement in English grammar usage has led the writer to the conclusion that the functional approach to the teaching of English grammar in the seventh grade at Douglass Junior High School, San Antonio, Texas, is an effective method in helping pupils to improve in their language usage.

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A P P E N D I X

**PRESSEY ENGLISH TESTS
FOR GRADES 5 TO 8, FORM A**

Published by Public School Publishing Company, Bloomington, Illinois. (Adapted, 1933, from Pressey Diagnostic Tests in English Composition, for use with the Correlated Scale.)

Name.....
Grade..... Age: Yrs..... Mos.....
School.....
Date.....

Section	% Score	Scale Age
A. Cap.		
B. Usage		
C. Punct.		
D. Struct.		
Mean		

SECTION A

CAPITALIZATION TEST

Directions: In the sentences below, you are to draw a line under each letter that should be a capital.

- Mary was absent on monday morning.
- We like to have snow for a good time at christmas.
- My birthday is in september.
- We know that doctor williams will come.
- The store is owned by mr. and mrs. l. d. clark.
- He went to new york, the largest city in our country.
- The rocky mountains are higher than the appalachians.
- His office is at 84 main street, frankfort, kentucky.
- The teacher described a roman house.
- The british and the french were allies.
- We saw some girls wearing napoleonic hats.
- Webster attended exeter academy and dartmouth college.
- Henry belongs to the anthony science club and to the boy scouts.
- John replied, "no, she has not come."
- And still they gazed, and still the wonder grew, that one small head could carry all he knew.
- A great novel is *the last of the mohicans*.
- The last song was "america the beautiful."
- She uses royal baking powder to make cakes.

STOP! Go back over your work!

Number Correct	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Percent Score	0	4	9	13	18	22	27	31	36	40	44	48	53	58	62	67	71	76	80

Capitalization

SECTION B **GOOD USAGE TEST**

Directions: In each group below, one of the three sentences, and only one, is incorrect—contains something which is not good English. Find the wrong sentence in each group and put a cross in the square before it.

- Helen doesn't want to go today.
 They don't care to hear the concert.
 Tom says that the roses doesn't bloom.
- His suit was blue, and his tie and handkerchief was a match.
 I don't know whether she or her sister is going.
 Where have that boy and his chum gone?
- No one can always prove his opinions.
 When one is tired, they are easily annoyed.
 If anybody is noisy, report him.
- In all the season there has been no games lost by our team.
 It was unpleasant driving because there were such bad roads.
 There is never any program on Tuesday.
- My sisters, who live in Elmwood, have a lovely garden.
 A girl who has ten dresses has enough.
 The boys who broke the window is to pay for it.
- His trouble with the natives was in understanding what they said.
 The officers of the club has been elected.
 The ten volumes of poetry are here.
- The farm, with the exception of ten acres, were flooded.
 His employer, as well as his friends, thinks he will succeed.
 The boys were gone before daylight.
- Each child has his meals well planned.
 All the boys dropped their work when the fire engine went by.
 Somebody has left their pencil on my desk.

(Go to the next page.)

9. A fawn must run to keep with the herd.
 A pupil must go to class regularly.
 If you have a friend in trouble, you should help them.
10. No man or boy should break his word.
 Either Jane or Lucille will have their picture in the paper.
 Bill and Jack are taking their tests.
11. This car has been run thousands of miles.
 I gave you too much change this morning.
 Have you ever rode on a camel?
12. I seen many snakes around here.
 Many trees have grown along the river.
 He went home after they had gone.
13. His father was born in Italy.
 When he appeared, the crowd cheered.
 Mary came in just after you had went.
14. She jumped up and screamed for help.
 Lucy asked for more chalk.
 The deaf man seem to understand us.
15. The cat brought in the rabbit that she had caught.
 The bear attackted the man when he shot the cub.
 The train drowned out other sounds.
16. You ought to a seen her face when she heard it.
 She realized that her mother needed her.
 If we had known, we would have helped.
17. Did I leave the water running?
 Let him figure it out for himself.
 Leave your brother go if he wants to.
18. The cots should be set far apart.
 Can the baby set up alone yet?
 You may set the table for four people.
19. If he would lay down, his head would stop aching.
 That old coat has lain here for years.
 I think he will lay the carpets today.
20. May we hear from you soon regardin this bill?
 You can ask John about it if you wish
 I may go if I can get the money.
21. There are two answers to that question
 Let us plan to go to Boston soon.
 You need not go, but I have too.
22. The right to choose is theirs.
 They're son is always getting into diff culties.
 There is the boy who carries their paper
23. The books and magazines are an adde attraction in our room.
 He ordered ham an eggs for breakfast
 He has sold an automobile to Mr. Black
24. The prize winner is sure clever.
 Studying is easy if you work carefully
 She appears very delicate.
25. The four children played long and noisy
 She sang his favorite song very well.
 The author seemed modest and unassuming.
26. You do most good by doing your own work well.
 His work is done as good as his brother's
 I feel good after my exercise.
27. Only John and him were given thank
 The chairman asked him and me to serve
 The money should be sent to them or u
28. How can you blame us boys for that?
 The doctor said we men were ill.
 Is that card for we girls?
29. All except Frank and me were asleep.
 I am not quite so angry as him.
 The Smiths have more money than v
30. For whom was the big party last night
 Has he told you yet who is coming?
 The visitor did not know who to ask f

STOP! Go back over your work!

Number Correct	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Percent Score	0	3	7	10	13	17	20	23	27	30	33	37	40	43	47	50	53	57	60	63	67	70	73	77	80	83	87	90	93	97

PUNCTUATION TEST

Directions: The sentences below do not have punctuation marks—except the period at the end of each sentence. You are to write in all further punctuation, changing periods to exclamation points or interrogation marks where necessary, and inserting quotation marks. Do not punctuate so as to form new sentences.

1. Is the train on time?
2. Dr. Charles Brown told Miss, Ryan her arm was broken.
3. The new store is at 86 Walnut Street Muncie, Indiana.
4. Theyll count those who cant go.
5. He said, Be ready to start early.
6. Mary waited for the bus the other girls walked.
7. R, A, Hardy and M, S Benson are candidates.
8. Columbus discovered America on October 12 1492.
9. She likes skating, swimming and tennis.
10. Their grades run as follows 98 93 86 79.
11. That boys sled is longer than mine.
12. The train arrives at 10 41.
13. James Kennedy, the secretary, read the minutes.
14. The title of my last theme was My Summer in Camp.
15. His coat, hat and gloves were stolen however his watch is safe.
16. We won. We won. Oh how glad I am.
17. Changing her mind, she destroyed the letter.
18. Strikebreakers are called scabs.

STOP! Go back over your work!

Number Correct	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Percent Score	0	6	11	17	22	28	33	39	44	50	56	61	67	72	78	83	89	94	100

Punctuation

SENTENCE STRUCTURE TEST

Directions: In each group below, one of the three statements is not well written—is poor in sentence structure. You are to find the poor statement in each group and to put a cross in the square before it.

1. The house caught fire while the family was at church.
 Bill was a fine fellow. And well liked by everyone.
 The school seemed very quiet after the children had gone.
2. The box was so heavy that we could not lift it.
 He saw the storm, so closed the windows so the rugs would not get wet.
 Since the clouds had blown over, we hired a boat and went fishing.
3. Here is the place where the fire began. From a pile of rubbish it spread to a storeroom, then caught under a stairway, and soon blocked all way of escape.
 We drove down to the old mill, and then picked wild flowers, and played ball with the Jones twins, our neighbors, the ones who found your book, the one I gave you last Christmas.
 As we passed through the little village I saw Mary Smith, a little woman with red hair, who once taught the sixth grade in our school and later became the principal.
4. When the dog barked, the birds flew in all directions.
 He shook the tree, and nuts fell to the ground all about him.
 Helen told me an exciting story yesterday, and it was about a thief who robbed his own home by mistake.
5. Be very careful, the sidewalks are covered with ice.
 You must hurry; you are late now.
 There is your letter. It has just come.

(Go to the next page.)

- 6. Those books are their best sellers, which they have the largest supply.
- Locusts are sometimes blown a great distance from land.
- They would like to go fishing, but the sky is too cloudy.

- 7. Where did he leave it?
- They thought that they saw a way out of the cave.
- They wouldn't hardly have had time to reach the station.

- 8. The trees will soon be bare.
- The aviator flew low over the city.
- The wheel, as the car turned the corner, it came off.

- 9. He lost his hat, but this minor accident did not trouble him.
- As he ran into the house he surprised his mother, which made her scream.
- The board fell into the lake and water splashed upon everyone.

- 10. Johnny laughed once, but he tried to keep a serious expression.
- He swims awkwardly although he spends much time in the water.
- He stutters badly although he has made it his purpose to conquer it.

- 11. As the man stopped his car, he saw that his friend was asleep.
- While Jane was talking with her, she discovered that she had torn a large hole in her dress.
- Whenever the old man comes to visit, he gives the boy a book.

- 12. There is his knife, which he lost last summer.
- He is a queer old fellow, who rarely speaks to anyone.
- There comes my uncle's car, who took me to New York last summer.

- 13. When he jumped, he bumped his head.
- Stumbling at the door, he broke the handle of the pitcher.
- Playing in the haymow, a nest full of eggs was discovered.

- 14. The noise was caused by falling timber.
- The bridge was old, due to floods.
- He makes money because he works hard.

- 15. When taking a test, I like to write with a pen.
- While I was waiting, the tide came in.
- While at the window, the parade passed.

- 16. Having carefully parked his car in the safety zone, the policeman arrested him.
- After looking through the mail, the postmaster handed my post card to me.
- Having seen our accident, he telephoned for a doctor.

- 17. John both speaks English and German.
- They not only left him sitting there but even hid his hat.
- She likes either apples or peaches.

- 18. The box, which was marked fragile, was smashed to pieces.
- She slipped on the old stone step smoothed by many feet.
- The man did not see the post, hurrying for the station.

- 19. The man was milking the cow with the spotted nose.
- Suddenly he struck the man with an insulting remark.
- He heard the water flowing steadily.

- 20. He found in the woods the flowers which he was carrying.
- He jumped when the bear appeared and shouted.
- He lost the hat, which he just bought.

STOP! Go back over your work!

Number Correct	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Percent Score	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100

DIAGNOSTIC RECORD CHART FOR PRESSEY ENGLISH TESTS FOR GRADES 5 TO 8, FORMS A, B, AND C

by S. L. Pressey and Others

(These tests are especially adapted for use with the Public School Correlated
Attainment Scales.)

Grade or Class.....School.....
City.....State.....
Examiner.....Date.....

DIRECTIONS FOR FILLING OUT RECORD CHART

For the convenience of the teacher in analyzing the results of the class, the diagnostic record chart on the inside pages of this folder has been prepared. This will be found easy to fill in if the directions below are carefully followed. Use a separate record sheet for each grade (yearly or half-yearly) and for each class.

(a) The name of the first pupil should be written under "Pupil's Name" on line 1. Suppose that this pupil had correct the sentences numbered 1, 2, 3, 4, 5, 8, 9, 10, 12, and 14 of the Capitalization Test, or ten correct, with a percent score of 44. Check marks should be made in columns numbered 1, 2, 3, 4, 5, 8, 9, 10, 12, and 14, and his percent score of 44 recorded in the "Percent Score" column. This percent score of 44 is equal to a scale age of 11 years and 5 months according to the "Table for Determining Scale Ages" in the Manual of Directions, and "11-5" should be recorded in the "Scale Age" column.

(b) Each pupil's results on each of the four tests should be recorded in similar manner.

(c) The mean (or average) of each pupil's percent scores on the four tests is recorded in the column at the extreme right of the chart headed "Mean Attainment on Four English Tests." Thus, if a pupil had percent scores of 76 for Capitalization, 53 for Good Usage, 33 for Punctuation, and 55 for Sentence Structure, his mean attainment would be 54, and this mean would be recorded in the column just mentioned. The scale age equivalent to 54 is 12 years and 5 months, and "12-5" would be recorded in the "Scale Age" column.

(d) After all the pupils' results have been thus entered, the number of marks in each column should be counted, and this total entered at the bottom of the record chart in the "Total right for each exercise" row. Evidently the rules for those exercises which the fewest pupils had right need most class drill. The rule numbers for the exercises are given in the rows below, and the rules themselves appear at the bottom of the chart. These rules may form the basis for class discussion and individual study.¹

(e) Now find the sum of the scores in each of the "Percent Score" columns, as well as in the column "Mean Attainment on Four English Tests," and place each sum opposite "Sum of Pupils' Scores." Divide each sum by the number of pupils in the class, and the quotient is the mean. Record each of these means opposite "Class Means." These class means are converted into scale ages by again referring to the "Table for Determining Scale Ages" in the Manual of Directions.

(f) The Correlated Scale, given at the extreme left of the chart, covers a range of ten years from seven to seventeen and is divided into ten parts, every part representing one-tenth of the full attainment that should be made to master the subject of study as it is now presented. Thus, a pupil in the middle of the seventh grade (7.5) should have a percent score of 55. The Capitalization Test does not cover the more difficult phases of instruction and therefore the table at the end of the test extends only to 80 percent, instead of to 100 percent.

¹ For a further discussion of these rules, see the *Student's Guide to Correctness in Written Work* and the *Teacher's Manual*, by S. L. Pressey and F. R. Conkling (published by the Public School Publishing Company; sample set, 10c).

The Correlated Scale

Chronological Age Scale	Grade Level for Aptitude Age	Reference Scale
(1)	(2)	(3)
17-9		
17-6		
17-3		
17-0	12.0	100
16-9		
16-6	11.5	95
16-3		
16-0	11.0	90
15-9		
15-6	10.5	85
15-3		
15-0	10.0	80
14-9		
14-6	9.5	75
14-3		
14-0	9.0	70
13-9		
13-6	8.5	65
13-3		
13-0	8.0	60
12-9		
12-6	7.5	55
12-3		
12-0	7.0	50
11-9		
11-6	6.5	45
11-3		
11-0	6.0	40
10-9		
10-6	5.5	35
10-3		
10-0	5.0	30
9-9		
9-6	4.5	25
9-3		
9-0	4.0	20
8-9		
8-6	3.5	15
8-3		
8-0	3.0	10
7-9		
7-6	2.5	5
7-3		
7-0	2.0	0

Form..... Grade..... School..... City..... State..... Date.....

Capitalization Test

Pupil's Name	Sentence →	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Percent Score		
		1.																				
2.																						
3.																						
4.																						
5.																						
6.																						
7.																						
8.																						
9.																						
10.																						
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26.																						
27.																						
28.																						
29.																						
30.																						
31.																						
32.																						
33.																						
34.																						
Total Right for Each Exercise																						
Number of Rule Illustrated (Forms A and C)		6	6	6	2	2	3	3	3	5	5	5	4	4	1	1	7	7	7	7		
Number of Rule Illustrated (Forms B and D)		2	2	2	3	3	4	4	4	5	5	5	7	7	6	6	1	1	1	1		
																			↓			
																			Sum of Pupils' Scores			
																			Class Means			

RULES COVERED BY TESTS

CAPITALIZATION TEST

1. Capitalize the first word of every sentence. Capitalize also the first word of every line of poetry, and the first word of a direct quotation. However, if the quotation is indirect do not use the capital.
2. Capitalize the names of persons, with their titles; however, do not capitalize titles when they are not part of a name.
3. Capitalize the names of countries, states, cities, streets, buildings, of mountains, rivers, oceans, or any word designating a particular location or part of the world; however, do not capitalize the points of the compass, or such terms as street, river, ocean, when not part of a name.
4. Capitalize the names of business firms,

- schools, societies, or other organizations; however, do not capitalize such words as company, school, society, when not part of a name.
5. Capitalize words derived from the names of countries, places, organizations or persons.
 6. Capitalize the days of the week, the months of the year, and holidays; however, do not capitalize the seasons.
 7. Capitalize the first word, and all other important words, in titles (and sub-titles and headings) of themes, magazine articles, poems, books, of laws or governmental documents, and the trade names of commercial products.

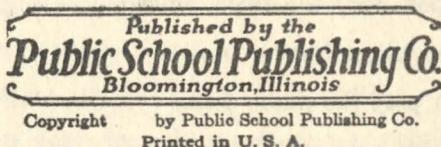
GOOD USAGE TEST

1. A pronoun should agree in number with its antecedent, and a verb with its subject. Few mistakes will be made if the following points are kept in mind.

- (a) Two or more singular require a plural verb and pronouns or verbs.
 - (b) There is or there are according as the subject is singular or plural.
 - (c) Intervening words must not be allowed to affect pronouns or verbs.
 - (d) Each, every, either, one, and other similar pronouns as the subject is singular or plural.
 - (e) Doesn't or don't should refer to a class is also singular.
 - (f) A singular noun used to refer to a class is also singular.
2. Be careful about the use of participial forms of regular verbs.
- (a) Do not leave off the participial forms of regular verbs.

APPENDIX B

Public School
Achievement Tests:
(d) LANGUAGE USAGE
Grades 3-8
FORM 2



Pupil's Score:	
Part I
Part II
Part III
Total

PUBLIC SCHOOL ACHIEVEMENT TESTS

(d) LANGUAGE USAGE, FORM 2

(Grades 3 to 8)

By JACOB S. ORLEANS

Name..... Age.....

Grade..... School..... Teacher.....

City..... State..... Date.....

PART I

DIRECTIONS: Look at this sentence,

He (isn't—ain't) a good boy.

The word *isn't* is right and the word *ain't* is wrong. Draw a ring around the word *isn't* because it is the right word.

In each of the following sentences draw a ring around the one of the two words in the parentheses that is right, just as in the sentence above.

Cafeteria

Over to Cuney school we do not dance in the morning in cafeteria, we do not have two line in cafeteria, in the morning over Cuney, they do not let us drink soda water, or do not let us by any thing in morning. when i first got over to Douglass i did not know what to do, I like Douglass because we do not stay in the same room. I like mostly all the teacher. Most of all i like the Gym. Over to Cuney we have three recess and over to Douglass we only have one recess and that at lunch time.

Willie Lee

You seem to like Douglass better than the elementary school you attended. We are very glad. I believe you important enough to us to use a Capital "I" when referring to yourself.

Cafeteria

I like Douglass Cafeteria because we get the best food there is, such foods as fish, salad, tamale, ham, corn, milk, orange juice and other food. And we have two lines at Douglass. When I was going to school we did not have but one line. Douglass has a very big cafeteria. When we first go to the cafeteria we get in line, at the steam table we get our glasses, and bread, they have brown bread and white bread, then we have a lady to ask what you want, if you want fish, tamales, then she will give it to you, then we have a place to get our milk, salad, pie, silver ware. Only ^{one} table we cannot set at, because it is for the teacher.

Douglass is a very wonderful school. I like all my subjects, and I also like all my teachers at Douglass.

Willie Lee Bryant

This theme tells me a great deal more about our Cafeteria than did the first theme you wrote; don't you think so? I can actually see the Cafeteria as you have described it.

Let's Talk - and Listen

Be a good listener; that is, keep your mind on what that other person is saying. If you cannot listen well to other people you should not expect them to feel like listening to you. If you want people to enjoy talking with you, you must learn to think of the other person. You have probably learned that it isn't much fun to talk to someone who does not listen. Because talking is the best way you have of expressing yourself to other people. You have many friends. Have you ever stopped to think that your friendships grow out of the conversations you have with new acquaintances?

Margaret Mary Walker

The Rodeo

I went over to my friend's house and we looked at T. V. together. He said the two men from San Antonio. One rope a calf in 6 seconds the other in 18 seconds. And we said some very funny clowns they were going to cover a calf and put him to sleep. And the calf will jump up and the clowns will pull him down again and then they will start sing to the calf.

By Margaret May Caldwell

My Trip to the Fat Stock Show And the Rodeo.

I didn't go to the Rodeo, saw it on television
over to Mother houses. I didn't stay long because
I wasn't to go to show, but I will tell you what
I saw on television. Then they was going tell
us who was going to Ride first on the bull, when
they let the bull out of the chute, and the
bull thong them off and we put his back
and than the bull tried to stick him with
his horns I didn't see all of it i left.

Willie Bryant

How Sickness Enter the World

Once upon a time there was an old medicine man he was know as the great medicine man, because he help Indians when they was sick.

When he got sick he could hardly breath we had two son we told him to go under a tree because there was a great massege come to them from any tribe and so the son went on they^{with} and so when they got there they sat down to wait for the massege, then after a while a snake came throught the grass and they got some sticks and beat the snake to death and they went back to the medicine man and told them about them killing the snake, and he said why that was the great spirit, and than he could't breath any more, and he told them before he die, that something bad was going^{to} happen to the tribe, And so that how the sickness enter the World. by them killing the great spirits.

Willie Lee Bryant

Abraham Lincoln

Abraham Lincoln was born Kentucky in a log cabin, and when Abraham became the old he free the ~~negro~~ negro slave from slavery. Abraham went down the Mississippi River and the boat turned over and Abraham had to fish his things out of the River. He got a wagon to take the things to Kentucky and he built a log cabin and a few months later his wife died and he buried her in the back of the cabin and he went to look for a nother wife.

This is an interesting story of Abraham Lincoln. I didn't know all these facts.

By L.C. DANIELS

Cafeteria

At Doris Miller in Cafeteria they have one line and at Douglass they have two lines they have better food, than Doris Miller. in ~~the mess hall~~ Cafeteria they have cake, ice cream, ~~and~~ cookies, candy, Jell-O, tamale, chili beans, mac ~~potatoes~~ potatoes, ~~some~~ monkey, juice, milk tomatoe lettuce, that is all that I can guess

L.C. Daniels

Cafeteria

The first day at Cameta Douglas I was very much impressed with the wonderful Cafeteria. There is a big difference. All the children line up in two long lines. The cooks in the Cafeteria do an excellent job cooking. Douglas is very different from Cuney or any others of the Elementary school, you can buy many kinds of food in the Cafeteria (in) this big school. The children were very kind to me. Douglas is a wonderful school.

Leonard Lewis

This is good, but be sure to make your corrections.

APPENDIX I

What I saw on Television
of the Rodeo.

I did not go to the Rodeo, but
I saw it on T.V. The Rodeo was
very good. Most of the men were
very good. The announcer would give
the name of next person to ride. When
the time came for some of the riders to go
they would go in to the spot with
their horses. There is always a man
standing there to pull the string when
the rider is ready. The rider chooses
the calf and takes the calf's legs. The
rider gets time for the roping like
1.3 second

Howard Davis

This is interesting. I am glad
you saw the Rodeo on T.V.

Learning How to Talk.

If you want people to enjoy talking with you you must learn to think of the other person and be a good listener; that is to keep your mind on what that other person is saying. If you cannot listen well to other people you should not expect them to feel like listening to you. You have probably learned that it isn't much fun to talk to someone who does not listen.

Vernice C. Brown

This is good, quite an improvement!

My Experience at Douglass

Indent

When (i) came to Douglass school (i) went to the Auditorium and (i) was put in the 7^B2
 in Mrs Carson Room.

I think that Douglass is a better school than Cuney and (i) like Douglass school better than (i) like Cuney school.

Vernice East Brown

Always use the capital "I" when speaking of yourself or 1st. person.

Finders Keepers

Once there ^{was} two dogs, and their names ^{was} Winkle and Nap. One dog was digging in the back yard. And they found a bone. Winkle began to say it was his and Nap said that he touched it first.

Winkle said, let's go down the street and see if we can find someone to tell us which one of the bones it is. Then they went down the road, and they met a farmer, and Winkle ask the farmer whose bone it was. And the farmer said you just help me get this wagon out of the mud and I'll tell you whose bone it is. Nap barked at the horse and Winkle took him by the tail and they got the wagon out of the mud. Then Winkle ask whose bone it was and the farmer said. Well hay is better than grass. And

gave them a fork of hay. Then they sat there and a goat came along and nap said whose bone is it and the goat look at the hay and said give it ^{to} me. a bit of that hay and I will tell you. so they goat ate the hay and Winkles ask whose bone is it. And the goat said a bone. Who cares about a bone and the goat said I'll give you a little advice don't never run after a goat unless your teeth are sharper than his horns, and the goat went away.

so they stay there and along came a barber, and so nap asked whose bone was it and the barber said just let me cut your hair and I will tell you whose bone it is, and he cut nap's hair first then he cut Winkles. And nap asked whose bone is it. And the barber said,

APPENDIX O (cont'd)

bone who cares about a bone
 that is neat is better
 than meat. And the barber
 went along.

Then along came a big
 black dog. And Winkle asked
 the dog whose bone was
 it and the big dog said
 where is the bone? And nap
 said in the back yard. And
 the dog said carry me
 where the bone is. And
 Winkle showed him. The
 dog looked at the bone and
 said I will show you
 so he picked up the bone
 and started toward the
 gate. And Winkle and nap
 started after him and they
 took the bone and they
 both started ^{to} eat at one
 end until it was all gone.

Authors -- -- Will and Nicole
 Title -- -- Finders/Keepers

: My Thoughts of Douglass:

Douglass is very different from all the other schools that I have ^{been} (went to). They are nice and kind. The children are kind too. Some of the children are very good.

The Cafeteria is different from Booker T. Washington. When I was going ~~there~~ there it had chairs in the cafeteria like we have in the room. But it might be different ^{be} cause I haven't been there in a long time.

But when I was going to Geo.⁴ Washington Career, we didn't even have a cafeteria. The children had to go to the store and buy their dinner. But I never did buy my dinner, cause I didn't want to get any meat and cookies for lunch, that is not healthy for you.

And ~~now~~ now to tell you about the things at Douglass. When I came to Douglass a girl that I knew carry me to the Auditorium, and she stay there with me until the bell had rang, and she had to go to her

home room, But when Mr. S. J. Scott
 came in I was still afraid. Then
 we had to come into our room,
 I was not afraid then.

And another thing I like about
 Douglass is that some of the children
 I knew from some the schools and
 some of them I met them at Church,
 now I like Douglass very much and
 the teachers to. The children are getting
 very friendly.

The End

Hope you like it

From Charlene Butler

APPENDIX Q

304 Fish Mts.
 San Antonio
 Jan^{ap}uary 21 1933

In the Cafeteria at Doris Miller they
 dont have table like Douglas, they
 have chair. At Doris Miller they
 dont have sewing. ^{class} we play baseball
 When I cant hear I can in (to)
 the front desk. Douglas is a nice
 school. Some of the candy at
 Douglas is different from
 Doris Miller's. Douglas auditorium
 is bigger than Doris Miller's.

Barbara Hendy

Barbara Henry

Ceres the Indiana Girl

Once there was a little girl her name was Ceres. She lived in a little wood house. Every day she would sit in the yard and look at the bird. The Indians would come and play with her. Ceres was a good little girl the Indians loved to go to play because she played good games and sang to them.

This is an improvement, be sure to watch your paragraphs,

Black Lightning

Black Lightning

Once upon a time there was a horse name, Black lightning, but for short they call him lightning. When he was born the man did not know what to call him. It was raining outside and all at (went) once it started lightning and a man saw to the man, he said I will call him Black lightning and so he came to be named Black lightning. He was the fastest thing on four legs he was just as fast as lightning, even in a race. One day somebody left the corral gate open and lightning left there. They hunted for him and did not find him for weeks and weeks, they did not find him. So lightning became a horse killer. So they tried to find him so they hated kill him but they fail again. One day a man name Bob Allen went out to shoot lightning, by now lightning had a head of his on and it was so hard to follow him. So one day Bob get lightning cornered in a corner and take him back to his hand and they became friends.

by James Caffrey

Good and interesting

APPENDIX T

My Trip to the fat Stock show
and the Rades

Friday when we get home ^{my sister and I} (me and my sister) went to the Rades. When we get there my sister went to the acrite ^{of} and I went to the Rades. and I saw them saw and bull Rex allen (he) was singing a cowboy miss his cow and Rex allen Reap him and his horse ka! ka did tricks after I left the Rades I went to the acrite. ^{of}

This ^{is} interesting, but ^{James Caffrey} Rewrite this and make your corrections.

APPENDIX U

C O P Y7A ENGLISH ORAL - WRITTEN-READING-EXPRESSION
MILK

Taken from a report by Sallie Mebane, Mark Twain Junior School.
Edited by Merrill Bishop

The following has been reproduced with the permission of Mr. Merrill Bishop, Supervisor of English, San Antonio Public Schools, San Antonio, Texas:

7A Language Arts

At the request of a teacher newly transferred to the field of English, the supervisor taught a class in 7A English for one week. On Monday, after had and the children had exchanged friendly greetings, he engaged them in conversation regarding their activities. With the objective of developing a main theme for a unit of work in English, he mentioned breakfast of that morning.

The children could see no relation between breakfast and English! In answer to his question, "What did you pass to your mother at breakfast this morning?", one child volunteered milk. It then became the topic for discussion.

The supervisor led the class into oral discussion by questioning where milk came from. The children's contributions mainly centered about "bottles, cans, milkman, dairy, farms". Finally some child, in an embarrassed manner, offered "cows".

As the discussion continued, words used were placed on the board for spelling study and use. Even such earthly words as udder and bull eventually came to be used without snickers. Pasteurized and homogenized began to be more than just words on milk bottle tops.

The children were led into writing a composition about the particular phase of milk to which the pupil was accustomed. They used their imaginations to develop interesting titles and topic sentences. Some children read their papers before the class. All papers were collected and read by the sponsor, then later in the week returned to the children with comments and suggestions for improvement.

On one day the discussion centered about animals other than cows which produced milk. There was interest in the knowledge that milk production was not the same in all countries.

APPENDIX U (cont'd)

Library work as well as classroom reading and discussion were necessary in solving the problems brought up about milk. Some children read and reported to the class on Louis Pasteur, others on Animals Valued for Their Milk, still others on Pasteurization or Homogenization. One boy who was loathe to read, made a beautiful drawing of a milking machine on the board and explained it.

All of this development and beginning of the project, the sponsor did in five lessons. The class continued about three more weeks on the project. The spelling, oral work, written work and reading were related to the subject, milk.

After the original basic subjects, the reports took many different angles. Some members of the class visited a creamery and made both oral and written reports on this visit. The Livestock Exposition was an incentive for some to read and report on the relative merits of different breeds of dairy cattle.

The subject of cheese led some children into research. One boy learned for the first time just what butter is and how it is made. Others investigated ice cream making.

The field of material related to the original subject, milk, seemed limitless, so lest the project become burdensome, it was brought to a close. Each child assembled his work into a booklet in which he had illustrations that were related to his work. Some were original drawings, others pictures collected from various sources.

It was required that the booklet have an attractive cover, a title page, table of contents, the main body of work, and a bibliography.

Most of the class seemed to feel satisfaction in their complete work and realized that it was truly English, although one little girl entitled her booklet, "English That Is Not English".

APPENDIX V

C O P Y

DOUGLASS JUNIOR SCHOOL
318 Nebraska Street
San Antonio, Texas

SUBJECT; A VISIT TO OUR NEW GYMNASIUM

Introduction:

After carefully inspecting the new gymnasium and seeing a health and physical education class in action, the 7B reading class made the following contributions to the story that follows:

Most of the incorrect statements were corrected by them, but the teacher had to do quite a deal of prompting to draw many of the statements from them.

I. Objectives:

- A. To create an interest in reading by creating a background on pupils interest level.
- B. To develop curiosity for finding out things through library assignments and other activities.
- C. To help orient new pupils.
 1. Field trip
 2. Group Story Based on Trip

II. Activities:

We visited our new gymnasium today. It is a very pretty building. The framework is made of steel and mortar. Bricks cover the outside. The floors are made of hardwood. The ceiling is asbestos which makes it fireproof. Twenty-four bright lights hang above.

Besides being a physical education building, our gymnasium is a health building. There are two sets of twelve showers each for the girls and boys. Cleanliness is a part of the health program.

A full-sized basket ball court, divided into two halves, is the first thing you see when you enter the building. Basket ball is played by the boys and girls. Other games played are: volley ball, ping pong, kick pin ball, and many others. These games help to build strong bones and muscles.

III. New Words:

- | | |
|--------------|-------------|
| 1. Gymnasium | 5. hardwood |
| 2. framework | 6. asbestos |
| 3. steel | 7. showers |
| 4. mortar | 8. kick pin |

APPENDIX V (cont'd)

C O P YLIBRARY ASSIGNMENTS

After new words have been developed, pupils pass to library to find out:

1. Meaning of new words.
2. Where and how materials used in building were made.

IV. Drills:

- A. New words used in other sentences orally to acquaint with usage.
- B. Use in simple written sentences and record story and sentences in note books.

V. Outcomes:

- A. Greater interest in library work is seen.
- B. Pride in enriched vocabulary is evidenced.
- C. Pupils feel a close relationship to their school.

VI. Next part of the same unit will be Physical Education, an out-growth of the Gymnasium unit.

APPENDIX W

C O P YM Y E X P E R I E N C E S

This booklet was compiled by the seventh grade English Class, 1953, as the result of themes written about things that had happened to them at Douglass Junior High School since they had entered. Typing, mimeographing, and assembling of the material were executed by the pupils with the guidance of various teachers.

The Main Building

The school is facing north. It is a very large building. It is a three-story building made of yellow bricks.

It has 14 rooms four rest rooms one boiler room and an auditorium, counsellor's office, library principal's office, & book room.

OUR CAFETERIA

The cafeteria is made of yellow bricks. It has 16 large tables. There are 14 chairs at each table. It will seat 224 children. There is a steam table to keep the food hot. The fountain is near the cash register. It gives us cold water.

The cafeteria has a rubber tilt floors. There are five workers, the manager and the cooks.

THE HOME MAKING BUILDING

The homemaking building is facing north and it is made of yellow brick. In the home making building there are 4 rooms and a hall. Two rooms are in the cookin department, one is for sewing, and one is for the clinic. In the cooking room there is a safe. On the safe sits a flower vase and a clock. In the cooking room there are 4 stoves, 3 tables, 15 chairs, 2 sinks, 2 cabinets, and 1 refrigerator.

In the sewing room there are 3 black boards, and 4 sewing mechines. In the sewing room there is 1 big table. At the big table there are 11 chairs up against the wall. There are 5 chairs, 6 desks, and a chifforobe and curtian. Behind the curtain there is a Mirror.

In the clinic there are chairs, a cot, and labatory. Children who get ill go the clinic to lie down.

THE WOODWORK BUILDING

The woodwork building is made of yellow bricks. It has large windows in the front. The woodwork teacher's name is Mr Chretien. The building is on the south west side. It is facing east. In my class we are making a little wooden girl that holds matches.

GYM

The gym is a yellow brick building facing south. It has three rooms, one room is for playing basketball. The other two rooms are for dressing. The teachers in charge for each room are: Mrs. Clark and Mr. Morris.

THE EAST SIDE

On the east side of Douglass most of the children play or watch the boys and girls play basketball. The ground around Douglass on the east side doesn't have any grass. It has rock sand, and gravel. On the eastern side there are a basketball court, bicycle rack and water fountain.

A SMALL STRIP OF LAND

On the west side of Douglass, between the mechanical drawing and woodwork shop, is a narrow strip of land covered with grass and trees.

It is very important strip of land. Sometimes we use it to run and play on. Sometimes we box and turn flips.

LANGUAGE ARTS

I have a very nice teacher, Her name is Mrs. Benson. She gives us work that we understand. She helps us to understand. She gives us easy was to study. It helps us lots. We study words. That helps us a lot too. After we have finished, we wirk on our handbook.

ART APPRECIATION

I go to art appreciation at the third period. My art appreciation teachers, names are Mrs. Benson and Mrs. Harrison.

Every day we have to sing songs and do the dance when we sing. We hear stories and make up plays about them. We have hear the story told by the teacher. We look at pictures and sing while we are looking. We had a little play about Samson. The children pontomimed the play. It was very nice.

Health

I go to health at the fifth period. My health teacher's name is Mrs. Clark. Our dressing room is for the girls to dress in. We have lots of fun. We do not go out on Tuesday. We stay in and write about how to play volleyball, horseshoes, and baseball. Mrs. Clark calls our name to see if we have our guymn suits and are clean. We are supposed to go in to the new suymn new guymn next week sontime.

Assembly

On Friday we have assembly. It useally takes place at the 5th or 6th period.

We have had 2 Assemblies since the 7B's have been over to Douglass. First, we had a talent show, next we had a play by the 9B's, and later we had music by Douglass Band. When the new pupils came over to Douglass, most of them didn't know the teachers. So the 7B's. The first Friday, the teachers gave a program and all the teachers, speeches were recorded on a record player. Each teacher introduced himself and tell what subject was tough by him. As each

teacher heard his voice on the record, he got up and stood.

The 7B's also recorded song, "Indian love call".

MRS. ALEXANDER

I'm writing about Mrs. Alexander here full name is Mrs. Helen Harrison Alexander. She was born in San Antonio, Texas, and went to Wiley College. She majored in education and English. She is Married and has no children. She taught at Dunbar High School in Temple, Texas. She doesn't have a hobby she belongs to Independent A.M.E.