

PROJECT IN RESEARCH IN UNIVERSITIES

Successful Practices in
the Teaching of English to
Bilingual Children
in Hawaii

BULLETIN 1937, NO. 14



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Foreword

THIS BULLETIN is one of a series reporting the findings of investigations undertaken during 1936-37 under the Project in Research in Universities of the Office of Education. The project was financed under the Emergency Relief Appropriation Act of 1935, and conducted in accordance with administrative regulations of the Works Progress Administration. Study findings in addition to those reported in this series will be made available in other Office of Education or institutional publications.

The Project in Research in Universities represents a unique and significant innovation in cooperative research. Sixty universities and comparable institutions located in 32 States, the District of Columbia, and Hawaii combined efforts with the Office of Education to conduct 40 studies, 23 of which were proposed by the Office and 17 by the institutions. Each institution was invited to participate in all of the approved studies that it was in a position to undertake. From 1 to 14 studies were conducted in each institution, and a total of more than 150 separate study reports were made to the Office of Education.

An important feature of the project was the widespread and coordinated attack on each problem by a number of universities at the same time. Each study proposed by the Office of Education and accepted by the universities was conducted by 2 or more institutions. As many as 31 institutions, located in 20 States representative of each major geographical division of the country, participated in one study alone. The task of planning, administering, and supervising the many projects and studies on a national scale, under complex and often difficult conditions, demanded the finest type of cooperative endeavor. Except in two places where qualified relief workers could not be found or retained, every institution which actually began work on the project carried it through to successful completion. The fine professional spirit in which responsibility for the work was accepted and maintained by the institutions made possible the successful completion of the project within approximately 1 year.

With this professional spirit of cooperation in worth-while research and

study of educational problems, was manifested a strong humanitarian desire to join hands with Federal agencies striving during the years of the depression to afford gainful and socially desirable employment to college graduates or former college students in the type of work for which they were best prepared. For these contributions to educational research and to the social good of the Nation, the Office of Education extends to its colleagues and helpers in the universities of the country its grateful acknowledgment and appreciation.

The present bulletin is one of three publications resulting from a series of studies concerned with successful practices in teaching English to bilingual children. This is a problem the importance of which has been increasingly recognized in recent years. It is hoped that these initial publications relating to methods used in specific school systems will be stimulating and suggestive in the further development of instructional programs suited to the needs of children coming from homes in which English is used only secondarily or not at all.

BESS GOODYKOONTZ,
Assistant Commissioner of Education.

Coordinator's Statement

THE educational welfare of children of native and minority groups in continental United States and its outlying parts involves instructional procedures which in recent years are becoming more and more recognized as constituting specialized problems in education. They are involved both in method and content of instruction and are particularly significant during the early school years.

Bilingualism is generally recognized as offering serious instructional difficulties among minority groups, while social and economic adjustment in the homes from which the majority of bilingual children come are necessarily reflected in the conduct and attitudes as well as in progress in the school studies of the children concerned.

Adaptation of curriculum content to the ability, needs, and experiences of children from foreign-speaking homes; the development of appreciative understandings on the part of the teachers as well as the parents; the school's responsibility for the acquisition of facility in the use of English in the early years of the child's school life in order that he may profit from later instruction as well as for practical social reasons, all offer a continuing succession of teaching problems.

The language situation in Hawaii is unique. The population is made up of many races, speaking distinctly different languages. Sometimes more than one foreign tongue is spoken within a single home. The situation is further complicated by the fact that "pidgin" is the language of the street, and is almost universally spoken and understood by the whole population. Probably nowhere else in the world, certainly in no other area under the American flag, is there a language situation paralleling that in Hawaii. Education officials are alive to the seriousness of the problems involved and are experimenting with methods designed to further their solution.

This bulletin is a report on two studies, the first of which is concerned with the type of errors commonly found among school children in Hawaii and, in some instances, the evidence accounting for their prevalence. The other is an account of successful practices in teaching English followed by teachers of bilingual children in Hawaii. Both sections are suggestive to school officials dealing with similar problems and will, it is believed, be of value to the large number of school officials to whom the education of bilingual children is entrusted.

KATHERINE M. COOK, *Study Coordinator.*

Authors' Preface

THE STUDY of successful practices in the teaching of English to bilingual children has been conducted at the University of Hawaii in two major sections. The first aspect of the problem, reported in part I of this bulletin, involved a field study of practices used by successful teachers of Hawaii in working for English improvement. In the first chapter will be found a full statement concerning the problem considered and the procedure used. Chapters II to IV present in the form of case studies views of the work in English of 19 teachers. These reports are organized, as far as practicable, in terms of the "Master Outline of Elements in the Problem", which is exhibited in appendix A. Symbols at the beginning of each case report refer to parts of this outline. Chapter V sets forth the more outstanding findings. However, since the number of teacher situations studied is comparatively small and the particular practices reported vary so greatly from teacher to teacher, the chief values for the reader will doubtless lie in direct perusal of the case studies themselves.

The main field work and the writing of the introductory chapter of part I have been handled by Jitsuichi Masuoka, a graduate student in sociology, formerly of the University of Hawaii and more recently of the University of Iowa. His special training in methods of sociological research has proved most valuable.

Deep appreciation must be extended to the generous cooperating teachers who permitted observation of their work and who gave much time to interviews and to the criticizing of preliminary reports on their work. For the sake of encouraging greater frankness in the descriptions of practice, the final case reports are issued, as promised, with no definite mention of the names of the teachers or their schools.

Acknowledgment is made of the free aid from other persons whose cooperation in various ways was essential in the practical prosecution of the project: W. Harold Loper, supervising principal for Honolulu schools; Gus H. Webling, supervising principal for rural Oahu schools; Dean Benjamin O. Wist, of Teachers College, University of Hawaii; Dr. R. Ray

Scott, director of the adult education division, University of Hawaii; and Mrs. Bertha Wedemeyer, office secretary, adult education division, University of Hawaii.

The second major aspect of the study, a comprehensive analysis of usage errors among public-school children of Hawaii, is reported in part II. The discussion of this portion of the report is supplemented by the detailed tabulations of error frequencies presented in appendix D. Gratitude should be expressed to the many people who have assisted in part II of this study: To the superintendent of schools, Oren E. Long, and the commissioners of public instruction, for permitting the survey; to the five supervising principals who suggested schools to use and encouraged the cooperation of the teachers; to the principals of the 73 schools who allowed their teachers to help in the study, encouraged them and sent in the material; and especially to the many teachers who collected the data.

Special recognition should be extended to Mrs. Katherine M. Cook, Chief, Division of Special Problems, Office of Education, who during a visit to Hawaii suggested the idea of the study and who, as coordinator, has given the support of her kindly interest.

WILLIS B. COALE,
MADORAH E. SMITH.

PART I

Part I

Case Reports on the Practices and Ideas of Teachers

[This part of the report was prepared by Willis B.
Coale, with the assistance of Jitsuichi Masuoka]

[CHAPTER I]

Introduction: The Problem and Procedure

HAWAII AS A MULTIPLE-LINGUAL COMMUNITY

HISTORICALLY the plantation economy is responsible for the polychrome and polyglot population of the Islands. In 1936 there were 393,277 people living in Hawaii; of which the people of Asiatic origin—Chinese, Japanese, Koreans, and Filipinos—constituted 60.4 percent; Hawaiians and part-Hawaiians, 15.1 percent; other Caucasians, 14.5 percent; Portuguese and Spanish, 7.9 percent; and Puerto Ricans and others, 2.1 percent (tables 1 and 2). Therefore, the extent of foreign influences upon the development of English in Hawaii can hardly be over estimated.

In Hawaii the immigrant languages tend to persist as long as the immigrant communities with all their heritages continue. Because of the strength of his old-world language habits, an immigrant adult is never quite at home in a language other than his own. Moreover, his sentiment and his life within the transplanted racial group cause him to hold rather closely to his native language.

TABLE 1.—Population in Hawaii by racial descent, 1936¹

Racial groups	Number	Percent	Racial groups	Number	Percent
Other Caucasian.....	57,069	14.4	Japanese.....	149,886	38.0
Hawaiian.....	21,594	5.4	Korean.....	6,682	1.5
Caucasian Hawaiian.....	19,391	4.8	Filipino.....	53,550	13.6
Asiatic Hawaiian.....	18,217	5.5	Puerto Rican.....	7,470	2.0
Portuguese.....	29,863	7.4	Others.....	799	.2
Spanish.....	1,261	.3			
Chinese.....	27,495	6.9	Total.....	393,277	100.0

¹ Annual Report of the Governor of Hawaii to the Secretary of the Interior, June 30, 1936, p. 31.

TABLE 2.—Population in Hawaii by nationality, 1936¹

Racial groups	Citizens	Aliens	Racial groups	Citizens	Aliens
Other Caucasian.....	55,466	1,603	Japanese.....	110,759	39,127
Hawaiian.....	21,594	.....	Korean.....	4,157	2,525
Caucasian Hawaiian.....	19,391	.....	Filipino.....	14,478	39,072
Asiatic Hawaiian.....	18,217	.....	Puerto Rican.....	7,470	.....
Portuguese.....	28,109	1,754	Others.....	767	32
Spanish.....	1,036	225			
Chinese.....	22,768	4,727	Total.....	304,212	89,065

¹ Annual Report of the Governor of Hawaii to the Secretary of the Interior, June 30, 1936, p. 31.

Immigrant communities in Hawaii are, however, economically, politically, and linguistically never completely self-sufficing. Since an immigrant participates in the development of the local economy, he is, by this very fact, unable to confine his activities strictly within his own group. Furthermore, in his quest for a higher social status locally or elsewhere, he encounters competition and conflicts with the members of other groups. In attempting to adjust himself to life in the nonimmigrant community-situation, he faces at once the need of learning another language. However, since his social contact with the members of other groups remains largely on an impersonal and secondary level, and since his educational background is meager, he usually does not know enough English to make himself understood.

As the immigrant groups reside in Hawaii for a longer period and the social interaction among various groups becomes more frequent, the incomprehensible immigrant languages are likely to wane, and, in due course of time, to be replaced by a more popular type of English. This process gains momentum as the number and the importance of the first generation decline, and as their languages lose the vigorous, emotional support of their groups. With increase in the number of the local-born population, irrespective of their racial and cultural heritages, the popular English tends to gain acceptance and to become the standard community language.

There grows up, therefore, in the wider community a marginal, hybrid language which becomes a recognized tool of communication. This language in Hawaii is popularly known as "pidgin English." Because of its simple idiomatic expressions, its limited vocabulary, and its lack of formal grammatical principles, a person with very little or no education can readily master it. Herein lies the strength and the popularity of this language (table 3).

The linguistic milieu of an immigrant child in Hawaii is highly complex. Long before he enters public school he has formed certain linguistic habits. Having been born in an immigrant family or at least in a non-English-speaking home, he has acquired the dialect and language of his own immediate group. As he comes into contact with a wider social world, he adopts "pidgin English" as his language. Only when he enters public school is he initiated into the use of standard English. Since a large part of his linguistic habit-system is composed of unconsciously learned elements of foreign-language idioms, intonations, vocal mannerisms, shadings, and accents, it is not strange that these elements should long persist and should exert a great influence on his learning of English. In short, the strength of the language habits and the complexity of the immigrant social situations to which a child is early exposed account for the difficulty in teaching English to the children of Hawaii.

TABLE 3.—Persons 10 years old and over unable to speak English, classified by racial descent, 1930 and 1920

Racial groups	1930			1920		
	Total number	Unable to speak English		Total number	Unable to speak English	
		Number	Percent		Number	Percent
1	2	3	4	5	6	7
Other Caucasian.....	59,022	82	0.2	17,223	105	0.6
Hawaiian.....	17,730	1,467	8.3	18,731	3,693	19.7
Caucasian Hawaiian.....	9,881	56	.6	6,974	66	.9
Asiatic Hawaiian.....	6,666	55	.8	3,607	153	4.2
Portuguese.....	20,591	1,060	5.1	17,988	2,009	11.2
Spanish.....	927	106	11.4	1,575	551	35.0
Chinese.....	20,240	4,528	22.4	18,108	6,907	38.1
Japanese.....	94,577	28,150	29.8	76,961	41,730	54.2
Korean.....	4,502	1,327	29.5	3,785	2,062	54.5
Filipino.....	53,721	28,993	54.0	17,920	10,832	60.4
Puerto Rican.....	4,637	972	21.0	3,820	1,339	35.1
Others.....	543	26	4.8	475	46	9.7
Total.....	273,037	66,822	24.5	187,167	69,493	37.1

¹ Based on the Fifteenth Census of the United States: 1930.

PURPOSE OF THE STUDY

Because of the complex linguistic situation in Hawaii, efforts toward improvement have often appeared to be futile. Furthermore, there are conflicting opinions as to the means of bringing about improvement in English among bilingual children.

In the case of some people, even teachers occasionally, there appears a "why-worry-about-it" attitude. Their belief is that "pidgin English" is sufficient in itself for the island-born. In the case of other persons the attitude is one of fear of the invasion by "pidgin English." They decry also the presence of foreigners and of foreign-language schools as fraught with grave corrupting influences.

Opposed to this belief is the contention of many people, including a large proportion of the teachers, that the present form of popular English represents merely a stage in the cycle of language development, and that improvement of local English is therefore possible. The only questions are those of time and of the development of the way of teaching bilingual children. The attitude of this group is one of seeking, experimenting, and forever attempting to improve the situation. These people are, in their own individual way, artists in their teaching. It is their skill and their creative ingenuity that need to be shared by others. In realization of such a need, the present survey has been made.

To describe in detail the work of a few successful teachers with bilingual children is the primary purpose of the study. Specifically, the object of the

investigation is to consider (1) how a successful teacher conducts her work in English as a whole, and (2) how she carries out corrective teaching in English, in particular.

To this end, information has been collected from 19 teachers in rural Oahu and in the city of Honolulu, resulting in a descriptive account of their teaching of English to bilingual children. These teachers were selected as "more successful" in teaching English on the basis of recommendation by supervising principals or, in some cases, by school principals. To study the problem adequately, however, would require a treatment much more extensive and diversified than has been possible in this brief survey.

METHOD OF OBTAINING DATA

In seeking light on the problem dependence has been placed on: (1) observation of teaching methods actually being carried on by the cooperating teachers, (2) personal interviews, or (3) a combination of the two methods.

It should be noted at the outset that the more objective quantitative method of research has not been employed. Such a method, while it would be of great value for certain problems, is, in the opinion of the authors, not suitable for the present study. It has been assumed that teaching is not mere pedagogical science; that it is an art as well. Such being the case, it, like other human social activities of more profound nature, ~~strives~~ ^{strives} a description in terms of the average and the standard deviation.

A word might be said about limitations in the use of the questionnaire method of obtaining data. The usefulness of this method would be dependent on the extent to which teachers answering the questions were capable of analyzing their own situation, quite as much as on the accuracy and integrity of their replies and on their willingness to cooperate. The result would be a series of statements lacking in continuity, and revealing, at best, only the more external and obvious features of practice in teaching. It would fail to reveal a description of the classroom situation—of the teaching and the learning process as a single integrated whole.

The most significant information can be obtained, it is believed, through observation and personal interviews, and the data thus obtained, when accurately presented and cautiously interpreted, will be the most valuable for other teachers of English.

Success in observation and personal interviews is the result of careful planning. One of the essential aspects of the process is the conceptual background which determines the nature of the questions to be asked. Obviously what the investigator gets depends partly on what he considers to be vital and relevant data. This means that he must have an outline which can be used as a guide for securing the desired information. The

function of the outline is both to suggest questions to be asked and to furnish a basis for fitting the collected material into a coordinated pattern. A good outline is like an architectural design or an engineer's blue print. For this most obvious reason, the first task was to formulate an outline for this study. (See appendix A.)

Another essential phase of the interviewing process consists in securing full cooperation of those interviewed. Therefore, steps were taken to secure the full backing of the Territorial Superintendent of Public Instruction, the local supervising principals, and the principals of the schools to be visited. The willingness of the principals and of the teachers was secured through correspondence. The supervising principals assisted by submitting tentative lists of successful teachers or of schools where they would be found, and by securing the cooperation of the school principals. After the completion of these necessary preliminaries, a letter and a copy of the outline to be employed in the study were sent out to each cooperating teacher. (See appendices A and B.)

Care was devoted to building up rapport between the interviewer and interviewees. The latter were frankly informed of the purpose and the nature of the study, so as to leave no room for doubt as to the motive. They were told that the information furnished would be treated anonymously in the final report. It was also pointed out that they were selected by the supervising principals or school principals as being among the more successful teachers of English to bilingual children and that this was an opportunity to give valuable assistance to others who are eager to improve their teaching procedure.

Finally, after securing consent from a teacher to permit observation or to grant an interview, the field worker made his first formal call. In the case of observation, the investigator tried to become a part of the classroom situation and to spend a whole day with the teacher, noting down carefully, with the aid of the outline, whatever she did that might have a significant bearing on the study.

Through personal interviews two types of information were secured, one of which was mainly objective in nature. It was composed of the data on teaching practices not represented in the course of the given day, and was supplementary to the information secured through direct observation. Another type of material obtained through the personal interviews was largely subjective and subtle in nature. It had to do with the ideas of the teachers concerning their teaching practices and the problems involved in the teaching and learning situation.

Unfortunately the interviews often had to be carried on in the classroom during the spare moments of the teachers. In order to make the interviews as brief and as precise as possible, every question was phrased in such a way

as to elicit a concrete and specific answer rather than a general response. In a few cases the interviews were carried on at the teacher's own home, and on such occasions more complete data were secured. In a number of instances a second visit was necessary in order to round out the notes.

To insure greater validity for all reports, preliminary write-ups of the observations and interviews were submitted to the teachers for criticism. This plan has permitted an unusual degree of accuracy of report and also a better integration of the point of view of the interviewer and that of the teacher. Because of the requirements of final editing after the teachers' criticisms had been received, the final case reports cannot pretend to present the teachers' own exact phraseology, even when the first personal form is used for statements in an interview.

[CHAPTER II]

Case Reports on the Practices and Ideas of Teachers in Grades 1-3

A RURAL FIRST-GRADE TEACHER

[Observation and interview]

OPINION AS TO THE QUALIFICATIONS OF A SUCCESSFUL TEACHER OF ENGLISH

[Teacher's statement]

[I D¹] The academic standing and the number of years of experience are important, but the vital requirement for successful teaching lies in the teacher's attitude or personality.

A good first-grade teacher must always be creative. She needs to have a rich background. She must be well versed in problems of behavior and must study carefully her individual pupils.

Understanding, friendliness, and patience are the most important qualities of a good teacher on the first-grade level. These personal traits not only enable her to work on the level of her pupils' interests and activities, but also help her to be ever stimulating in influence.

AIMS IN IMPROVEMENT IN ENGLISH

[Teacher's statement]

[III A] To lead the children.

1. To speak freely.
2. To develop vocabulary.
3. To use words effectively.
4. To use simple English expressions.

GENERAL POLICIES IN ENGLISH IMPROVEMENT

[Teacher's statement]

[VII General] The children come from homes where little or no English is spoken, and, therefore, possess a limited vocabulary. At first they are usually shy. I begin by letting them talk about their own experiences—

¹ As indicated in the Authors' Preface, this and following symbols refer to the appropriate section of the outline (Appendix A) on the basis of which the case studies were made.

about the baby brother or sister, or about happenings around the home or in the village. Through the development of free talk, their timidity is gradually broken down.

After the children have learned to speak freely, corrective work is gradually begun. Much of the teaching is done by means of special procedures, such as the use of flash cards and games. This is necessary, for the classroom must try to establish habits for which there is little foundation in the home background.

The results of these methods are clearly seen. The children speak freely. They develop their vocabulary in regard to both new words and meanings. They sense the importance of good English, trying to correct themselves all through the day.

HOW GOOD ENGLISH IS CARRIED INTO THE HOME

[Teacher's statement]

Many parents visit their children in school during the course of the year. They are asked to cooperate by urging the use of good English in the home. The children are also encouraged to speak their best away from school, and take much pride in doing so. A great deal of improvement is accomplished through parent assistance.

OPINION CONCERNING EFFECTS OF PRELIMINARY KINDERGARTEN TRAINING

[Teacher's statement]

My observation is that the children with kindergarten training talk more freely and adjust themselves more readily to classroom activities than do those who come to us directly from their homes. Kindergarten preparation apparently gives them a richer command of words, but it does not necessarily follow that they speak better English. They use "pidgin English" as much as other children do.

THE USE OF SINGING

[Teacher's explanation]

[VII B] We think singing, in addition to reading and other activities, is a helpful means of improving English. Especially in the lower grades, the children love to sing. Delight in music is almost an inborn trait. Through teaching them to sing many songs we keep their interest always high. Singing helps children to open the mouth wide and to loosen the vocal organs.

[VII D] The songs consist of groups of poetical sentences which illustrate good English form. By means of singing, the children enrich their vocabulary and learn to use correct sentences.

[VII F] We go through the whole of a new song first by reading it out loud. We emphasize correct enunciation and pronunciation, and for the difficult words give special drill. To be assured that the correct pronunciation has been learned, we call on several pupils to read the words aloud. Since the love of singing is so strong, the correction of speech defects has caused no noticeable loss of interest.

The degree of carry-over from singing to pupils' daily spoken English depends, in our opinion, much on the kinds of songs taught. As long as the ideas are based on their own experience or grow out of their interests, there tends to be a significant carry-over. Therefore, in addition to standard songs, we teach songs which have been created by ourselves. The following is a sample:

"Little boy, little boy,
Where is your mother?"
"My mother is washing clothes."
"Little boy, little boy,
Where is your father?"
"My father is working in the field."

THE USE OF READING AND OF STORY MAKING

[Observation]

[VII B] After several songs the teacher suggested, "Let us read. Will you all come and sit here so you can see the reader?" The class sat on the floor in a semicircle facing the stand on which hung *Our Big Book*, open at the following story:

Grandmother

"How happy I am!" said Dick.
"How happy I am!" said Jane.
"Grandmother is here."

Grandmother laughed.
"I am happy," she said.
"I am happy to see you."

"Look!" said Grandmother,
"Here is something.
Guess what it is."
"A ball," said Dick.
"Candy," said Jane.
"Not candy," said Grandmother.
"Not a ball.
Guess, guess!"
"I can not guess," said Dick.

[VII F] The teacher read the whole story through. Then taking each sentence separately, she read it slowly and emphatically with the aid of a

pointer. The children read after her and imitated the manner of her reading, enunciation, and intonation.

Then the teacher asked, "Who would like to make a story by using a pack of flash cards?" The children raised their hands. She told two boys, John and Shunji, to go to one side of the room and to work on an original story, while the rest of the class continued with their reading.

[VII F, H] A pupil was chosen to lead the class in reading while the teacher listened carefully to each child's pronunciation. She interrupted several times, correcting the enunciation and pronunciation of such words as "Grandmother" and "happy."

[VII D] Meanwhile John and Shunji were busy in their creative adventure. They took the flash cards from the box which goes with *Our Big Book*, and picked out those which expressed their ideas most appropriately. They made a story by placing a series of cards in the pockets. The following is the product:

- "How happy I am."
- "I am happy," said father.
- "I am happy," said mother.
- "I see some candy.
- "I see some cookies."

A sample of creative work done by the whole class, as an aid in developing good usage, is as follows:

Mickey and Minnie Mouse

"Hello, everybody,
I am Micky Mouse."
Where is Minnie Mouse?
"She is not here."

"Minnie Mouse, Minnie Mouse,
"Here I am."
"Where have you been?"
"I have been sweeping the house."

MEANS OF VOCABULARY DEVELOPMENT

[Teacher's statement]

[VII C] Through reading, talking, and participating in classroom activities, the children are constantly learning new words. Whenever a new term appears, I teach it as part of a whole sentence. I give a synonym in a complete sentence and use the new word in as many different ways as

possible in order to show the permissible variety in vocabulary. I prepare a flash card of the new term and by daily drill help make it a part of the children's own daily vocabulary.

[VII H] Whenever any child happens to use a new word thus learned, I praise him, saying, "Children, did you notice that John used the word we just learned? That's good work, John."

THE USE OF GAMES AND ACTIVITIES

[VII D1] 1. *A game dramatizing actions* [teacher's statement, and observation].

"The objective of this game", explained the teacher, "is to teach the children to report in complete sentences what they observe, especially to help them form the habit of saying, 'You are drawing a picture', or 'You are jumping', or 'No; I am not drawing a picture', or 'Yes, I am jumping', etc."

"In instilling the correct form to be used in the game, I first carry out the act. My children speak the sentence once or several times in order to fix it in mind. It is repeated daily until the children really learn to say correctly, 'I am writing', or 'You are writing.'"

Following is a description of the game as seen by the observer:

The children sat on the floor in a circle, while Shunji stood in the center. At the word of the teacher he began to jump. "What am I doing?" he asked.

"You are jumping", replied all the children.

"Yes, I am jumping", said Shunji.

He then chose John to take his place. Now John performed another act and asked, "What am I doing?"

"You are writing", replied the others.

"Yes, I am writing", said John.

In such a manner the game continued until the children showed signs of disinterestedness. Then the teacher suggested, "Now, let's try another game."

2. *A question and answer game* [teacher's statement].

[VII D1] The children sit in a semicircle. One child is chosen to ask questions.

"What did you do last night, Mary?"

"I went for a walk."

"Did you draw a picture, James?"

"Yes, I drew a picture."

"What did you draw?"

"I drew a house."

This little game makes the children think quickly and speak faster. They learn to answer in full sentences instead of in the usual single word.

3. *Teaching good usage in the dining room.*

[VII D] The children of each grade go to eat in the dining room at least 3 weeks out of every school year. This is an excellent place for conversation. Here good manners, as well as good English, are taught. The children set their own tables, serve the food, and clean up. They learn to say, "May I have some bread, please?" "What do you have for your lunch?" "I have fruit for lunch", etc.

Only children who speak good English in the dining room are allowed to help with the meal; therefore, all are very careful of their speech, for one of their pleasures is to help set the tables and to wash and dry the dishes.

THE USE OF FLASH CARDS AND GAMES

[Teacher's statement]

[VII D] 1. The objective of this particular language game is to teach the children to say, "He is not here", or "He is here", instead of saying, "He no stay." I made a game because one day when I asked James, "Where is John?" he replied in pidgin English, "He no stay."

So I wrote on a piece of cardboard for drill the sentence, "He is not here." This is the way the game is carried out. Each child's name is printed on a card. I send part of the members outside. When I flash a card with a pupil's name before the children who are in the room, they reply, "He (or she) is not here", or "He (or she) is here." This drill has been going on for some time, and nowadays rarely do I hear, "He no stay."

[VII D, H] 2. In trying to dramatize the need of discarding incorrect forms of conversational English, I have been following a scheme of this kind. Whenever a child makes a mistake in his conversation, I immediately call the attention of the whole class, saying "Listen, everybody; John has just said 'I no have' when I asked him, 'Where is your pencil?' I think it is not right. Which sounds better, 'I do not have my pencil', or 'I no have my pencil?'" Of course my children will reply, "I do not have my pencil." Then I ask one of the pupils to draw a picture of a boy named "I no have" and to throw it into the waste basket. Meanwhile I write the correct form, "I do not have", on two flash cards. One of them I post on the blackboard so that the children can see it. The other I keep for my own use in drill. The whole class reads over and over this correct form so that they will not make the same mistake again.

The following are samples of the series of cards in my room:

I have finished

I do not have a pencil

I am going to buy lunch

Here I am

May I wash my hands

I cannot

I am reading

Are we going to write

She is not here

It is my name

I have not finished

Where is my book

DRILL ON ENUNCIATION

[Teacher's explanation]

[VII F] *Th* is the sound we are working on at present. Our children are shown that in making the *th* sound we must broaden the tip of the tongue, then place it between the teeth, and finally blow softly. This is first done without making the sound. Here our emphasis is on the accurate manipulation of the vocal mechanism. After the children have grasped the idea, we tell them to blow the air through and say *the, fifth, teeth*, and other words containing the *th* sound. By constantly drilling on this sound in such words as *father, mother, brother, tooth, this*, the children acquire the correct speech habit. Other sounds which trouble our children are those of *i, p, k, g, l*, and *r*. Short vowels are also very difficult.

In teaching pronunciation the teacher is always the model. It is certainly remarkable the way the children imitate their teacher's accent and her mannerisms in speech. We find it best practice to begin corrective work with the first day of the school year, because the children learn to regard it as a part of their daily activity.

DIRECT CORRECTION OF ORAL ERRORS

[Observation]

[VII H] When the teacher asked the pupils to hand in their drawing, arithmetic, or language work, she added, "Please do not forget to write your name on the paper."

Then one of the children said, "Oh, Mrs. E———, I did not put my name."

"Here, class, which is better to say, 'I did not write my name', or 'I did not put my name'?"

"I did not write my name", replied some of the more alert ones.

"Yes, that's right", answered the teacher. "Now let everyone say, 'I did not write my name.'"

A HONOLULU FIRST-GRADE TEACHER

[Chiefly observation]

OPINION AS TO QUALIFICATIONS OF THE TEACHER

[Teacher's statement]

[I D] It requires much patience to teach the first graders. A teacher cannot afford to lose her temper.

The first year of school is very important in conditioning the children's attitude toward school life as a whole. Whether they learn to like their studies or to "play hookey" from school depends so much on the way their first-year teacher treats them.

In September the children come to us understanding but a few words of what we tell them. They smile and merely look at us, because they don't understand what has been said. It takes the understanding heart of a mother to make them learn English and talk freely.

I love to teach the first graders, because I can see at the close of the school year how the children who originally seemed blank have become active pupils. They read, write, give their reports in good English, take part in play, and act on their own initiative. Whenever I witness such a remarkable growth as this in children, I know that educational efforts have not been in vain.

DIRECTIONS FOR DAILY WORK POSTED AS MODEL FOR CHILDREN'S USAGE

[VII D]

Our Program

- | | |
|-------------------|------------------|
| 1. We sing. | 9. We read. |
| 2. We recite. | 10. We eat. |
| 3. We plan. | 11. We rest. |
| 4. We count. | 12. Big recess. |
| 5. Health game. | 13. Story time |
| 6. We work. | 14. Music games. |
| 7. We drink milk. | 15. We clean our |
| 8. We play. | room. |

USE OF CONVERSATION ABOUT ROUTINE CLASSROOM ACTIVITIES

Collecting lunch money.

After finishing the roll call the teacher proceeded to gather the lunch money by saying, "Lunch money, please."

The pupils took their money to the teacher.

"Now, how many pupils are going to have penny drinks this morning?" asked the teacher. "Those who are going to buy drinks please stand."

Three children stood up. Then the teacher asked the whole class, "Children, can you tell me how many are going to buy penny drinks?"

"There are three children", replied the pupils.

"That's right", confirmed the teacher.

"How many boys and girls are going to buy their lunches today? Will you please stand up?"

Several pupils stood up. Mary stood and began counting the number of pupils who were standing.

"There are eight children who are going to buy their lunches today", reported the child.

"Will Mary go to the board and write the number 8 after the word *lunch*?" asked the teacher. So Mary went to the board and wrote *lunch—8*.

"How many pupils are going to buy milk? Will you please stand up?" continued the teacher.

Then John went up and counted those standing.

"There are seven pupils who are going to drink milk today" reported John.

"That's right", said the teacher, and continued, "Will you put the number 7 on the board?"

John went to the board and wrote, *milk—7*.

"How many say that is right? We are having lots of trouble with the word *milk*. Who would like to try to spell the word for us?" asked the teacher.

James, an alert boy, went and wrote the word correctly.
"That is right! Now everybody spell M-I-L-K and repeat it five times after me", directed the teacher. After the repetition the teacher said, "James, will you go to the board and write once more the word *milk*?" So James wrote it. All, including the teacher, clapped their hands.

USE OF CONVERSATION ABOUT A SPECIAL PROGRAM

[VII B, C] "Shall we put our program on the board?" began the teacher.

The following items were then written down ~~one~~ by one, while the accompanying conversation was carried on.

Harriet . . . Leader

1. The Owl Song
2. The Woodpecker Song
3. Act . . . Little Miss Muffet
4. Act . . . The Boy Scouts
5. Game . . . The Farmer in the Dell
6. Health Game

In setting down this program the teacher reviewed the words for the days, months, etc.

"What month is this?" inquired the teacher.

"This is the month of January", replied the class.

"What date is today, children?"

"Today is the twentieth."

"Who will find it on the calendar for us?"

Harriet volunteered and pointed it out for the class.

"What day of the week is today?"

"Today is Wednesday", answered Elfreda.

"How do we know today is Wednesday, Elfreda?"

"Because yesterday was Tuesday", replied the girl.

"That's right! That's good!" encouraged the teacher.

Elfreda went to the calendar and pointed out the day.

"What year is this?"

"This year is 1937", answered Yoshito.

"Who will find 1937 on the calendar for us? Will you, Toshie?"

Toshie went to the calendar and pointed out the year, 1937.

"Is that right?" asked the teacher.

"Yes", confirmed the class.

"How many days are there in a week?"

"Seven days", said Robert.

[VII D1] "How can you make it better, Robert?" interrupted the teacher.

"We have seven days in a week", replied Robert.

[VII C] "What are they?"

The pupils volunteered and gave the names of the days. While naming them, one child said, "May."

"Is that right, children? What is May? Is May a day?" asked the teacher.

"No, it is the name of a month", responded the children.

"How many months are there in a year?" continued the teacher.

"Three months", said one.

"Thirteen months", said another.

"We have twelve months in a year", answered Robert.

"Good, Robert. Name one month", continued the teacher.

"January", said Robert.

"May", responded another.

"June", said still another.

In this manner the recognition of the names of the months was taught. Daily repetition of this type of activity appears to be helpful to the children in learning the names of the days, months, and years.

FOLLOWING DIRECTIONS GIVEN BY THE TEACHER

[VII B] "I want to know how many of you have bright eyes and good minds today?" said the teacher. "As I write these sentences on the board, I want you to do exactly what I write."

"Come to me, Harriet." (Harriet went up to her.)

"Run, Merna." (Merna ran.)

"Hop, William." (William hopped around the room.)

"Bring me a book, Stanley." (Stanley brought a book to the teacher.)

"Sing to us, Elfreda." (Elfreda stood up and sang.)

"Write your name, Toshie." (Toshie went to the board and wrote her name.)

"Shut the door, Marshall." (Marshall went to the door, but, instead of shutting it, he opened it.)

[VII C] "What is this word, class?" asked the teacher, pointing at the word "shut."

"Shut", replied the children.

"What does it mean to shut the door?"

"Shut means close", replied Juanita.

"Close the window, Juanita." Juanita went to the window and closed it.

"That's right, Juanita", said the teacher.

"Run outside, Norma." (Norma ran outside.)

CONVERSATION ABOUT NEWS

[VII B] "News reporting provides the children an excellent opportunity to express their own ideas", commented the teacher. "It encourages the use of the words they learn. So with my pupils, news telling and writing constitute one of their chief daily activities."

The following is an account of activities in the news period.

"Have you any news this morning?" the teacher asked, pointing to Jean. But Jean was reticent.

"Robert, have you any news this morning?"

Robert was slow in answering; so the teacher encouraged him by saying, "Haven't you any news to-day? I want Robert to tell me some good news this morning."

"Richard are all through with the dentist", said Robert finally.

[VII H] "Let's have the news straight, Robert", said the teacher.

Juanita volunteered, "Richard is all through with the dentist."

"Why say 'Richard is all through with the dentist'? Which is correct to say, 'Richard *is* all through with the dentist,' or 'Richard *are* all through with dentist? "

There was a great deal of uncertainty among the pupils, so the teacher tried to bring in an illustration of another type.

"Which do you say, 'The boys *is* playing ball', or 'The boys *are* playing ball? " asked the teacher. The children were still uncertain about the correct form.

"I am going to put these stories on the blackboard." Then she wrote.

The boys *are* playing baseball.

The boys *is* playing baseball.

"I want you to read the first sentence with me three times, and then read the second sentence."

"Now, which is correct or right?" asked the teacher.

Harriet replied, "The boys *are* playing baseball."

"Why?" interrupted the teacher.

"Because, 'The boys *are* playing baseball' is better", answered the girl timidly.

"What do we mean by *boys*?"

"The *boys* means plenty or more than one."

"That's right. When there is more than one boy, we must say *are*."

"Now, the second sentence says, 'The boys *is* playing baseball.' This sentence is wrong. What can we do to make it right?"

"Make it '*are* playing' ", answered one.

"That's right, but what other way can we change it to make it sound better?" continued the teacher.

"Cross out the *s* and make *boys* 'boy is playing' ", commented Richard.
"That's right!"

"Well, let's get this straight, because I am sure that Robert is very anxious to know the answer."

" 'The boys are playing' is correct, because *are* means more than one, and we use *is* when we mean one man or one thing."

"When we have more than one man or one thing, we use *are*", Robert replied.

"So then, Robert, we must say; 'Richard is all through with the dentist.' "

"Suppose we want to say 'are', we can say, 'Richard and John *are* all through with the dentist.' "

"Richard, give us the news once more."

So he repeated the news. The teacher went to the board and wrote it down. When writing, the teacher asked for repetition of the news. "What is the first news this morning, John?"

John gave it, while the teacher wrote it on the blackboard.

"Any more news?" asked the teacher.

"We will have a show tomorrow."

After the news was all put on the blackboard, the class together with the teacher read it. Then the teacher said, "I want you to write this news in your notebooks. What must we remember about writing?"

"The big letters and the spaces", replied the children. (The class had begun writing only during the first week of January 1937.)

USE OF RIDDLE MAKING

[VII B] "Now, children, how many of you would like to tell riddles?" asked the teacher.

Stanley raised his hand and was recognized. Facing the class, he said, "I am brown on the outside. I am brown inside. I have black seeds. I am good inside. What am I?"

One of the pupils, raising his hand, asked, "Are you a mountain apple?"

"No, I am not a mountain apple", responded Stanley.

"Are you a orange?" asked another.

[VII H] "Richard", interrupted the teacher, "you must say, 'Are you *an* orange,' not '*a* orange.' Now, class, repeat after me, '*an* orange, *an* apple, *an* egg.' That's fine; remember, '*an* orange.' "

"Now, Stanley, I'm sorry that I interrupted you. Will you give us the riddle again?"

Stanley repeated the riddle slowly.

The teacher asked the class, "Can anyone solve Stanley's riddle?" Since there was no answer, the teacher said, "Tell us what you are, Stanley."

"I am a tamarind", proudly replied Stanley.

"It was a good riddle. Don't you think so, children?"

"Now, who will give us another?" asked the teacher.

John raised his hand and was recognized. He walked to the front of the class and gave the following riddle: "I'm black. I have a gun. I come through the window. I steal something and I run away. What am I?"

A pupil asked, "Are you a crook?"

"Yes, I am a crook."

David now took the floor and said, "I am green. I can shine in the light. Children want to pick me. I can make fire. Children are scared of me. What am I?"

"Are you a pumpkin?" asked one.

"Yes, I am a pumpkin."

Mary stood up and said, "I am brown outside. I have a black belt. I have a gun. What am I?"

There was no response, so Mary said, "Oh, it is easy!" Since no one answered, she replied, "I am a policeman."

A GAME TO DEVELOP VOCABULARY

[VII C] Upon discovering that the pupils were becoming restless, the teacher asked them to stand up. She began by saying, "Can a pigeon fly?"

"Yes", replied the children as they extended their arms, shaking them up and down.

"Can a cat fly?"

"No", answered the children, dropping their arms simultaneously.

"Can a sparrow fly?"

"Yes", responded the children once more, imitating the flying motion.

"Can a monkey fly?" continued the teacher.

With a "No!" the children at once dropped their arms.

"Can an eagle fly?" asked the teacher.

"Yes," responded the children with enthusiasm, as they once more pretended to fly.

This activity continued for about 3 minutes.

In this manner the teacher revitalized the children's activities. This procedure had, according to the teacher, another motive, namely to enrich the vocabulary of the children.

USE OF PICTURES TO TEACH NEW WORDS TO BEGINNERS

[Teacher's Statement]

[VII C, D] I teach words and sentence sense to the children who come with practically no English background, by the association of words and sentences with pictures. Suppose I wish to teach children the word "cat",

I give them a sentence, "This is a cat," which is written under a picture of a cat. I tell them stories of cats. I give them daily drill on sentences containing the word "cat."

To test whether or not the children have the word correct, I give them a recognition test. I post a number of animal pictures, among them being a picture of a cat; then ask a child to pick out the card with the character "cat" and to take it to the board and match it with the proper picture.

USE OF READING

[Observation]

Reading with the slowest group.

[VII B, D] The pupils of this section called themselves the "Roses."

The children sat near the reading textbook, with the teacher sitting next to the book.

"Let's look at the pictures", the teacher began. "How many people do you see?"

"I see four people—Dick, Jane, Baby, and Father," replied the children.

"What are they doing?" asked the teacher.

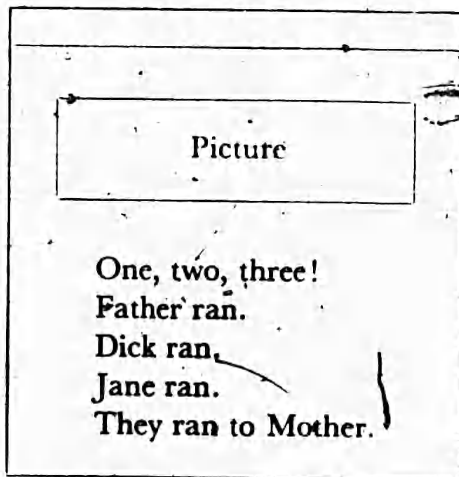
"They are running."

"Who is running first?"

"Dick is running first", answered the class.

"Who is running last?"

"The baby is running last."



"Why is the baby the slowest? What do you think happened to the baby?" continued the teacher.

"How are we going to find out what happened to the baby? Who is going to tell us what happened? The story is going to tell us what happened to the baby. That is why we want to read. Who will read the story to us?"

Then each child read the story. Some of the interesting ways of helping the children to understand

the meaning of the story are revealed in the following conversation:

"They ran to Mother. Who are *they*?" inquired the teacher. "What do we mean by *they*?"

"Father, Dick, Jane, and the baby."

"It was good reading!"

[VII F] Incidentally the teacher gave a short drill on the pronunciation of the *th* sound. "How do you say this word, children?" asked the teacher, pointing to the word "they."

The children pronounced the word but did not protrude their tongues; so she said, "Oh, put your tongues away out, and say t-h-e-y."

[VII C] After they had finished reading the story in the reader, the teacher put these words on the blackboard.

Dick	Mother	ran	Charlie
to	Jane	Father	Baby

Then the children played a short game with the words. Two pupils stood 6 feet away from the blackboard, and the teacher asked, "Who will find the word "Mother"?"

The children ran to the board and pointed out the word. John, who recognized the word first, was applauded.

READING WITH THE FAST GROUP

[VII B] The pupils of this section called themselves "Hibiscus."

While the other two groups were busy doing their number work, the teacher gathered together her fast group. They sat around her with their story books.

"What story did we read yesterday?" the teacher began with a short review.

"We read about 'Nancy and her Basket.'"

Then the teacher wrote the title on the blackboard. "What was the name of the girl we read about?" she asked while writing.

"Nancy", replied the children.

While writing the next sentence, the teacher asked, "When Nancy opened the cover, what did she see?" The teacher asked the children to read the sentence which she had just finished.

"She saw a kitten", replied the children.

"What kind of kitten was it? Was it a large kitten or a little kitten?"

"It was a little kitten", the children answered.

Then the teacher wrote the sentence. While writing it, she asked, "What word in this sentence tells the size of the kitten? Who can come to the board and point out the word?"

[VII C] Harriet went and pointed out the word "little" and underlined it.

"Is this right?" the teacher asked.

"Yes", answered the class.

"Let's clap for Harriet", said the teacher.

"What other things can you say about the kitten?" inquired the teacher.

"She was black and white", replied the children.

When the teacher had finished writing the sentence, she asked, "What words tell us the color of the kitten? Who can come and underline them?"

Helen went to the board but was puzzled, so Mary volunteered and underlined the words "black and white."

"What is a good name for this kitten? Look at the picture carefully and tell me her name."

"Her name is Spot", said the children.

The teacher wrote the kitten's name on the board. "What kind of kitten is this? Is it a boy or a girl kitten? How many say that it is a girl kitten? Look in your book and see how many words tell you that it is a girl kitten."

"I see two words", said Harriet.

"Harriet, will you go to the board and draw two lines under the words which tell that the kitten is a girl kitten?" the teacher asked.

She went to the board and underlined the two words *she* and *her*.

"My, you people are smart!" commented the teacher.

"Now, let us continue with the story. When you read the story, read as if you are talking. Before reading the next section of this story let us read altogether once more the story on the board."

The children read it together with their teacher. From the book they read the following story:

"Mew, mew", said the kitten.

"Oh, my! What a pretty kitten! Thank you, Father", said Nancy.

"Her name is Spot. She is black and white", said Father.

"Here, Spot! Here is some dinner for you", said Nancy.

After the story had been read by several pupils, the teacher began asking such questions as the following: "Who is talking in the first line? Who is talking in the second line? What did Nancy say? Who is talking in the third line? What did the father say?"

In answering each of these questions, the children used dramatization. As the teacher later commented, "Such an endeavor as this helps children to remember phrases and idiomatic expressions and, above all, to get sentence sense."

Next, the teacher wrote on the board the following directions:

1. Make Mother Hen.
2. Make three pigs.
3. Make Nancy's kitten and basket.

READING WITH THE MIDDLE GROUP

[VII C] The pupils of this section called themselves "Ginger."

The teacher began by saying, "Let's review these words. Let's see how good you are."

here	a	play	house
I	Spot	find	big
am	where	the	want
little	mew	ball	how
want	bow-wow	it	guess
is	not	jump	fun
some	this	good-by	will
oh	look	away	you
he	laughed	make	saw
funny	something	dog	
she	in	kitten	

In preparation for reading the following story in their reader, the teacher explained the words as indicated.

Mother Makes Candy

Picture

See Mother make candy!

"Oh, oh!" said Baby,

"Good, good candy."

Baby wants candy.

Dick wants candy.

Jane wants candy.

"Look at the picture. What is the mother doing?"

"Making candy", replied the children.

"Robert, let's hear you read."

He stood by the teacher and read.

"Tomorrow our reading will be on page 16. Let's look at the pictures on the page. What is mother holding? Would you like to take the book home tonight? How are we going to find out what the story is all about?"

"By reading", replied a child.

"All right, take it home and read the story. Be able to tell me all about it tomorrow."

A HONOLULU FIRST-GRADE TEACHER

[Observation]

[V D]

A PROGRAM FOR THE DAY

8:20 Doxology.
Daily routine.
Moving picture.
9:15 Drawing and reading.
10:00 Recess.
10:30 Language work.
10:45 Reading and drawing.
11:15 Lunch hour (lunch, rest, and play).
12:45 News.
Story telling.
1:30 Drawing.
Special reading for the needy.
2:00 School ends.

[VII B] CONVERSATION ABOUT A PROJECT SUBJECT

After finishing her routine morning work of leading in the doxology, collecting lunch money, and checking class attendance, the teacher began her work in English.

"How many of you have brought fruit this morning?" she inquired.
"Will those of you who have fruit stand before the class?"

Eleven children stood and the oral reports began.

A child reported, "Eleven children brought fruit to school today."

"I see an apple in Sally's hand", said another child.

"I see a banana in Harold's hand", responded another.

"Ralph has an orange", added another.

"Helen has an apple", responded still another.

At this moment the teacher interrupted by saying, "Frank, will you tell us something about an apple?"

The child responded, "The apple is sweet."

Mary added to the description by saying, "The apple is green."

John added, "The apple is round."

The teacher then asked, "What kind of banana is this?"

"This is an apple banana", replied Edward.

[VII C, D1] The teacher took time here to give special instruction about the difference between *this* and *that*. "When you don't touch or hold a thing in your hand, say *that*. Edward is not holding or touching the banana, so he says, 'That is an apple banana.' I say, 'This is an apple banana', because I am holding it."

The sentence was then written on the board: "That is an apple banana."

While the teacher wrote, her pupils did the dictating. She began by asking, "What shall I write first?"

"That", responded a child.

"Good", commended the teacher. "What's next?"

"Is", answered a second child.

"A", replied a third.

"Chinese banana", responded still another.

"Good", agreed the teacher. "Now, let's all read the sentence." The sentence was read by the class.

"Give me more sentences", continued the teacher.

The pupils started to describe an apple.

"The apple is red and green."

"The apple came from California."

[VII D, H]. "Inside *are* white", said John, using an incorrect form of verb.

"What?" asked the teacher.

Since John was unable to answer, the teacher corrected him, "You should say, 'The inside is white.'"

Another child described the apple, "The apple seeds *is* brown."

[VII E]. The teacher corrected the child immediately and then explained, "When we have one seed, we say, 'The seed is', but when we have more than one seed, we say, 'The seeds are.'" She then said, "Now, try the sentence, Richard."

"The seeds are brown", replied the boy.

It was explained to the investigator that this unit of work was a product of the teacher's desire to develop in her pupils a greater appreciation for fruit and to emphasize its values as a foodstuff.

[VII C]. The class talked and read about the various kinds of fruit. They learned the names of new fruits through pictures accompanied by simple descriptions. This was followed by story telling. Later the stories were written on sheets 24 by 48 inches in size. They were then either posted around the room or placed on a rack. Samples of this work are shown below.

CHARTS FOR VOCABULARY, USAGE, AND READING

[VII C] *Samples of Charts to Acquaint Children With New Words.*

Vegetables

Pictures of tomatoes and other vegetables

tomatoes	green onions	potatoes
cucumbers	carrots	lettuce
radishes	beets	peppers
corn	turnips	peas

Fruits

<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">Picture of strawberries</div> <p style="text-align: center;">strawberries</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">Picture of grapes</div> <p style="text-align: center;">grapes</p>
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">Picture of orange</div> <p style="text-align: center;">orange</p> <p style="text-align: center;">pears</p> <p style="text-align: center;">raisins</p> <p style="text-align: center;">apple</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">Picture of prunes</div> <p style="text-align: center;">prunes</p> <p style="text-align: center;">peaches</p> <p style="text-align: center;">banana</p> <p style="text-align: center;">lemons</p>

[VII B] *Samples of Stories Composed by Pupils and Teacher.*

Oranges

We saw some orange trees.

The orange flowers are small.

They are white.

We saw many oranges.

The men put them into the boxes.

The Mango Tree

Dorothy has a mango tree.

It has small flowers.

It has small mangoes.

It is growing in the back yard.

A Song Chart.

Mother Papaia

Just like the old woman

Who lived in the shoe,

The Mother Papaia, has plenty to do;

Her numerous children cling close to her side,

Nor ever attempt from their mother to hide,

Mother Papaia, Dear Mother Papaia.

Picture of a papaia tree

[VII B]

STORY-MAKING ABOUT A LEI

"This afternoon I was given a very beautiful lei. Let us talk about it", began the teacher, as she held the garland high. "Who will tell us something about the lei?"

Mary, who brought the lei, explained, "My mother said I could give the red carnation lei to Miss H——."

"I see the red carnation lei", said another child.

"It smells sweet", commented another.

"The lei is very pretty", said a fourth child.

"Anything more about the lei, children?" asked the teacher. "Mary, you brought this lei. Suppose you tell us more about it."

Mary gave the following story:

"My mother made the lei. She bought the flowers from an old man. She sewed them with a needle and thread. She told me to give the lei to Miss H——."

"It was a very good report, Mary."

[VII B] CONVERSATION ABOUT THINGS SEEN IN A MOTION PICTURE

"This morning we went to see the movies and saw many nice things. Can you tell me what you saw?" Many replies followed.

"I saw a man with a fish."

"I saw a baby seal."

"I saw a balloon fish."

"I saw a long fish swimming."

"I saw a shark swimming."

"Tell me something without using the word 'saw'", interrupted the teacher. Sentences like the following were then given:

"Some seals were swimming in the water."

"The man was pulling in the fish."

"Some moon fish were swimming."

"The stick fish was swimming."

"The man was holding the bamboo."

"The catfish was swimming."

"A fish was running away."

"No, John; fish do not run away", interrupted the teacher.

"A fish was swimming away", replied the child.

"Now, let us write some of these sentences on the blackboard", said the teacher. "Who will give me the first sentence to write on the board?"

Following are the sentences dictated to the teacher:

"We saw a balloon fish swimming."

"We saw some sharks."

"We saw some turtles."

"We saw some seals."

"Now, let us read these sentences. I will read first, and you repeat after me", said the teacher.

[VII F] Particular emphasis was given to pronunciation and enunciation.

READING BY THE SLOW GROUP

[VII B] The class of 43 was divided into two groups—the slow and the fast. While the fast section was reading alone, the slow section engaged in drawing pictures according to directions written on the blackboard. The directions were as follows:

Write your name.

Draw some hens walking in the yard.

Draw five eggs in a big brown nest.

Draw a goat standing under a tree.

Draw the farmer's wife looking at some chickens.

"Who can read the first sentence?" asked the teacher.

Robert volunteered and, going to the board, read, "Write your name."

Another child read the next sentence. Two more children were called and finished reading the directions.

"Children, you must understand the directions", the teacher then explained, "before you can begin your drawing. Read carefully and do just what it tells you."

[VII C] The children proceeded with their drawing. The subjects of the pictures they drew were suggested by their previous reading. In this way the children learned to associate pictures and words.

READING BY THE FAST GROUP

[VII B,C] The fast group, now ready to read, sat on a mat facing the teacher. She began to write on the blackboard some of the words in the day's lesson. As she wrote she asked one child or another to read. If he didn't know the words, she explained. Sometimes she asked the meaning. These are the words she took up, before the group read their lesson:

his house

a pet

the yard

Jack gives

he made

a rabbit

his pet

leaves

When she came to the word "pet", she asked, "Children, what is a pet? What is your pet?"

"My pet is a cat", replied one of the children.

"Mine is a dog", answered another.

Other children said that their pets were rabbits, chickens, or ducks.

The teacher read the words she had written on the blackboard and the pupils followed her. Then she pointed out individual words and asked various members of the group to read them. After sufficient drill the readers *Playing With Pets* were passed out.

"Now turn to page 18", said the teacher. "Now, Donald, read first."

So Donald got up and read the story from the book.

My dog's name is Do-Funny.

He has a house.

His house is in the yard.

"That was very good", praised the teacher. Then she began reviewing the section just read. "What is the dog's name?"

"Do-Funny", replied the children.

[VII D1] "No; give it in a sentence", corrected the teacher.

"The dog's name is Do-Funny", answered a child.

In such manner the whole story was taken up. Constant questioning and answering in complete sentences, as the teacher explained afterward to the observer, is very helpful in setting the standard of English in the classroom. It also aids in testing comprehension of material read. Questioning with a proper attitude stimulates the children to alertness.

After finishing their reading, the children were told to draw pictures according to directions placed on the blackboard. The directions read as follows:

Write your name.

Draw Jack's rabbit.

Draw the rabbit's house.

Color the picture.

READING FROM FLASH CARDS

[VII F] With the slow group the teacher used flash cards, such as those illustrated below, for review of their lesson. Each card was read by one or several pupils.

The teacher commented with such remarks as, "Very good"; "I didn't hear the *ed*, so read it again"; "Good, I heard your *t*"; "Look at me; this is *i* (in *give*). Be very careful with that *i*", and, "I like that *s* (in *hens*)."

Got some grass

Rode a horse

Stopped the horse

Got up early

That looked at

May we go

There is one

Get the horse

Peter said

Thank you

Green grass

You may give

Can you find

How are you

Did you give

Some hens

EXERCISE IN THE USE OF CORRECT TENSE

[VII E] In giving the children a correct sense of tense, the teacher made use of charts similar to those illustrated above. On the day of the observation the particular set of words used in the drill was as follows:

Sing	.....	sang
draw	.....	drew
play	.....	played
write	.....	wrote
lose	.....	lost
find	.....	found

This chart was tacked to the blackboard so that all the children in the class could see it. A child whose name was called went to the front of the room and, stepping on a stool, pointed at the word which he wished to use in the sentence.

The following quotations show how the first graders used the words:

I played with my baby.
I played with Francis.
I lost my ball.
I found a pencil.
I drew the picture yesterday.
We sang a song this morning.

A TEACHER IN AN "ENGLISH STANDARD" SECOND GRADE IN A RURAL SCHOOL

[Observation and interview]

TEACHING THE USE OF THE NAMES OF DAYS OF THE CALENDAR

[Observation]

[VII B] In planning the day's program, the teacher held up a large calendar and asked, "What day of the month is this?"

"Today is November 30", answered the children.

"How many days are there in November?" continued the teacher.

"There are 30 days in November", replied the class.

[VII D1] "Children, here are some words, 'November, days, there are,' and 'in.' By using these words I am thinking of writing a sentence. Do you know what this sentence is going to be?"

"There are 30 days in November", replied the children.

"That's right." She then asked, "Why does November begin with capital 'N'?"

"Because it is the name of a month", a pupil replied.

"Where else do we use capital letters?"

"We use capital letters at the beginning of a sentence and at the beginning of names of the days of the week, of months, of places, and of people", answered the children slowly.

[VII F] After time had been given to study of the words on the board, they were read in turn by different members of the group. The teacher soon discovered that some pupils were saying "They are" instead of "There are"; so she gave the whole class a short drill in the pronunciation of the *th* and *r* sounds. Later the sentence was dictated to the children for writing practice.

NEWS TELLING AND WRITING
[Interview]

[VII B] News telling and writing constitute one of the main activities in my class. The children like to tell others what they saw, heard, or did on previous days. This leads to deep interest in their study.

In this activity I have everyone write his own first-hand experience in a scratch tablet. When anyone needs a word he does not know, he comes for help and I write the word on a slip of paper, or spell it while he writes it. As soon as the child finishes his news writing, he comes to me for correction.

[VII H] Later the news is read by the child to the whole class. After this reading I correct his pronunciation, enunciation, and grammar, using the help of the other children.

Sometimes other pupils repeat the news which has been read. Often they give their reports orally.

CHART FOR VOCABULARY DEVELOPMENT
[Interview]

[VII C] We have a chart at the back of the room, where we keep lists of words which the pupils learn to spell and use frequently. These are arranged alphabetically. Whenever we have new words, we add them to the list. The chart looks like this:

WORDS WE CAN SPELL

A	B	C	D	E	F	G	H	I
and are all	box burn black big	cans chair clean clock cats	dimes days draw		five for four father fence	garden	have has had her	it is in
J	K	L	M	N	O	P	Q	R
		like leave little	mother more make mouth	pickles nine need	our	plants pennies pumpkin	quarter	raining
S	T	U	V	W	X	Y	Z	
seven school Sunday sit sat	two there today the this to their ten that they then	up	very	was were when what want went work we week write wet Wednesday		you your		

LANGUAGE GAMES

{Interview and observation}

[VII D] "Sometime ago", the teacher explained, "I read an article which stated: 'Bad speech habits are too difficult to overcome in formal English lessons. By playing games containing conversation which corrects common errors, English may be learned pleasantly.' I agree with the writer. I have, therefore, nearly a dozen different kinds of language games, which are appropriate for the second graders. They are used primarily for corrective work in English usage. In teaching children how to play a game of this kind, I make clear to them the language aim and the manner in which it is played."

1. *Guessing thoughts.*

"A game which the children enjoy playing consists in the guessing of something about which a child is thinking. In this game the specific aim is to teach the children to say, "What is it?" "It is", and "It is not." A child must describe an object he has in mind with sufficient clarity to give the others some idea as to what it is."

Following is a description of how the game was played: A child was selected by the teacher. He stood up and said, "I am thinking of something which is in this room. It is round. It is yellow. It is hanging on the wall. What am I thinking of?"

"Is it the picture up there?" asked a child, pointing to a picture at the front of the room.

"No, it is not that picture", was the boy's reply.

"Is it the picture by the side window?" asked another child.

"Yes, that is the picture I am thinking of."

Now the one who guessed correctly stood up and the boy sat down. The game went on in this fashion.

2. *Guess who tapped.*

"How many children would like to play a new game?" inquired the teacher. All the children in the class raised their hands. "This game is called a guessing game; so in this game what do you have to do?" the teacher asked.

"Guess", replied the children.

"I will choose the leader", said the teacher. "You may be 'it'", pointing to a child. He stepped forward and was blindfolded. Turning his back toward the whole class, he stood and waited for some one to tap him.

"Now, who wants to tap 'it'?" The teacher appointed one of the pupils, who went up and tapped the leader.

He in turn asked, "Are you a girl or a boy?"

"I am a boy."

"Are you Donald?"

"No, I am not Donald."

"Then are you James?"

"Yes, I am James."

The one who was identified now became the leader, and the game proceeded.

At the conclusion of the game the teacher asked, "Do you like this game?"

"Yes", said the children.

"Then we will play the game some other time. I want you to remember it."

3. *Missing person.*

[VII E] Aim: Correct usage for "choose, chose, have chosen."

How it is played:

One child is sent out of the room. Another is then selected as the leader. The leader chooses a child to hide in the closet. The one outside is called in. He then asks, "Have you chosen a boy or a girl?" The leader answers, "I have chosen a girl", or "I have chosen a boy." Then the child asks, "Have you chosen (he names another pupil)?" The leader replies, "Yes, I have chosen —", or "No, I have not chosen —." If the guesser is correct, he is given another chance.

4. *Pantomime.*

Aim: To encourage usage of "am not" instead of "ain't."

How it is played:

A child comes to the front of the room and acts in pantomime the profession or trade of his choice. When he finishes he calls upon the children to guess.

"Are you a doctor?"

He answers, "No, I am not a doctor", or "Yes, I am a doctor."

The questioning continues until some child guesses right. This child then takes his turn.

5. *Possession.*

Aim: To encourage use of "does not" instead of "don't."

How it is played:

The master closes his eyes, while one of the other children places an article of his on the teacher's table. When the latter is seated, the class tells the former child that they are ready. Going to the desk, he picks up the article and tries to guess the owner. He is allowed three guesses. "Does the — belong to you, Fred?" Then Fred replies, "No, it doesn't belong to me", or "Yes, it belongs to me." If the guess is correct, the guesser runs back to

his own seat before he is tagged by the owner. If he reaches his seat safely, he may be the master again. If he is tagged, the owner of the article becomes the master. Another is chosen to place an article on the teacher's table.

6. *Playing store and the game of "missing thing."*

Much conversation and the proper way to ask for things were developed by pupils' "buying" groceries and other foods at our play store. Courtesy to both customer and storekeeper was learned. In connection with playing store the following game, called "missing thing", was first made up by the teacher and later revised by children and teacher.

(Verb tense)

buy, bought *hide, hid*

The teacher selects a leader who in turn chooses three children. The first child becomes the storekeeper; the second, the customer; and the last child goes outside.

The customer goes to the store, buys and pays for some one thing, for example, butter. Then he hides it. Next the leader calls in the "outside" child, who asks the customer, "What did you buy at the store?"

"I bought a pound of butter. I hid it."

"At which end of the room did you hide it?"

"I hid it at this end", pointing toward it.

The "outside" child looks for the butter, while the customer counts to 50. If he finds it, he asks, "Did you hide it here?"

"Yes, I hid it there", answers the customer. The "outside" child then becomes the leader and the game continues.

In case the butter isn't found, the customer gets it and says, "I hid it here." He becomes the new leader.

DRILL ON A VERB FORM

[Observation]

[VII E] The pupils were talking about the cards they had bought for Christmas; so the verb forms of *buy* and *bought* were taken up in class.

The following sentences were constructed by the teacher and written on the board.

Buy Bought

1. Rosy — many post cards.
2. Henry will — some soon.
3. Are you going to — some, too?
4. Many of us have — post cards.
5. Did you — yours in W—?

6. How many Christmas seals did you ——?
7. Robert —— fifteen.
8. Everyone in our room wants to —— seals.
9. Mrs. M— —— many of them.

The children then filled in the blanks.

CORRECTION OF AN ERROR

[VII H] It was lunch hour and some of the children in the class were eating while others were drinking milk. While passing out the napkins, the teacher came across one without a name. She asked, "Who owns this napkin?"

"I think Richard", said one of the boys.

"John, you must say, 'I think it is Richard's', or 'It belongs to Richard' ", interrupted the teacher. Then she continued, "Don't you think it is better to say, 'It is Richard's'?"

Everyone in the class agreed that these words were better. Then the teacher let the pupils repeat after her, "It is Richard's." Afterwards she explained to the class that when a thing belongs to someone, like Richard, John, or Mary, one must say "Richard's", "John's", or "Mary's."

A HONOLULU SECOND-GRADE TEACHER

[Observation]

[VII B] CONVERSATION AND READING ABOUT A PROGRAM

Our Program

1. Song *On Glad Thanksgiving Day*, by a group.
2. Riddle by Gilbert.
3. Verse *Little Songs*, by a group.
4. Song *Hibiscus*, by a group.
5. Verse *My Bed is a Boat*, by the class.

The above program was a product of joint discussion by the teacher and the second-grade children. Thus in its preparation language was involved.

"What shall be today's program?" asked the teacher.

"Let us have a song *On Glad Thanksgiving Day* by a group", responded a child.

"That's good. What shall be next?" continued the teacher.

"A riddle by me", said Gilbert.

"Good, Gilbert."

"Let us have a verse *Little Songs* by a group", requested another child.

"Very good."

Then came silence. The children did not know what to say next.

"You may have one more song", the teacher suggested.

"What was the song which we had a long time ago?"

"*Hibiscus*", replied a child.

"Let us have one more", said the teacher, but when she saw that no child volunteered, she suggested, "Let us have another verse *My Bed is a Boat*, by the class."

[VII F] As soon as the program was written on the board, it was employed for exercise in reading and in pronunciation and enunciation. First, the children were told to read it silently. The teacher then called for volunteers to read aloud, and, finally, asked other children to take their [VII H] turn. Any fault in pronunciation was corrected immediately.

Next, a leader was appointed to conduct the class.

"The first number is a song *On Glad Thanksgiving Day*", said she, naming four girls to sing the piece.

"The second number on the program is a riddle by Gilbert", announced the leader.

Gilbert stood before the class and gave his riddle. He said, "I am round; I am sweet. What am I?"

"Are you an orange?" asked a child.

"Yes, I am an orange", replied Gilbert. In this way the program was carried on to the end.

STORY REPRODUCTION AND READING

[VII B] At the time of the visit the children were carrying out a unit on the policeman. The teacher reviewed what they had read on the subject on the day before. The children told her the story about the policeman who found the missing child. She wrote the story on the board while the children dictated.

The Policeman

The policeman helps to find a child that is lost.

When a policeman sees an accident he is the first one to help.

The policeman stands in the middle of the street and shows people when to stop and when to go.

After the story was written, the teacher said, "Now, everybody read the story silently."

After 3 or 4 minutes she asked, "Who is ready to read to us now?"

Each one in the class got up and read the story.

[VII H] "Whenever a child makes a mistake", the teacher remarked to the observer, "some of the more advanced pupils correct him. The children of this age take criticism very readily."

USE OF FLASH CARDS IN READING

[VII B, C] With the slow group the teacher used flash cards for the review of previous work in reading. The cards in use at the time of the visit were as follows:

around the hole

a little white tail

away he hopped

brown ears

away he ran

brown and white dog

bow-wow, bow-wow!

Jack was

eating lettuce

The Story of a Dog

Gray Rabbit was

Jack jumped

in the garden

[VII F] The teacher flashed a card while the children, sitting on chairs in a circle, read the sentence, phrase, or word. The whole group repeated the words after the teacher, who served as a model in pronunciation, enunciation, and inflection. The purpose of using the flash cards was to teach the children how to recognize words and phrases. With the fast group the cards were not used.

The development of vocabulary.

[VII C] The unit project method of teaching provides for the teacher an excellent opportunity to increase the children's supply of words which have direct bearing on their daily living. The following are samples of what had been taken up recently for spelling and word knowledge.

October 22, 1936

November 10, 1936

banana

more

orange

cost

milk

which

fruit

boxes

vegetables

cans

January 8, 1937

January 12, 1937

no

his

will

show

too

by

stands

only

many

people

NEWS WRITING

[VII B, H] "In morning news telling", according to the teacher's statement to the observer, "the children have much to say. Correction of errors follows immediately after the finishing of a report."

[VII B] Returning from the assembly hall where the fourth-grade pupils had put on a play, the children and the teacher wrote their news. It read as follows:

Friday

January 22, 1937

News

This morning Miss H——'s class gave a program in the cafeteria. The children sang songs and gave a play.

The play was about saving pennies.

Loretta brought some flowers to school this morning.

[VII D1] After the teacher had written the news on the blackboard, she asked, "How many sentences are there in this news report?"

One of the pupils, while pointing out the sentences, said, "There are four sentences in this morning's news report."

The teacher then asked, "Who can point out the sentence which says, 'The play was about saving pennies?'"

John volunteered and went to the board. He set off the sentence, pointing to the first letter and the last letter of the sentence.

The teacher continued, "Who can point out the sentence which says, 'This morning Miss H——'s class gave a program in the cafeteria?'"

Another child went to the board and showed the sentence.

[VII C] Then, in order to help them in vocabulary development, she asked, "Who will show me the word *play*? How many times does this word appear?"

A child went to the board and pointed out the word, which he found to be written in two different places.

[VII B] *Samples of news written in class.*

Wednesday

November 18, 1936

News

Last night George went to see the show.

Last night Norma heard a little girl and a little boy sing over the radio.

Last night a girl visited Flora. Flora and the girl played school.

* * *

Wednesday

November 25, 1936

News

Tomorrow is Thanksgiving Day.

We have no school tomorrow.

Violet is back in school today.

Today is Walter's birthday.

He is seven years old.

* * *

Monday

November 13, 1936

News

On Tuesday, November 10, fourteen children from our own room went to see the circus. Two big buses came to our school and took them to the circus.

The children saw elephants, horses, bears, seals, and lions. The animals did tricks.

There were many clowns. They did funny tricks. There were acrobats. They did many tricks.

[VII D1]

DISCUSSION ABOUT NUMBER WORK

Number work can also be used for improving English. The following is an illustration of how it was done.

"Which is more, 3 pounds of butter or 2 pounds of butter?"

A child stood up, read the question, and gave the answer in a complete sentence. He said, "Three pounds of butter is more than 2 pounds of butter."

"Which is more, 1 dozen eggs or 4 dozen eggs?" a child read from the number book. Then he answered, "Four dozen eggs is more than 1 dozen eggs."

"In this way the children get sentence sense", said the teacher. "When they carry on their number work, they learn English as well as arithmetic."

[VII C] When the number story began, the teacher took the whole class and asked them to turn in their *Number Stories* to the picture of the three monkeys, which illustrated by difference in sizes, the difference between the words "high, higher, highest", and also between "larger" and "smaller."

She began, "Read the question and answer it properly. Is Jerry as high as Jo-Jo?"

"Jerry is as high as Jo-Jo", answered a child.

"Is father monkey higher than Jerry?"

"Yes, father monkey is higher than Jerry", replied another child. And so the recitation proceeded.

"Is mother monkey larger than Jo-Jo?"

"Mother monkey is larger than Jo-Jo", answered a child.

[VII D] THE USE OF LANGUAGE GAMES

Guess the owner game.

The language game is also a helpful means of improving English. The following sample shows how the idea may be carried out.

The pupils decided to play a guessing game. The objective was to teach children to say, "Does it belong to _____?"

A boy stood in front of the room close to the teacher's desk with his eyes shut and his face turned toward the blackboard. The teacher pointed to a child, who then brought his book and laid it on the table near the guesser and walked back to his seat. The teacher then told the guesser that all was ready. He would have three guesses as to the name of the owner. He walked to the table and examined the book. He held it up, saying, "Does this book belong to you, Walter?"

"No, it does not belong to me", responded Walter.

"Does it belong to you, Stanley?"

"No, it does not belong to me", answered Stanley.

"Does it belong to you, Richard?"

"Yes, it belongs to me", was Richard's reply.

Then the guesser took up a position on the opposite side of the table from the book. Richard walked up to the table and claimed his property.

Since the final object of the game was for the owner of the book to return to his desk before being caught by the guesser, Richard ran back to his desk as fast as he could, but in this instance was tagged. So the guesser had another chance to be guesser.

Grocery store game.

When the grocery project was completed, the teacher made a language game based upon the experiences of the children. She passed slips of paper to the children and gave the following directions:

"Each of you write one thing you would like to sell. Do not let anyone see it. When you are through, fold your paper twice."

When the children had completed writing the names of the goods, the papers were collected. The teacher then called on a boy to become the

grocer and handed him one folded slip. She told him that he was going to sell only the goods specified on the slip. He went behind the table on which were arranged many goods found in a small grocery store.

The buyer was then appointed by the teacher. "Have you any butter?" he asked.

"No, I have no butter", replied the grocer after looking at his slip.

"Have you any milk?"

"No, I have no milk."

"Have you some soap?"

"Yes, I have soap."

If the buyer guessed the name of the commodity written on the slip of paper, he then became the grocer. A new slip of paper containing the name of another kind of goods was given to him, and a new buyer was appointed. If the buyer did not guess right in three trials, another buyer was selected.

A TEACHER IN AN "ENGLISH STANDARD" THIRD GRADE IN A RURAL SCHOOL

[Chiefly interview]

THE QUALIFICATIONS OF A GOOD TEACHER OF ENGLISH

[I D] In addition to the more obvious traits derived from academic preparation and from number of years of experience, those qualities which will promote the children's interest in language improvement are very important. The teacher's attitude of respect and understanding should permeate the entire day.

She should be able to chat informally on a common ground with her pupils. In order to establish genuine rapport, she must refrain from doing such things as (1) giving an order without explaining; (2) losing her temper while in the classroom; (3) showing disinterestedness in pupils' work; (4) fostering in pupils a sense of inferiority; and (5) stopping creative effort.

PREVALENT SHORTCOMINGS

[II A] Limited vocabulary is a problem with the bilingual children. However, there is among the younger children a growing tendency to know many words. Too often the teacher fails to make use of the preschool kindergarten training in English. She should capitalize on the language knowledge of the children.

[II] Incorrect enunciation of the "th" sound is a common difficulty among the children coming from non-American homes. The short "i" sound is also troublesome. Some of these sounds should be corrected in the first year. This is being emphasized in our school.

[VII F] There is definitely a problem of indistinctness of words. Pupils

should be taught first the correct manipulation of their speech organs. They should learn to watch the placement of the tongue and the movement of the lips. Particular attention should be given to the pronouncing of word endings. Since the children are very responsive to leadership, it is not difficult to secure imitation of the teacher as a model in desirable speech traits.

A survey of the home condition of our children to determine their language background appears to be highly desirable. This would undoubtedly reveal the extent of their need. Closer cooperation between school and home is necessary in order to bring about improvement in present-day English in the Islands.

AIMS IN THE IMPROVEMENT OF ENGLISH

[III] We have been directing our attention (1) to an increase in the effective use of vocabulary in daily speech and writing; (2) to the development of freedom in expression; (3) to the mastery of correct form in usage; and (4) to the development of an attitude of cooperative participation in the children's activity program. Through the children's willingness to express their ideas and through careful supervision by the teacher, English improvement naturally follows.

CURRICULUM

[V B] As far as the curriculum is concerned, we have a very flexible one. We have been trying to meet the needs whenever they arise. Thus there is no definite time allotment for English.

DEVELOPING FAVORABLE PUPIL ATTITUDES

[VI B] To encourage interest in good English, the teacher's attitude is of first importance. Fear on the children's part tends to make them either unexpressive or simply parrot-like and uncreative. Whenever a child makes a contribution, his effort is recognized. If he is very shy, he is taken aside for corrective work. The child is encouraged to speak as many times as he desires.

In teaching correct usage, we use the positive method. Constant emphasis on standard idiom helps the children to grow naturally in good English. Direct corrective work is secondary; it is used only when absolutely needed. Too much of such work makes the pupils self-conscious and may lead to the development of an inferiority complex.

By constantly stressing the importance of learning to speak correctly on account of the social need for such ability, we are trying to build up pride. Emphasis on the fact that the children are in an "English standard" class has also helped to make them strive for better English.

CLASSROOM ACTIVITIES AND PROCEDURES

[VII B] Language activities are based chiefly on interest in creative expression. Through active participation in classroom activities, the pupils make the practice of English a part of themselves. Let the children talk first, even if they make mistakes. The oftener and freer they speak, the better chance there is for the teacher to discover needs and to furnish help.

Children plan the daily program. This involves a great deal of use of English. They take charge of lunch, which also means the use of much language.

Believing that music is one of the best instruments for English improvement in bilingual children at the lower grade level, this school has a daily music period. Singing is taught by one teacher, with the assistance of other teachers.

[VII C] As an aid in vocabulary development, the children designate in their notebooks a section called "Language Garden." New words learned daily are planted there.

* Special attention is given to the teaching of words of general meaning, such as "ever, even, there, their, where, nevertheless, of", and "about." The ideas in terms of this type cannot be so easily demonstrated as is true for many nouns, adjectives, verbs, and adverbs. Steps in the learning process include (1) contact with new words in reading; (2) learning of pronunciation and spelling; (3) making by pupils of sentences that contain the new expressions; (4) putting the words in the vocabulary notebooks and also on the blackboard list for the day; and (5) using them in ordinary speech. Finally, any functional use of new words is praised by the teacher.

[VII D1] The practice of speaking in complete sentences is stressed always. The children never say, "Water", but are taught always to ask, "May I have some water?"

[VII E] It is unthinkable to teach children below the fifth grade any abstract grammatical principles. The why of certain forms is not presented. We try to teach correct habits of formal English in informal situations.

THE USE OF READING

[VII B] In our work with the basic reader, the first aim is comprehension. We begin by talking over the subject of the story, the points of the paragraphs, the illustrations, etc. Then the children may read to find answers to the questions that have arisen.

In order to discover whether or not they have understood the story, I ask

each one to answer questions or to describe important events and characters. Such questions as these are used: "Can you describe the _____?" "What sort of man was Mr. _____?" "Why did he do a certain thing?"

My Weekly Reader is an excellent aid. It is used in many different ways. It helps in correcting the reading defects of pupils. It serves as a device for vocabulary building. It contains so many new words that the children have to come and ask me for their pronunciation and meanings. I often have my children write their own stories, basing them on ideas suggested by reading *My Weekly Reader*.

[VII C] Whenever we come to new words, I explain the meaning and always suggest writing them in the notebooks under the section "Language Garden." Then in the reporting of a story, in the children's own language, they are encouraged to use as many of the terms as possible. Whenever they do so, I commend their attempt. Children like to be praised and therefore try hard to make use of the new words.

THE USE OF GEOGRAPHY WORK

[VII B, C] The study of geography gives an excellent chance to improve English. In reading about and discussing happenings around the world, the children are constantly learning new expressions. I take up new words in the class, drilling on both their pronunciation and their correct use.

Following is a typical discussion of geographical facts, as observed by the investigator.

[VII D1] "When I ask a question, how are you going to answer it?" inquired the teacher when she began reviewing a previous lesson in geography.

"We must answer it in a complete sentence", replied the pupils.

"What is a glacier?"

"A glacier is a river of ice."

"That's correct."

"Why do no trees grow in the Eskimo's land?"

"There are no trees in the Eskimo's land because it is too cold."

"What do we buy from the Eskimos?"

"We buy skins from the Eskimos."

"How do they catch seals?"

"Eskimos catch seals in winter when the animals come out through breathing holes to get air. The men kill them with spears."

A HONOLULU THIRD-GRADE TEACHER

[Observation and interview]

OPINION AS TO THE QUALIFICATIONS OF THE TEACHER OF ENGLISH

[Teacher's statement]

[I A, B] Without doubt an academic degree has value. The number of years of experience in teaching is also important. This provides the teacher with a wider background and with a deeper understanding of children's behavior.

[I D, E] Granting that these external things are important, I find that the personality make-up of a teacher has much to do in determining whether she will be successful or not. Especially is this true for the teacher of primary grades, who must play a dual role—that of both teacher and mother to her children. The gaining of her children's confidence, respect, and admiration is essential. Patience, kindness and gentleness, richness in sympathy, broadmindedness, and unflinching control of temper are traits which make a good teacher. A soft voice and gentleness of manner also help.

Once she has the confidence and admiration of her children, they will work hard to please her and will do anything to be esteemed highly. Corrective and remedial work thus become easy.

OPINION AS TO STATUS OF LOCAL IMPROVEMENT IN ENGLISH

[Teacher's statement]

[II] There has been a remarkable improvement in our children's English in the past years. Obviously they are speaking better English than before. Their parents are better educated than those of the children of 10 or 15 years ago. The moving pictures, better library facilities, better school management and an improved program, all have been helping to make English better in the Islands.

In my classroom I find many evidences of improvement.

- (1) They talk more freely and expressively.
- (2) They tell better and more interesting stories than before.
- (3) They give original stories, riddles, and news.
- (4) They write simple letters to friends.
- (5) They read better than they used to.
- (6) The children's enunciation is getting better.
- (7) They use English inflection in asking questions.
- (8) They use interrogative sentences well.
- (9) They understand the use of punctuation marks and of capital letters.
- (10) They correct their own simple mistakes.

[II C] In spite of their improvement in English they often revert to crude forms, and need constantly to be reminded that there is a better way of expression and that they should master it. The idea that carelessness is their own fault must be implanted in their thinking.

CERTAIN CONDITIONS OF IMPROVEMENT

[Teacher's statement]

[VII H] Learning to do things thoroughly must be taught early in their work. Instead of giving them the correct form immediately, I find it better practice to make them think first. I say, "What did you say?" and then the child knows that he has made some slip in his speech and tries to give the correct form.

[VII D1] In answering questions my children are always expected to respond in complete sentences, not merely with "yes" or "no." I believe that what the bilingual children need most is opportunity to talk in English. Answering questions in complete sentences aids in providing this condition.

[VII F] In teaching them to read, to pronounce new words, and to acquire English inflection, I serve as the model. Sometimes the example of good pupils in the class is used.

[VII B] The group as a whole puts on plays now and then. Every child takes part. When a play is presented, the whole school comes to see it. This work helps children to have better confidence in their speech.

THE USE OF CONVERSATION

[Observation]

[VII B] The class began with its usual routine. The lunch money was collected by the leaders, who took and counted the money from their own group. Going to the blackboard each leader wrote the number of the pupils purchasing lunch and the total amount of the money collected.

"How many are absent today?" asked the teacher.

"There are five pupils absent today?"

"How many are present today?" asked the teacher.

"There are thirty pupils present today", replied Mary.

"Why?"

"Because there are thirty-five pupils in our class and five are absent. Five subtracted from thirty-five makes thirty pupils."

"Will you go to the board and write so we all understand that?" asked the teacher.

Mary went to the board and wrote this down:

$$\begin{array}{r} 35 \text{ enrolled} \\ -5 \text{ absent} \\ \hline 30 \text{ present} \end{array}$$

When this routine work was completed, the teacher suggested that they should plan their morning program. One of the advanced pupils was appointed to go to the blackboard and write the day's program. The following is a copy:

Our program

1. Songs:
Star Daisies by the girls.
In the Garden by Beverly and her group.
Thanksgiving by the class.
2. Riddles: George, Phyllis, Jonathan, James, Beverly, Leslie, and David.
3. Poem: *Flower Seeds* by May.
4. Short Stories by May and Beverly.

STORY TELLING

[Observation]

[VII B] *Imaginative stories.*

"Now, children, how many of you would like to tell stories?" suggested the teacher. The children declared that they liked the idea.

"Robert, will you tell us your story first?"

So Robert stood up and, facing the class, gave his original story. It was about two frogs and a sparrow.

[VII D, H] In talking about the two frogs he used the expression "looked up the sky." When he had finished, the teacher asked, "Robert, is it better to say 'Two frogs looked up the sky', or 'looked at the sky'?"

"It sounds better to say 'looked at the sky'," he replied.

"That's right. Now, class, will you all say, 'Two frogs looked at the sky'?" asked the teacher.

Next, Mary gave her own story, about how Betty helped her mother.

[VII F, H] During the course of her story she mispronounced the word "little". This error was corrected immediately. Since it is a difficult word for most of the pupils, the teacher gave them drill on the pronunciation of the consonants "l" and "t".

[VII D] Mary also used *tooth* in place of *teeth*; so the teacher asked, "What is the difference between *tooth* and *teeth*?"

When the pupil failed to reply, the teacher asked, "Who can help Mary?"

"*Tooth* is one, and *teeth* is more than one", replied Kazuo.

"That's right!" agreed the teacher.

STORIES ABOUT PERSONAL EXPERIENCES

[VII B] A new project about the grocery store was under way. In order to arouse interest in the grocery business and to provide an opportunity for free expression, the teacher asked her pupils to tell something about their own experience at the store.

"How many of you went to a grocery store yesterday afternoon for your mothers?"

Two or three pupils raised their hands

"Jane, can you tell me about it?"

"Yesterday I went to the store to buy 20 cents worth of beef for my mother. She gave me 50 cents. I brought home 30 cents in change."

"That was good", commented the teacher.

"Now, Gilbert, can you tell us what you bought at the store?" continued the teacher.

"Yesterday my mother gave me 15 cents. She told me to go to the store and buy 10 cents worth of butter and 5 cents worth of candy. I brought home no change."

"That was good, Gilbert."

TELLING RIDDLES

[Observation]

[VII B] "Children like to tell riddles", explained the teacher to the observer; "so this activity may play a very important part in English work." The following are samples of riddles told in the class.

George was the first to give his riddle: "I am a tall tree. I have only one leaf. What am I?"

"Are you a flag pole?" asked a child.

"Yes, I am a flag pole", replied George.

Next came Phyllis, who gave the following riddle:

"I am round. Outside is red. I grow on a tree. I have seeds. What am I?"

"Are you an apple?" asked a child.

"Yes, I am an apple."

[VII D] The teacher commented at this point, "Do you say, *a* or *an* apple?"

"We say *an* apple because *apple* begins with the sound *a*."

FREE EXPRESSION AND NEWS WRITING

[Observation]

[VII B] *News about gardening.*

"Today is garden day for some of our pupils. Have you anything to say about our garden, children?"

James stood up and said, "We make the dirt soft and pull the weeds."

"Why do we make the soil soft?" asked the teacher.

"We must break up the old beds and dig the grass out", he replied.

"What tools do you need?"

"We need weedeaters, hoes, and picks", replied another child.

After this short conversation between the teacher and pupils, the children who were to work in the garden left the room.

The others wrote news on the blackboard about "Our Flower and Vegetable Garden." This is what they wrote:

Our Flower and Vegetable Garden

January 25, 1937.

Some boys and girls went out to the garden.
They went out to pull weeds.
One boy said that the soil was too hard.
He said that he must water the soil.

During the writing of this news, a flow of conversation was carried on between pupils and teacher.

[VII F] After the story was completed, a boy read it before the group. "Not too fast. Read slowly, so we all can understand you", said the teacher.

After having several pupils take part in the reading, the teacher told one of the boys to go to the blackboard and lead the others in reading. She watched them read, giving corrections wherever necessary.

[VII D1] Then the teacher asked, "How many sentences are there in this news?"

"There are five sentences", said Jojimi.

"How do we know there are five?"

"Because we just counted them. There are five periods, also."

"Mabel, can you find the phrase which says 'boys and girls'?"

After a brief review of the words, the teacher wrote the following on the blackboard and told her pupils to study them well because there would be a spelling test.

flower	vegetable	soil	hard	wet
soften	garden	boys	weeds	girls

[VII B] *News About Pupils and Community.*

The news telling came last in their program.

"In giving the news", the teacher said to the observer, "it is my practice to have my children tell in their own words some of the important happenings around their homes or in school. Usually the best news events are put on the board and the other children copy them in their *My Work Book*."

Following are some of the news stories quoted from the children's own books:

Wednesday

November 23, 1936

News

Tomorrow will be Thanksgiving Day.

Many people will have turkey, chicken, duck and rabbit for Thanksgiving.

They will also have pumpkin pies, fruit, vegetables, nuts and raisins.

Many people will go to church to give thanks to God.

News

October 23, 1936

The circus is in town.

The children are going to the circus tomorrow.

A special bus will take the children to the circus.

They will leave here right after lunch.

The teachers will take care of the children.

News

October 23, 1936

On Monday Beverly will have a birthday party.

Her father will kill a big pig.

The luau will be at night.

Beverly will also have a cake, soda-water, sweet potatoes, and poi.

She will be eight years old.

We all wish her a happy birthday.

News

Tuesday, September 15, 1936

On Saturday Stanley went to the river to catch fish.

He caught eight small fish.

He used a net to catch the fish.

He put the fish in the bowl.

[VII D1, F] After the news of the day was written on the board, it was used for various other purposes. The pupils read the stories in class. This provided the teacher opportunity to correct her children's defects in speech as well as in pronunciation. Sentence sense, paragraph sense, capitalization, and punctuation were taken up in the class.

At the time of the observation such questions as these were asked by the teacher:

"How many sentences are there?"

"Why does the sentence begin with a capital letter?"

"Why must we end with a period?"

"Why is a question mark used at the end of this sentence?"

DISCUSSION OF QUESTIONS IN SOCIAL STUDIES

[Observation]

[VII B] The class had been engaged in a period of social study about the ancient Hawaiians. The questions considered were as follows:

1. Did the Hawaiians like to fish?
2. What kind of houses did they live in?
3. What did the Hawaiian people and children wear?
4. What food did the Hawaiians have?
5. Were there schools in the early days?
6. How was food cooked?
7. How did the people travel?
8. How were the canoes made?
9. How big were the canoes?
10. What were the canoes made of?
11. How and from where did the Hawaiians come?

SPELLING AND VOCABULARY DEVELOPMENT

[Observation]

[VII C] When the class became restless, another activity was taken up. "When we talked about the Hawaiians, we studied some words. They were *'imu, oven, banana, poi, fish'*, and *'meat.'* Suppose we study them together for a few minutes; then we will see how well we know them", said the teacher.

The children repeated the words after their teacher as she took them up one after another.

"Now, I want you to write them in your own 'Study-Book'."

[VII F] The children carried out her suggestion. A few minutes later she gave a spelling test. "As you write these words, you had better watch my lips. It always helps. Now, are you ready?" asked the teacher and began reading the words, while the children imitated her pronunciation.

When they had finished the review, the teacher erased the words. Then the pupils took their notebooks and began to write as the words were dictated to them, in the following manner:

"I like to eat poi. I want you to write the word 'poi'."

"I caught a fish. Write the word 'fish'."

"The pork is fresh. Write the word 'pork'."

In this manner the remaining words were given.

DRILL IN ENUNCIATION

[Observation]

[VII F] Upon discovering that her pupils were still having trouble in making the *th* sound, the teacher told one to go to the blackboard and to write as many words with the *th* sound as the class could recall. The following is the list of words the class wrote:

<i>this</i>	<i>the</i>	<i>father</i>	<i>there</i>
<i>thanks</i>	<i>mother</i>	<i>brother</i>	<i>Thanksgiving</i>
<i>their</i>	<i>Thursday</i>	<i>they</i>	

After acquainting her pupils with the correct use of their speech organs in producing the '*th*' sound, the teacher gave a drill on the correct pronunciation of the words listed above. She then followed with a language game based upon these words. She began, "I am *thinking* of a word. What is it?"

Jimmy asked, "Are you thinking of the word *the*?" The teacher replied, "No, I am not *thinking* of the word *the*."

Next, May asked, "Are you *thinking* of the word *father*?"

"Yes, I am *thinking* of the word '*father*'."

May was then chosen to be the leader. She followed her teacher's example and the game continued in the manner described above until every word listed was covered and a satisfactory result was obtained.

[CHAPTER III]

Case Reports on the Practices and Ideas
of Teachers in Grades 4-8

A HONOLULU FOURTH-GRADE TEACHER

[Interview only]

PREVALENT SHORTCOMINGS IN ENGLISH

[II A] The outstanding shortcoming in English among my pupils is their limited vocabulary. They don't express themselves clearly and effectively. They have very limited opportunity to acquire English words outside of the classroom.

The unidiomatic use of English is another deficiency. The pupils frequently say, "He no stay", or "I can go out?" or "I am going to safety report you."

[II B] Indistinctness of words and incorrectness of vowel sounds constitute another serious problem. I encourage children to speak clearly and know that their enunciation is getting better.

[II C] Pupils are usually shy and are reluctant to take part in free discussion. This may be due to their limited vocabulary. I am trying hard to increase their confidence in their ability to speak English. I tell them that a few errors should not bring shame, for we all make some mistakes.

Pupils are, in general, unaware of their shortcomings in English; yet they are anxious to improve, for most of them feel the need of a better command of language.

AIMS IN ENGLISH IMPROVEMENT

[III] To increase freedom of expression orally and in writing has been my first aim. Ability to write complete and well-organized paragraphs is important; so I have been teaching them how to write carefully planned papers. To increase vocabulary has been another aim.

GENERAL SCHOOL PLAN

[IV] Excursions, radio talks, assembly talks, and talks by the nurse and by the librarian have all been helpful in setting a higher standard of English in the school. More of this sort of thing should be encouraged, I believe.

DEVELOPMENT OF APPRECIATION OF GOOD ENGLISH

[VI] I read stories for them during their rest period. They read as many interesting books as they can during their library period. They read their "Weekly Readers." They make their own riddles based on their research. (See the samples at the end of this report.) They attend a Bible class. Obviously all of these activities lead to a new kind of appreciation of good English.

CLASSROOM ACTIVITIES

[VII A] On the whole, I determine the needs of my children through direct acquaintance rather than by using standardized tests. Sometimes I give them a reading ability test, but this is not quite satisfactory here.

[VII B] The classroom activities have consisted of story telling and writing, reports of research, news reports, riddle giving, letter writing, writing number stories, (see samples at the end of this report), and writing of experiences after trips to such places as the Academy of Arts, the Library of Hawaii, a building contractor's shop, and a large nearby laundry.

After the class had made a trip to the Academy of Arts, for example, the children wrote about what they had seen and what they liked or disliked. They handed in their papers to the teacher, who corrected only the most serious mistakes, for she desired to retain as much originality as possible. The children then copied the stories in their notebooks.

Letter writing also was involved in this study. The children had to write a letter asking for permission to visit the Academy. After the excursion they needed to write a letter of thanks. Some wrote to friends about the experience.

When we take up our unit work, English is also involved. The pupils must do their research work, discuss their findings, write their own stories, correct their mistakes, and finally copy the papers in their notebooks. I encourage their own original expression by telling them that I don't want any report which is merely copied from a book.

We have organized another activity called the "Willing Helper Club." The children come to aid me in the morning and then write about what they did, in their notebook under the heading "Willing Helper Club."

Samples are given below:

This morning I brought some zinnias to decorate the room.

This morning I opened the windows. When I finished opening the windows I went to sweep the floor.

We also have oral reports on health inspection by health captains. These captains rotate every week. They report on the children of their respective rows. For example, "The children in my row are all clean except that William and James have dirty finger nails. Cecelia has sores on her hand, etc."

[VII C] To develop vocabulary, I have been giving a list of 16 words every week. These are taken from a standard third-grade spelling book. I place on the board the following words:

vine	few	till	rake
tip	stamp	broom	cherry
than	breast	wooden	without
mat	clear	noise	these

These are kept in the pupils' spelling books. I pronounce the words and have them repeated after me. We talk about their meanings and use them in sentences. I give a short drill to see whether the pupils comprehend the meanings or not.

[VII F] In teaching the making of some of the more difficult sounds, like "th" and short "i", I give a list of words containing these elements and drill until the children really get the sounds. I take up the sounds repeatedly until mastery is achieved.

[VII H] In evaluating our oral language, pupils are encouraged to speak in a natural voice so that everyone can hear, and to judge the clearness of speech. They are being taught to make constructive criticism, such as, "Mitsuo spoke clearly and I like his report." "Mitsuo made a mistake by saying 'Two boys *was* crossing on the wrong side of the street.' He should say 'Two boys *were*' because there is more than one boy."

SAMPLES OF RIDDLES AND NUMBER STORIES

MY RIDDLE

I am made of tree bark. In olden days Hawaiians wove me. They made designs on me. The Hawaiian mixed dirt and printed me. What am I? I am tapa.

A RIDDLE

I am brown. I am made of pili grass. I have no windows. Some people make me and live in me. I have a door. People make their fire-place outside of me. What am I?

I am a grass hut.

(Developed out of the study of Hawaiian life. Corrected and copied in notebook.)

NUMBER STORY

When my cousins were staying at our house, my mother bought four dresses for me, and my auntie bought two dresses for my cousins, and my other auntie bought six dresses for my other cousins. How many dresses did my mother and aunties buy?

4 dresses
2 "
6 "
—
12 "

A RURAL FIFTH-GRADE TEACHER

[Teacher's statement]

MEANS OF VOCABULARY DEVELOPMENT

[VII C] Vocabulary building is referred to as adding tools to the pupils' kit bags. They are encouraged to jot down words that catch their fancy.

[VII F] Often at the introduction of a topic, a preliminary drill on the pronunciation of important words is carried on.

Example—Health Lesson

Key words listed on the board:

digestion	liquid	process	saliva
digested	solid	chew	muscle

Whenever feasible, the ear-eye-mouth approach is used. Recently the "writing-in-air" method is being supplemented. Pupils' attention is called to troublesome short "i's", as in *soiled* or *soleed* for *solid*. Longer words are broken up into syllables. When the words are finally used for a spelling lesson, pupils are encouraged to retell the facts learned. "Spelling" is carried on in the form of a game. A favorite one begins with the "teacher" giving a sentence which contains one of the words, pointing to a child, and asking him what the word is. The game progresses, as many children having a turn as there are words.

If a list of words is suggestive and inspiring enough, and a certain creativeness is in the air, as is often true among individuals, the children are given the opportunity to write original compositions.

[VII F] Such means as memorization of short poems and proverbs, oral reading, and dramatization, are used in the correction of speech habits. When focusing attention on proper enunciation, each pupil uses a small mirror in which he notes the position of his teeth, tongue, etc. Emphasis is given to lip movement, seemingly a minor point but vitally conducive to furthering speech consciousness. The play spirit pervades. Few "lazy lips" are evident during periods of more formal work.

[VII C] Contributions from children of different ancestral backgrounds often enliven the pursuing of a word. For example: *Mother, muchun, mei, mere, nana, mama, haha, madre*. Again, the children catch a glimpse of the common origin or oneness of the universe and the things therein.

A PLAY, "OUR GARDEN", RESULTING FROM A VISIT TO A VACATION-IDLE GARDEN

[VII B] The weeds and insects which were found formed the basis of study, creative writing, drawing, and dramatization. Pupils were introduced to the nature lesson by means of intimate contact and observation.

The securing of factual information followed casually or intensively as demanded by inquisitive minds.

[VI B, VII C, D] The following learnings in English were involved:

1. Agreement between subject and predicate.
2. Sequence of tenses.
3. Word selection.
4. Coherence; logical organization.
5. Synthesis of individual, fragmentary contributions.
6. Understanding and expression on the basis of cumulative acquired information, which, in turn, provided motivation for further information and expression.
7. Social joy of sharing experience.

Scenes of the play and the class activity involved.

Scene I. In the Classroom. Time, first week of September. President is in charge. Carries on morning business.

One of the opportunities for pupil participation, organization, and responsibility comes during the first 10 or 15 minutes daily, with class officers in charge. The "business" includes the flag salute and singing, taking lunch and milk orders, and health inspection.

After the morning business someone suggested that they visit the school garden.

Scene II. In the garden. Weeds (children dressed as weeds) in abundance are talking.

Bristly Fox Tail—"Oh! What a fine vacation we've had!"

Wild Ilima—"I wish the children wouldn't come back at all."

Digittaria—"We have choked most of the flowers out of this garden."

[VII C] The weeds were invested with power of speech, which, coupled with the children's comments, helped to reveal their characteristics. Learning of the names of the weeds was not a primary aim, but it took place readily, because of the association of facts with ideas.

(Play continues.) Flora's Paint Brush—"Quiet! Quiet! This garden belongs to the zinnias, candy tuft, and coriopsis. You shouldn't talk like that."

Because of its pretty color and natural daintiness, the class found it difficult to make Flora's paint brush boisterous and coarse. The response to delicate and obscure beauty was almost reverent. Is it not more significant that a child be aware of a flower, its form, its color and tracings,

than that he should acquire skill in cataloging it? "— Feeling is reality — Knowing, doing, thinking are — more or less artificial." (Rollo G. Reynolds.)

(Play continues.) The carefree weeds continue in song and dance. The children enter the garden. Denunciation and threats rain down on the cowering weeds. "Here's a fat, lazy pigweed. There's another and another." "Yes! These weeds call themselves 'Purslane'! Put them in a pile here, and I'll feed them to my pigs."

Diversified racial background vivified an informal discussion of the medicinal and practical uses of certain herbs. The pigweed is barely mentioned in the play.

(Play continues.) "Here's a pretty wild ilima. We have her cousin in our garden. We make beautiful leis with her. Too bad, she's just a wild weed."

How surprising it was to some, that the beautiful ilima leis (garlands) had any connection with the uncultivated wayside herb! Little discoveries such as this, bringing to one an experience of real satisfaction, often provide stimuli for further learnings.

(Play continues.) Other weeds meet their doom. Flora's paint brush is spared. One pupil suggests, "Let's reward her because she is so good." An avalanche of ideas immediately follows. Finally, Flora as a keepsake is agreed upon as feasible.

"You pretty weed", said a little girl, "if Luther Burbank were only living, he would change you into a beautiful garden-flower. I'm going to press you and keep you in my Memory Book."

The joy of the little girl in recalling the wizardry of Luther Burbank, learned the previous year, and thus in discovering her own budding resourcefulness was "a joy to behold."

(Play continues.) The teacher speaks—"Children can be like weeds, too, if they do not try to practice polite manners and good health habits."

The parallel here in the play is flat and moralizing as compared to the words in the original live discussion.

(Play continues.) Children soften the dirt and plant flower seeds. "With sunshine and water and proper care, our seeds will grow into beautiful flowers."

Scene III. A tableau. The butterflies are dancing around the flowers. (Girls dressed as flowers and as butterflies.)

A RURAL FIFTH-GRADE TEACHER

[Observation and interview]

[VE] A SAMPLE DAILY PROGRAM

Wednesday, September 30.

First Period:

Call for lunch money.

Program: Book reports—Harriet reads.

Reading:

“Diamonds”—Oral reading, pages 110-114—Questions on parts of story, oral retelling.

“Buffaloes”—Silent reading, pages 96-99—Oral reading, questions, discussion.

Second Period:

Arithmetic: Board competition, page 51, nine examples.

Writing: The alphabet—Large and small letters.

Geography: Corrected world maps returned—World rivers.

Spelling: Pretest on week's words.

Third Period:

Language: Telephone conversation (judged for clearness of thought and of voice. Corrections made in telephone manners where needed).

History: Wilson Reader, pages 31-35. Boyhood of Columbus. Geography in the times of Columbus.

OPINION AS TO QUALIFICATIONS OF THE TEACHER

[Teacher's statement]

[I] Ability to speak good English must be the first and foremost qualification of a good teacher of English. Remedial work occupies a very important place in the present-day teaching of English in the Islands. All other qualities, specified in the outline are valuable and are so well recognized that they require no comment.

PREVALENT SHORTCOMINGS

[Teacher's statement]

[II B] The common error in the pronunciation of our children is confusion between short “i” and long “e”. Indistinctness of words is also a problem.

Improvement of English is very slow. The number of hours which the children spend at school—only 5 hours a day—is really too short for bringing about effective improvement. Attendance at the language school seems to affect this development. In the English school we teach English, but on the outside the children often revert to their parents' language. In view of this fact we must work slowly and patiently to bring about improvement in English.

CONVERSATION CONCERNING A CLASS PROGRAM

[Observation]

[VII B] A pupil went to the board and wrote the plan for the morning program of the class.

Our program

1. Flag Salute
2. Song by the class.
3. Poem by James.
4. Song by the class.
5. Riddle by Marcellino.
6. Riddle by the teacher.
7. Poem by Torao.
8. Book report by Yaeko.
9. Songs by the class.

"O, Little Town of Bethlehem."

"Away in a Manger."

"Silent Night."

"Noel."

"We Three Kings."

Meanwhile the teacher was busy completing her morning routine. As soon as this work was finished, the class began its program.

[VII F] After James had recited his poem, the teacher made the following comment: "I want to hear that poem again. How many would like to hear it?"

James repeated his poem. Still he did not say it distinctly.

"James", said the teacher, "You must make your lips move. Practice carefully and make your recitation good."

Marcellino then gave his riddle. He talked fast and indistinctly; so the teacher made him say it over again. This was his riddle:

"Mutt and Jeff went around the world. What is it?"

"It is the hands of a clock", replied a pupil.

"That was good. But you must learn to pronounce every word more clearly", said the teacher.

Yaeko then gave her book report. She stood before the class and said, "This is the book I borrowed from the library. It is called _____", etc.

She spoke distinctly but rather fast. The teacher asked, "How many understood the book report? Was it a good report?"

"Yes", said the class.

FORMS OF DRILL ON ENUNCIATION
[Observation]

VII F] 1. *Drill on enunciation in connection with reading.*

Then the class divided itself into three groups—fast, average, and slow. The teacher began her work with the slow group, while the other groups were busy at review of their previous reading. The teacher and pupils first took up some of the words which were more difficult in pronunciation and meaning. Some of the teacher's comments as the pupils read the story were as follows:

"You read too rapidly. You didn't pronounce the *th* in *something*."

"Betty, read slowly and take your time. Will you pronounce these two words, *promise* and *waited*?"

"You must watch the endings of words, John. How do you pronounce *and*? You said *an* when you should have said *and*. You did not pronounce the *ed* in *looked* and the *s* in *books*."

Other words which were noted on account of mispronunciation were *probably*, *along toward the house*, *false alarms*, *don't*, *worth*, *driver*, *crippled boy*, *crutches*, *think*, *library*, *slide*, and *siren*.

2. *Sentences for drill on enunciation.*

1. *May I buy a piece of melon?*
2. *Mary put water in the basin.*
3. *Four and one are five.*
4. *That is very fine.*
5. *Smell this rose.*
6. *I saw three bears in the zoo.*
7. *Tom did not see little George jump.*
8. *Kate gave me a ring.*
9. *The wax candle burned quickly.*
10. *My brother brought home the bread.*
11. *I tripped over the tree.*
12. *Great grapes grew on the vine.*
13. *Must I stay if I stand still?*
14. *Please let me play.*
15. *Charlie sat on the chair.*
16. *She can shine her shoes.*
17. *The street is slippery.*
18. *Philip studied phonics.*

3. *A special sentence for drill on the T and Th sounds.*

The tinker was a thinker and he said, "Thanks for the tanks of thin tin."

The foregoing two lines were used for enunciation, and the class with few exceptions became letter perfect on the sounds involved. However, as perfect a picture as possible was set up before attempting any drill; who a tinker is, his use of the tin, the meaning of tanks, and any other point needed

to clarify the meaning. Any rhyme or sentence without a full understanding of meaning becomes for intermediate grade groups a chore instead of a drill of value.

4. A verse for drill on the Th and Z sounds.

The Rice Pond

North breeze!
South breeze!
Both pass
Across the sky's
Looking glass.

This poem had a perfect meaning for the group because of the water-covered rice fields below the school. The group, almost as a whole, were able to repeat this fluently and with splendid enunciation. There must always be meaning for enjoyment. Just rhythm does not seem to satisfy.

5. A game for lip movement.

The following language game was found valuable for the improvement in lip activity which is much needed. Word groups are placed on the board.

1	2	3
baby	Peter	mother
bunting	pumpkin	mush
big	piper	makes

The leader points to a number, then silently says a word in that group. The class, watching his lips, guess the word. Drill on silent speaking of phrases follows; then drill on simple original sentences, as: "I live in _____." "Do you go to school?"

This game is a never-failing source of interest, which should recommend it if for no other reason. This drill carries over into classroom speech better than any other.

TEACHING QUESTION FORM

[Observation]

[VII D 1] Some pupils failed to answer the teacher's questions in complete sentences; so she wrote the following question on the board and explained to the pupils how to formulate the reply.

1 2 3 4 5

Where did Arnold and his mother live?

"In giving the answer, we must begin with 'Arnold and his mother lived in', " said the teacher.

A TEACHER OF A SLOW FIFTH GRADE IN A RURAL SCHOOL
[Observation and interview]

VOCABULARY BUILDING THROUGH GEOGRAPHY STUDY

[VII B, C] "Children can learn many new words", as the teacher explained to the observer, "through work in geography. The study of different countries—their industries, peoples, and customs—provides children with many interesting materials to write and talk about in the classroom."

The following composition was collectively written after reading and study about life in Switzerland.

Switzerland

Switzerland is in the North Temperate Zone because it is between the Arctic Circle and the Tropic of Cancer. It is in the Continent of Europe. The people are called Swiss. They are white. The Alps Mountains are in Switzerland. They have high altitude. The Rhine River rises in the Alps, flows northwest, and empties into the North Sea. Switzerland is an inland country. Italy, Germany, France, and Austria touch it. The Swiss people speak four languages. Four great rivers rise in the Alps. They are the Rhine River, the Danube River, the Rhone River, and the Po River. The snow and ice on the glaciers melt. It makes waterfalls and then rivers. When glaciers fall in the mountains, they are called snowslides or avalanches.

[VII C] In further discussion the next day about the life of the country, the teacher began, "Yesterday when we had finished our lesson about Switzerland, we added four new words to our vocabulary list. They were *avalanche*, *glaciers*, *alpine*, and *playground*. Can you continue the story about Switzerland by using these words? Where does the word *playground* come into our story? Why is Switzerland called the playground of the world?"

"Switzerland is called the playground of the world because the people all over the world come and slide on the snow and skate on the ice", replied a child.

After another short talk about Switzerland as a place for recreation, the teacher asked another question, "Where does the word *alpine* come into our story?" In this manner the previous story about Switzerland was reviewed.

A few more new words were thus added to the vocabulary chart on the board. Following is the list of words in the chart:

Vocabulary for Switzerland

Europe	Rhine River	altitude
chalet	St. Bernard	hospice
Alps	pass	carving
dairy products	inland	tree line
Swiss	embroidery	hay
snow	grazing	skies
Mt. Blanc	Lake Geneva	alpine
avalanche	glacier	
playground	North Temperate	

TEACHING DISTINCTIONS BETWEEN SIMILAR WORDS

[VII C] Words of similar or like sound but of dissimilar meaning were taught in pairs to bring out the difference more sharply. The following are samples:

are our
to too, two
a an

"Is there any difference in these words? Who can give me one example using the first group of words?" the teacher asked.

The pupils gave the following examples:

We are going to the show today.
Are you going to the show?
Where are you going?
This is our house.

[VII F, H] In giving the last sentence a child mispronounced the words *this* and *our*; so the teacher gave drill, first on *this* and then on *our*.

The other groups of words were next taken up. The sentences given by the pupils are reported below.

My father told me to go to the show.
Are you going, too?
There are too many people there.
I ate too much.
I took too many books.
I ate an apple.
I saw a man.

The next pair of words consisted of

their there

The teacher told them that the word *there* is used to mean *place*, while the word *their* denotes ownership. The pupils gave the following sentences using these words:

That is their house.
Their house is painted green.
Their skates are long.
Their hats are big.
Their hair is long.
There are many people.
There is a book.

While teaching the use of the word *there*, the teacher made several comments, such as, "How do you know it is right? I like to think of *their* as meaning ownership. The name of whatever you are going to talk about should follow this word, like *their sheep*."

SOURCES AND TESTING OF NEW WORDS [Teacher's statement]

[VII C] With this slow group I find it necessary to give a great deal of time to vocabulary development. In building vocabulary I make use of the new words learned in our study of geography and also in the use of our regular spelling book. At the end of each week the pupils are tested on 20 words, 5 of which are review words.

A VOCABULARY EXERCISE

[VII C] In encouraging the children to develop vocabulary, I have been having a word game. "Today we are going to play the word building game. This group of words is called *ick* words." Who can give me an example of an *ick* word?"

So a child gets up and gives the word *sick*. Later the children give as many words as they can think of which end in *ick*. The following words were written on the board.

spick	lick	Dick
brick	pick	click
stick	sick	quick
chick	tick	Nick
trick	thick	
wick	prick	

DRILL ON ENUNCIATION

[VII F, H] In the course of the discussion a child pronounced the *wh* in *where* so that the word sounded like *wear*. The teacher then pointed out the importance of pronouncing *where* correctly. After a short drill on the *wh* sound, the pupils wrote sentences using *where* and *wear*. The following sentences were placed on the board.

Where are you?
Where is the book?
I will go *where* you go.

We *wear* clothes.
How long will it *wear*?
I *wear* shoes.

A TEACHER OF A FAST FIFTH GRADE
IN A HONOLULU SCHOOL

[Chiefly interview]

OPINION AS TO QUALIFICATIONS OF THE TEACHER

[Statement]

[I A] For teaching English to bilingual children, I believe that specialized preparation in speech is helpful and necessary. A great deal of speech drill is needed by the children. At this age they are very receptive and naturally acquire the speech and language peculiarities of their teacher. The teacher, therefore, must set a good standard.

[I D] Appreciation of good work must, I believe, be firmly established in every one of our pupils. Whatever work they do should be done well and thoroughly. This means that the teacher must be patient, sympathetic, and friendly. She must win the hearts of her pupils before she can carry on corrective work in English; otherwise they may develop the attitude of revolt, or of shyness and a sense of inferiority.

PREVALENT SHORTCOMINGS

[Statement]

[II A] One of the outstanding troubles of our pupils is that they do not speak freely and express themselves clearly. Their limitation in vocabulary and the fact that English is like a foreign language to them may account for this difficulty.

[II B] Pupils run words together when they talk. They fail to pronounce their beginnings and endings distinctly. They speak with foreign accent or they lack English inflection. They seem strained in their oral expression. They do not have the quality of smoothness in speech and reading.

[II C] There has been a remarkable improvement in spoken English around the school within the last 4 or 5 years. With the growing interest in the progressive school plan, the children are given much more opportunity to speak and to write English. With this change in school program and the increase in the number of the third generation, the younger children speak their English with a great deal of confidence.

AIMS IN ENGLISH IMPROVEMENT

[Statement]

[III A, B] Naturally it has been our aim to bring about the improvement of local English. Children should enrich their vocabulary so that they can speak more freely and effectively. They should master the forms needed in writing their daily plan books. They should develop attitudes of appreciation of good work and of good English.

[IV C] The attitude toward good English is becoming very favorable. Seldom do we hear boys teasing others as "sissies" when they try to speak good English. Instead, they offer sympathetic help to the needy ones. General improvement in the community and the active part played by the teachers may account for the change. Radio talks, talks by teachers and librarians, programs, the movies, and the P. T. A., all help to improve the English standard of the community.

GENERAL CLASSROOM ACTIVITIES

[Observation]

[VII B] At the time of the observation the class was carrying on a project in communication and transportation. The biography of Magellan was being studied. Such questions as the following were asked, in order to stimulate interest in the class discussion: "Who was Magellan? Tell me as many things as you can about him. What route did he take? What did he help prove to the world? What happened to him while he was in the Philippine Islands?" In every case the children replied in their own words.

The telling of current events is also used. In addition to these activities, the children write letters, stories, and poems for the school paper, and engage in dramatics.

VOCABULARY DEVELOPMENT

[Statement]

[VII C] For development in vocabulary, the pupils should be encouraged to use words they already know and to apply new words they are learning daily. We take up the new words in the class. The children look up the meaning for themselves. They study pronunciation also. Special time is given to the study of new words which they have found. After these new expressions are studied in the class, they are copied in the pupil's vocabulary notebooks.

Below is a sample of words taken up. It is copied from a pupil's note book.

September 16, 1936.

Vocabulary

vocabulary—a list of words and their meaning.
transportation—act of carrying things from one place to another.
spacious—having plenty of room.
amber—yellowish brown.
majesty—title for a king, queen, prince, or princess.
patriotic—loving one's country.
alabaster—a white, marble-like mineral.
undimmed—bright or clear.
human—relating to man.
knowledge—things learned.

DIRECT WORK IN TEACHING FORMS OF USAGE

[Statement]

[VII D, H, I] Sentence sense develops through writing. In keeping their unit plan book, the children get a great deal of such experience. It is my practice to let them write their own stories first on scratch paper after they have finished their individual research under my guidance. Then they hand the papers in to me for correction. I correct them in pencil, and later the stories are copied in the pupils' own books. While correcting the stories, I note the prevailing errors in English and these are taken up later in class.

[VII D] We have a special time for drill in English usage. "John, will you stand, please?" I ask. When he stands up, I say, "What did you do?" He then replies, "I stood up." Dramatization like this helps the children to master the difference in tense.

DIRECT WORK IN DEVELOPING SPEECH TRAITS

[Statement]

[VII F] In developing speech traits, I myself serve as a model. I have my children first listen to me carefully to get the sound of the word. Then we go over and over it until they can make the sound correctly.

A HONOLULU FIFTH-GRADE TEACHER

[Interview]

OPINION AS TO QUALIFICATIONS OF THE TEACHER

[I] A teacher who possesses the personality traits of friendliness and patience is likely to be a better teacher of English than the one who is highly trained in English but lacking in these qualities.

OPINION AS TO PREVALENT SHORTCOMINGS IN THE CLASSROOM

[II] In the list of most prevalent shortcomings in English in the classroom, I place limitation in vocabulary first; lack of awareness of deficiencies second; incorrectness of vowel and consonant sounds third; and unidiomatic use of words last.

The fact that the same mistakes occur over and over tends to show that the children do not realize many of their shortcomings.

AIMS IN TEACHING ENGLISH

[III] It has been my aim to try to meet all the needs itemized above. With the change in the point of view in local education, I feel that we are not having enough English drill to care for the deficiencies that exist.

The children need greater confidence in their own ability. This calls for more abundant opportunity to talk freely and to participate fully in discussion.

GENERAL SCHOOL PLAN

[IV] The school as a whole has not completely adjusted itself to the situation. The problem is still left largely to the individual teachers to solve. However, we have made excursion trips to such places as the Academy of Arts, and the pupils have related their experiences to others in the classroom. Now and then we have outside speakers, such as a librarian to talk on books or the nurse to tell how to keep the teeth and body clean and strong. Occasionally we listen to radio talks, such as the message to the Boy Scouts by the President of the United States. All of these things help immensely in setting a new standard of English.

CURRICULUM ORGANIZATION

[V] There is no step-by-step curriculum organization in terms of grades. With the growing emphasis placed on English as part of an integrated program, language is treated not as separate subject matter but as an integral part of the whole work of the class. Formal instruction is a supplement rather than an isolated activity and is given when the need either of an individual or of a group arises.

Language work has come to be based chiefly on creative expressional activities, and the textbook material is used only as a means to further growth. We use no basal text; but the books given on the basal list of the Department of Public Instruction have furnished rich suggestive materials.

MEANS OF DEVELOPING FAVORABLE PUPIL ATTITUDES

[VI] Appreciation of good English is developed by improving the room standard. In this class we develop our own ideals. Each child seeks his own personal standard, too, as is shown when various pupils, doubtful

about the form of their work, come and ask, "Is it right?" I try hard to have the children feel free to ask me anything. Of course, the classroom standard is set by the group with the teacher as guide.

Group cooperation is held very high. Everyone helps his classmates. Teacher and pupils work together in learning the art of free correct expression.

Through enjoying opportunities for expression and through not being criticized too much for what they say and what they do, the children gain confidence in their work and express themselves more freely. As a result of emphasizing group cooperation, I find that the children do not ridicule others for making mistakes or for using too good a quality of English. Pupils are not afraid to try to speak well.

CLASSROOM ACTIVITIES

[VII A, H] The needs of the pupils are determined as the days go by. Tests are not given except as they are used in the whole school. Each morning a record is made on the board of the errors noted and later in the day they are taken up in the word study period.

[VII B] Classroom activities consist of short drills, letter writing, story telling, writing stories, carrying on individual research in the project-unit work, discussion of findings, and dramatic expression. We plan our classroom programs together and this calls for group discussion.

The relating by the children of their own experience is the richest type of English activity. Upon their return from any excursion they are full of excitement and burn with the desire to express their ideas to others. At such times they speak freely and vividly.

The children write their own stories, deriving their facts from the research they have carried on in connection with their unit work. First, they go to study; the following day during the discussion period, they bring the facts together through conference finally, the class jointly writes the story. Oftentimes, however, individual children make their own stories. Some of the best productions are put on the board so that others may make copies and credit be given to the writers. In this way the better pupils are encouraged to do better and better work.

The importance of guarding against the use of book English is stressed. Whenever a child is discovered copying from a book, I tell him that I would much rather read the same story in the book than to read it from his notebook.

[VII C] Of course, the making of outlines, research study, participation in discussion, and the learning of new words and their meanings, all help to increase vocabulary.

[VII D 1] The understanding of sentence sense is promoted by teaching

the children always to employ complete sentences, by discouraging them from the use of long run-on sentences, and by getting them to state facts specifically and fully.

[VII E] I teach grammar as a statement not of purely abstract, but of functional, principles. Whenever, for instance, the children are found to be making serious mistakes in the use of the plural and singular, or to be misusing their tenses, appropriate short drills are given to them.

A HONOLULU SIXTH-GRADE TEACHER

[Interview]

OPINION AS TO QUALIFICATIONS OF THE TEACHER

[I A] Specialized preparation in English is a necessary qualification of a good teacher of English. Children come to school with many deeply ingrained bad language habits. In carrying on corrective work in speech the teacher must possess a thorough knowledge of the mechanism involved and its manipulation in the production of certain sounds.

[VII B] Since they do not hear and speak good English outside of the English school, it is important that while in school they be exposed to a rich English environment. Opportunities should be provided for free expression in many ways. Tactful remedial work must accompany the more positive phase of setting up a rich and correct English environment.

[I C] The teacher must possess sympathetic insight into the English problems of the Islands. Such an attitude is very necessary as the basis of a thorough understanding of the needs of individual pupils in the classroom.

[I D] Friendliness and patience are important assets for the teacher. The children need thorough confidence in themselves as well as greater opportunity to speak good English. A teacher who is friendly can gain the confidence of the pupils so that they will not be afraid to approach her with their problems.

[I E] A pleasing voice and manner are also very desirable traits in the teacher.

PREVALENT SHORTCOMINGS IN THE CLASSROOM

[II A]. Paucity of vocabulary is very real. The children do not have enough words at their command to relate their experiences. What appears to us as reticence and unwillingness to participate in-class work may be due to their limited word supply.

The unidiomatic use of words does not seem to be so serious as their limited vocabulary.

[II B] Lack of clear enunciation of words is a marked defect of our children. The omission of final consonant sounds is common.

For the children of Oriental parentage a seeming difficulty in the pronun-

ciation of certain sounds exists. The different placement of the speech organs—tongue, lips, and teeth—for sound formation in Oriental languages can account for some of these difficulties.

As an example, frequently we have trouble in getting the correct sound of the *o* as used in *money*. This particular sound is not common to all languages, so a more familiar similar sound is substituted.

AIMS IN TEACHING ENGLISH

[III A, B] My aims in teaching English have been: (1) To increase the children's vocabulary; (2) to improve their speech by developing distinctness of speech and pronunciation; (3) to help them master English inflection; and (4) to develop an attitude of willingness to participate in school activities with greater freedom of expression:

[III C] Quite frequently the children are unaware of their shortcomings. If they were really conscious of them, great improvement would soon be shown. The fact that they have been speaking in this manner for such a long time has caused the habits to become deeply ingrained.

Children are not indifferent, however, when these shortcomings are brought to their attention, as is shown by their eagerness to better their English in the classroom. They strive very hard to improve and to reach the recognized standard of good English. Outside of the classroom they are not so particular, as is shown by their frequent reversion to "pidgin English."

GENERAL SCHOOL PLANS

[IV A] Little attempt has been made by our school as a whole to cope with these English problems. The children have not been provided with many opportunities to hear talks by visitors. They do, however, listen in on radio talks by the President of the United States and by other important officials of the National Government. The children also see the movies at school, while a teacher explains to them what is being shown on the screen.

Special assembly programs on occasions like national holidays provide the children with opportunities for free expression that call for good form. The programs are presented either by the class or by the whole school.

Now and then the class puts on a play. Everyone should, I believe, take part, in order to have his chance in development.

[IV B] As yet, there have been no set means provided to develop and coordinate faculty and pupil interest in the improvement of English. It seems as if this might be a desirable thing to undertake.

[IV C] Our community is rich in agencies through whose cooperation speedier and more satisfactory results in improving English could be attained. Girl and Boy Scout organizations, P. T. A.'s, religious bodies, the Public Library, and many other agencies could help to raise the standard of English outside of the school.

CURRICULUM ORGANIZATION

[V D] In this school the curriculum is organized on the unit plan, and English as a separate subject is not taught any more. From the functional point of view, everything we teach is English. The whole class plans our unit-work, and English thus becomes a cooperative affair. Oral and written reports to the group on questions connected with the project are commonly worked up through reading in the classroom and school libraries.

DEVELOPMENT OF PUPIL ATTITUDES

[VI A] It is the teacher who serves as a model and thereby develops a standard for her class. These pupils are eager to learn good English; they are very responsive and imitate readily their teacher's speech, including her mannerisms, inflection, pronunciation, and enunciation. A teacher who can set a good example is indeed doing much for the children.

[VI B] A sense of freedom and of self-assurance grows slowly with the children. The unit-project method, which provides rich opportunity to express the ideas in both oral and written form, has proven a helpful means of creating confidence in their ability to do their work. The pupils' chief need is for favorable occasions to read and write and talk about what they have experienced. The unit-work provides such opportunities.

CLASSROOM ACTIVITIES AND PROCEDURES

[VII A] No objective test to determine the needs of the pupils has been used. My daily contact with each child reveals his problems. The various tests given at the end of "My Weekly Reader" have proven useful in determining comprehension.

In the study of needs in speech I use a microphone, before which the pupil reads a paper which he has prepared. This I find is a successful means of detecting speech defects. As it amplifies the pupil's voice, I can easily detect his faults. It also trains him to speak slowly and distinctly.

[VII B] There are various activities which call for free expression. Story telling, reports on topics in the unit-work, and reports on current events are all useful in helping the pupils gain confidence in themselves.

I make considerable use of *My Weekly Reader* and find it helpful for vocabulary building, for current events, and for the study of geography. As our present daily newspapers contain too much sensational news, pupils are not required to read them except for special articles relative to the unit of work. These articles are assigned by me for study.

Letter writing is also an important activity. While pupils are working on their unit, they have occasion to write letters to the principal, to their parents or friends, and to business firms requesting either certain information or permission to visit their plants.

Unfortunately I have not been able to make much use of dramatic expression. I know it is valuable, but I do not have time to do everything desired in helping these children with their English.

[VII C] The need for vocabulary development is urgent. Children are expected to know how to use the dictionary. Whenever a new word appears, they look it up for both pronunciation and meaning. This soon becomes an automatic procedure. If they do not understand the meaning given in the dictionary, I interpret it in simpler language.

Another helpful means of developing vocabulary is the use of *My Weekly Reader*, for it contains a variety of subject matter rich with new words.

The children are asked to go over the articles carefully, underlining unfamiliar terms. These are then found in their dictionaries; the meanings are written over the words; and the diacritical markings are added. The children then place their words on the board for oral drill. This is done before any attempt is made to read the article orally.

[VII D] Special work in language form is given. No regular time or schedule is set for this purpose; but as the need arises, it is met. If the problem is prevalent throughout the class, the whole group is given a short drill on the specific language form. The agreement of subject and predicate, as well as the correct forms of the verb, requires a great deal of drill.

[VII D] The children in the sixth grade usually come to me with a good knowledge of sentence sense. They write and usually speak in complete sentences.

[VII E] The teaching of grammar correlates with everything in the day's work. Although there is no definite time allotment for the teaching of grammar as such, the subject is taken up three or four times a month according to the extent of need felt. If, for instance, after my reading their reports and hearing their speech it is obvious that the class has not caught the idea of the formation and the use of irregular verbs, these points are taken up. If the mistakes are not so prevalent, personal attention is given to the individuals needing it.

[VII F] Freedom in inflection and smoothness of rhythm and phrasing must come from listening to good models. In every case I am the model and urge them to imitate me through careful listening. Normal English inflection is also acquired through careful listening to what I say.

[VII G] There is no systematically planned special corrective speech work, this being handled at the time the need arises.

[VII H] Elements criticized in oral expression are pronunciation, enunciation, inflection, and basic grammatical forms. Sometimes the organization of ideas is commented upon. Criticizing these elements is always done at the end of the report. If there are too many corrections, only a few of the more important ones are taken up before the class.

Similarly in writing, such things as language form, punctuation, and rhetorical elements are taken up and criticized. Black ink is used in correcting. When the papers are returned, the pupils have to write their reports in their "Plan Books", which means that they have occasion to review the new forms. If a child continues to make the same mistake, he is reminded that the error has been taken up either as a class correction or with him individually.

A HONOLULU SIXTH-GRADE TEACHER

[Interview]

THE DAILY PROGRAM

OUR PLAN

First Period:

Business routine.
Health inspection.
Music; morning program;
News.
Unit work, discussions, research work, etc.
Correlated activities (history, geography).

Second Period:

Drills.
Arithmetic; spelling.
Reading; language.

Third Period:

Constructive activities.
Checking, judging.
Library; games.
Planning.

PREVALENT SHORTCOMINGS

[II A] It is recognized that the children in this class do not have a sufficient command of words to express themselves freely. The unidiomatic use of language is another shortcoming.

[II C] The facts of the frequent repetition of the same mistakes and of inability to distinguish one sound from another tend to show that the children are unaware of their specific difficulties. This does not mean that they are not anxious to improve their English. Their attitude is shown by the fact that they are willing to accept correction from me as well as from other children. There is no sign of fear of ridicule in case a child speaks good English.

AIMS IN ENGLISH IMPROVEMENT

[III] Ability to use good English in daily activities has been my chief aim. To reduce the deficiencies listed above has been another goal.

CURRICULUM PLAN

[V] In connection with every activity in the classroom, whenever a need in English arises, I take time to explain the problem and to give several drills to see that the children really understood the correct form.

THE DEVELOPMENT OF STANDARDS AND ATTITUDES

[VI A] The teacher as a model sets the standard for the class. Now and then the exhibition of a child's good work in composition, for example, in letter writing, also helps the others.

[VII H] I don't believe in making too critical an evaluation of the children's work, for it tends to break down their appreciation of English. I always praise their effort, but encourage them to do better the next time.

They feel an increased interest in improvement if I allow them to correct their own mistakes, whenever they can. Group cooperation and teacher-pupil planning help them to learn to appreciate English.

CLASSROOM WORK

[VII A] I determine the needs of the class by personal observation. Oral and written work provide me with sufficient materials for the purpose.

[VII B] Among general activities of the class, storytelling is emphasized. The pupils give their stories or reports based on their observation, their excursions, their book reading, their research, and their work in the cafeteria and garden.

For developing a sense of freedom and self-confidence, I discover that the provision of opportunity to talk and to write about their own experiences is very helpful. Through their eagerness to tell what they did the day before, the children show that they have a great deal of assurance in their power of self-expression. Samples of their written work are shown at the end of this report.

The writing of letters to friends and to the managers of business firms constitutes another valuable exercise.

Every Friday a game leader explains to the class how the game which he has planned should be played. This involves a great deal of use of English.

Drill work in English supplements the general activities.

[VII C] The use of the dictionary and of spelling books, extensive reading, and warning against bookish English have all been helpful in promoting vocabulary growth. Spelling matches and dictation work also are of value.

[VII D 1] By emphasizing the use of complete sentences, I can lead the children to grasp readily the concept of sentence sense. We stress the importance of guarding against the use of too many connectives.

For a time we kept on the board the rules of good composition. Such points as the following were emphasized:

1. Short sentences.
2. Good English.
3. Paragraphing.
4. Neatness.
5. Spelling.
6. Punctuation.
7. Sticking to the point.
8. Margins.
9. Title.

In teaching the pupils to master correct idiom and choice of words, I give a series of word-pair drills, and explain the meaning and the use of the words. They are explained and illustrated in sentences.

[VII F] Normal English inflection is taught through stories and poems which I read to the children. Reading by some of the better speakers for the class will also help.

For developing smoothness in rhythm and phrasing, I point out the importance of reading slowly and distinctly and of trying to include all of the necessary sounds in the sentences. The proper grouping of words also is stressed.

[VII H] To give children only as much criticism as needed, is important. It has been my practice to take up only the gross errors in usage. Elements noted in oral work include pronunciation and enunciation, and, in reports on the unit of work, the organization of ideas.

In written work I criticize such elements as spelling, punctuation, agreement in number, form, and organization of ideas. Self-criticism and group evaluation are of value.

Constructive criticism is always emphasized. I stress the good parts and points of the pupils' work more than the mistakes.

UNCORRECTED SAMPLES OF PUPILS' WORK

[VII B]

How I Spent Washington's Day

On Washington's Day I planned to go to the show. But my girl friend said, "Lets spend the day home so I said, "Alright." When she went home I rung up Setsuko's house, she was home so she answered the telephone. I said to her "Come to my house and lets study, I'll go your house," she said alright so I went to her house. We hurried and walked to my house. When we reached home we took out our books and studied. Of course it was lonely to stay home on Washington's Day but yet we had good time studying at home.

How I Spent Washington's Day

My cousin and I were busy sewing and brother came and said, "Father said to go to the parade," but my cousin and I didn't want to go. We kept on going with our sewing. My cousin was sewing some towels for her mother in Maui. She was getting ready for "Mother's Day." I finished with my both side of the purse so I went to eat my lunch. After we ate I helped my cousin finish sewing the towels. We sewed till five o'clock and started to clean the house.

SAMPLES OF DRILL MATERIALS FOR VOCABULARY AND
FOR GRAMMATICAL PRINCIPLES

[VII C] You have learned many new words. Can you tell their meaning?

1. To enable means to
2. Exhausted means
3. A thing that glistens is one that
4. To avoid means
5. A petal is a
6. An actual thing is a thing.

[VII E] The following drill work was given to the class when the teacher had discovered that they were still having trouble with the use of pronouns.

My friend and *I* went to the show.
We girls played games.
John and *he* came to my house.
The boys lost *their* way.
She gave *it* to me.

A RURAL EIGHTH-GRADE TEACHER

[Interview]

OPINION AS TO QUALIFICATIONS OF THE TEACHER

[I D] Academic status, specialized preparation, and the number of years of teaching experience are, without doubt, all important. However, in dealing with bilingual children, sympathetic understanding is an especially helpful quality. Friendliness is also valuable. The teacher cannot afford to remain aloof from her children but must be their companion and exchange ideas freely with them.

TYPES OF PREVALENT SHORTCOMINGS

[II A] Limited vocabulary is a shortcoming of our pupils, a condition due to the fact that their contacts are largely racial in nature.

The unidiomatic use of words also is common. Bilingual children find it difficult to master correct idioms. We must drill hard, putting the forms on the board and saying them over and over.

[II B] A general indistinctness of words is another fault. On account of early training and habits, Japanese children often do not open the mouth wide nor move the lips freely.

[II C] It is very difficult for some of our children to open up and talk freely with the teacher. The Japanese girls are more reticent and tend to revert to their home language.

Lack of awareness of shortcomings is a serious fault. The prevalent attitude among part of the weaker students is: "What's the use of trying hard to improve my English, because I am going to be a plantation laborer?" With them it is hard to modify this attitude. It is difficult for them to see that good English is desirable anywhere.

AIMS IN ENGLISH TEACHING

[III] My aims in English teaching are (1) to increase freedom of expression, (2) to enrich the vocabulary, (3) to secure correct pronunciation and distinct enunciation, and (4) to develop favorable attitudes toward English improvement.

GENERAL SCHOOL PLANS TO ACHIEVE THESE AIMS

[IV A] We have assembly talks by the principal. Often good speakers are invited to speak to the pupils. Radio programs are used to good advantage. Dramatics for money raising as well as for entertainment is an aid. The pupils put on the plays and get much out of such programs.

MEANS OF DEVELOPING FAVORABLE PUPIL ATTITUDES

[VI A] Since English is the basic tool for other subjects in the school, every teacher needs to cooperate in the attempt to improve the language situation. In leading children to develop appreciation of good English and also standards of attainment, obviously it is the teacher who must serve as model.

[VI B] For developing interest in improvement, constant encouragement and praise must accompany any signs of progress.

Fear of ridicule can be controlled. By constantly comparing good and poor English, we can let the children see how much better and clearer it is to use good forms of English.

CLASSROOM ACTIVITIES AND PROCEDURES

[VII A] There is no way of determining needs except through daily personal observation of my pupils. I have tried several forms of tests used on the mainland, but they have proved to be unsatisfactory with my children in a rural school.

[VII B] I want my pupils to converse freely and expressively; so I try to provide them with opportunities to use more English. Story telling, dramatic expression, playing language games, and telling riddles, as well as letter and news writing, are all used to this end. Original story writing is especially helpful. Oftentimes I ask my children to write about things they have studied in social study classes.

[VII C] In attempting to increase vocabulary, I have tried the practice of having pupils describe pictures as vividly and as accurately as they can. They must possess a rich word supply in order to do this successfully.

Effective use of the dictionary is also stressed. Learning the meaning of new words and using them in daily writing are of much help.

In teaching new words and their pronunciation, the diacritical marking is studied. Every new word which the children come upon in their reading and in their hearing of English, is taken up for special discussion in the classroom. The pupils look up the meaning and later use it in sentences.

Sometimes I find it helpful to try a spelling game. The object is to develop vocabulary and to review old words. This is the way the game is played. The class is divided into two groups of equal size. The first child in group one starts the game by giving the first letter of a word, say *m*, which is followed by a letter, say *i*, given by the first child in the second group. The second child in group one may follow with the letter *r*; the second child in group two with another *r*, and so on, until someone completes a word. The one who finishes the word must sit down. In order to remain in the line, a child must try hard not to complete the word.

[VII D1] The concept of the sentence is taught through insisting that pupils always use complete sentences. Writing and telling stories and news and the doing of creative work have helped the children much in grasping sentence sense.

[VII E] I teach grammar, not on set days nor according to a definite plan for the whole year, but as the need arises. Only working grammar is presented.

[VII F] The use of tongue twisters, the recitation of poems, and a great deal of reading, all help my pupils to speak English more distinctly. Pupils like simple poems because of the rhythm. Drill in correct speech is also helpful.

[VII H] In criticizing and evaluating pupils' work in English, I have paid much attention to such elements as pronunciation, grammatical form of usage, organization of ideas, and content. Criticism comes always after the pupil has given his report. For written work I use such comments as "Good", "Improvement needed", or "See me." I use a colored pencil so the pupil will know that his work has been checked carefully. For correction I use such phrases, as, "This does not sound quite right. What do you think, Mary?"

In judging the progress made in written work, I compare the first composition written by a pupil and the last paper written by the same child. I return both papers at the end to show his improvement.

[CHAPTER IV]

Case Reports on the Practices and Ideas
of Teachers in Junior High School

A RURAL JUNIOR HIGH SCHOOL TEACHER

[Interview and teacher's statement]

QUALIFICATIONS OF THE TEACHER

[I A] A bachelor's degree alone does not assure success in teaching English to bilingual children. Academic achievement does, however, provide a broader background of specialized training in English and of other knowledges which will aid the teacher in the better understanding of her children. Her special preparation should cover a knowledge of the history of languages and a thorough training in phonetics.

[I B] Other things being equal, a teacher in service for a long time usually is more successful. It takes time to learn to understand local English problems and to discover what pupils can do.

The only advantage which a mainland teacher has over the Island born is that she is much more certain of English idiom and more sensitive to errors. However, the Islander holds an advantage in general over the newcomer, because the former understands readily the language problem of the local born children and usually is more sympathetic, in the broadest sense.

[II C] Attitude has more to do than anything else in determining whether or not the teacher will be successful in a given situation. If she is very much interested in English improvement, she will more surely discover problems and seek solutions.

[I D] Above all, she must appreciate the learners' difficulties and not condemn their shortcomings. Such habits as scolding, looking down on pupils, and taking only an impersonal attitude toward the English problem constitute evidences of lack of a truly helpful attitude. Oriental children have a feeling of inferiority relative to their ability in English. This is partly a product of unfavorable experiences with teachers in their earlier school career. A successful teacher must work first of all toward eradication of such lack of self-confidence.

English teachers are often too formal and exacting; so their pupils think that good English is something only for school teachers, as well as beyond their reach and outside of their needs.

Too frequently, if a teacher attempts to correct conversational English outside of the class, there grows between her and pupils a sense of antagonism. On the playground or at a camp the teacher should behave as a fellow human being, not as a teacher of English. Pupils' English outside of the class should not be corrected unless they come and make the request. If we keep up a "Good English Campaign" through the whole year, I find that the pupils begin to come even in camp and ask me such questions as, "Is this a collective noun?" or "Does this take s?" They don't show any sign of embarrassment.

PREVALENT SHORTCOMINGS

[II A] Meagerness in language seems to correspond to barrenness of thought. On the other hand, with increase in the power of communication, thought becomes more vivid. Development of vocabulary comes chiefly as a byproduct.

The unidiomatic use of words is a very common shortcoming. The children do not hear a sufficient range of idioms. The remedy lies in giving children the concept of idiom, and in providing them directly with a large number of idiomatic phrases for regular use.

Obviously no high correlation exists between mere knowledge of grammatical principles and accuracy in English usage. A good command of English is normally the product of practice.

[II B] Indistinctness of speech is prevalent. Many vowel and consonant sounds are difficult for the children, because of the carry-over of sounds from the home language and from incorrect teaching in the primary years. Pupils fail to move lips, jaw, and tongue in the same way as do English-speaking people. They do not group their words; they do not pause at natural points. They do not use proper emphasis. The dictionary is not generally employed for the discovery of meanings and pronunciation.

We leave remedial work until late. Phonetic training would help teachers a great deal. In the early grades the children learn by imitation, and in higher grades they can be taught the correct position of the vocal organs by direct instruction.

[II C] Perhaps a majority of the children are unaware of their shortcomings in speech and usage. Very few are, however, indifferent about improvement.

The frequent lack of freedom in expression is due to such conditions as emphasis on silent reading and on factual learning, unsympathetic criticism of children's speech, and fear of ridicule.

Merely telling children not to mind ridicule from others will not help at all, for they are very sensitive to criticism by their comrades. Setting the right social stage, as through an "English campaign", will help. During such a contest the situation is reversed and pupils will laugh at those who do not speak good English.

GENERAL SCHOOL PLAN

[IV B] Until this year there has been no general means provided in the school for encouraging the use of better English. The "Good English Campaign" has been tried only in the individual classroom but never as a whole school plan. Such an attempt is, however, urgently needed, and is now being started by the student council.

Following is an example of the publicity used:

DQWN WITH PIDGIN ENGLISH!

STUDENT COUNCIL OPENS DRIVE ON ENGLISH IMPROVEMENT—BEST IDEAS TO BE PUBLISHED

Each Homeroom Representative to Hold Discussion and Make Plans with Teacher and Class to Report to Council at Next Meeting

A drive to improve the students' English was opened by the student council during their last meeting.

Since it was the desire of the English department of our school they took up this work. Each representative is to make plans with the homeroom teacher and the class. The plans are to include ideas for

better English on the campus, in the schoolrooms, and outside the school as well.

The representative is to report back at the next meeting with the plan of the homeroom. The class which offers the best plan will have it published in the school paper. The council will act as the judge.

PLAN OF COURSE FOR THE SEVENTH GRADE

[IV B] I. *Giving pupils the opportunity to hear and use English.*

A. *Oral:*

1. Prepared oral expression.
 - a. Speeches before the class.
 - b. Oral reading.
 - c. Telephone conversations.
 - d. "Radio" entertainments.
2. Ordinary conversation outside of prepared class work.
 - a. The "Good English Contest" as a control.
3. Oral drill as a means to teach language skills.
 - a. Phonetic drills.
 - b. Verb card drills for tenses.

B. *Written:*

1. Letter writing.
2. Writing papers for other classes.
3. Writing information, records, and drills in notebooks.
4. Creative writing.

II. *Teaching done with the aim of correcting or improving language.*

A. *Attention centered on skills needed in speaking:*

1. Formation and enunciation of English sounds.
2. English phrasing, intonation, and emphasis.
3. Voice quality and resonance.
4. Posture and breathing.
5. The art of talking to and interesting the audience.
6. The steps in preparing to present something orally.

B. *Attention centered on skills needed in writing:*

1. Handwriting.
2. Use of margin and paragraph indentation.
3. Capitalizing and abbreviating.
4. Spelling.

C. *Attention centered on language structure:*

1. Remedial work based on pupils' immediate errors:
 - a. Correction of own paper following class work, with examples of types of errors.
 - b. Correction of mimeographed exercises of sample class errors.
 - c. Keeping of records and pages of corrected errors.
2. A mixture of remedial and constructive work based on pupils' general difficulties with English:
 - a. Concept of number.
 - b. Concept of agreement:
 - (1) Subject verb.
 - (2) Pronoun-antecedent.
 - (3) Article-noun (pupils say "a shoes").
 - c. Concept of tense:
 - (1) Time meaning.
 - (2) Method of making both question and statement.
3. Grammar to give sentence sense and to give understanding of the usual English sentence patterns, with a view to improving sentence variety and style:
 - a. Recognition of the parts of speech.
 - b. Recognition of a few constructions.
 - c. The subject-verb concept.
 - d. The clause-connecting word concept (no teaching of simple, complex, compound).

D. *Attention centered on skill in the use of the dictionary:*

1. The location of words efficiently.
2. The use of the dictionary for pronunciation.
3. The use of the dictionary for meanings.
4. The use of the dictionary for parts of the verb.
5. The use of the dictionary for plurals.
6. The use of the dictionary for spelling.

CLASSROOM AND SCHOOL ACTIVITIES

[VII B] Imaginary radio entertainments have provided opportunity for presenting music, jokes, dialogues, and other features, under the direction of a clever announcer. This activity encourages natural free expression better than any other means that has been tried.

Telephone conversation teaches self-confidence and trains in a practical life need. Practice is given in ordering groceries, in issuing invitations, and in forms of conversation. The aims have been to develop habits of talking clearly and correctly, and of speaking politely, and of knowing beforehand exactly what to say.

Programs arranged by pupil chairmen are occasionally put on at student assemblies. Various Territorial oratorical contests and competitions within the school have aroused a great deal of interest in public speaking. Student body elections also offer opportunity for platform practice.

Through dramatics good training in English is doubtless offered.

Singing may be a valuable instrument for English improvement if properly directed by the music teacher. Pronunciation, grouping, and enunciation are elements which may be taught through this means.

The ultimate goal is the use of good English in ordinary spontaneous conversation. A good English contest, extended throughout the year, is an effective means of bridging the gulf between knowledge and free practice. Transfer of learning will unmistakably occur among the brighter pupils, although not so clearly among the poorer ones. Last year while the teacher was camping with her seventh-grade campcraft boys before Christmas, they talked the same as ever, regardless of the weeks of the English contest. Then on the next camping trip nearly 2 months later, there appeared a remarkable change, a constant correcting of errors by the makers or by their comrades. This was done not in a superior spirit but in a quiet, natural manner as if the sound of the wrong expression was inwardly jarring.

THE GOOD ENGLISH CONTEST PROCESS

[As explained by the teacher in a published course of study]

[VII D] Seventh graders are at exactly the right stage of development to enjoy such a contest and get the most out of it. They are just old enough to begin to care to improve themselves in a way that will make them take a self-respecting place in the community. They are still young enough to pursue a game with all a child's zeal and tireless energy.

We have two styles of contest. I shall describe the one with cards, which is the more popular. This form that I describe here has evolved from 7 years of trial. I can guarantee that it will work for any teacher who has

patience, faith, imagination, good nerves, and a sense of humor. To a teacher lacking any one of these I prophesy failure.

Step I: They ask me if they may have a contest; or, that failing to materialize, I ask them if they would like to have one. Then we usually talk a little about the value of being able to speak good English. I have never known more than about three children out of the thousand and more I have taught here who did not honestly wish to learn to speak good English. They realize both its economic and its social value.

Step II: *We decide what to count.*—I insist on their taking only one error for the first week, adding a new one every week thereafter, at the same time keeping all the former ones. Less confusion and argument will be the result of this plan.

One thing that often puts an English contest on the rocks is failure to make the issues clear cut, or to choose issue that can be. This results in constant bickering which spoils the fun, and the contest dies a natural death. We never take a pronunciation mistake for that reason, not even things like "as why" for "that's why", and we consider 'em correct so long as a plural *them* would be right. We do often take the inevitable *ax* for *ask* because it is easily recognizable and indisputable.

From the beginning, however, we always include swearing and speaking foreign languages. When there arises an argument about whether a certain thing is to count as speaking a foreign language, we take a vote on it. After the children are experienced in contests, I like them to be discriminating and allow anything that is not out-and-out speaking another language. We allow names of fruits and vegetables which are better known by their original names, such as *daikon* and *panini*. We allow Japanese pupils to put *chan* on the name as suffix. We do not rule out slang. We usually come to the point of counting *shut up* as something to be penalized.

Step III: *We decide where we are to count the contest.*—Our usual plan is to count it on the school grounds at all times whether school is in session or not. It is better to rule out the regular classes like social science and mathematics where the children are not free to talk informally. If the teachers are willing, it is all right; but usually it is more than they can stand. Our English class, the physical education period, the agriculture, homemaking, and shop periods are usually good times to carry it on, and, of course, the recesses.

Step IV: *We decide on the duration of the contest.*—It is well to know in the beginning how long it is to go on, say for 4 or 6 weeks. They can always start another immediately if they wish. If the class can keep up its interest, they should continue all the year to get results. I have never noticed any carry-over before spring. One time on a class trip last spring it was almost tiresome; they were continually appealing to me to settle some language

problem. Anyone who had seen them in this process of really trying to learn the English language would never again repeat the myth, "They can always correct themselves if they want to."

We always look forward to some celebration at the end—a class party or entertainment, a camping trip, a hike, anything they can suggest and agree on. At the time, the losers always have some simple penalty to pay—they must gather the wood or wash the dishes or entertain, nothing too disagreeable.

Step V: We pass the cards and begin.—Each child receives 15 colored slips of paper. Every time a person is caught making one of our contest errors he must give a card to the one who caught him. If there is a dispute, I serve as the court of appeal.

Any person who runs out of cards gives an I O U until he gets his next week's supply.

Step VI: We collect the cards every Friday and count the score.—Anyone who is "broke" is given his new cards first to pay his debts before the others turn in their cards.

In a little book kept by the class secretary the number of cards turned in by each person is recorded. Usually I have the pupils line up and file past my desk in alphabetical order, laying down the cards and telling me the number. After that I turn the book back to the secretary to figure the winners and losers. Just now in my seventh-grade class the secretary is handling it all alone. Everyone seems satisfied, and of course I am glad not to bother, and to have them take that much more responsibility.

All pupils above the median are counted winners; those below, losers. The secretary posts the names on the bulletin board every week.

Step VII: We distribute 15 cards again immediately and go on with the contest.—The last week the points for each person are totaled and the final winners and losers are calculated.

Step VIII: At the close of the contest we have a class meeting and the children decide what to do to celebrate and what penalty to attach to the losers. Last year in one class we had an Easter party for the contest that closed just before vacation, and each loser had to bring two colored eggs. There was an egg hunt with a prize for the winner. The colored eggs were distributed for the eating.

Difficulties apt to be encountered.—The reader can imagine some of them. That is why I specified the necessary qualities for the teacher who can make a success of this. A sense of humor and balance is indispensable. Never make a mountain out of a molehill, and keep the children from doing so.

Of course some will not want to give up their cards. If a pupil is hauled into court and questioned, he usually decides to surrender them. If there is no way of telling who is right, it is best to let it go.

Some will be very impolite in their insistence upon being paid cards. I cannot suggest specific remedies for all the cases. It takes imagination and quick thinking to be ready sometimes. Once a boy was reported as having buried his cards in the garden, offering them as a reward to the winner in the treasure hunt! I did not make too much of it. Occasionally I give the class a talk on the true purpose of our contest, reminding them that the cards are of no value in themselves, and that the winning in itself means nothing, that it is all a game, but that the habit of speaking English will be something worth while to them if they keep that in mind.

I think this contest affords an excellent opportunity to guide the children in character training. One must really be very careful that the result is not more bad manners than good English. For the children who go through it in the proper spirit, it is a fine experience in self-control as well as language growth.

The IOU's offer a problem from time to time. Pupils with cards want to give an IOU in payment instead of the card, that is, an IOU received from someone who is out of cards. They prefer to put the responsibility of collecting the debt on someone else. This I firmly do not allow, but the problem invariably comes up again and again.

ORAL READING

[VII F] Work in oral reading calls for a great deal of unison activity. This involves phonetic drill, the learning of sounds, and the grouping of words. Special attention is given to intonation and emphasis. Drill is given first to the whole class, then to each individual as a checkup on the effectiveness of the class instruction.

Practice in oral reading must be done at school, since most of these children do not speak English at home nor read English books outside of school. To meet this need, the class is divided into groups of two individuals each. They go out once a day and find some shady place for reading books or the newspaper. One reads while the other listens and corrects his partner's mistakes. This sort of thing provides a situation that favors freedom of expression.

During the class period clippings from newspapers are read aloud. Criticisms are noted on small slips of paper. The errors of each pupil as noted by students and teachers are discussed later. Such things as pronunciation, enunciation, and rate are scored.

Special Reading Class Directions

1. Study your editorial and your homework thoroughly to get the meaning before you try to read it aloud.
2. Mark it for grouping and important words and phrases.

3. Look up and write down the pronunciation of all words you are not sure of.
4. After you have tried the words, ask the teacher if you are doing them correctly.
5. Every time you practice, go over the hard words first many times. Ask the teacher again if you are not sure. Practice the hard group first.
6. In your study hall spend part of the time studying and practicing words.
7. Don't spend an hour reading one thing over and over. Review all the exercises in the oral reading as well as in your editorial.
8. You must read with your partner listening.

PHONETIC DRILL

[As explained by the teacher in a published course of study]

[VII F] As to what English sounds to teach the seventh graders, I should say, as a matter of compromise, since we are always trying to do so many different things in an English course, that we should drill only sounds that are: (1) mispronounced, (2) frequently used, and (3) a source of confusion of meaning to the hearer.

We all recognize the unification of the two sounds "short i" and "long e" as troublesome. One reason is that these sounds are of high frequency in the language. We have many words that depend for their meaning on a distinction in these sounds.

The children's way of pronouncing them can cause real difficulty in understanding. It makes quite a difference sometimes whether he "bit" or "beat" the child, and yet most pupils think of these two words as the same and write them interchangeably.

Likewise, since "th" is the second most common consonant combination in English, it would follow inevitably that much energy would be wasted in trying to follow the meaning of a person who in his speech identified it with "t" and "d", or some other sound that sounds something like it. For this reason it is necessary to teach pupils also how to make "t" and "d" sounds correctly.

In my work I have always given most attention to "i", "e", and "th", but there are many more that need attention: Not a single vowel sound is made accurately by most oriental children, and in making the consonants they do not carry the distinction between voiced and breath sounds quite as far as we do.

In teaching the children I show them how to make the sound and they try to imitate me, looking in the mirrors. I also explain the position of the vocal apparatus as it seems necessary. We practice lists of words and sentences containing the sound in question. In our oral work we look out for it, practice it in the preparation period, and try to make it function at the

time of performance without having attention on it, because attention must then be on communication of meaning.

Even though we use ready-made lists, we enjoy making up our own, and especially making little "stories" containing as many of the sounds per square inch as possible. Here are some examples:

[Story to practice *ed* with *t* sound]

The Bad Wolf

I walked, hopped, skipped, and jumped. I even stamped and barked, but still I could not wake the big Bad Wolf, for Johnny had slapped, socked, and knocked him cold.

[Here is one I made up for *i* and *e*]

The mill in the still woods fills the hills with the deep creak of the wheels, as the swift stream ripples past. The miller gives meal to these weak, ill people each evening. He feeds them in pity, for the thieves killed their sheep and reaped their wheat.

[This for short *u* sound]

Did your brother understand the funny story about the onion? We have enough stuff for a rough trip.

We do all our drill in unison. It has two big advantages. Everyone has an opportunity to practice, to exercise his vocal apparatus. No one is embarrassed by feeling that someone is looking at him. I look out of the window and listen, stopping the pupils when necessary to comment on bad sounds. I cannot catch the individual; I do not want to. It is their practice period. If some one person is consistently far off, it is usually easy to spot him if I want to.

I have tried having each pupil come to me individually and pronounce words while the rest of the class did something else. This is ideal, except that the pupil is more self-conscious and may not do so well, but there is not time for much of it. I check on the individual who doesn't know the sound after his speech or his oral reading when I give him his individual criticism. He puts his mispronounced words in his notebook with the faulty spot underlined, and when he has his private conference with me at the end of the quarter we review them.

REMEDIAL WORK BASED ON PUPILS' IMMEDIATE ERRORS

[As explained by the teacher in a published course of study]

[VII H] The keeping of records I consider essential to remedial work. The pupil writes in his book the types of errors that he has made and on the following pages shows them with their corrections. I shall endeavor to describe the whole process.

After the first written work of the year—usually letters of introduction to me giving stories of his history—I spend much time before returning the papers in taking up one by one each type of error that I found in any great number.

First I illustrate on the board. I show them what I mean by *agreement* by showing them that we say “We were” not “We was” and that we say “She lost *her* book” not “*his* book.” I then give them a few examples of their own errors that we correct together. Finally, I write about five sentences on the board for them to find the mistakes in agreement and correct them.

Gradually over a period of many days I take up all the types of errors, reviewing the previous ones, of course. When they are ready, I return the papers with the mistakes underlined in red pencil and the kind indicated by some sort of symbol. They are given a list of my correction marks and examples of the chief ones to put in their notebooks beforehand.

The pupil puts the names of his errors in the diagonals in his written English record and tries to correct them on the paper by using the knowledge he has gained through the class practice and by reference to the examples. I help him with the idioms. I insist that no erasing be done and that all corrections be written above the errors. I again check the papers, using a blue pencil. Sometimes I give a second grade.

This time the pupil must make up his correction pages in the notebook. For instance, he makes a page for agreement, another for tenses, another for sentence errors, etc. On the page throughout the year he records all the errors of that type with their corrections. Just before he turns in each piece of written work I ask him to look at his written record and his pages of corrections and check his paper again to try to avoid repeating the same errors.

It is necessary after the first writing, for me to go over the notebooks and see whether the pupils have grasped the idea. Many will not the first time. The best way is to have individual conferences with the pupil with his notebook in hand, so that one may discuss the misunderstandings then and there. Of course, during the correction period in class I have individual conferences with pupils who need assistance. I refer them constantly to the exercises that we did, in order to direct them in the difficult task of *applying a principle to a specific case*. Only pupils of high intelligence will be able to do this, of course; but it seems to me an essential thing that we teach those who are able.

A HONOLULU JUNIOR HIGH SCHOOL TEACHER,
NINTH GRADE

[Interview]

AIMS IN ENGLISH

The aims in English improvement in my classroom have been as follows:
[III A] 1. Elimination of gross errors in the use of verbs, with special reference to agreement in number and tense.

2. Ability to use complete sentences.

3. Development of vocabulary.

[III B] 4. Correct pronunciation and elimination of foreign accent.

5. Distinctness in enunciation, especially through avoidance of the slurring over of syllables:

6. Ability to present reports to the entire class without stammering.

7. Increased power of comprehension; ability of the children, when they read written materials or hear reports, to bring out the main points of what they read or hear and to give these essential elements in their own words.

8. Increased power in description; ability of the children to depict events or things in their own words.

[III C] 9. Development of the proper attitude toward correct speech.

PUPIL STUDY OF THE ENGLISH PROBLEM

[IV B] The Better K-Committee has been interested in the problem of English. The results of the survey¹ of usage shortcomings have furnished the basis for a desire to do something about English in our school. The representatives, after much discussion, agreed that a booklet with suggestions for the teaching of English would be most helpful. Subcommittees were organized and it has been with the spirit of cooperation that we have presented suggestive material derived from all classrooms in the school.

USING THE PROBLEM BASIS IN ENGLISH DEVELOPMENT

[VI B] The principle that pupils learn through their own activity is now generally accepted. Education is no longer considered a pouring-in process. As a result pupils are no longer passive recipients of knowledge but, rather, active co-workers in the classroom. It is generally recognized by teachers that when a pupil works out something for himself, he is more likely to make it a part of his life than when he simply reads about it. The teacher should feel that the pupils in her charge are citizens with real interests, problems, and responsibilities.

¹ See part II of this bulletin.

LANGUAGE ACTIVITIES

1. *Letter writing.*

[VII B] In letter writing the children learn not only form but also the art of expression in common words. In writing friendly letters they learn to narrate and to describe events in an effective manner.

2. *Reporting current events.*

The reporting of current events helps the children to organize in short, compact sentences what they have read in the newspaper or current magazines. It helps the teacher to understand the English problems of the individual child. Through it the child gains confidence as a speaker and the teacher secures information necessary for intelligent guidance.

3. *Carrying messages.*

Carrying messages has proved to be one of the most difficult tasks for the children. The pupil must understand the message as well as be able to retell it to another person more or less in his own words. It is best that he write his message first and, after having had it proof read, carry the written form to the other teacher.

4. *Reading the newspaper.*

Ability to read and understand the newspaper is so important that every child in the classroom is encouraged to read the daily news and to report to the class the first thing in the morning. The children are directed in this reading. Whenever I find a very important item in the paper, I say to someone in the class, "Suppose you take it home, read it, and tell it to us the next day." Evaluating the items read forms a great part of our discussion. This has increased interest in the use of current papers and magazines.

5. *Writing plan books.*

[VII H] Things we learn in English are applied in writing and in organizing the pupils' plan books. Each has to write his own introduction to the unit of study. This is brought to me for criticism. I correct the English and then the pupil rewrites his introduction in final form.

6. *Giving directions.*

The children find it hard to give directions to others on how to do things. Through our working together in the activities of home economics and shop, the boys and girls are given opportunity to learn to give directions as to how various things are prepared or made. Telling others how to prepare a menu and how to follow recipes requires logical thinking and the giving of events in orderly fashion. This is equally true for the boys in their telling us how a table is made.

PLAN FOR A BETTER ENGLISH CLUB

[VI] A. *Purposes.*

1. To encourage better oral English on the playground and in the homerooms.
2. To be able to put all ideas into good written form.
3. To be broadminded about all criticisms.
4. To study grammar in order to overcome English errors made.
5. To conquer the fear of talking before a group.
6. To be creative in poetry study and in composition writing.

[VII B] B. *Activities:*

1. *Making of a large English class book:*
 - a. For best examples of creative writing (poems, plays, compositions).
 - b. For a record of work done in formal grammar.
 - c. For a record of talks and radio broadcasts heard.
2. *Creative poetry* (following is a description of a typical period):
 - a. Day rainy; room dark and dreary.
 - b. The teacher reads a humorous poem, *The Janitor's Boy* by Nathalia Crane.
 - c. Other amusing poems are read. Discussion is held about various types of poems, and also the stories and pictures found in poems.
 - d. The type of day is brought out.
 - e. Original poems are written and illustrated. (See the samples appended at the end of this report.)
3. *English box:*

[VII D] The pupils write common errors on slips of paper. The slips are put into a box, and discussion follows. This has helped the class to overcome many of the most common deficiencies, for example, "Today Wednesday" (omission of verb) and "You go stop" (construction of sentence).

4. *Regular discussion concerning form.* (Following is the subject matter for a typical period.)

[VII E] The use of *is, are, was, were:*

He is, was
She sings, plays
It writes, draws

They are, were
We sing, play
You write, draw

5. *English bulletin board:*
 - a. Compositions.
 - b. Lists of good stories.
 - c. Poems of interest.
 - d. Correct forms.

These are posted so that all members of the class may benefit by contributions of their comrades.

6. *Amateur hour:*

- a. Short original plays presented, based on some general class problem or interest.
- b. Poems recited.
- c. Stories told.
- d. Songs sung, with original words fitted to old tunes.

[VII F] Poise, enunciation, and pronunciation are studied. Speech difficulties due to physical handicaps are listed and pupils are recommended for special check-ups.

7. *Vocabulary study:*

- [VII C]
- a. Spelling and definition of words used in units of work.
 - b. Understanding terminology used in connection with problems.

8. *Oral reports:*

- [VII B]
- a. Reviews of stories.
 - b. Magazine articles.
 - c. Current events.
 - d. Personal experiences.
 - e. Unit problems.
 - f. Special class activities.
 - g. Special days (Thanksgiving, etc.).
 - h. An interesting radio talk.
 - i. A fine musical program.

9. *Assembly programs* (a sample is given below):

- a. Poem—"Reading" by Eleanor.
- b. Saxophone solo, by Francisco.
- c. Play—"So-So."
Grace L. Mother.
Olive Old Woman.
Masuko Joan.
Umeno So-So.
- d. Harmonica Duet, by Pat and Albert.
- e. Halloween Poem, by Eleanor and Bessie.

10. *Giving directions and instructions:*

- a. For simple indoor and playground games (oral).
- b. For voting in a general election.
- c. For making of articles in the shop.
- d. For carrying out recipes (oral and written).
- e. For reaching certain points of interest in the city.

11. *Carrying messages:*

- a. From one teacher to another.
- b. From a teacher to the office.
- c. From a teacher to a pupil.

THE DICTIONARY GAME

[VII C] Two captains representing the school colors are appointed and also a scorekeeper. The captains choose sides. The teacher then asks questions that require the use of the dictionary, first of one side and then of the other. There should be one dictionary for at least every two pupils. When a pupil fails to answer correctly, a mark is recorded against his side, but he is not required to drop out. The kinds of items used may be:

1. Pronunciation of words.
2. Spelling of words.
3. Definitions of words.
4. Plurals of nouns.
5. How to write compound words.
6. Division of words into syllables.
7. History and derivation of words.
8. Synonyms of words.
9. Meanings and uses of prefixes and suffixes.
10. Parts of speech.
11. Principal parts of verbs.
12. Comparison of adjectives and adverbs.
13. Best usage of words, given through illustrative sentences and quotations.
14. Rules for spelling.
15. Pronunciation of geographical and biographical names.
16. Foreign words and phrases.
17. Abbreviations.

A SAMPLE GRAMMAR LESSON SHEET

VERBS AND THEIR USES

[VII E] *The Verb as the Simple Predicate*

The simple subject of a sentence may be a noun or a pronoun. The simple predicate is always a verb.

The wind *whistled*.

The bells *clanged*.

The dogs *barked*.

The words that are underscored are the simple predicates, or the *verbs*, of the sentences. Each tells or asserts the action performed by the subject.

There are some verbs that are not action words. Such verbs express being or state of being.

The boy *is* in the yard.

(being)

The cattle *are* in the pasture.

(being)

The guides *rested* beside the trail.

(state of being)

A verb is a word that asserts action, being, or state of being.

1. On the lines below write the simple subject and the simple predicate in each of the following sentences:

	Simple subject	Simple predicate
1. The school assembled in the auditorium
2. The director of the orchestra arose
3. The pupils listened attentively
4. The orchestra played <i>Annie Laurie</i>
5. The audience applauded
6. The recital ended
7. The Alps are in Europe.
8. The girl studies her lesson
9. Near the sea are coconut palms
10. The shore is rugged
11. The waves dash against the shore
12. The wind moans through the trees
13. The sound is mournful
14. The sea roars

CRITICISM OF ERRORS

[VII H] Students take criticism readily. If a child makes the request, a correction is made immediately. During a long report, immediate attention is not given to mistakes. If the error is a common one, the attention of the whole class is called. If the mistake is an individual one, it is "his error", and a personal conference is used.

[I D] The children are becoming more and more friendly toward me; they come and talk to me constantly. Being friendly is helpful, for it gives me an opportunity to correct their English without giving them the idea that I am always criticizing. Only constructive criticism is applied in my class. The idea that a friend will tell one of his shortcomings in order to help him must be appreciated by the children before the teacher can be of assistance.

SAMPLES OF POETRY WRITTEN IN CLASS

HARD LUCK DAY

I think that nature's very cruel,
 To break my day like this.
 My day was set for a fine play day.
 Which now is a cloudy and dull day.

She sends the rain as well as storm
 And laughs at me with a jolly face.
 I despise her very, very much,
 For the sinful things she did to me.

—Grace Shiroma, 9th Grade.

MOUNTAINS

Now visibly outlined in the northern sky
Are mountains once hidden by fog and rain.
As the time flies and the fogs arise
The mountain peaks show their form again,
Their bodies green and fresh from the rain.
A shower was what they needed.

—Patrick Noda, 9th Grade.

PLAN FOR A HONOLULU JUNIOR HIGH SCHOOL AS A WHOLE

[Teacher's statement]

INTRODUCTION TO AN ENGLISH STUDY

Each year in our work with children we see new opportunities for growth, additional means of helping them to live more efficient, happy lives. This year attention has been directed to the need of developing the speech of our pupils. The curriculum committee, including every teacher on the staff who is interested in the work, is attempting to develop a guide for stimulating better English, by collecting experiences, methods, and materials which have proven valuable. We recognize that any program in English, if it is to be a success, must have certain characteristics such as the following:

1. It should be suggestive—not a definite program set to follow.
2. It should develop in a natural manner. It is not an English campaign to be stressed for only a short time.
3. It should arise from situations which are vital to the pupils and found in the current life of the school.
4. It should be a part of all other studies and activities going on in the classroom.
5. It requires the support of teachers and pupils over an extended period of time.

In the natural situations of the school day the pupils will discover that they require certain information on the use of language, techniques which they need to master, and forms in English which they need to understand. This is the time when practice in English usage can be offered. Practice of the skills is necessary when a need for that practice has arisen.

English is our means of communication with one another. It cannot be separated from any life activity and taught as a separate subject. Improvement is made by the actual use of better English in life situations. Our aim is to develop English as an integral part of the life of the pupils, a part of every activity, and not a separate, useless, compilation of facts, procedures, and drills.

PLANNING FOR A GENERAL SCHOOL PROGRAM

A. *Leadership in plan making.*

A year's program in remedial English for a school should be fairly tentative, for this is one activity in which we must have the whole-hearted support of the children in their desire to improve their speech; otherwise they will not take an active part in the work. They themselves must have a part in planning the program, and their wishes and suggestions should always be considered, for they are the ones who can either carry the project to success or make a failure of it. The teacher is able to provide situations which will draw forth much of the desired cooperation from the children; so she needs to have a fairly definite idea of what she wishes to accomplish.

B. *Presentation of the program to teachers.*

1. Stressing the importance of helping children to improve their speech.
2. Understanding that English is a vital topic, connected with every phase of the curriculum.
3. Stimulating interest among the teachers in undertaking such a project.
4. Discussing ways of carrying out the English program.

C. *Appointment of an English committee.*

1. Volunteering of teachers interested in furthering an English study.
2. Planning together a program for the year.
3. Cooperating with student government bodies and committees.

D. *Analysis of the survey of usage.*

1. Acquainting each teacher with the most common errors found in the children's speech so that these may receive special attention.
2. Encouraging each teacher to make a graph of her pupils to show the progress in English.

E. *Participation of pupils.*

1. Arousing interest in the student government body and in various committees for carrying on the project.
2. Reporting to each homeroom the results of these discussions.
3. Having students make short talks in assembly programs on different phases of English and the program.
4. Urging better English in conducting the meetings of various student groups.
 - (a) Studying parliamentary procedure.
 - (b) Correcting errors made in meetings with as little disturbance of business as possible.
5. Making posters on better English.

F. *Periodic reports.*

1. Reporting the progress made in each classroom to the English committee.
2. Filing and circulating any methods, materials, or activities which teachers have found valuable in developing better English.

G. *Summary.*

1. Summarizing the activities of the year.
2. Making a bibliography of stories, textbooks, etc., of value to all teachers.
3. Collecting actual experiences of teachers which have proved valuable in a better English program.

OBJECTIVES OF TEACHING ENGLISH

1. To make English an integral part of every school activity.
2. To stimulate the pupil's desire for speech improvement.
3. To seek the use of good English at all times and to attempt to overcome poor language habits acquired outside of school.
4. To increase the pupil's vocabulary.
5. To develop the habit of speaking in complete sentences.
6. To develop the habit of speaking clearly and distinctly.
7. To develop the habit of being a good listener.

ACTIVITIES FOR DEVELOPING BETTER ENGLISH, TYPICAL OF ANY GROUP

A. *Oral:*

1. Free conversation about common everyday interests.
2. Discussion of current interest topics through the use of the daily newspaper.
3. Oral reports of school committee activities.
4. Participation on school committees and organizations.
5. Participation in class meetings.
6. Participation in group discussions on any subject.
7. Oral reading.
8. Telling others of interesting books read.
9. Participation in dramatics.
10. Oral reports of excursions.
11. Oral reports of individual projects and hobbies.

B. Written:

1. Keeping an English bulletin board on which may be displayed articles of interest to the group, such as
 - (a) Interesting poems or short stories
 - (b) Announcements of school activities
 - (c) Original writing
 - (d) Examples of good and poor English heard in the class.
2. Writing stories of excursions.
3. Writing letters
 - (a) For materials needed in the room
 - (b) As invitations to other groups to participate in an activity
 - (c) As thank-you letters for favors to the group
 - (d) As personal correspondence with friends.
4. Writing news and creative material for class or school newspapers.
5. Writing plays for presentation.
6. Writing reports of business transacted in committees.
7. Writing on problems in social studies, health, and any other school activity.
8. Practicing correct forms in English usage when the need arises.
9. Keeping a diary.

[VI A] C. Other activities:

1. Listening to stories read in good English.
2. Listening to the radio; learning to judge good and poor speakers.
3. Listening to good speakers in assembly programs.

CASE EXPERIENCES WITH BETTER ENGLISH RESULTS

Case 1.—A shadow screen had been built by the pupils. It was decided to give a play emphasizing safety during Fire Prevention Week. The play was written, parts chosen, and practiced. A written invitation was sent to another group to be the audience. Children who had spoken hesitatingly and indistinctly when facing a group were no longer self-conscious behind the screen and spoke more clearly and louder. Here was an opportunity for further practice in clear speaking, which at the same time offered pleasure. Every part of the activity brought in English practice—both oral and written.

Case 2.—A certain pupil remarked one morning that she would like to correspond with some girl of her own age on the mainland. A "pen friend" was found and a friendship has developed along with many opportunities for practice in English.

Case 3.—A girl was corrected at one time for poor pronunciation and speaking. She said that she always wanted to know when she made any

errors in English because, as she said, "I want to speak good English but I don't know how." With this attitude she has eager reception for any criticism and has made excellent progress in her goal of better speech. (This shows the importance of the child himself striving to improve his English. Definite progress is made when there is a real desire.)

Case 4.—A pupil wrote a letter to a teacher during summer vacation, in which she said, "I didn't know you liked my poems so much. I will think another poem for you." This hobby has been of great interest to her and has been the means of stimulating better English and improvement in spelling, and has provided an excellent opportunity for enlarging her vocabulary.

Case 5.—Letters were received from schools in the "States" asking about the people of Hawaii, and what children in Hawaii did in school. A class newspaper was made telling of life in the Hawaiian Islands, activities in the school, and personal experiences of pupils. When the stories were proofread many needs were made evident.

"When do we use *there* and *their*?"

"Why should this be a new paragraph?"

"Does 'school' begin with a capital?"

These few queries led on into many other problems. Explanation and practice had a place. Each newspaper sent away meant better English for those participating.

Case 6.—One day a certain pupil made this remark, "I no more the paper." The question was asked, "What did you say?" The child's answer was, "I know how to say it, 'I don't have the paper.'" Several experiences like this have shown that the children do know how to speak if they are required to repeat their statements. Their incorrect remarks can be looked upon as foreign. If they learn that they must speak correct English in order to be understood, they will be more careful in making their statements. Every poor statement needs to be corrected at the time, always, of course, in a friendly, helpful manner.

Digest and Interpretation of Findings

INTERPRETATION OF THE CASE REPORTS

THE main purpose of the present study has been to gather information concerning the work in English improvement of a group of successful teachers of children in Hawaii. Case reports on their practices and basic ideas have been presented in the preceding pages.

There was no expectation of discovering anything distinctly new in regard to the teaching of English. The aim was to try to discover which of the types of well-known procedures have proved especially helpful in meeting the particular language needs of bilingual children in an American community. The chief value of the materials will consist probably in their suggestive force for younger teachers in general, and for those more mature teachers whose courage or ingenuity needs reinforcement. The problem *can be met and there is a way*.

No attempt has been made to be comprehensive in the number of cases covered. This would have involved more extensive resources in funds and personnel than were available. The idea has been to study intensively a limited number of teaching situations. The resultant concrete data will probably be more inspiring and useful than would be a mass of information which included more reliable frequencies but less discussion of operative detail and of pedagogical interpretation.

The practical conditions of field work have led to considerable variation in the nature of the case reports. A conscientious teacher, busy with her regular duties, often cannot materially rearrange her work for observation nor can she always grant the full time desired for interview. However, the group of reports for each of the three general educational levels represented—primary, upper elementary, and junior high—seem together to make up a fairly adequate composite picture.

Means at hand did not enable the investigators to be sure they were selecting as subjects for study only the few supposedly best teachers in the field. No established standards and objective tests of success are available or applicable.

Probably the most valid basis of selection lies at present in the judgment of supervisory officials, who may know which teachers are apparently giving a large amount of intelligent attention to the problem of English improvement. Indication that most, at least, of the selected teachers really belong in the more successful group is found in such evidences as their intimate knowledge of the nature of their problem, the soundness in psychological principle of their practices, and the occasional concrete reference to realized goals.

SUMMARY OF FINDINGS

For the benefit of the more casual type of reader, the following digest of the data is presented. This will cover only the broader trends or implications and will not attempt to summarize the precise degree of agreement on each point. The data are not adapted to such an end.

In instances where an item is treated with some degree of fullness in a particular case report, the reference will be indicated by the identifying letter symbol of the report (A or B or C, etc.) in parentheses.

[I D] Widespread and strong insistence is placed upon the teacher's need of *sympathetic understanding*, *patience*, and *friendliness* as first qualifications. Through the exhibition of these traits she encourages the attitudes on the pupils' part of respect, affection, and desire to please, and thus secures real cooperation in plans to overcome language handicaps. (B, F, Q.)

[I E] Various other qualifications, not directly mentioned by so many teachers, are clearly implied in their emphasis on the various essential activities of the successful teacher. She should be reasonably skilled in the several common forms of expression, such as conversation, story telling, oral reading, dramatic expression, report making, and letter writing. In her own usage and speech she must present a worthy model, for often her language furnishes the one main source of pupils' direct acquaintance with good English. Her knowledge should include the essentials of grammatical principle, in order that she may be sure of correct teaching in usage. She needs also a mastery of the mechanics of speech production, for the sake of efficiency in aiding pupils who have persistent difficulty in making certain sounds. Basic requirements in the teacher include belief in English as an essential in her pupils' education, and abundant ingenuity and common sense in seeking the best ways of handling the problems of her given school situation.

[II] Among children's shortcomings in English, the two which most strongly impress the teachers, are limitation in vocabulary and shyness or lack of freedom in expression. The former condition is, they feel, due primarily to the lack of English background in the home, and the latter to such causes as meagerness of word supply, fear of criticism or ridicule, and,

for Japanese girls, standards of reticence at home. It is felt that children are generally unaware of their specific deficiencies but that, under the influence of these good teachers at least, they are usually eager to improve.

Other shortcomings mentioned with less frequency by the teacher, but clearly implied by the kind of work emphasized in teaching, consist of indistinctness of speech, incorrectness of vowel and consonant sounds, and, in lesser degree, unidiomatic usage.

[III] Basic aims in the teaching of English correspond in general to the shortcomings already recognized. The outstanding desire, however, is to develop adequate vocabulary and self-confidence or freedom in expression.

[IV] General school planning for English improvement seems to be very limited in scope. In a few instances use is made of such means of encouragement as school programs, assembly speeches, dramatics, and excursions (as a basis of subsequent expression). One or two of the junior high schools are experimenting with a broad cooperative plan for better English on the whole campus. (N, R, S.)

One primary teacher refers to the value of her effort to secure home cooperation in her policies, while one or two others speak of the improvement in pupils' speech in general during recent years, partly as a result of better language background in the home for third generation children. Doubtless, teachers need more widely to study means of securing home and community support in their plans for better English. (A, G, L.)

[V] Systematic curriculum planning in English seems largely absent, except in the case of one or two junior high school teachers. The treating of language needs as they arise, sometimes with no definite time allotment, is the stated rule. However, the daily programs of a number of the teachers show that specific English activities in some form are often given a regular place. (J, M, Q.)

This policy in curriculum planning grows partly out of the general adherence to the "activity program", with its emphasis on unit projects more than on subjects, on general conduct more than on specific skills, and on learning for present more than for future needs. The policy is due partly also to the lack of textual materials adapted to the local problem.

There seems to be serious need for publication of appropriate graded curriculum materials in both vocabulary and idiom. The layout of items for speech work probably could not be so easily assigned to a series of grades or levels. A propitious sign for the future lies in the expressed eagerness of teachers throughout the Territory for any aid to be derived from the analysis of Island errors that is being made as part of the present research project. Furthermore, in the last year or two there have begun to appear practice books based on local needs and intended for general use in the schools.

[VI] Among influences toward a favorable learning attitude are the inspiration of the teacher's good example, her patient understanding of the pupils' difficulties, her quick appreciation of good results, and her tact in methods of criticism. The encouragement of free expression in functional situations also is important.

Only slight mention is made by the teachers concerning the possible value in the encouragement of pupil participation in the matters of planning, executing, and evaluation. There is only minor recognition also of the importance of seeking moral support from the home. (F, M, N, Q, S.)

[VII A] In the determination of the language needs of their groups, the teachers are dependent almost wholly on general direct observation. Little or no use is made of objective rating or diagnostic testing as a basis of adapting corrective work to individual needs. (N.)

The reasons lie partly in the large size of classes, which leads to severe limitation of the amount of individual or group instruction, and partly in the lack of instruments and techniques for the measurement of specific local shortcomings. Aid in meeting the need should be found in the prospective development of usage tests as one outcome of the present comprehensive survey of local errors.

[VII B] The main content of the daily classroom work in English of more successful teachers is made up of activities in oral expression. Opportunities are provided for the abundant use of language on varied subjects, in reasonably normal situations, and under as free conditions as possible. The teachers recognize that the school is the only place where most of their children can begin or continue the actual practice of better English. For the sake of encouraging habit formation in free correct expression, the classroom program may include numerous language situations of the types described in the following paragraphs. (F, O, R, S.)

Conversation or discussion guided by the teacher occupies much time. In earlier grades the talk often deals with matters of room routine, such as taking the roll or planning a program. Topics may grow out of project activity, such as a study of fruits or of the first circumnavigation of the globe, or out of recent class experiences, such as attendance at a school motion-picture exhibition. The telling and writing of personal news is popular. In the work of higher grades appears the discussion of current events. (A, B, C, D, E, J.)

Oral reading is much used as an aid in the teaching of pronunciation, inflection, vocabulary, idiomatic form, and sentence sense. This type of activity includes much reading by the teacher before her class as well as practice by pupils. Singing is proving itself an aid to speech in the primary grades of one school. It would probably be helpful, if properly directed, in higher grades also. (A, B, C, F, Q.)

Riddle making is often enjoyed by younger children and sometimes by older ones, too. Story telling and story writing constitute a regular natural schoolroom activity, especially for pupils in middle and upper grades. The stories may be imaginative, but more commonly deal with personal happenings. (B, G, M.)

School subjects and activities, such as geographical study, furnish the basis for important training in discussion on a wide variety of topics. Even number work calls for its own "story making." An excursion or a piece of research in connection with a group project may require the making of oral or written reports. (E, F, H, K, M, R, S.)

An occasional form of classroom exercise consists of work in explanation. This may mean, in primary grades, the giving by the teacher of directions to be followed, as in handicraft work. For older children it may mean the explaining of an operation, such as the playing of a proposed new game. (B, C.)

Play presentation frequently offers opportunity for needed training in self-confidence, as well for habit formation in better idiom and speech.

Among types of written expression in the middle and higher grades, letter writing occupies a prominent place. In this work pupils often discover the need of meeting a higher language standard, as in a letter to a business firm or to a mainland "pen friend." (S.)

In the junior high school, value is found in such organized forms of activity as class organization, a Better English Club, an extended Good English Contest, or programs and entertainments. (Q, R, S.)

[VII C] For vocabulary development among younger children, the more commonly useful procedures include the exhibition of word-and-picture cards, the use of flash cards to teach recognition, the playing of word games to encourage correct use, and the building of word lists either on the blackboard or in pupil notebooks. The meanings of new words are often taught directly, and the distinction between similar words is occasionally emphasized. In the middle and higher grades attention to the use of the dictionary is necessary. Common sources of new words are found in reading materials, in different phases of a group project, and in the spelling book. (B, C, D, E, F, K, P, Q, R.)

[VII D 1] In the teaching of sentence sense, especially in lower grades, the most frequent method is to urge the consistent use of full sentences, in place of word or phrase responses, during class discussions. Language games and the identifying of sentences found in reading materials also constitute useful means. (A, B, C, E, F.)

[VII D] Training in correctness of idiom must very commonly take the form of work to eradicate wrong habits already deeply ingrained. Means to this end include direct correction when errors are heard, the playing of

language games, the exhibition of flash cards and charts, drill on correct forms, and, for higher grades, systematic class instruction. (A, D, Q, R.)

[VII E] Grammatical principles are usually taught in the elementary grades only as the need arises. Informal work may begin naturally in the first grade, but systematically planned exercises will probably not be initiated before the junior high school level. Instruction in the use of tense forms seems to require special attention.

Further study probably should be given by teachers to children's need, from grade to grade, of a functional knowledge of language principles. Such knowledge might help pupils to solve more intelligently some of their more baffling usage problems. (C, D, Q, R.)

[VII F] Work for the improvement or correction of speech habits receives much attention from the teachers. Agreement is general that the chief model for imitation must be the teacher's own speech, although occasionally she may employ the example also of better pupils. In the oral reading lesson there lies special opportunity for both demonstration and pupil practice. Much direct drill on difficult sounds is given as the need occurs. This may involve training in mouth manipulation, aided by observation in mirrors. Special work includes the playing of speech games and the recital of selections from memory. (A, G, H, J, Q.)

[VII H] Although the evidence from the statements of teachers concerning methods of criticism is not very complete, it seems that the tendency in lower grades is toward the immediate criticism of errors made during discussion, and in higher grades toward correction at the close of formal oral presentations. In order to encourage more accurate written work, the practice of several teachers in the upper grades is to correct the children's papers and then to have the revised forms copied in notebooks. (A, D, G.)

Very little is said by the teachers concerning the value of encouraging the class to develop its own standards, whereby members may check the success of their endeavors in language.

In conclusion, it should be pointed out that the teaching practices herein set forth doubtless would be considered by the teachers themselves as more or less tentative. Few if any procedures yet developed are always successful. Much depends on the personality of the teacher, the kind of situation, and the combination of methods.

At the same time, a knowledge of the practices revealed through the present study should be helpful to many progressive teachers of bilingual children in working out better means of meeting their given problems.

PART 2

Part II

Frequency and Type of Errors in Oral
and Written English Made by Public-School
Children in Different Types
of Schools

[The authors of this part of the report are
Madorah E. Smith and Willis B. Coale]

[CHAPTER I]

Introduction and Presentation of Findings

THE PURPOSE of this survey was to gather materials to be used in: (1) Constructing English-usage tests and composition scales especially adapted to local conditions; (2) developing curriculum plans for specific corrective work in English usage; and (3) studying the effect of bilingualism and pidgin English on the written and oral language of the children in the Territory.

The material was gathered with the approval of the Superintendent of Schools and the Commissioners of Public Instruction. Ninety schools nominated by supervising principals as being the most likely to cooperate were circularized and asked to send in for each child in their schools five oral sentences as spoken by the child and a short simple composition written by each of those in grades where such work was done.

Seventy-three schools, or 40 percent of those in the Territory, cooperated by returning the material asked for so that samples were obtained from more than 29,000 children, or about 33 percent of all those in the public schools in the Territory.

Not all of this material has been analyzed as yet, but the data returned by the English standard and 7 other schools in Honolulu, 9 in rural sections of the larger islands, and 4 in the more isolated islands of Lanai and Molokai, have been studied. Tables 4 and 5 indicate the number of cases and the number of words studied in oral and written language, respectively.

The public schools in the Hawaiian Islands are of two types, the English standard and the regular. The former enroll only those children who speak standard English reasonably well. Although the majority of their pupils are Caucasian and of English-speaking ancestry, there are in every school many other pupils who, in their ancestry, represent every racial variety found in the islands. In the three schools of this type included in the survey, 47 percent of the pupils are "haole"¹ and the remainder

¹ "Haole" is a term used in Hawaii to designate Caucasians who are of north-European or old American stock which includes approximately the same group as the other Caucasian classification in the United States census. It is a briefer, more convenient term to designate that portion of the island population which is almost entirely monolingual, a group to which frequent reference will be made for comparison. The term will be used hereafter.

"nonhaole." Very few haole children are found in the regular schools. Those in communities where there are too few children speaking a sufficiently high quality of English to warrant starting an English standard school are usually sent to a private school. As the regular schools enroll the vast majority of the children handicapped in English, they are the only ones included in the survey except for the Honolulu elementary school sample which is included for purposes of comparison.

TABLE 4.—Number of cases studied and of words examined in the survey of oral language of school children in Hawaii

Grade	Number of cases				Number of words			
	Honolulu		Rural	Isolated	Honolulu		Rural	Isolated
	Regular	English standard			Regular	English standard		
1	2	3	4	5	6	7	8	9
1.....	168	157	238	31	4,250	5,839	6,643	871
2.....	243	198	192	114	7,856	7,874	7,020	4,201
3.....	212	327	218	111	7,254	14,798	8,155	3,727
4.....	269	313	261	110	9,381	14,846	9,333	3,316
5.....	236	314	292	119	7,181	15,348	10,866	3,544
6.....	106	306	269	133	4,012	14,139	10,234	3,562
7.....	159	-----	221	106	6,199	-----	7,645	3,513
8.....	148	-----	123	70	5,397	-----	5,326	2,623
9.....	145	-----	22	68	5,365	-----	540	1,185
All grades.....	1,686	1,615	1,836	862	56,895	72,844	65,762	26,542

TABLE 5.—Number of cases studied and of words examined in the survey of written language of school children in Hawaii

Grade	Number of cases				Number of words			
	Honolulu		Rural	Isolated	Honolulu		Rural	Isolated
	Regular	English standard			Regular	English standard		
1	2	3	4	5	6	7	8	9
3.....	314	254	241	127	15,698	15,134	12,986	8,377
4.....	400	309	307	151	28,958	23,975	21,587	10,079
5.....	358	327	251	140	30,630	32,606	26,387	12,290
6.....	280	304	286	132	35,767	37,592	28,302	16,927
7.....	156	-----	291	104	19,356	-----	29,980	12,210
8.....	148	-----	218	83	24,020	-----	24,770	11,182
9.....	151	-----	28	65	20,129	-----	4,534	9,238
All grades.....	1,807	1,194	1,622	802	174,558	109,307	148,546	80,303

As a measure of the frequency of error, two indexes have been used: The number of errors per thousand words and the average number of

errors per child. The first index is the only one used for written work, as the samples of such work vary greatly in length. Both indexes are used in studying the oral errors, as the samples of oral language were of more uniform length since they consisted of five sentences for each child.

Table 6 presents under broad classifications a comparison of the frequency of errors in both oral and written language for the different areas in the Islands. In the case of Honolulu, comparison is made of the data for the two types of schools.

TABLE 6.—Number of errors per 1,000 words classified by types in the oral and written language of school children in three different types of areas in the Hawaiian Islands

Type of errors	Oral				Written			
	Honolulu		Rural	Isolated	Honolulu		Rural	Isolated
	Regular	English standard			Regular	English standard		
1	2	3	4	5	6	7	8	9
Rhetorical elements.....	8	6	10	14	15	17	17	16
Sentence form.....	33	3	26	57	16	13	17	20
Nouns.....	12	3	12	10	11	5	14	15
Pronouns.....	10	3	8	14	4	3	5	6
Adjectives.....	5	1	5	4	2	1	3	2
Articles.....	14	2	14	18	7	2	8	9
Adverbs.....	5	2	6	7	5	2	6	7
Verbs.....	63	7	64	69	25	8	31	32
Prepositions.....	17	4	14	20	7	4	8	10
Conjunctions.....	4	1	5	7	3	3	7	7
Miscellaneous.....	5	2	4	11	0.6	0.4	0.4	1
All others.....	0.2	1	0	0	0.2	2	1	0.4
Total per 1,000.....	176.2	35	168	231	95.8	60.4	117.4	125.4

As was to be expected, the number of errors per thousand words is much less in the English standard schools in spite of the fact that only the first six grades are included in the study while some junior high school students are included in each of the other groups. But, whereas the frequency of oral error in Honolulu regular schools is five times as great as in the standard schools, in written error it is less than twice as high. In Honolulu regular schools and schools on the isolated islands, there are approximately twice as many errors in oral as in written English and more than 40 percent more in schools of the rural areas. On the other hand, in the English standard schools, the written errors exceed the oral by almost 50 percent. It seems that it should be more difficult for young children to express themselves correctly in writing than orally, but as the reverse is true in all our regular schools, it appears that our schools are more efficient in teaching written than in teaching oral language to bilingual children.

¹ Classification in greater detail is shown in the tables in appendix D.

However, in the English standard schools, which enroll only those bilingual children who speak good English, we find in table 7 that the nonhaole as well as the haole pupils make fewer errors in oral than in written language. The nonhaole, however, make more errors in oral language than do the haole while they slightly excel the haole in written language. All nonhaole children probably meet more frequently than do the haole with contamination of their speech by pidgin English. Whereas the models of written language set before them are almost always correct, the oral language they hear very often is not.

TABLE 7.—Number of errors per 1,000 words classified by types in the oral and written language of the haole and nonhaole children in the English standard schools of Hawaii

Type of errors	Oral		Written	
	Haole	Nonhaole	Haole	Nonhaole
1	2	3	4	5
Rhetorical elements.....	6.5	6.2	7.3	6.4
Sentence form.....	2.2	3.8	14.6	11.0
Nouns.....	2.4	2.9	4.8	4.9
Pronouns.....	2.5	3.3	2.5	2.8
Adjectives.....	1.0	.9	.8	.8
Articles.....	1.6	2.2	2.4	2.0
Adverbs.....	1.4	2.3	2.1	2.6
Verbs.....	6.0	8.2	7.6	8.9
Prepositions.....	3.0	4.2	3.4	4.1
Conjunctions.....	1.0	1.4	2.5	2.9
Miscellaneous.....	2.1	1.8	.4	.5
All others.....	1.6	1.2	1.9	1.6
Total.....	31.3	38.4	50.3	48.5

Only in rhetorical elements in written language is any group of schools ahead of the English standard schools in the fewness of errors. This form of error is also one which the nonhaole children make less frequently than do the haole. The most common errors under this heading are unnecessary use of words, especially connectives, repetition of words, failure to use pronouns when necessary, awkward placing of adverbial modifiers, and, in oral language, use of slang.

In sentence form, there is not much difference in amount of error between the different types of schools in written work, and in the standard schools, the nonhaole do better than the haole. The greatest difference is found between the two types of schools in oral language, and the nonhaole make more of such errors than the haole. Under this heading, the majority of the errors are the omission of some essential part of the sentence. This is the most common form of error in monolingual preschool children³ and indicates a general immaturity or carelessness in speech as well as

³ Smith, Madorah E. Grammatical errors in the speech of preschool children. *Child development*, 4:183-190, June 1933.

difficulty in mastering a second language. The other errors of high frequency in this classification are the use of the declarative form to express interrogative sentences and incorrect construction of negative sentences. In pidgin English, questions are usually asked by using a declarative form of sentence at the end of which either a rising inflection is used or an expletive or phrase such as "yeah?", or "you know?", is added. Examples of the faulty use of the negative are "I no was doing nothing", "He no lend us the ball", and "I no can go."

The most difficult element to handle for all children, except those in English standard schools, is the verb in oral and also in written language. For the children in English standard schools, error in the use of the verb is only from one-third to one-fourth as frequent in written work and less than one-ninth as frequent in oral language as for the other groups, and in these schools, the nonhaole show a markedly greater frequency of this class of errors. Verbs in the oriental languages spoken in Hawaii are not conjugated nor are they in pidgin English. Under this head the most frequent errors are choice of verb, use of the word "go" with other verbs instead of conjugating them, errors in tense, omissions of the infinitive sign and errors in number. Typical errors in the use of verbs are illustrated in the following sentences and phrases: "When I come bi", "He was finding for you", "She broke the paper", "He go broke this crayon", "I went go the beach", "I bring it tomorrow", "My mother been tell me."

The class of errors showing the largest difference in frequency between the two types of schools in written work and the third greatest difference in oral language is in the use of articles. This part of speech is also lacking in oriental languages, and in pidgin English only the definite article is used. But the nonhaole children in English standard schools handle articles better than do the haole in written work.

Prepositions rank third in order of difficulty for all groups in both oral and written language. Errors occur about one-fourth as often in oral and half as often in written language for the English standard school children as for the others. The nonhaole make 50 percent more of these errors than do the haole in oral language and about 20 percent more in written. The most usual error in the use of prepositions is that of omission, although "in", "on", "to", and "for" are very frequently misused as in: "My mother told for us to go home", "You go to an errand", and "There were three girls on the canoc."

In the use of nouns the most frequent errors are in number and case (oriental languages are not declined) and the choice of nouns, as in: "The lie kind kid" and "You stole my chance", where "chance" is used for "turn."

In using pronouns, case (also lacking in oriental languages except for the possessive, whereas number is used) gives the greatest difficulty.

Adverbs, adjectives, and conjunctions give comparatively little difficulty. As they are either not inflected in English or in many instances only by the use of other words (as is the case in oriental languages), mastery of these parts of speech should be easier for the bilingual children. The nonhaole children approach the haole very closely in their ability to use these elements correctly.

It is suggestive to find so many of the instances of highest frequency of error occurring at those points in which the oriental languages differ most from the English.

Tables 8 and 9 show the errors per thousand words by grades. There is a fairly regular reduction in frequency of error in the written work from grade to grade and for both groups of Honolulu schools in oral language.

In Honolulu regular schools, the number of errors per thousand words is reduced from third to sixth grades by 35 percent in written and 27 percent in oral work but the reduction in oral language errors is irregular. In English standard the reduction is 23 percent in written and 27 percent in oral. In the rural areas there is no consistent improvement in oral speech but 13 percent improvement from grades 3 to 6 in written language; in the same grades the isolated districts reduce their errors 18 percent in written and 15 percent in oral language. In all of the regular public schools, therefore, improvement is greater in written than in oral language, whereas in the English standard schools the reverse is true. Again it would appear that instruction in written English is more efficient than in oral.

TABLE 8.—Number of errors per 1,000 words in the oral language of school children in different types of schools and areas in Hawaii

Grade	Number of errors				Errors per 1,000 words			
	Honolulu		Rural	Isolated	Honolulu		Rural	Isolated
	Regular	English standard			Regular	English standard		
1	2	3	4	5	6	7	8	9
1.....	1,285	280	1,314	268	302	48	198	308
2.....	1,552	217	991	772	198	28	141	184
3.....	1,285	605	1,072	925	177	41	131	248
4.....	1,701	476	1,483	635	181	32	159	191
5.....	1,565	568	2,001	1,001	218	37	184	282
6.....	522	431	1,714	751	130	30	167	211
7.....	859	-----	1,442	771	138	-----	189	219
8.....	688	-----	802	578	127	-----	151	220
9.....	620	-----	223	456	116	-----	413	385
All grades.....	10,077	2,577	11,042	6,157	177	35	168	272

TABLE 9.—Number of errors per 1,000 words in the written language of school children in different types of schools and areas in Hawaii

Grade	Number of errors				Errors per 1,000 words			
	Honolulu		Rural	Isolated	Honolulu		Rural	Isolated
	Regular	English standard			Regular	English standard		
1	2	3	4	5	6	7	8	9
3.....	1,953	855	1,651	1,304	124	56	127	163
4.....	3,429	1,210	3,012	1,425	118	50	140	141
5.....	3,387	1,701	3,432	1,822	110	52	130	148
6.....	3,058	1,623	3,367	2,245	81	43	119	133
7.....	1,566		2,883	1,314	81		96	108
8.....	1,552		2,439	1,186	65		98	106
9.....	1,573		612	836	78		135	90
All grades.....	16,518	5,389	17,396	10,192	95	49	117	127

In no group of schools is there a satisfactory reduction of errors per thousand words in both written and oral language for the junior high schools. In the isolated islands, the average for these three grades is higher in oral language than is that for the three primary grades. In the rural areas the number is higher for the ninth grade than for any other in the oral and than for any grade except the fourth in the written work. In Honolulu, the seventh grade makes as many and the ninth grade almost as many errors as the sixth grade in written work.

When the average number of oral language errors per pupil is used as a measure, improvement is indicated (in table 10) for all groups in junior high school except the isolated. Part of the apparent failure to improve in these years is due to the recording of an unusual number of short sentences for junior high school pupils, as shown in table 11. Other reasons for the irregularity in improvement in the oral records are the size of sample in some cases, and the greater difficulty in the upper years of recording oral sentences completely or unobtrusively. When the child is aware that a record is being taken of his speech, he tends to talk less fluently and in shorter sentences.

TABLE 10.—Average number of errors per pupil in oral language in different types of schools and areas in Hawaii

Grade	Honolulu		Rural	Isolated
	Regular	English standard		
1	2	3	4	5
1	7.6	1.8	5.5	8.6
2	6.4	1.1	5.2	6.8
3	6.1	1.8	4.9	8.3
4	6.3	1.5	5.7	5.8
5	6.6	1.8	6.8	8.4
6	4.9	1.4	6.4	5.6
7	5.4	-----	6.5	7.3
8	4.6	-----	6.5	8.3
9	4.3	-----	1.0	6.7
All grades	6.0	1.9	6.0	7.1

TABLE 11.—Average number of words per sentence in the oral language of school children in Hawaii

Grade	Honolulu		Rural	Isolated
	Regular	English standard		
1	2	3	4	5
1	5.1	7.5	5.8	5.6
2	6.5	7.9	7.3	7.4
3	6.8	9.1	7.5	6.7
4	7.1	9.5	7.1	6.0
5	7.1	9.8	7.4	6.0
6	7.6	9.2	7.6	5.3
7	7.8	-----	6.9	6.6
8	7.3	-----	8.7	7.5
9	7.4	-----	5.9	3.5
All grades	6.7	9.0	7.1	6.1

But these factors do not explain the failure to improve in written work in the rural areas after the seventh grade nor from seventh to eighth grades on the isolated islands. A possible reason for the poor showing in these grades suggested by a former supervisor of schools in a rural area, is that some of the best pupils transfer to private schools, one such school in particular scouting for the ablest students in the upper grades.

In increase of the average length of sentences, a common measure of development in speech, a similar irregularity of improvement is found. The Honolulu schools show a steady gain except for the last grades for each type of school. Irregular improvement is found for the rural areas and there is no consistent increase for the isolated group. The nonhaole group makes a very regular gain from sentences averaging 7.1 words in the first to those

averaging 9.7 words in the sixth grade. The sentences of this group for all grades average 8.9 words as against the haoles' 9.2 words.

Tables 12 and 13 compare by grades the haole and nonhaole groups in the English standard schools. The difference between them in errors per thousand words is greatest in each case in the first grade for which records were taken: the haole making 12 fewer errors per thousand in oral samples in the first grade but the nonhaole 10 fewer in written language in the third grade. In the sixth grade the number of errors per thousand is the same for each group in oral, differs by only one word in written, and in average errors per pupil the two groups differ by but one-tenth of an error. Evidently, the nonhaole children, many of whom come from bilingual homes but who have a good start in English at the time of school entrance, are quite successful in their mastery of English.

TABLE 12.—Frequency of errors in the oral language of haole and nonhaole children in English standard schools

Grade	Cases		Words		Errors		Errors 1,000 words		Errors pupil	
	Haole	Non-haole	Haole	Non-haole	Haole	Non-haole	Haole	Non-haole	Haole	Non-haole
1	2	3	4	5	6	7	8	9	10	11
1.....	71	86	2,787	3,052	116	164	42	54	1.6	1.9
2.....	96	102	3,637	4,237	82	135	23	32	0.8	1.3
3.....	148	179	7,315	7,483	257	348	35	46	1.7	1.9
4.....	136	177	6,506	8,340	186	287	29	34	1.4	1.6
5.....	147	157	7,400	7,316	234	298	32	41	1.6	1.9
6.....	142	144	6,369	7,014	191	208	30	30	1.3	1.4
All grades.....	740	845	34,014	37,442	1,066	1,440	31	38	1.4	1.7

TABLE 13.—Number of errors per 1,000 words in the written language of haole and nonhaole children in the English standard schools of Hawaii

Grade	Cases		Words		Errors		Errors 1,000 words	
	Haole	Non-haole	Haole	Non-haole	Haole	Non-haole	Haole	Non-haole
1	2	3	4	5	6	7	8	9
3.....	113	141	6,510	8,624	403	452	62	52
4.....	137	172	10,917	13,058	530	680	49	52
5.....	167	160	15,267	17,339	845	852	55	49
6.....	141	163	17,195	20,397	735	891	43	44
All grades.....	558	636	49,889	59,418	2,513	2,875	50	48

Summary and Conclusions

1. A SURVEY of the frequency and types of errors in written and oral English made by the public-school children in the Territory of Hawaii was conducted by securing materials from 73 schools, or about 40 percent of those in the Territory. From each child were obtained five oral sentences exactly as spoken and a sample of written composition in grades where such work was done.

2. About a third of the material thus gathered has been analyzed and the findings have been summarized.

3. It is quite evident that written English is much more successfully taught to the bilingual children in the islands than is spoken English. It would seem advisable to spend more effort on the spoken language. This is difficult to do when classes are large.

4. The most frequent errors may be classed under the following headings, arranged in order of frequency: Verbs, sentence form, prepositions, rhetorical elements, articles, and nouns.

5. Of the above-named classes of frequent errors, the points of greatest difficulty in three—verbs, articles, and nouns—are those in which the Oriental languages spoken here differ most from English. This suggests a further study as to the exact difficulties and a comparison with the haole children's errors in order to determine whether a relation really does exist between difficulty in mastering English and points of difference in the two languages a bilingual child is learning. If so, a knowledge of these points of difference should be helpful to the teacher.

6. The material has been analyzed separately for three different areas in Hawaii—Honolulu, the isolated islands of Lanai and Molokai, and the rural areas on the other islands. The isolated islands of the Territory where there is a lower percentage of people speaking only English, show the highest amount of error in both oral and written language. Honolulu is ahead of both other areas in written work and shows a more consistent improvement in oral language, but the rural areas are the best in oral language in

the primary grades. It is possible that the rural child is more cautious in his early years in expressing himself in English, preferring to keep silent when he feels ignorant of the correct form and knowing his mother tongue would not be acceptable. It is true that a difference between town and country children in readiness to talk has often been commented on by teachers.

7. Improvement in English from grade to grade is most satisfactory in: (a) Written work, in general; (b) oral work in the schools of Honolulu, where English is more universally spoken; and (c) the lower grades of the rural and isolated areas.

8. The English standard schools where the bilingual children who are enrolled have had a good preschool foundation in English and are in daily contact with children whose only language is English, are quite successful in teaching these children. The nonhaole children show practically no difference from the haoles, according to any measure used, by the time they are in the sixth grade. However they enter school not far behind the haoles in mastery of English. If more children could be helped by kindergartens or other means to attain a higher standard of speech before school entrance, it would be beneficial.

Appendixes

APPENDIX A

MASTER OUTLINE OF ELEMENTS IN THE PROBLEM

[Used in making case studies and reports]

WORK IN ENGLISH IMPROVEMENT FOR BILINGUAL CHILDREN

A SURVEY OF SUCCESSFUL TEACHING PRACTICES IN THE TERRITORY OF HAWAII

I. *Opinions as to Qualifications of Successful Teachers of English in Hawaii.*

- A. Educational qualifications:
 - 1. Academic status.
 - 2. Specialized preparation:
 - a. English.
 - b. Other subjects.
- B. Number of years of experience in teaching:
 - 1. In English alone.
 - 2. In English as part of integrated program.
- C. Attitudes toward English problem:
 - 1. Sympathetic insight.
 - 2. Interest; other attitudes.
- D. Teacher-pupil relationship:
 - 1. Friendliness.
 - 2. Patience; other relationships.
- E. Other qualifications:
 - 1. Pleasing voice and manner, etc.

II. *Types of Prevalent Shortcomings in English Usage Among Children.*

- A. Language traits:
 - 1. Limited vocabulary.
 - 2. Unidiomatic use of words; other language traits.
- B. Special speech traits:
 - 1. General indistinctness of words.
 - 2. Incorrectness of vowel or consonant sounds; other speech traits.
- C. Attitudes toward English improvement:
 - 1. Lack of awareness of shortcomings.
 - 2. Indifference about improvement; other attitudes.

III. *Aims in English Improvement.*

- A. Language traits:
 - 1. Increase of vocabulary.
 - 2. Idiomatic use of words; other traits.
- B. Speech traits:
 - 1. Distinctness of words.
 - 2. Correctness of vowel or consonant sounds; other traits.
- C. Attitudes toward English improvement:
 - 1. Desire for improvement.
 - 2. Desire to participate in discussion; other traits.
- D. Other aims.

IV. *General School Plans to Achieve These Aims.*

- A. Attempts made in school as a whole to develop a better English environment:
 - 1. Opportunities provided to hear and read better English:
 - a. Assembly talks by visitors.
 - b. Radio talks; other opportunities.
 - 2. Opportunities provided for free expression that calls for good form:
 - a. Dramatics.
 - b. Assembly programs; other opportunities.
- B. Means provided in school as a whole to encourage use of better English:
 - 1. Means of developing and coordinating faculty interest:
 - a. Faculty study of problems, etc.
 - 2. Means of developing and coordinating pupil interest:
 - a. On playground.
 - b. In special activities; other means.
- C. Using community resources in arousing interest:
 - 1. Agencies which cooperate for better English:
 - a. Clubs.
 - b. P. T. A.; other agencies.
 - 2. Means of securing cooperation.
 - 3. Encouraging development of useful agencies:
 - a. Kindergarten work.
 - b. Public library; other community agencies.
 - 4. Forms of community leadership by teachers in agencies which influence English.

V. *Curriculum Organization.*

- A. Point of view as to the role of English in its relation to total curriculum.
- B. Layout of teaching materials:
 - 1. Steps from year to year, and relative emphasis from level to level.
 - 2. Outline of chief emphases and items for a given year:
 - a. Steps in teaching items as outlined.
 - 3. Adaptation of standards to special needs of various groups.
- C. Means of determining curriculum materials:
 - 1. Direct study of children's needs in English.
 - 2. Use of other sources of information.
 - 3. Criteria in selecting materials based on needs.
 - 4. Role of the pupils in the selection of these items.

D. Types of organization of language activities:

1. Integrated program, in which language is incidentally stressed.
2. Coordination between English and other subjects.
3. Systematic language work as separate subject:
 - a. Based chiefly on textbook.
 - b. Based chiefly on creative expressional activities.
4. Description of typical units or activities.
5. Plans for adapting to individual needs within group.

E. Time schedule:

1. Approximate amount of time spent during a typical week:
 - a. In free expression (oral and written).
 - b. In formal language work.
 - c. In incidental language teaching.
2. Time schedule for a typical class week or for a typical class project, showing frequency, daily place and number of minutes for:
 - a. Free English expression.
 - b. Direct work on language form.
3. Approximate amount of time which a typical child spends during the hours of an ordinary school day in English improvement activities (rank in descending order of amount of time spent):
 - a. In speaking (); in oral reading (); in writing (); in listening (); in silent reading (); in discussing English questions (); and in other activities ().

VI. Means of Developing Favorable Pupil Attitudes Toward Good English (Especially in the Classroom).

A. Developing appreciation of good English:

1. Providing models.
2. Developing standards; etc.

B. Developing interest in improvement:

1. Teacher's attitude, role, and relationship:
 - a. Classroom approach.
 - b. Special means of managing:
 - (1) Fear of ridicule.
 - (2) Fear of criticism.
2. Pupils' role in developing favorable attitudes.
3. Group cooperation:
 - a. Teacher-class planning.
 - b. Socialized class procedure.
 - c. Other group cooperation.

VII. Classroom Activities and Procedures.

A. Determination of needs:

1. Making survey of needs of group as a whole:
 - a. In speech.
 - b. In usage.
 - c. In vocabulary.
2. Diagnosing special cases:
 - a. To learn specific needs.

3. Forms of record kept:
 - a. For group as a whole.
 - b. For each individual in group.
 - c. For special cases.
 4. Materials used in determining needs:
 - a. Check list of traits.
 - b. Blanks.
 - c. List of words or sentences for use in diagnosis.
 - d. Other materials.
- B. General activities of class:
1. Use of types of free expression:
 - a. Story telling.
 - b. Dramatic expression.
 - c. Writing letters, etc.
 2. Doing special work in language form.
- C. Vocabulary development:
1. For beginning children who know little English.
 2. Teaching of pronunciation.
 3. Securing use of new words.
 4. Learning of meanings.
 5. Guarding against "bookish" language.
 6. Curriculum plan in vocabulary development; source of new words.
 7. Activities and materials used.
- D. Means of developing specific traits of usage and of general expression:
1. Sentence sense.
 2. Correct idiom and word choice.
 3. Correct grammatical form (chiefly in upper grades).
 4. Clarity and organization in connected discourse.
 5. Thought basis or content.
 6. Sense of demands of hearers or readers, selection of appropriate subjects and materials, observation of common standards of correctness, etc.
 7. Self-dependence in source of ideas and forms.
 8. Sense of freedom and self-confidence.
- E. Teaching use of grammatical principles:
1. Time allotment.
 2. Items stressed.
 3. Curriculum lay-out and grade placement of items:
 - a. Incidental teaching.
 - b. Systematic teaching.
 4. Functional relationship to other school work:
 - a. Other language activities.
 - b. Free expression.
 5. Steps in teaching a typical item.
 6. Evidence concerning actual effectiveness of grammatical knowledge on language habits.
- F. Means of developing specific speech traits:
1. Distinctness of words.
 2. Moderation in rate.
 3. Correctness of sounds.

4. Freedom in inflection or avoidance of monotone.
 5. Smoothness of rhythm and phrasing.
 6. Normal English inflection.
 7. Other traits.
- G. Corrective speech work with special cases:
1. Size of groups and how selected.
 2. Meetings.
 3. Specific traits treated.
 4. Procedures used.
 5. Materials used.
 6. Means of securing pupils' interest and cooperation.
 7. Aid from outside persons.
- H. Criticism and evaluation of English:
1. Elements criticized in *oral* expression.
 2. When criticized.
 3. Correction of *written* expression.
 4. What use of group criticism and self-criticism.
 5. What development of group and individual standards as basis of preparation and criticism.
 6. How make criticism constructive and encouraging rather than merely corrective and repressive.
 7. In judging results what evidence is used by teacher.
 8. What evidence of success is presented to pupils.
- J. Other classroom activities.

APPENDIX B

COPY OF PRELIMINARY LETTER SENT TO
COOPERATING TEACHERS

THE UNIVERSITY OF HAWAII, TEACHERS COLLEGE,
HONOLULU, HAWAII

Due to the local linguistic situation the problem of how to teach English most effectively and to improve the present status of English among pupils is one of the most vital and challenging issues. A careful survey of what is being done throughout the Islands and summary of the findings in one comprehensive report will help the schools as a whole and the individual teachers of English.

This survey purports to discover some of the more salient factors involved in teaching English successfully to bilingual children. Through an interview we hope to ascertain answers to questions selected from the attached outline.

Since the survey hopes to discover as fully as possible the means utilized by those individual principals and teachers who, in the opinion of competent judges, have been more successful in improving the local English situation, the outline of the survey project is necessarily extensive and exhaustive.

You were named to us as a successful teacher and as one whose judgment would represent fairly well the general situation throughout the Islands. In order that your point of view and practices may be most accurately presented we are forwarding the outline of our research project for your study and consideration.

We would appreciate very much if you would look over the project and be ready to discuss the matter with the field worker when he arrives. The discussion will be confined to those phases of your work which you feel to be more significant. No filling of blanks is expected before the interview.

This particular research project was suggested to the University of Hawaii directly by the Federal Office of Education and is in no way to be used for an individual end. All data received will be considered confidential.

The details as to an appropriate date of interview and the amount of time to be given will be arranged with you by your school principal.

Sincerely yours,

APPENDIX C

BIBLIOGRAPHY OF BOOKS HELPFUL IN TEACHING ENGLISH TO BILINGUAL CHILDREN

[Dealing especially with problems of vocabulary, speech, and usage]

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B. PUBLICATIONS DEALING WITH THE PROBLEMS OF BILINGUALISM IN HAWAII

1. *General Views of the Problem*

BASSETT, LEE E. How shall we deal with pidgin? Honolulu advertiser, April 15, 1935.

A radio talk delivered while Professor Bassett was a visiting faculty member at the University of Hawaii.

BRIGANCE, WILLIAM N. Speaking in two tongues. The Friend (Honolulu), 106:225, December 1936.

Summary of investigations in Hawaii and elsewhere concerning the handicap involved in bilingualism.

COALE, WILLIS B. A constructive program of English improvement. Hawaii Educational Review, 24:197-199, March 1936.

MOWAT, OLIVE M. A synopsis of English sounds. New York, N. Y., Macmillan Co., 1926.

In the appendix is a list of errors in pronunciation found in schools in Hawaii.

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— How well do the children in Hawaii read? Hawaii educational review, 25:170, February 1936.

The two articles by Dr. Smith present brief digests of masters' theses written at the University of Hawaii, which seek to measure and analyze the handicap of bilingual children.

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APPENDIX D

FREQUENCY AND TYPE OF ERRORS IN ORAL
AND WRITTEN ENGLISH

MADE BY CHILDREN IN DIFFERENT GRADES AND TYPES OF
SCHOOLS IN HAWAII

TABLE I.—*Classification of errors as used in the analysis of language usage*

Rhetorical elements:	
1-3.....	Redundant element.
4-8.....	Miscellaneous errors.
Sentence forms:	
10.....	Omission of subject.
11.....	Omission of copula.
12.....	Omission of auxiliary.
13.....	Wrong interrogative word.
14.....	Wrong order.
17.....	Declarative form as interrogative.
18.....	Declarative form with yeah? etc.
26.....	Yes for no.
31-34.....	Incomplete sentences.
35-36.....	Added expletive or object.
41-46.....	Wrong order.
51.....	Run-on sentence.
61-62.....	Incorrect complex sentence.
81, 83.....	Double negative; never for did not.
82, 84-86.....	Other errors in use of negative.
91, 96.....	Wrong form of coordinate element in series.
Nouns:	
102-116.....	Wrong form of choice of noun.
121-126.....	Errors in number.
131-133.....	Errors in number.
135-136.....	Errors in case.
137a.....	Redundant noun.
137b-137d.....	Possessive and "of phrase" confused.
Pronouns:	
151-154.....	Choice of pronoun.
156-159.....	Omission of pronoun.
161-162.....	Redundant pronoun.
166-175.....	Wrong order and number.
176.....	Lack of agreement.

Pronouns—Continued.

178-180.....	Wrong use of pronoun.
181-183.....	Wrong gender.
186.....	Objective case used wrongly.
187.....	Subjective case used wrongly.
188.....	Possessive case used wrongly.
189.....	Foreign possessive case.
191-196.....	Inconsistent or ambiguous.

Adjectives:

200.....	Choice of adjectives.
201.....	"One" for article.
203-205.....	Adjective as other part of speech.
206-207.....	Error in suffix.
211-212.....	Omission of adjective or phrase.
221-222.....	Wrong order.
225-228.....	Wrong choice of adjective.
229.....	"Them" for "those."
236-238.....	Error in comparison.
243.....	Confused negative with affirmative.
246.....	Redundant adjective.

Articles:

251-252.....	Omitted article.
253-254.....	Added unnecessary article.
261-262.....	Wrong article used.
263-264.....	Unnecessary article used.

Adverbs:

271.....	Choice of adverb.
273-281.....	Adverb used for other part of speech.
282.....	"In" with adverb of place.
286-287.....	Omitted adverb or adverbial phrase.
288-289.....	Redundant adverb.
291.....	Positive for other degree of comparison.
292.....	"More" added to comparative form.
293-294.....	Other errors of comparison.
296.....	Choice of adverb of time.
297.....	Wrong order.

Verbs:

301-305.....	Choice of verb.
306.....	Verb used as noun.
311.....	Two verbs for one.
316-386.....	Wrong tense.
391a.....	Auxiliary omitted.
391b-399.....	Wrong or unnecessary auxiliary.
401-406.....	Tense shift and wrong principal part.
411.....	Omitted "to" in infinitive.
412-418.....	Other errors in use of infinitive.
460.....	Omitted infinitive phrase.
421.....	Omitted participle.
426-428.....	Wrong participle.
431-432.....	Errors in imperative.

Verbs—Continued.

- 441..... Omitted auxiliary in passive voice.
- 442-445..... Other errors in use of passive voice.
- 451-455..... Errors in agreement.

Prepositions:

- 510-547a..... Choice of preposition.
- 510-547e..... Preposition omitted.
- 510-547f..... Preposition added.
- 543, 549..... Preposition used wrongly.

Conjunctions:

- 551, 553..... Omission of subordinate conjunction.
- 522, 533-554..... Wrong subordinate conjunction.
- 561-562..... Omission of coordinate conjunction.
- 563, 570..... Wrong coordinate conjunction.

Miscellaneous:

- 601..... Parenthetical expression.
- 611..... Unaccepted contractions.
- 701, 702, 703a..... Foreign language.
- 701, 702, 703b..... Foreign language necessary.

Others: 810 and over, colloquial.

TABLE II.—Frequency of types of errors in oral English usage in Honolulu schools

[Number of schools, 6; grades, 1-9; number of pupils, 1,686; number of words, 56,895; number of errors, 10,077; errors per 1,000 words, 177]

Grades	1	2	3	4	5	6	7	8	9	All
Number of words heard.....	4,250	7,856	7,254	9,381	7,181	4,012	6,199	5,397	5,365	56,895
Rhetorical elements:										
1-3.....	19	90	44	26	26	7	21	18	13	264
4-8.....	26	36	13	23	36	10	17	16	9	186
Total.....										450
Sentence form:										
10.....	1	1	0	0	5	0	1	7	0	15
11.....	2	9	0	2	4	0	1	0	1	19
12.....	31	22	5	20	26	4	9	23	3	143
13.....	1	0	1	0	1	0	0	0	0	3
14.....	2	1	1	0	5	0	0	0	0	9
17.....	17	8	3	6	7	2	3	7	5	58
18.....	5	13	0	2	1	3	9	8	2	43
26.....	0	0	0	0	0	0	0	0	0	0
31-34.....	128	151	50	158	117	28	72	73	65	842
35-36.....	4	11	1	24	4	5	7	0	0	56
41-46.....	7	10	10	14	23	2	13	10	9	98
51.....	2	2	8	1	0	10	7	0	0	30
61-62.....	0	0	1	0	3	0	0	0	0	4
81, 83.....	23	15	8	38	48	13	14	11	3	173
82, 84-86.....	74	54	12	97	74	9	23	27	10	380
91, 96.....	0	0	2	1	0	0	0	0	0	3
Total.....										1,876
Nouns:										
102-116.....	23	31	27	23	26	9	14	6	10	169
121-26.....	18	33	100	32	65	28	37	27	24	364
131-33.....	0	1	4	6	2	5	6	6	7	37
135-36.....	12	13	39	14	9	5	10	1	5	108
137a.....	0	0	0	0	2	0	0	1	0	3
137b-137d.....	0	0	0	0	0	0	1	0	0	1
Total.....										682
Pronouns:										
151-154.....	1	4	2	1	1	1	2	1	1	14
156-159.....	3	2	3	9	3	1	5	3	1	30
161-162.....	28	9	13	20	23	1	8	0	5	107
166-171.....	4	13	12	6	16	2	1	5	2	61
176.....	0	1	6	10	2	1	1	5	2	28
178-180.....	1	1	0	0	0	0	0	1	0	3
181-183.....	5	4	3	0	3	0	2	1	2	20
186.....	41	37	19	59	50	4	9	6	4	229
187.....	0	1	3	1	3	0	1	3	0	12
188.....	0	1	1	0	2	0	0	0	1	5
189.....	0	0	0	0	0	0	0	0	0	0
191-196.....	2	6	12	3	3	4	7	8	4	49
Total.....										558
Adjectives:										
200.....	2	3	7	14	8	4	10	4	5	57
201.....	13	24	10	8	14	0	3	4	1	77
203-205.....	9	10	8	10	11	1	2	4	4	59
206-207.....	1	1	3	0	0	0	2	1	0	8
211-212.....	3	3	2	2	6	2	7	4	4	33
221-222.....	2	1	2	0	0	0	1	2	0	8
225-228.....	0	2	3	2	10	0	2	5	3	27
229.....	0	1	1	7	0	0	1	2	0	12
236-238.....	2	1	3	2	1	0	1	2	1	13
243.....	0	0	0	0	0	0	0	0	0	0
246.....	1	1	1	0	7	0	1	0	0	11
Total.....										305

TABLE II.—Frequency of types of errors in oral English usage in Honolulu schools—Continued

Grades	1	2	3	4	5	6	7	8	9	All
Articles:										
251-252	94	94	95	104	63	53	82	65	61	711
253-254	2	0	1	3	1	2	2	6	1	18
261-262	3	4	6	6	10	3	4	4	7	47
263-264	0	1	12	5	10	1	3	2	6	40
Total										816
Adverbs:										
271	6	4	3	7	5	0	8	0	3	36
273-281	17	15	10	12	10	7	10	3	9	93
282	0	0	0	0	0	0	0	0	0	0
286-287	8	8	5	4	15	2	6	2	6	56
288-289	3	5	7	10	14	3	6	6	5	59
291	0	0	0	0	0	0	0	0	0	0
292	2	1	0	4	3	0	1	0	0	11
293-294	1	1	0	1	0	0	0	0	0	3
296	3	6	4	5	16	2	4	1	1	42
297	0	0	0	0	0	0	1	3	0	4
Total										304
Verbs:										
301-305	87	68	71	113	77	20	51	44	37	568
306	1	0	0	5	3	1	0	1	1	12
311	3	5	5	5	12	2	0	2	2	36
316-386	165	237	138	218	214	57	114	69	84	1,296
391a	0	3	0	5	3	0	1	3	10	25
391b-399	7	6	3	11	3	2	7	7	2	48
401-406	5	16	14	15	4	13	12	2	0	71
411	64	70	39	75	55	11	17	14	9	354
412-418	4	9	12	36	21	3	3	3	5	96
460	1	2	0	2	0	2	1	2	1	11
421	0	0	0	2	0	0	1	1	0	4
426-428	1	4	3	4	1	0	2	2	2	19
431	3	2	2	5	20	1	0	1	0	34
432	0	4	3	1	4	1	0	1	0	14
441	3	2	1	13	4	4	3	3	0	33
442-445	5	13	7	3	10	7	4	6	8	63
451-455	115	112	213	116	138	50	50	31	61	886
Total										3,580
Prepositions:										
510-547a	11	28	30	40	29	18	32	12	18	218
510-547e	74	89	96	110	96	43	52	48	37	647
510-547f	4	12	13	19	9	5	5	8	6	81
543, 549	0	0	0	1	0	0	0	0	0	1
Total										947
Conjunctions:										
551, 553	3	15	6	17	3	6	15	5	6	76
522, 533-554	3	6	4	1	1	3	3	5	2	28
561-562	10	24	8	13	18	5	17	5	10	110
563, 570	0	3	0	12	1	5	2	2	3	28
Total										242
Miscellaneous:										
601	14	15	1	10	14	5	7	5	4	75
611	42	22	10	17	23	10	4	10	6	144
701, 702, 703a	6	9	14	2	7	1	0	2	1	42
701, 702, 703b	1	6	5	26	0	8	0	1	0	47
Total										308
Others:										
810 and over	1	2	1	2	1	2	0	0	0	9
Total										9
Grand total										10,077

TABLE III.—Frequency of types of errors in written English usage in Honolulu schools

[Number of schools, 7; grades, 3-9; number of pupils, 1,807; number of words, 174,558; number of errors, 16,518; errors per 1,000 words, 95]

Grades	3	4	5	6	7	8	9	All
Number of words examined.....	15,698	28,958	30,630	35,767	19,356	24,020	20,129	174,558
Rhetorical elements:								
1-3.....	352	427	483	370	98	58	35	1,823
4-8.....	110	165	154	119	65	55	80	748
Total.....								2,571
Sentence form:								
10.....	0	0	0	1	0	0	0	1
11.....	1	0	0	0	0	0	0	1
12.....	2	1	1	1	0	0	0	5
13.....	0	1	0	0	0	0	0	1
14.....	0	0	1	0	0	0	0	1
17.....	0	0	0	0	0	0	0	0
18.....	0	0	0	0	0	0	0	0
26.....	1	0	0	0	0	0	0	1
31-34.....	88	154	158	141	96	100	98	835
35-36.....	1	6	3	5	7	5	0	27
44-46.....	11	17	17	19	15	9	20	108
51.....	228	406	356	338	128	163	52	1,671
61-62.....	1	13	62	2	0	0	0	78
81.....	1	6	3	3	1	3	0	17
82, 84-86.....	1	1	1	0	0	0	0	3
91, 96.....	0	2	5	1	0	0	0	8
Total.....								2,757
Nouns:								
102-116.....	26	73	95	112	40	41	52	439
121-126.....	101	157	207	197	111	137	106	1,016
131-133.....	13	29	21	25	29	15	40	172
135-136.....	25	31	42	41	20	29	16	204
137a.....	0	0	0	1	0	0	0	1
137b-137d.....	0	7	3	0	0	0	0	10
Total.....								1,842
Pronouns:								
151-154.....	1	4	4	9	4	13	8	43
156-159.....	8	3	16	16	6	6	3	58
161-162.....	2	3	6	5	6	1	0	23
166-171.....	2	8	8	9	3	6	3	39
176.....	5	35	25	30	20	39	25	179
178-180.....	2	3	8	3	2	1	4	23
181-183.....	7	11	10	3	2	1	2	36
186.....	4	7	2	3	1	1	0	18
187.....	6	5	13	2	4	4	0	34
188.....	0	0	2	0	2	0	0	4
189.....	0	0	0	0	0	0	0	0
191-196.....	19	70	62	67	23	36	24	301
Total.....								758
Adjectives:								
200.....	5	19	13	30	5	11	9	92
201.....	2	2	3	2	2	0	1	12
203-205.....	2	6	6	8	8	8	8	46
206-207.....	1	1	1	0	2	9	2	16
211-212.....	2	9	4	7	13	4	3	42
221-222.....	1	3	0	2	0	2	1	9
225-228.....	1	7	4	1	16	8	5	42
229.....	0	0	0	0	0	0	0	0
236-238.....	0	0	4	3	0	0	4	11
243.....	0	1	0	0	0	0	0	1
246.....	3	1	1	2	1	0	1	9
Total.....								280

TABLE III.—Frequency of types of errors in written English usage in Honolulu schools—Con.

Grades	3	4	5	6	7	8	9	All
Articles:								
251-252.....	76	154	122	188	80	105	112	837
253-254.....	4	14	6	27	9	8	5	73
261-262.....	18	22	31	29	15	17	20	152
263-264.....	15	29	20	25	11	11	9	120
Total.....								1,182
Adverbs:								
271.....	4	26	14	23	9	6	20	102
273-281.....	23	37	59	16	10	11	17	173
282.....	0	0	0	0	0	0	0	0
286-287.....	16	44	38	43	19	9	27	196
288-289.....	29	34	33	28	12	10	23	169
291.....	0	0	0	0	0	0	0	0
292.....	0	0	0	0	1	0	0	3
293-294.....	0	1	0	0	0	0	2	1
296.....	21	33	33	24	11	4	1	127
297.....	0	0	1	1	9	1	0	12
Total.....								783
Verbs:								
301-305.....	63	121	133	114	52	61	54	598
306.....	7	8	6	3	6	6	6	42
311.....	7	17	25	3	1	1	0	54
316-386.....	163	327	274	211	142	134	200	1,451
391a.....	0	6	2	0	1	0	10	19
391b-399.....	9	12	22	26	11	14	56	150
401-406.....	54	88	81	46	17	13	5	304
411.....	5	12	11	13	17	2	4	64
412-418.....	27	33	33	27	30	14	8	172
460.....	5	8	3	4	5	4	0	29
421.....	0	1	1	6	0	2	2	12
426-428.....	2	3	8	5	8	4	15	45
431.....	2	0	2	0	0	0	0	4
432.....	0	0	0	0	0	0	0	0
441.....	2	6	5	6	1	4	1	25
442-445.....	17	21	28	32	17	14	9	138
451-455.....	170	261	276	177	141	143	91	1,259
Total.....								4,366
Prepositions:								
510-547a.....	33	100	90	137	51	65	89	565
510-547c.....	72	106	73	71	54	49	57	482
510-547f.....	8	33	22	33	17	30	23	166
543, 549.....	0	1	0	0	0	6	0	7
Total.....								1,220
Conjunctions:								
551, 553.....	10	25	19	20	29	21	22	142
522, 533-554.....	5	15	11	11	4	7	8	61
561-562.....	18	55	48	65	31	31	23	271
563, 570.....	18	27	29	22	18	7	23	144
Total.....								618
Miscellaneous:								
601.....	2	0	0	0	1	0	4	7
611.....	5	1	1	2	0	0	4	13
701, 702, 703a.....	0	15	3	5	0	1	0	24
701, 702, 703b.....	9	18	6	26	0	0	0	59
Total.....								103
Others:								
810 and over.....	2	11	14	11	0	0	0	38
Total.....								38
Grand total.....								16,518

TABLE IV.—Frequency of types of errors in oral English usage in schools on rural Oahu and the islands of Hawaii, Maui, and Kauai

[Number of schools, 8; grades, 1-9; number of pupils, 1,836; number of words, 65,762; number of errors, 11,042; errors per 1,000 words, 168]

Grades	1	2	3	4	5	6	7	8	9	All
Number of words heard.....	6,643	7,020	8,155	9,333	10,866	10,234	7,645	5,326	540	65,762
Rhetorical elements:										
1-3.....	21	53	63	51	38	33	20	14	1	294
4-8.....	79	46	36	61	48	49	25	28	6	378
Total.....										672
Sentence form:										
10.....	8	0	0	1	7	8	3	0	1	28
11.....	4	1	1	5	7	11	8	4	1	42
12.....	10	6	8	15	16	53	21	9	5	143
13.....	0	0	1	0	4	2	0	0	0	7
14.....	0	0	0	3	3	4	2	1	1	14
17.....	0	0	1	2	17	18	11	2	2	53
18.....	2	0	0	2	3	12	6	4	0	29
26.....	0	0	0	0	0	0	0	0	0	0
31-34.....	72	56	75	114	109	150	105	61	24	766
35-36.....	4	4	2	4	6	2	1	1	2	26
44-46.....	15	10	20	16	21	20	14	6	2	124
51.....	2	1	1	1	2	2	0	0	0	9
61-62.....	0	0	1	3	5	3	2	0	0	14
81, 83.....	7	0	5	12	27	24	24	4	2	105
82, 84-86.....	41	8	9	27	43	96	104	9	19	356
91, 96.....	0	0	0	0	2	1	3	2	0	8
Total.....										1,724
Nouns:										
102-116.....	21	16	39	36	57	32	28	24	3	256
121-126.....	29	43	37	46	79	51	32	40	2	359
131-133.....	0	5	6	13	12	5	4	6	0	51
135-136.....	13	17	13	21	34	7	10	2	0	117
137a.....	0	0	2	0	0	1	0	0	0	3
137b-137d.....	0	2	0	0	0	2	1	0	0	5
Total.....										791
Pronouns:										
151-154.....	0	1	1	3	2	2	0	2	1	12
156-159.....	4	4	4	7	11	4	7	4	1	46
161-162.....	12	4	25	10	20	14	20	10	5	120
166-173.....	1	3	1	8	11	5	3	4	0	36
176.....	4	3	10	7	5	1	4	4	0	38
178-180.....	0	0	0	0	0	4	0	0	0	4
181-183.....	7	3	8	5	7	4	1	4	1	40
186.....	18	8	14	7	18	24	17	2	1	109
187.....	4	3	4	5	7	5	4	0	0	32
188.....	0	0	1	0	2	0	0	0	0	3
189.....	0	0	0	0	0	0	0	0	0	0
191-196.....	2	7	5	12	16	18	6	8	0	74
Total.....										514
Adjectives:										
200.....	8	3	11	15	16	3	7	8	2	73
201.....	16	9	4	10	12	7	2	5	2	67
203-205.....	6	0	5	10	12	14	8	2	0	57
206-207.....	0	0	0	0	1	0	0	0	0	1
211-212.....	5	7	7	11	4	9	9	2	0	54
221-222.....	0	0	0	2	2	0	0	1	0	5
225-228.....	0	1	0	0	5	3	4	2	1	17
229.....	5	0	3	0	0	0	0	0	0	8
236-238.....	0	1	0	2	5	2	2	1	1	14
243.....	0	0	0	0	0	0	0	0	0	0
246.....	0	0	0	8	1	4	0	5	0	18
Total.....										314

TABLE IV.—Frequency of types of errors in oral English usage in schools on rural Oahu and the islands of Hawaii, Maui, and Kauai—Continued

Grades	1	2	3	4	5	6	7	8	9	All
Articles:										
251-252	108	58	62	84	144	94	112	94	14	770
253-254	3	1	1	1	2	3	6	6	0	23
261-262	5	21	9	25	12	20	4	10	2	108
263-264	4	4	3	9	15	6	3	1	0	45
Total										946
Adverbs:										
271	1	1	4	5	14	8	5	7	1	46
273-281	7	4	6	4	12	10	20	8	7	78
282	0	0	0	0	0	0	0	0	0	0
286-287	3	15	11	16	14	23	8	13	2	105
288-289	3	8	9	21	15	10	15	13	2	96
291	0	0	1	1	0	0	0	0	0	2
292	0	0	2	0	1	2	1	2	1	9
293-294	0	0	0	0	1	0	0	0	0	1
296	1	3	4	6	6	5	1	16	1	43
297	2	1	0	1	3	3	0	0	0	10
Total										390
Verbs:										
301-305	94	67	67	110	147	133	125	50	31	824
306	1	0	2	3	1	2	3	4	0	16
311	22	22	5	5	4	0	4	3	0	65
316-386	282	230	196	227	350	241	255	80	32	1,893
391a	0	1	1	1	0	2	4	2	0	12
391b-399	9	5	5	6	7	25	7	4	0	69
401-406	1	5	5	12	19	1	2	1	0	42
411	33	17	28	33	61	78	75	17	9	351
412-418	2	6	6	9	13	5	3	2	0	46
460	0	0	2	0	0	1	2	1	0	6
421	0	0	0	0	3	1	3	0	0	7
426-428	1	4	2	2	2	0	1	3	0	15
431	4	1	1	3	6	7	13	0	0	35
432	0	0	0	4	2	2	2	0	0	10
441	1	3	2	2	6	2	3	4	0	23
442-445	2	5	3	13	22	11	6	2	0	64
451-455	106	53	62	120	175	75	57	47	3	698
Total										4,176
Prepositions:										
510-547a	24	26	30	50	58	42	18	28	2	278
510-547e	81	53	55	70	85	73	80	53	15	565
510-547f	2	9	4	14	24	6	9	7	0	75
548, 549	0	0	0	3	2	0	0	1	0	6
Total										924
Conjunctions:										
551, 553	4	5	22	17	19	24	8	3	1	103
552-554	0	0	5	6	5	6	7	2	0	31
561-562	22	5	7	9	17	19	22	7	1	109
563, 568, 570	9	11	12	13	7	15	3	2	0	72
Total										315
Miscellaneous:										
601	32	1	3	13	8	16	9	8	3	93
611	9	9	4	6	10	23	21	10	9	101
701, 702, 703a	9	11	7	3	11	9	3	6	0	59
701, 702, 703b	7	3	1	1	1	2	4	4	0	23
Total										276
Others:										
810 and over										
Grand total										11,042

TABLE V.—Frequency of types of errors in written English usage in schools on rural Oahu and the islands of Hawaii, Maui, and Kauai

[Number of schools, 9; grades, 3-9; number of pupils, 1,622; number of words, 148,546; number of errors, 17,396; errors per 1,000 words, 117]

Grades	3	4	5	6	7	8	9	All
Number of words examined.....	12,986	21,587	26,387	28,302	29,980	24,770	4,534	148,546
Rhetorical elements:								
1-3.....	265	342	305	255	175	128	22	1,492
4-8.....	86	218	202	197	129	132	20	984
Total.....								2,476
Sentence form:								
10.....	1	0	0	0	0	0	0	1
11.....	0	0	0	0	0	0	0	0
12.....	0	0	1	1	1	0	0	3
13.....	0	1	0	0	0	0	0	1
14.....	0	1	1	0	0	0	0	2
17.....	0	1	0	0	0	0	0	1
18.....	0	0	0	0	0	0	0	0
26.....	0	0	0	0	0	0	0	0
31-34.....	105	158	160	170	122	138	24	877
35-36.....	3	4	5	3	5	2	0	22
41-46.....	5	17	27	30	16	22	8	125
51.....	90	297	370	213	232	185	35	1,422
61-62.....	0	4	3	4	3	4	0	18
81, 83.....	0	3	0	1	3	3	0	10
82, 84-86.....	0	0	1	2	0	0	0	3
91, 96.....	0	0	2	4	5	16	3	30
Total.....								2,515
Nouns:								
102-116.....	52	78	88	104	120	112	24	578
121-126.....	90	139	168	229	201	170	54	1,051
131-133.....	26	27	45	38	40	53	22	251
135-136.....	33	32	41	47	33	10	6	202
137a.....	0	0	0	1	0	1	2	4
137b-137d.....	1	2	0	7	1	1	0	12
Total.....								2,098
Pronouns:								
151-154.....	3	4	11	14	17	11	0	60
156-159.....	14	17	17	15	10	10	1	84
161-162.....	1	4	5	3	6	5	3	27
166-171.....	4	3	6	8	6	4	0	31
176.....	8	28	22	24	27	34	8	151
178-180.....	1	3	9	10	12	4	1	40
181-183.....	7	6	25	7	10	2	0	57
186.....	1	0	2	1	2	1	0	7
187.....	4	3	1	5	1	2	0	16
188.....	0	5	0	4	3	0	0	12
189.....	0	0	0	0	0	0	0	0
191-196.....	26	35	43	52	65	67	17	305
Total.....								790
Adjectives:								
200.....	3	14	23	26	34	15	4	119
201.....	1	9	3	7	8	3	3	34
203-205.....	4	12	14	14	16	19	1	80
206-207.....	1	1	3	3	6	1	3	18
211-212.....	3	9	10	26	18	8	2	76
221-222.....	1	1	2	3	2	3	0	12
225-228.....	1	3	3	12	5	9	0	33
229.....	0	0	0	0	0	0	0	0
236-238.....	0	0	1	3	1	2	1	8
243.....	0	0	0	0	0	0	0	0
246.....	0	0	3	4	1	3	1	12
Total.....								392

TABLE V.—Frequency of types of errors in written English usage in schools on rural Oahu and the islands of Hawaii, Maui, and Kauai—Continued

Grades	3	4	5	6	7	8	9	All
Articles:								
251-252.....	64	85	126	176	144	131	40	766
253-254.....	7	9	12	7	23	16	11	85
261-262.....	20	43	37	37	38	31	6	212
263-264.....	11	22	31	39	34	23	8	168
Total.....								1,231
Adverbs:								
271.....	7	17	11	19	21	16	6	97
273-281.....	24	29	36	21	19	13	4	146
282.....	0	0	0	0	0	1	0	1
286-287.....	22	54	50	64	43	34	4	271
288-289.....	28	42	56	49	39	40	3	257
291.....	0	1	0	0	0	2	0	3
292.....	0	0	0	1	1	1	0	3
293-294.....	0	0	0	0	0	0	0	0
296.....	19	27	29	20	22	26	1	144
297.....	0	3	1	3	3	2	2	14
Total.....								936
Verbs:								
301-305.....	84	171	212	180	142	135	21	945
306.....	4	8	9	8	6	11	0	46
311.....	8	11	15	4	3	0	0	41
316-386.....	198	313	384	296	239	182	79	1,691
391a.....	2	1	3	8	6	2	0	22
391b-399.....	2	26	31	69	33	16	12	189
401-406.....	23	42	46	23	34	21	0	189
411.....	4	20	10	12	6	7	0	59
412-418.....	14	13	23	38	17	23	1	129
460.....	0	3	6	7	3	2	3	24
421.....	0	0	1	4	2	3	0	10
426-428.....	1	4	3	11	11	7	2	39
431.....	1	2	3	0	0	0	0	6
432.....	0	0	0	1	0	0	0	1
441.....	1	1	0	4	2	4	0	12
442-445.....	20	30	32	38	38	25	6	189
451-455.....	112	218	196	183	215	119	18	1,061
Total.....								4,653
Prepositions:								
510-547a.....	26	83	100	117	129	112	27	594
510-547e.....	29	52	69	87	70	60	15	382
510-547f.....	10	22	30	44	29	38	16	189
548, 549.....	0	0	1	1	0	1	1	4
Total.....								1,169
Conjunctions:								
551, 553.....	8	23	36	26	16	21	10	140
552, 554.....	3	26	34	30	20	27	10	150
561-562.....	21	54	84	78	67	42	16	362
563, 568, 570.....	34	50	52	84	48	32	13	313
Total.....								965
Miscellaneous:								
601.....	0	3	1	2	6	1	1	14
611.....	1	1	2	1	1	1	0	7
701, 702, 703a.....	0	1	15	5	1	4	0	26
701, 702, 703b.....	0	0	2	3	0	0	1	6
Total.....								53
Others:								
810 and over.....	3	21	21	20	16	27	10	118
Total.....								118
Grand total.....								17,396

TABLE VI.—Frequency of types of errors in oral English usage in schools on the more isolated island of Lanai and Molokai

[Number of schools, 4; grades, 1-9; number of pupils, 862; number of words, 26,542; number of errors, 6,157; errors per 1,000 words, 232]

Grades	1	2	3	4	5	6	7	8	9	All
Number of words heard.....	871	4,201	3,727	3,316	3,544	3,562	3,513	2,623	1,185	26,542
Rhetorical elements:										
1-3.....	3	20	42	31	22	15	13	6	18	170
4-8.....	7	21	34	26	30	23	21	21	27	210
Total.....										380
Sentence form:										
10.....	0	2	5	2	12	7	4	12	1	45
11.....	1	0	1	5	12	14	8	7	0	48
12.....	0	3	7	13	33	23	19	9	11	119
13.....	0	0	0	6	2	5	3	0	0	16
14.....	0	0	1	6	4	3	1	5	0	20
17.....	0	1	4	5	18	16	8	11	2	65
18.....	0	2	1	3	12	9	5	9	2	43
26.....	0	0	0	1	0	0	0	0	0	1
31-34.....	36	56	61	49	84	105	142	80	40	653
35-36.....	8	3	7	0	12	4	12	3	0	49
41-46.....	3	5	11	7	12	9	4	8	7	66
51.....	0	2	2	0	5	10	2	0	0	21
61-62.....	1	1	0	0	4	1	0	2	2	11
81, 83.....	2	17	20	15	8	5	9	7	2	85
82, 84-86.....	2	45	30	23	39	21	31	18	52	261
91, 96.....	0	0	0	0	0	0	0	0	1	1
Total.....										1,504
Nouns:										
102-116.....	1	13	8	6	14	11	12	7	12	84
121-26.....	2	24	17	9	16	15	21	10	10	124
131-33.....	0	1	5	3	4	4	2	1	2	22
135-36.....	0	7	13	7	4	2	2	4	0	39
137a.....	0	0	1	1	0	0	1	0	0	3
137b-137d.....	0	0	0	0	0	0	0	0	0	0
Total.....										272
Pronouns:										
151-154.....	0	0	1	0	0	0	1	0	0	2
156-159.....	3	0	5	3	3	1	2	1	0	18
161-162.....	10	28	25	5	6	6	5	3	6	94
166-171.....	0	0	3	5	4	1	3	2	0	18
176.....	0	0	0	1	1	2	2	0	4	10
178-180.....	0	1	0	0	0	1	1	1	0	4
181-183.....	2	7	7	4	1	1	0	0	0	22
186.....	22	49	20	20	20	9	12	5	1	158
187.....	0	1	1	2	0	1	0	0	1	6
188.....	0	0	1	0	1	1	0	0	0	3
189.....	0	0	0	0	0	0	0	0	0	0
191-196.....	0	1	3	1	7	3	4	5	8	32
Total.....										367
Adjectives:										
200.....	0	2	2	1	6	7	4	3	3	28
201.....	0	1	2	1	2	4	1	3	0	14
203-205.....	1	1	3	2	3	2	5	4	3	24
206-207.....	0	0	0	0	1	0	1	0	0	2
211-212.....	0	1	0	0	7	2	2	2	2	16
221-222.....	0	0	0	0	0	0	0	1	1	1
225-228.....	0	0	1	2	3	3	3	0	1	13
229.....	0	1	2	0	3	0	0	1	0	7
236-238.....	0	1	1	1	0	1	2	1	0	7
243.....	0	0	0	0	0	0	0	0	0	0
246.....	0	0	0	0	0	1	0	2	0	3
Total.....										115

TABLE VI.—Frequency of types of errors in oral English usage in schools on the more isolated islands of Lanai and Molokai—Continued

Grades	1	2	3	4	5	6	7	8	9	All
Articles:										
251-252.....	18	47	50	34	70	49	70	51	36	425
253-254.....	0	1	5	8	2	2	1	1	1	21
261-262.....	0	2	4	3	8	1	5	1	1	25
263-264.....	0	0	0	0	0	3	2	0	0	5
Total.....										476
Adverbs:										
271.....	0	1	3	0	1	0	2	3	4	14
273-281.....	1	11	4	1	8	6	15	5	7	53
282.....	0	0	0	0	0	0	0	0	0	0
286-287.....	0	11	7	7	3	6	8	4	2	48
288-289.....	0	3	5	8	6	1	1	0	3	27
291.....	0	0	0	0	0	0	0	0	0	0
292.....	0	0	0	0	0	1	2	1	0	4
293-294.....	0	0	0	1	0	1	0	0	0	2
296.....	0	4	3	8	3	6	2	4	1	31
297.....	0	0	6	0	1	0	2	0	2	11
Total.....										195
Verbs:										
301-305.....	9	32	65	34	52	46	41	29	41	349
306.....	3	7	1	3	6	2	1	3	1	27
311.....	5	2	8	1	2	2	0	3	1	24
316-386.....	48	95	165	68	153	70	53	63	38	753
391a.....	0	0	0	0	0	2	0	3	0	5
391b-399.....	0	1	3	1	4	2	1	1	0	13
401-406.....	1	1	7	3	3	0	0	0	0	15
411.....	9	21	23	34	50	32	27	26	17	239
412-418.....	2	4	2	1	2	4	3	2	2	22
460.....	0	0	0	0	0	1	0	0	0	1
421.....	0	1	0	0	0	0	0	0	0	1
426-428.....	0	0	2	0	2	0	4	1	0	9
431.....	0	1	3	5	3	0	0	3	7	22
432.....	0	0	0	0	0	3	2	0	3	8
441.....	0	0	4	11	2	2	1	0	0	20
442-445.....	0	4	1	2	3	3	2	2	2	18
451-455.....	14	87	51	32	21	38	35	22	11	311
Total.....										1,837
Prepositions:										
510-547a.....	0	13	25	14	4	13	17	11	6	103
510-547c.....	10	43	59	54	78	47	43	28	23	385
510-547f.....	1	2	4	4	10	3	6	2	0	32
543, 549.....	0	0	0	0	0	0	0	0	0	0
Total.....										520
Conjunctions:										
551, 553.....	6	3	4	6	4	8	3	3	5	42
522, 533-554.....	0	2	4	1	3	0	4	9	2	25
561-562.....	14	11	16	9	21	10	16	10	9	116
563, 568, 570.....	0	2	4	2	1	0	5	0	0	14
Total.....										197
Miscellaneous:										
601.....	0	7	12	4	10	12	5	12	5	67
611.....	8	7	10	5	42	25	15	18	7	137
701, 702, 703a.....	15	27	17	5	7	2	5	2	2	82
701, 702, 703b.....	0	2	1	0	0	0	4	1	0	8
Total.....										294
Others: 810 and over.....										
Grand total.....										6,157

TABLE VII.—Frequency of types of errors in written English usage in schools on the more isolated islands of Lanai and Molokai

[Number of schools, 4; grades, 3-9; number of pupils, 802; number of words, 80,303; number of errors, 10,192; errors per 1,000 words, 127]

Grades	3	4	5	6	7	8	9	All
Number of words examined	8,377	10,079	12,290	16,927	12,210	11,182	9,238	80,303
Rhetorical elements:								
1-3.....	237	157	160	149	95	51	33	882
4-8.....	49	81	64	67	60	50	49	420
Total.....								1,302
Sentence form:								
10.....	0	0	0	0	0	0	0	0
11.....	1	0	0	0	1	0	0	2
12.....	1	0	0	0	0	0	0	1
13.....	0	0	0	0	1	0	0	1
14.....	0	0	0	0	0	0	1	1
17.....	0	1	0	0	0	0	0	1
18.....	0	0	0	0	0	0	0	0
26.....	0	0	0	0	0	0	0	0
31-34.....	63	88	114	118	85	80	51	599
35-36.....	1	0	2	0	0	2	3	8
41-46.....	9	19	13	13	7	10	9	80
51.....	91	118	179	228	110	76	54	856
61-62.....	1	1	6	1	3	5	1	18
81, 83.....	0	0	0	0	0	0	0	0
82, 84-86.....	0	0	0	1	0	0	0	1
91, 96.....	0	0	1	1	5	4	5	16
Total.....								1,584
Nouns:								
102-116.....	24	31	38	70	43	55	47	308
121-126.....	54	77	124	173	85	73	43	629
131-133.....	12	14	17	14	19	14	21	111
135-136.....	18	22	34	59	21	20	16	190
137a.....	0	1	0	0	0	0	0	1
137b-137d.....	0	0	0	1	1	1	0	3
Total.....								1,242
Pronouns:								
151-154.....	0	2	3	8	1	0	2	16
156-159.....	14	17	10	7	10	4	1	63
161-162.....	4	3	3	2	2	3	2	19
166-171.....	2	7	10	8	3	2	2	34
176.....	0	2	18	27	9	12	11	79
178-180.....	5	4	3	7	4	5	5	33
181-183.....	1	5	10	3	0	0	0	19
186.....	1	1	0	3	0	3	0	8
187.....	0	2	0	2	0	1	0	5
188.....	0	8	4	11	0	0	0	23
189.....	0	0	0	0	0	0	0	0
191-196.....	11	20	39	50	20	36	28	204
Total.....								503
Adjectives:								
200.....	6	4	10	8	9	6	8	51
201.....	0	2	2	1	3	3	2	13
203-205.....	1	1	7	5	11	3	3	31
206-207.....	0	0	0	4	3	1	1	9
211-212.....	10	3	7	11	3	6	2	42
221-222.....	0	1	1	0	0	1	1	4
225-228.....	0	0	1	3	5	6	1	16
229.....	0	0	1	1	0	0	0	2
236-238.....	0	1	1	2	0	0	0	4
243.....	0	0	0	0	0	0	0	0
246.....	0	0	1	1	3	2	1	8
Total.....								180

TABLE VII.—Frequency of types of errors on written English usage in schools on the more isolated islands of Lanai and Molokai—Continued

Grades	3	4	5	6	7	8	9	All
Articles:								
251-252.....	82	55	65	125	85	46	44	502
253-254.....	3	6	12	16	9	7	9	62
261-262.....	12	19	27	36	5	10	10	119
263-264.....	9	6	16	11	7	11	6	66
Total.....								749
Adverbs:								
271.....	0	8	4	13	8	5	3	41
273-281.....	21	37	17	15	21	3	3	117
282.....	0	0	1	0	0	0	0	1
286-287.....	16	16	20	37	25	11	8	133
288-289.....	24	20	24	44	24	22	16	174
291.....	0	0	0	0	0	0	0	0
292.....	0	0	0	0	0	0	0	0
293-294.....	0	0	0	0	0	0	0	0
296.....	15	10	19	19	17	7	7	94
297.....	2	2	2	0	0	1	0	7
Total.....								567
Verbs:								
301-305.....	55	58	62	106	36	60	30	407
306.....	0	1	1	1	0	10	3	16
311.....	9	5	9	10	1	1	1	36
316-386.....	202	165	213	217	97	125	46	1,065
391a.....	0	0	1	1	0	2	0	4
391b-399.....	1	5	12	17	11	14	3	63
401-406.....	27	11	21	44	8	5	6	122
411.....	8	6	9	6	6	2	1	38
412-418.....	6	15	19	11	2	7	3	63
460.....	1	2	0	1	1	0	2	7
421.....	1	0	1	2	0	0	0	4
426-428.....	1	0	12	7	1	8	6	35
431.....	0	0	0	1	0	0	0	1
432.....	0	0	0	0	0	1	0	1
441.....	1	2	3	1	1	1	1	10
442-445.....	21	6	8	21	13	7	10	86
451-455.....	90	131	114	120	99	45	33	632
Total.....								2,590
Prepositions:								
510-547a.....	33	23	50	69	30	79	55	339
510-547c.....	55	38	58	82	51	30	24	338
510-547f.....	11	12	24	28	18	24	27	144
543-549.....	1	0	0	1	0	1	1	4
Total.....								825
Conjunctions:								
551, 553.....	2	6	17	10	6	4	4	49
522, 533-554.....	2	7	15	14	6	6	13	63
561-562.....	20	24	47	62	58	39	30	280
563, 568, 570.....	17	32	28	20	34	21	11	163
Total.....								555
Miscellaneous:								
601.....	0	0	1	0	1	4	0	6
611.....	0	0	0	1	3	0	2	6
701, 703, 703a.....	0	1	3	4	2	0	0	10
701, 702, 703b.....	0	0	3	4	2	20	10	39
Total.....								61
Others:								
810 and over.....	0	3	1	8	5	12	5	34
Total.....								34
Grand total.....								10,192

TABLE VIII.—Frequency of types of errors in oral English usage in Honolulu English standard schools

[Number of schools, 3; grades, 1-6; number of pupils, 1,615; number of words, 72,844; number of errors, 2,577 errors per 1,000 words, 35]

Grades	1	2	3	4	5	6	All
Number of words heard.....	5,839	7,874	14,798	14,846	15,348	14,139	72,844
Rhetorical elements:							
1-3.....	67	22	93	57	83	44	366
4-8.....	10	11	20	11	19	27	98
Total.....							464
Sentence form:							
10.....	0	0	0	1	0	0	1
11.....	0	0	0	0	0	0	0
12.....	2	0	2	2	1	2	9
13.....	1	1	4	2	3	6	17
14.....	0	0	0	0	0	0	0
17.....	0	0	0	0	0	0	0
18.....	1	0	2	2	0	3	8
26.....	0	0	0	0	0	0	0
31-34.....	6	6	31	18	40	20	121
35-36.....	1	0	0	0	1	3	5
44-46.....	1	0	3	6	3	4	17
51.....	1	0	0	0	5	3	9
61-62.....	0	0	0	1	1	0	2
81.....	5	3	13	3	3	5	32
82, 84-86.....	0	0	3	0	0	1	4
91, 96.....	0	0	2	0	2	0	4
Total.....							229
Nouns:							
102-116.....	10	11	26	27	25	22	121
121-126.....	4	3	10	15	11	9	52
131-133.....	1	0	3	5	5	3	17
135-136.....	0	0	0	1	0	2	3
137a.....	0	0	0	0	0	0	0
137b-137d.....	1	0	0	0	0	0	1
Total.....							194
Pronouns:							
151-154.....	0	1	0	4	1	1	7
156-159.....	0	0	1	1	0	2	4
161-162.....	2	5	12	9	14	9	51
166-171.....	2	2	3	3	2	1	13
176.....	1	2	6	5	2	2	18
178-180.....	2	4	1	1	1	0	9
181-183.....	2	1	1	1	1	4	10
186.....	3	4	3	4	2	1	17
187.....	0	0	5	0	0	1	6
188.....	0	0	0	0	0	0	0
189.....	0	0	0	0	0	0	0
191-196.....	3	8	14	16	33	10	84
Total.....							219
Adjectives:							
200.....	2	0	5	3	5	5	20
201.....	2	0	3	0	2	1	8
203-205.....	1	2	6	4	5	6	24
206-207.....	0	0	1	0	0	0	1
211-212.....	0	0	0	2	0	0	2
221-222.....	0	0	0	2	0	0	2
225-228.....	0	0	0	0	2	0	2
229.....	0	0	0	0	0	0	0
236-238.....	0	0	0	0	0	0	0
243.....	0	0	0	0	0	0	0
246.....	2	0	2	6	4	0	14
Total.....							73

TABLE VIII.—Frequency of types of errors in oral English usage in Honolulu English standard schools—Continued

Grades	1	2	3	4	5	6	All
Articles:							
251-252.....	3	7	31	18	11	21	91
253-254.....	2	0	1	6	1	1	11
261-262.....	3	3	8	2	5	2	23
263-264.....	0	1	7	5	4	2	19
Total.....							144
Adverbs:							
271.....	6	5	10	5	8	9	43
273-281.....	0	0	3	1	0	1	5
282.....	0	0	0	0	0	0	0
286-287.....	2	0	5	4	3	3	17
288-289.....	4	8	5	12	6	6	41
291.....	0	0	0	0	0	0	0
292.....	0	0	0	0	0	0	0
293-294.....	0	0	0	0	0	0	0
296.....	3	6	5	2	5	1	22
297.....	2	0	0	1	3	1	7
Total.....							135
Verbs:							
301-305.....	23	21	30	37	41	20	172
306.....	1	0	0	0	0	0	1
311.....	2	6	3	8	2	12	33
316-386.....	11	10	40	22	33	14	180
391a.....	0	0	0	0	0	0	0
391b-399.....	0	2	3	2	2	2	11
401-406.....	7	7	11	14	8	6	53
411.....	2	0	1	5	1	1	10
412-418.....	0	1	4	1	1	4	11
460.....	0	0	1	1	1	1	4
421.....	0	0	0	2	2	0	4
426-428.....	0	0	0	0	0	0	0
431.....	0	0	0	0	0	0	0
432.....	0	0	0	0	0	3	3
441.....	0	0	0	0	0	0	0
442-445.....	0	0	0	1	1	1	3
451-455.....	3	1	4	2	1	2	13
Total.....	10	4	23	9	10	13	69
Prepositions:							
510-547a.....	19	19	36	29	27	21	151
510-547c.....	11	4	21	13	18	11	78
540-547f.....	3	4	2	6	9	10	34
543, 549.....	0	0	0	0	0	0	0
Total.....							263
Conjunctions:							
551, 553.....	1	1	4	3	5	2	16
522, 533-554.....	1	0	6	5	5	3	20
561-562.....	3	1	4	4	4	6	22
563, 570.....	4	9	7	3	6	1	30
Total.....							88
Miscellaneous:							
601.....	7	1	13	3	24	16	64
611.....	5	0	15	0	18	10	48
701, 702, 703a.....	2	2	5	0	1	2	12
701, 702, 703b.....	1	2	4	11	3	7	28
Total.....							152
Others:							
810 and over.....	6	6	18	27	23	19	99
Total.....							99
Grand total.....							2,577

TABLE IX.—*Frequency of types of errors in written English usage in Honolulu English standard schools*

[Number of schools, 3; grades, 3-6; number of pupils, 1,194; number of words, 109,307; number of errors, 5,389; errors per 1,000 words, 4.9]

Grades	3	4	5	6	All
Number of words examined.....	15,134	23,975	32,606	37,592	109,307
Rhetorical element:					
1-3.....	117	166	225	153	661
4-8.....	21	19	18	23	81
Total.....					742
Sentence form:					
10.....	0	0	0	0	0
11.....	0	0	0	0	0
12.....	0	0	0	0	0
13.....	0	0	0	1	1
14.....	0	0	0	0	0
17.....	0	0	0	0	0
18.....	0	0	0	0	0
26.....	0	0	0	0	0
31-34.....	56	33	89	80	258
35-36.....	1	3	0	3	7
44-46.....	2	6	8	13	29
51.....	157	182	380	354	1,073
61-62.....	0	0	0	0	0
81.....	2	4	1	6	13
82, 84-86.....	0	0	0	0	0
91, 96.....	0	1	1	6	8
Total.....					1,389
Nouns:					
102-116.....	26	43	43	60	172
121-126.....	35	31	39	50	155
131-133.....	7	7	11	11	36
135-136.....	30	13	54	63	160
137a.....	0	0	0	0	0
137b-137d.....	1	0	0	2	3
Total.....					526
Pronouns:					
151-154.....	0	4	1	1	6
156-160.....	2	1	7	1	11
161-162.....	1	3	2	0	6
166-171.....	0	2	2	2	6
176.....	2	1	4	7	14
178-180.....	2	3	5	3	13
181-183.....	0	11	13	0	24
186.....	1	1	1	3	6
187.....	2	7	4	4	17
188.....	0	0	0	0	0
189.....	0	0	0	0	0
191-196.....	25	44	50	70	189
Total.....					292
Adjectives:					
200.....	4	14	8	15	41
201.....	1	0	1	0	2
203-205.....	1	1	7	5	20
206-207.....	2	1	1	1	5
211-212.....	4	1	2	1	8
221-222.....	1	3	0	1	5
225-228.....	0	0	0	1	1
229.....	0	0	0	0	0
236-238.....	0	2	2	0	4
243.....	0	0	0	0	0
246.....	0	2	2	1	5
Total.....					91

TABLE IX.—Frequency of types of errors in written English usage in Honolulu English standard schools—Continued

Grades	3	4	5	6	All
Articles:					
251-252.....	23	18	36	60	137
253-254.....	0	3	5	4	12
261-262.....	9	15	9	18	51
263-264.....	5	9	10	12	36
Total.....					236
Adverbs:					
271.....	11	16	20	6	53
273-281.....	9	6	9	3	27
282.....	0	0	0	0	0
286-287.....	6	14	7	13	40
288-289.....	8	16	18	22	64
291.....	0	0	0	0	0
292.....	0	0	0	0	0
293-294.....	0	0	0	0	0
296.....	7	14	31	19	71
297.....	0	1	0	2	3
Total.....					258
Verbs:					
301-305.....	40	76	59	64	239
306.....	1	2	3	2	8
311.....	5	20	28	28	81
316-386.....	49	81	78	45	253
391a.....	0	1	1	1	3
391b-399.....	9	10	3	5	27
401-406.....	12	22	25	14	73
411.....	2	6	9	5	22
412-418.....	2	4	8	6	20
460.....	2	2	3	1	8
421.....	0	2	1	2	5
426-428.....	1	0	2	0	3
431.....	0	0	0	0	0
432.....	0	0	0	0	0
441.....	1	3	0	1	5
442-445.....	2	9	10	19	40
451-455.....	20	18	41	41	120
Total.....					907
Prepositions:					
510-547a.....	18	59	80	81	238
510-547e.....	16	19	38	37	110
510-547f.....	2	13	30	18	63
543, 549.....	1	1	2	0	4
Total.....					415
Conjunctions:					
551, 553.....	2	6	4	4	16
522, 533-554.....	7	11	13	13	44
561-562.....	24	33	37	45	139
563, 570.....	29	19	22	29	99
Total.....					298
Miscellaneous:					
601.....	0	1	0	2	3
611.....	0	2	2	0	4
701, 702, 703a.....	0	0	6	0	6
701, 702, 703b.....	1	9	9	15	34
Total.....					47
Others:					
810 and over.....	22	60	61	45	188
Total.....					188
Grand total.....					5,389

TABLE X.—Frequency of types of errors in oral English usage made by nonhaole children in Honolulu English standard schools

[Number of schools, 3; grades, 1-6; number of pupils, 845; number of words, 37,442; number of errors, 1,440; errors per 1,000 words, 38]

Grades	1	2	3	4	5	6	All
Number of cases.....	86	102	179	177	157	144	845
Number of words heard.....	3,052	4,237	7,483	8,340	7,316	7,014	37,442
Number of errors.....	164	135	348	287	298	208	1,440
Rhetorical elements:							
1-3.....	58	13	39	27	45	23	185
4-8.....	7	6	9	8	4	13	47
Total.....							232
Sentence form:							
10.....	0	0	0	1	0	0	1
11.....	0	0	0	0	0	0	0
12.....	1	0	2	1	0	2	6
13.....	1	1	4	2	3	3	14
14.....	0	0	0	0	0	0	0
17.....	0	0	0	0	0	0	0
18.....	1	0	2	2	0	3	8
26.....	0	0	0	0	0	0	0
31-34.....	4	5	20	6	16	10	61
35-36.....	1	0	0	0	1	2	4
41-46.....	1	0	1	6	3	3	14
51.....	1	0	0	0	3	2	6
61-62.....	0	0	0	1	1	0	2
81.....	5	3	7	0	3	1	19
82, 84-86.....	0	0	3	0	0	1	4
91, 96.....	0	0	2	0	1	0	3
Total.....							142
Nouns:							
102-116.....	5	5	12	13	21	7	63
121-26.....	3	2	6	13	7	3	34
131-33.....	1	0	2	1	4	3	11
135-36.....	0	0	0	0	0	1	1
137a.....	0	0	0	0	0	0	0
137b-137d.....	0	0	0	0	0	0	0
Total.....							109
Pronouns:							
151-154.....	0	1	0	1	1	0	3
156-159.....	0	0	0	1	0	0	1
161-162.....	0	3	8	5	5	7	28
166-173.....	1	1	1	3	1	1	8
176.....	0	1	5	3	1	2	12
178-180.....	1	2	0	0	0	0	3
181-183.....	0	1	0	1	1	4	7
186.....	1	1	1	2	0	1	6
187.....	0	0	4	0	0	1	5
188.....	0	0	0	0	0	0	0
189.....	0	0	0	0	0	0	0
191-196.....	1	6	10	9	24	2	52
Total.....							125
Adjectives:							
200.....	0	0	3	0	2	1	6
201.....	1	0	1	0	1	1	4
203-205.....	0	1	5	3	2	1	12
206-207.....	0	0	1	0	0	0	1
211-212.....	0	0	0	2	0	0	2
221-222.....	0	0	0	1	0	0	1
225-228.....	0	0	0	0	1	0	1
229.....	0	0	0	0	0	0	0
236-238.....	0	0	0	0	0	0	0
243.....	0	0	0	0	0	0	0
246.....	1	0	2	3	2	0	8
Total.....							35

TABLE X.—Frequency of types of errors in oral English usage made by nonhaole children in Honolulu English standard schools—Continued

Grades	1	2	3	4	5	6	All
Articles:							
251-252.....	3	5	22	14	4	6	54
253-254.....	2	2	1	1	0	1	7
261-262.....	1	0	6	2	2	1	12
263-264.....	0	1	2	2	1	2	8
Total.....							81
Adverbs:							
271.....	3	3	7	3	3	5	24
273-281.....	0	0	3	1	0	0	5
282.....	0	0	0	0	0	0	0
286-287.....	0	0	4	4	1	1	10
288-289.....	2	7	2	7	4	2	24
291.....	0	0	0	0	0	0	0
292.....	0	0	0	0	0	0	0
293-294.....	0	0	0	0	0	0	0
296.....	3	6	4	2	3	1	19
297.....	2	0	0	1	0	0	3
Total.....							85
Verbs:							
301-305.....	13	12	13	25	16	11	90
306.....	1	0	1	0	0	0	2
311.....	1	4	0	4	2	8	19
316-386.....	8	9	31	20	20	9	97
391a.....	0	0	0	0	0	0	0
391b-399.....	0	1	2	2	2	0	7
401-406.....	4	2	5	7	3	2	23
411.....	2	0	0	1	0	0	3
412-418.....	0	1	4	1	1	3	10
420.....	0	0	0	0	0	0	0
421.....	0	0	0	0	0	0	0
426-428.....	0	0	0	1	1	0	2
431.....	0	0	0	0	0	0	0
432.....	0	0	0	0	0	3	3
441.....	0	0	0	0	0	0	0
442-445.....	1	0	0	1	1	1	3
451-455.....	7	2	3	2	0	2	8
Total.....							41
Prepositions:							
510-547a.....	10	12	17	20	16	10	85
510-547c.....	8	4	17	9	12	4	54
510-547f.....	2	0	1	5	8	3	19
543, 549.....	0	0	0	0	0	0	0
Total.....							158
Conjunctions:							
551, 553.....	0	0	2	2	3	1	8
522, 554-556.....	1	0	3	4	2	2	12
561-562.....	2	0	2	3	3	4	14
563, 568, 570.....	2	5	5	3	2	1	18
Total.....							52
Miscellaneous:							
601.....	2	0	10	1	8	3	24
611.....	4	0	9	0	4	5	22
701, 702, 703a.....	2	1	1	0	1	2	7
701, 702, 703b.....	1	1	1	8	1	2	14
Total.....							67
Others:							
810 and over.....	2	5	11	9	14	5	46
Total.....							46
Grand total.....							1,440

TABLE XI.—Frequency of types of errors in written English usage made by nonhaole children in Honolulu English standard schools

[Number of schools, 3; grades, 3-6; number of pupils, 636; number of words, 59,418; number of errors, 2,875; errors per 1,000 words, 48]

Grades	3	4	5	6	All
Number of cases.....	141	172	160	163	636
Number of words heard.....	8,624	13,058	17,339	20,397	59,418
Number of errors.....	452	680	852	891	2,875
Rhetorical element:					
1-3.....	66	91	110	66	333
4-8.....	14	11	12	9	46
Total.....					379
Sentence form:					
10.....	0	0	0	0	0
11.....	0	0	0	0	0
12.....	0	0	0	0	0
13.....	0	0	0	0	0
14.....	0	0	0	0	0
17.....	0	0	0	0	0
18.....	0	0	0	0	0
26.....	0	0	0	0	0
31-34.....	32	22	40	48	142
35-36.....	1	2	0	3	6
41-46.....	25	4	6	6	41
51.....	50	73	163	166	452
61-62.....	0	0	0	0	0
81, 83.....	2	2	0	5	9
82, 84-86.....	0	0	0	0	0
91, 96.....	0	1	0	2	3
Total.....					653
Nouns:					
102-116.....	13	21	25	36	95
121-126.....	14	22	20	24	80
131-133.....	5	3	8	6	22
135-136.....	21	6	25	37	89
137a.....	0	0	0	0	0
137b-137d.....	0	0	0	2	2
Total.....					288
Pronouns:					
151-154.....	0	2	0	1	3
156-159.....	1	0	4	0	5
161-162.....	1	2	0	0	3
166-173.....	0	2	1	0	3
176.....	2	0	3	5	10
178-180.....	1	2	1	3	7
181-183.....	0	1	7	0	8
186.....	0	0	1	2	3
187.....	2	7	2	3	14
188.....	0	0	0	0	0
189.....	0	0	0	0	0
191-196.....	15	21	28	48	112
Total.....					168
Adjectives:					
200.....	1	9	4	10	24
201.....	0	0	0	0	0
203-205.....	2	1	4	2	9
206-207.....	0	1	0	1	2
211-212.....	2	0	0	0	2
221-222.....	1	0	0	1	2
225-228.....	0	0	0	0	0
229.....	0	0	0	0	0
236-238.....	0	0	2	0	2
243.....	0	0	0	0	0
246.....	0	1	2	1	4
Total.....					49

TABLE XI.—Frequency of types of errors in written English usage made by nonhaole children in Honolulu English standard schools—Continued

Grades	3	4	5	6	All
Articles:					
251-252.....	8	6	18	30	62
253-254.....	0	2	3	1	6
261-262.....	6	7	4	10	27
263-264.....	1	6	6	8	21
Total.....					116
Adverbs:					
271.....	7	11	11	3	32
273-281.....	5	5	7	1	18
282.....	0	0	0	0	0
286-287.....	2	10	3	7	22
288-289.....	5	10	11	12	38
291.....	0	0	0	0	0
292.....	0	0	0	0	0
293-294.....	0	0	0	0	0
296.....	4	8	19	12	43
297.....	0	1	0	1	2
Total.....					155
Verbs:					
301-305.....	18	43	27	37	125
306.....	1	0	1	2	4
311.....	4	11	13	21	49
316-386.....	26	58	41	32	157
391a.....	0	0	0	1	1
391b-399.....	3	8	2	1	14
401-406.....	5	11	12	8	36
411.....	1	2	3	1	7
412-418.....	1	4	5	3	13
460.....	2	2	2	1	7
421.....	0	1	0	1	2
426-428.....	1	0	1	0	2
431.....	0	0	0	0	0
432.....	0	0	0	0	0
441.....	0	0	0	0	0
442-445.....	0	2	0	0	2
451-455.....	1	8	7	12	28
Total.....	13	11	28	28	80
Prepositions:					
510-547a.....	11	38	42	46	137
510-547c.....	9	16	20	22	67
510-547f.....	1	10	19	8	38
543, 549.....	1	0	1	0	2
Total.....					244
Conjunctions:					
551, 553.....	2	4	0	4	10
552, 554, 556.....	4	5	7	3	19
561-562.....	16	20	15	30	81
563, 568, 570.....	16	13	14	20	63
Total.....					173
Miscellaneous:					
601.....	0	1	0	0	1
611.....	0	1	0	0	1
701, 702, 703a.....	0	0	5	0	5
701, 702, 703b.....	0	6	5	11	22
Total.....					29
Others:					
810 and over.....	7	29	32	26	94
Total.....					94
Grand total.....					2,875

TABLE XII.—Frequency of types of errors in oral English usage made by hapa children in Honolulu English standard schools

[Number of schools, 3; grades, 1-6; number of pupils, 740; number of words, 34,014; number of errors, 1,066; errors per 1,000 words, 31]

Grades	1	2	3	4	5	6	All
Number of cases.....	71	96	148	136	147	142	740
Number of words heard.....	2,787	3,637	7,315	6,506	7,400	6,369	34,014
Number of errors.....	116	82	257	186	234	191	1,066
Rhetorical elements:							
1-3.....	29	8	54	30	39	20	180
4-8.....	3	5	14	3	7	13	42
Total.....							222
Sentence form:							
10.....	0	0	0	0	0	0	0
11.....	0	0	0	0	0	0	0
12.....	1	0	0	1	0	0	2
13.....	0	0	0	0	0	0	0
14.....	0	0	0	0	0	3	3
17.....	0	0	0	0	0	0	0
18.....	0	0	0	0	0	0	0
26.....	0	0	0	0	0	0	0
31-34.....	0	0	0	0	0	0	0
35-36.....	2	1	11	12	15	9	50
44-46.....	0	0	0	0	1	0	1
51.....	0	0	2	0	0	1	3
61-62.....	0	0	0	0	2	1	3
81.....	0	0	0	0	0	0	0
82, 84-86.....	0	0	5	3	0	4	12
91, 96.....	0	0	1	0	0	0	1
91, 96.....	0	0	1	0	0	0	1
Total.....							76
Nouns:							
102-116.....	5	6	14	14	10	8	57
121-126.....	1	1	4	2	4	4	16
131-133.....	0	0	1	4	1	0	6
135-136.....	0	0	0	1	0	1	2
137a.....	0	0	0	0	0	0	0
137b-137d.....	1	0	0	0	0	0	1
Total.....							82
Pronouns:							
151-154.....	0	0	0	3	0	1	4
156-159.....	0	0	1	0	0	1	2
161-162.....	2	2	5	4	8	2	23
166-171.....	1	1	1	0	1	0	4
176.....	1	1	1	2	0	0	5
178-180.....	1	2	1	1	1	0	6
181-187.....	2	0	1	0	0	0	3
186.....	2	3	2	2	1	0	10
187.....	0	0	1	0	0	0	1
188.....	0	0	0	0	0	0	0
189.....	0	0	0	0	0	0	0
191-196.....	2	2	4	4	10	5	27
Total.....							85
Adjectives:							
200.....	2	0	2	3	3	3	13
201.....	1	0	2	0	1	5	9
203-205.....	4	1	1	1	2	0	6
206-207.....	0	0	0	0	0	0	0
211-212.....	0	0	0	0	0	0	0
221-222.....	0	0	0	0	0	0	0
225-228.....	0	0	0	1	0	1	1
229.....	0	0	0	0	0	0	0
236-238.....	0	0	0	0	0	0	0
243.....	0	0	0	0	0	0	0
246.....	1	0	0	3	1	0	5
Total.....							35

TABLE XII.^b—Frequency of types of errors in oral English usage made by haole children in Honolulu English standard schools—Continued

Grades	1	2	3	4	5	6	All
Articles:							
251-252	0	2	8	4	5	13	32
258-254	0	0	0	5	1	0	6
261-262	2	1	4	1	3	1	12
263-264	0	0	3	2	1	0	6
Total							56
Adverbs:							
274	3	2	3	2	5	4	19
273-281	0	0	0	0	0	0	0
282	0	0	0	0	0	0	0
286-287	2	0	1	0	1	2	6
288-289	2	1	3	5	3	3	17
291	0	0	0	0	0	0	0
292	0	0	0	0	0	0	0
293-294	0	0	0	0	0	0	0
296	0	0	1	0	1	0	2
297	0	0	0	0	2	1	3
Total							47
Verbs:							
301-305	10	9	17	12	22	9	79
306	1	0	0	0	0	0	1
311	0	2	2	3	0	4	11
316-386	3	1	9	3	10	5	31
391a	0	0	0	0	0	0	0
391b-399	0	1	1	0	0	2	4
401-406	3	5	6	7	4	4	29
411	0	0	1	4	1	1	7
412-418	0	0	0	0	1	1	2
460	0	0	1	1	2	1	5
421	0	0	0	1	1	0	2
426-428	0	0	0	0	0	0	0
431	0	0	0	0	0	0	0
432	0	0	0	0	0	0	0
441	0	0	0	0	0	0	0
442-445	2	1	1	0	1	0	5
451-455	3	2	14	2	5	2	28
Total							203
Prepositions:							
510-547a	9	6	18	9	11	11	64
510-547e	3	1	4	4	4	7	24
510-547f	1	4	1	1	3	4	14
543, 549	0	0	0	0	0	0	0
Total							102
Conjunctions:							
551, 553	1	1	2	1	2	1	8
522, 531-554	0	0	3	1	2	1	7
561-562	1	1	2	1	1	2	8
563, 570	2	5	2	0	3	0	12
Total							35
Miscellaneous:							
601	5	1	3	2	15	8	34
611	1	0	6	0	6	4	17
701, 702, 703a	0	1	4	0	0	0	5
701, 702, 703b	0	1	3	3	2	5	14
Total							70
Others:							
810 and over	4	1	7	18	9	14	53
Total							53
Grand total							1,066

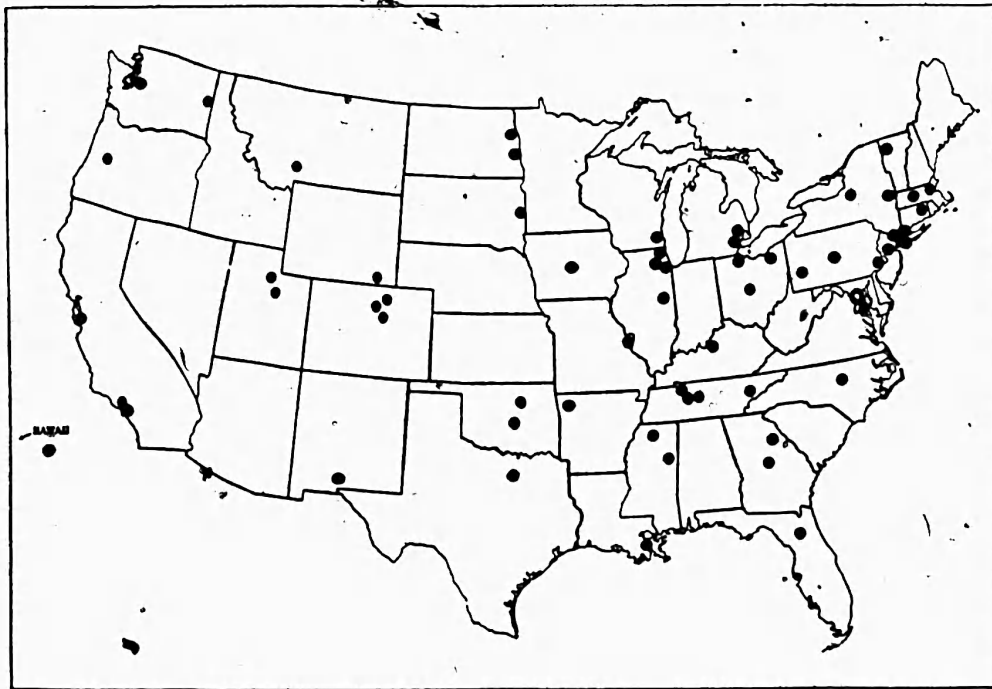
TABLE XIII.—Frequency of types of errors in written English usage made by haole children in Honolulu English standard schools

[Number of schools, 3; grades, 3-6; number of pupils, 558; number of words, 49,889; number of errors, 2,513; errors per 1,000 words, 50]

Grades	3	4	5	6	All
Number of cases.....	113	137	167	141	558
Number of words heard.....	6,510	10,917	15,267	17,195	49,889
Number of errors.....	403	530	845	735	2,513
Rhetorical elements:					
1-3.....	51	75	116	87	329
4-8.....	7	8	6	14	35
Total.....					364
Sentence form:					
10.....	0	0	0	0	0
11.....	0	0	0	0	0
12.....	0	0	0	0	0
13.....	0	0	0	1	1
14.....	0	0	0	0	0
17.....	0	0	0	0	0
18.....	0	0	0	0	0
26.....	0	0	0	0	0
31-34.....	24	11	44	32	111
35-36.....	0	1	0	0	1
41-46.....	2	2	2	7	13
51.....	2	108	217	188	595
61-62.....	0	0	0	0	0
81, 83.....	0	2	1	1	4
82, 84-86.....	0	0	0	0	0
91, 96.....	0	0	1	4	5
Total.....					730
Nouns:					
102-116.....	13	22	18	24	77
121-126.....	20	9	19	26	74
131-133.....	2	4	3	5	14
135-136.....	10	7	29	26	72
137a.....	0	0	0	0	0
137b-137d.....	1	0	0	0	1
Total.....					238
Pronouns:					
151-154.....	0	2	1	0	3
156-159.....	1	1	3	1	6
161-162.....	0	1	2	0	3
166-173.....	0	0	1	2	3
176.....	0	1	1	2	4
178-180.....	1	1	4	0	6
181-183.....	0	10	6	1	17
186.....	1	1	0	0	2
187.....	0	0	2	1	3
188.....	0	0	0	0	0
189.....	0	0	0	0	0
191-196.....	10	23	22	22	77
Total.....					124
Adjectives:					
200.....	3	5	4	5	17
201.....	1	0	1	0	2
203-205.....	5	0	3	3	11
206-207.....	2	0	1	0	3
211-212.....	2	1	2	1	6
221-222.....	0	2	0	0	2
225-228.....	0	0	0	0	0
229.....	0	0	0	0	0
236-238.....	0	0	0	0	0
243.....	0	0	0	0	0
246.....	0	1	0	0	1
Total.....					42

TABLE XIII.—Frequency of types of errors in written English usage made by haole children in Honolulu English standard schools—Continued

Grades	3	4	5	6	All
Articles:					
251-252.....	15	11	18	30	74
253-254.....	0	1	2	3	6
261-262.....	3	8	5	8	24
263-264.....	4	3	4	4	15
Total.....					119
Adverbs:					
271.....	4	5	9	3	21
273-281.....	4	1	2	2	9
282.....	0	0	0	0	0
286-287.....	4	4	4	6	18
288-289.....	3	6	7	10	26
291.....	0	0	0	0	0
292.....	0	0	0	0	0
293-294.....	0	0	0	0	0
296.....	3	6	12	7	28
297.....	0	0	0	1	1
Total.....					103
Verbs:					
301-305.....	22	34	32	27	115
306.....	0	2	2	0	4
311.....	1	9	15	7	32
316-386.....	23	23	38	13	97
391a.....	0	1	1	0	2
391b-399.....	6	2	1	4	13
401-406.....	7	11	13	6	37
411.....	1	4	6	4	15
412-418.....	1	0	3	3	7
460.....	0	0	1	0	1
421.....	0	1	1	1	3
426-428.....	0	0	0	0	0
431.....	0	0	0	0	0
432.....	0	0	0	0	0
441.....	0	0	0	0	0
442-445.....	1	1	0	1	3
444-445.....	1	1	3	7	12
451-455.....	7	7	13	13	40
Total.....					381
Prepositions:					
510-547a.....	6	21	37	35	99
510-547c.....	8	3	18	15	44
510-547f.....	1	3	12	10	26
543, 549.....	0	1	1	0	2
Total.....					171
Conjunctions:					
551, 553.....	0	2	4	0	6
552, 554.....	3	7	6	10	26
561-562.....	8	13	22	15	58
563, 570, 568.....	13	6	8	9	36
Total.....					126
Miscellaneous:					
601.....	0	0	0	2	2
611.....	0	1	2	0	3
701, 702, 703a.....	0	0	1	0	1
701, 702, 703b.....	1	3	4	4	12
Total.....					18
Others:					
810 and over.....	15	31	29	22	97
Total.....					97
Grand total.....					2,513



Location of the institutions participating in the Project in Research in Universities