

INSTITUTE OF EDUCATION
UNIVERSITY COLLEGE
OF THE
GOLD COAST.

INVESTIGATION INTO
WRITTEN COMPOSITION
IN
ACCRA SCHOOLS.

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1955.

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Introduction.

The development of the ability to put one's thought into writing has been one of the main objectives in the teaching of language. The investigation has been made to find out the children's educational attainment and their ability in the use of written words.

The test consists of topics on narration, reproduction, and the expression of a wish. The following points are to be looked into: firstly, precision and sentence pattern - the correct use of suitable words; secondly, concentration, power of retention and intelligence in reproducing a story in an orderly and interesting way; thirdly, the imaginative powers of children, giving the examiner an insight into the individual life and interest of the pupils. Mechanical accuracy also received attention.

In order to achieve the above aims the following topics were given:

1. "What I Did Last Saturday"
2. Reproduction of a story: "The Story of Urashima, The Fisher Boy".
3. "If You Had Three Wishes, What Would You Do With Them?"

The writing of each composition was done on successive days. The time limit for each topic was thirty minutes. After the elapse of twenty-five minutes, a warning that, five minutes more time was available was given. No questions were asked. All papers were collected at once.

The preliminary steps to each composition were as follows:-

The method of putting names on each paper was put on the blackboard, and each child was required to follow the instructions thus:-

Name..... Other Names.....
Birthday..... Tribe..... Sex.....
School..... Class.....
Today's date.....
Title or Topic.....

The preliminary procedure to each topic was as follows:-

1. "What I Did Last Saturday". This was written on the blackboard conspicuously and clearly.
2. The story of "Uwashima, The Fisher Boy". This topic was first put on the blackboard. The story was then read distinctly, carefully and slowly once to the children.
3. "If You Had Three Wishes, What Would You Do With Them?" was treated similarly as the first topic.

On the third day a writing scale of a ^{minute} 10 min length was applied. Each child was asked to write: Christmas comes but once a year.

The result of the investigation was based on - the thought or content showing clearness and continuity, originality of ideas, correctness of sentence structure and the mechanical accuracy in spelling, punctuation, grammar and speed in writing assessed in terms of the general level of attainment and types of errors and their causes.

Descriptions of the Tests.

The tests were given to three different classes of pupils in different schools namely:-

1. The Demonstration School - The age of children ranges from 6 to 9+ years. Twenty children were tested. Only five of these took part in one of the tests. The others took all the tests.

2. Accra New Town Government Primary School - Class Primary 6 consisting of forty-one boys and girls of 10-16 years of age.

3. Anumale Government Middle School, Forms One and Two, consisting of forty-four and forty-two pupils respectively. The age range was from 10 to 17 years.

Test One: "What I Did Last Saturday." This topic was selected because it was an interesting subject to all school children for they all like Saturday and regard it as a holiday at the end of each week's work in schools. It gave children practice in bringing back to their memories their activities during the previous Saturday. Here the use of the correct sentence pattern for describing past events would be made. The experiences of the children were revealed in variety of sentences with accuracy.

Test Two: Reproduction of the story of "Urashima, the Fisher Boy". This is an interesting story containing plenty of ideas, well-ordered sequence of events, a variety of actions, interesting detail and description.

For the two prose forms of the story read - See Appendix One.

Test Three: "If You Had Three Wishes,

Continued on page 6.

The Social and Educational Background.

The three different tests were performed in three different schools which are described below :-

The Demonstration School is situated in the University College, Achimota. It has two divisions: Infant and Junior classes. English is the medium of instruction. The school is specially meant for the children of the University professors and lecturers. Three African children of Ewe tribe who have had English education from their youth, and have been to the United States of America, come from Accra to attend the school. Upon investigation I got to know that even at home with their parents, English is the medium of conversation. Their parents were once teachers. There are six others who speak their mother-tongue at home. These children come to school in a bus, some also come from Accra. The fact that the majority of them come from literate homes, reveals the effect of the readiness in their English expressions.

Moreover, the school is provided with many and various children's books, picture books to which the children have free access. Some of the books include the following list:

1. "Janet and John" - Books 1-4.
2. "English - Stds. I, II, III published by New-Zealand Education Department.
3. "Cross word puzzle for Children".
4. "Writing and Writing patterns Books 1-5" with the Teacher's Copy.
5. French: "English Through Pictures."

The Accra New Town Government Primary School is an experimental school on making English the medium of instruction. Children from Accra and from the neighbourhood attend the school. A bus for school children, provided by Accra Municipal Transport Service, is of immense service to the school. There are sixteen girls and twenty-five boys in the Primary Six who took the tests. A little over fifty per cent. of them speak Gã. The rest of them are Ewe, Twi, Fanti, one Sierra Leonean and three Nigerians. The class teacher is a Nigerian with some knowledge of Gã language. He is able to manage the class because of the medium of instruction - which is English.

The only book used for English is the "Oxford English Reader for Africa, Book Four". The children have no Supplementary Readers of their own, save some books provided by the school. These books are kept in the school library and the teacher can collect them from the headmaster's office whenever he wants to use them for the children.

The Government Middle School, Anumle, is a few yards away from Achimota School. English is also the medium of instruction here. Children of labourers and petty traders in the neighbourhood and a few from Accra attend the school. The children in Forms One and Two took the tests. Upon investigation I found out that the children in Form One had suffered greatly from not having a permanent teacher to supervise them. The change of teachers has

badly affected their progress. The common vernacular is the Gã language, although there are Ewe, Fanti, Syrian and Nigerian children there.

In Form One there are eighteen girls and twenty-six boys. The list of books used includes:

1. "The Oxford English Readers for Africa Book Four".
- * 2. "Gulliver's Travels".
- * 3. "Rip Van Winkle". These two are children's Supplementary Readers.

4. "Common-Sense English Book Four" by Potter.

In addition to the "OERA Book Five" - the supplementary Readers used in Form Two are

1. "Treasure Islands".
2. "Tales from Arabian Knights". Other books used include -

"The First Aid in English" by Angus Maciver.

"The Active English Course Book Two" ^{Humphreys} _{Roberts}.

"English Course for Secondary Schools Book One" by D. M. Grieve.

"The Overseas Poetry Book Two".

"Kingsway Social Books - Book Two" by Rayner.

This class unlike the other class, enjoys the advantage of having a permanent teacher.

Test Three: Continued from page 3.

"If You Had Three Wishes, What Would You Do with Them?"

was chosen to test children's knowledge in the expression of a wish, using the correct sentence pattern. This revealed children's imaginative powers and common-sense in making a choice. At the end of the time, writing scale was measured with the children writing: - 'Christmas comes but once a year' as many times as possible in one minute.

7.

Table 1. Showing Childrens Testeds - Distribution according to Tribes.

School	English	Syriam	Gō	Twi	Fanti	Sierra-Leonans	Sierra-Luu	Nigerians	Total
Demonstrations	9+2 Mixed	-	1	2	3	-	3	-	20
Govt. Primary 6, Accra	-	-	23	3	5	1	6	3	41
New Towns - Govt. Middle I Anumbale	-	1	19	4	3	-	15	2	44
" " II "	-	-	28	2	1	-	9	2	42
Total	11	1	71	11	12	1	33	7	147

Table 2 - Showing the Number of Papers for the Three Types of Compositions.

School	Test One: Narratives	Test Two: Reproductive, Imaginative	Test Three: Imaginative	Total
Demonstrations	20	15	15	50
Govt. Primary 6, Accra New Town	39	41	40	120
Govt. Middle I Anumbale	42	44	43	129
" " II "	42	42	42	126
Total	143	142	140	425

Schedule Marking of the Compositions²

The written compositions of those children of the same chronological age in each class and school were put together and read as a group.

The final marking guide was as follows:-

A. Thought or content and vocabulary. 12 marks

1. Clearness and continuity of thought
2. Originality of ideas.
3. Interesting or uninteresting material.
4. Use of words.

B. Structure 7 marks.

5. Variety of sentences (Conjunctions and Sentence Patterns).

6. Correctness of Sentence Structure.

7. Paragraphing and general unity.

C. Mechanical Accuracy 6 marks.

8. Spelling.

9. Punctuation.

10. Grammatical Accuracy.

For details - See Table 3.

The total mark for each subject was 25.

Scores 12, 13 represent a median sample for the age. In order to have three median samples from each age group, + or - was added to the median samples.

Scores 10, 11, represent an attainment below median samples.

Scores 14, 15 - slightly above.

Scores 15-18 - above median sample.

² See Bibliography.

Schedule Marking of the Three Types of Compositions - Demonstration School, University College

Roll No.	Name of Pupil	Test One:			Test Two:			Test Three:		
		Thought Content	Structure	Mechanics	Thought Content	Structure	Mechanics	Thought Content	Structure	Mechanics
		Age	Total	Reproductive: "Imaginary the Fisher Boy"	Total	Reproductive: "Imaginary the Fisher Boy"	Total	Reproductive: "Imaginary the Fisher Boy"	Total	Reproductive: "Imaginary the Fisher Boy"
G	Baker Ruth	6	17	12	7	6	25	12	7	6
B	Stevens Audrey	7	8							
G	Nicholson Susan	7	16							
"	Chapman Mary	7	15							
B	Pugsley John	7	-							
G	Taylor Gillian	7	15	3	4	3	10	5	4	3
B	Quist-Thomson James	8	13	-	-	-	0	-	-	-
"	Knight David	8	15	2	4	3	10	4	3	4
"	Taylor Michael	8	15	4	4	3	11	6	4	3
G	Chapman Ruth	8	11	4	3	2	9	3	3	3
"	Gardiner Robert	8	12	1	2	2	5	1	1	1
B	Vanderweele Peter	8	18	8	4	3	15	8	4	3
"	Gardiner George	9	13	8	3	2	13	2	1	1
"	Graham David	9	15	7	5	4	15	8	4	3
"	Brückner Dietrich	9	13	2	2	3	7	3	3	3
"	Dwanwah Ernest	9	17	6	4	3	13	8	3	3
"	Adu Your Donyour	9	13	4	5	4	13	4	2	2
"	Knight John	10	17	6	4	3	13	4	2	2
"	Chapman David	10	17	8	5	4	17	7	4	3
"	Adu Kwaku Dwanwah	10	17	8	5	4	17	9	4	3

Demonstration School, University College

Table Showing Average Number of Words Written in 30 minutes in These Different Types of Comp

Age Number of Cases	Test One:		Test Two:		Test Three:	
	Narrative: "What I Did Last Saturday."		Reproductive: "Unashamed the Fisher Boy."		Imaginative: "If You Had Three Wishes".	
	Words in 30 minutes		Words in 30 minutes		Words in 30 minutes	
6	1	20	-	-	(1)	6
7	5	28	48	21	(4)	10
8	6	38	48	21	(5)	24
9	5	70	125	28		34
10	3	98	137	41		57

Accra New Town Government Primary 6.

Table 1.

Table Showing Average Number of Words Written in 30 minutes in Three different Types of Com

Age	Number of Cases	Test One: Narrative: "What I Did Last Saturday" Words in 30 mins.	Test Two: Reproductive: "Uwashima, the Fisherman's Boy". Words in 30 mins.	Test Three: Imaginative: "If You Had Three Wishes." Words in 30 mins.	Writing Style
10	3	23	(3) 45	(3) 27	(1) 8
11	4	65	(4) 85	(5) 60	(5) 11
12	6	42	(6) 67	(7) 38	(7) 11
13	15	42	(13) 72	(14) 40	(14) 16
14	7	52	(9) 118	(8) 44	(8) 14
15	-	-	-	-	-
16	1	22	(1) 94	(1) 30	(1) 2
17	3	29	(3) 67	(2) 42	(2) 11

Table 4.

Anwarul Government Middle School - Form 1.

Table Showing Average Number of Words written in 30 minutes in Three Different Types of Composites

Age	Number of Cases	Test One: Narrative: "What I Did Last Saturday" Words in 30 mins.	Test Two: Reproductive: "Urashima the Fisher Boy" Words in 30 mins.	Test Three: Imaginative: "If You Had Three Wishes" Words in 30 mins.	Writing Scale
11	4	66	(4) 257	(4) 46	(3) 10
12	21	61	(21) 146	(19) 60	(17) 7
13	10	64	(12) 165	(12) 51	(10) 10
14	2	92	(2) 132	(3) 58	(3) 9
15	3	65	(3) 102	(3) 54	(3) 5
16	2	98	(2) 128	(2) 71	(2) 9

Table 3 - Continued.

Schedule Marking of the Three Types of Composition - Anwarul Govat Middle School, Form 1.

Name of Pupil.	Test One.			Test Two.			Test Three.			
	Age	Thought Content	Structure	Thought Content	Structure	Style	Thought Content	Structure	Style	
B Senoo Winifred	13	4	7	12	7	6	12	7	6	Total 25
G Adzua Mammah	13	4	3	10	2	2	6	2	2	10
B Amuzo Kwabla	13	8	3	10	2	2	7	1	1	6
G Langye Nofor	13	6	3	14	3	3	8	3	2	13
B Yatey Williams	13	8	3	13	2	3	8	2	2	12
" Norman Nathans	13	8	3	15	3	2	9	2	2	12
G Garbaku Emelia	13	4	3	13	3	2	9	2	2	12
B Senoo Kwao	13	8	3	11	3	2	11	1	1	6
" Sai Jacob	13	8	3	14	3	2	12	2	3	14
G Lambi Gentrudu	13	8	3	14	3	3	12	2	2	12
B Tatedza Kuraku	14	A	A B S E N	T	A B S E N	T	T	2	2	10
" Adjekun George	14	4	2	8	-	-	0	1	1	8
" Hammadam Josephu	15	6	2	8	3	2	6	1	1	6
" Arjeev Lamtey	15	6	2	10	-	-	0	1	1	8
" Kukui Kofi	15	6	3	10	2	3	8	2	3	13
" Memeah Adu	16	6	3	12	4	4	12	2	3	13
" Basila Mahmamadu	16	8	3	12	3	3	10	2	1	9
		8	3	13	4	4	10	1	1	10

Schedule Marking of the Three Types of Compositions: Anunde, Government Middle School, Form II

Sl. No.	Name of Pupil	Age	Test One			Test Two			Test Three					
			Narrative: "What I did last Saturday"	Thought or Content	Structural Mecha-nics	Total	Thought or Content	Structural Mecha-nics	Total	Imaginative: "If you had Three Wishes"	Thought or Content	Structural Mecha-nics	Total	
G	Ahulu Nandu	14	12	7	6	25	12	7	6	25	12	7	6	25
"	Awashie Georgina	14	8	3	2	13	2	2	2	6	6	2	2	10
"	Mameba Christiana	14	9	3	3	15	1	1	1	3	8	2	2	12
B	Nantey Philip	14	10	3	4	17	6	3	2	10	8	2	2	12
G	Lomoleg Rebecca	14	9	3	2	14	6	2	2	10	8	2	2	12
B	Kofi Simons	14	8	3	2	13	1	1	1	3	8	2	2	12
"	Allotey Samuel	15	9	3	4	16	5	4	3	12	6	1	1	8
"	Kofi Anyaa Edward	15	6	3	3	12	2	2	2	7	8	2	2	12
G	Grace Dotku	15	9	3	4	16	2	2	2	0	6	2	2	10
B	Nutakor Christiana	15	6	2	2	10	-	-	-	0	0	-	-	0
"	Akyetey Okina	16	6	2	2	10	3	2	2	7	8	2	2	12
"	Ahene Tettey	16	9	3	3	15	2	1	1	4	4	1	1	6
G	Odumetey Diana	16	8	3	4	15	3	2	2	7	6	1	1	8
B	Samson Lucky	16	8	3	2	13	2	1	2	5	6	-	-	0
"		17	8	3	4	15	2	3	3	8	6	2	2	10

Marking Guide for Ages Group.

Slightly below Median Sample For Age Group	Median Sample for Age Group	Slightly above Median Sample for Age Group	Above Median Sample for Age Group.
Scores $\frac{10}{25} - \frac{11}{25} (-\frac{1}{2})$	Scores $\frac{12}{25}, \frac{13}{25}$	$\frac{14}{25}, \frac{15}{25}$	$\frac{16}{25} - \frac{18}{25} (+\frac{1}{2})$
$7\frac{1}{2} -$	$7\frac{1}{2}$	$7\frac{1}{2} +$	$7\frac{1}{2} +$
$8\frac{1}{2} -$	$8\frac{1}{2}$	$8\frac{1}{2} +$	$8\frac{1}{2} +$
$9\frac{1}{2} -$	$9\frac{1}{2}$	$9\frac{1}{2} +$	$9\frac{1}{2} +$
$10\frac{1}{2} -$	$10\frac{1}{2}$	$10\frac{1}{2} +$	$10\frac{1}{2} +$
$11\frac{1}{2} -$	$11\frac{1}{2}$	$11\frac{1}{2} +$	$11\frac{1}{2} +$
$12\frac{1}{2} -$	$12\frac{1}{2}$	$12\frac{1}{2} +$	$12\frac{1}{2} +$
$13\frac{1}{2} -$	$13\frac{1}{2}$	$13\frac{1}{2} +$	$13\frac{1}{2} +$
$14\frac{1}{2} -$	$14\frac{1}{2}$	$14\frac{1}{2} +$	$14\frac{1}{2} +$
$15\frac{1}{2} -$	$15\frac{1}{2}$	$15\frac{1}{2} +$	$15\frac{1}{2} +$
$16\frac{1}{2} -$	$16\frac{1}{2}$	$16\frac{1}{2} +$	$16\frac{1}{2} +$

Comments on the Number of Words Written in 30 minutes on the three different types of composition.

It will be noticed from the results in Figure I, that the pupils write most on the topics, "What I Did Last Saturday" and the story "Uwashima, the Fisher Boy". They write most on these because they are familiar, and this suggests that all English lessons are centred around objects and simple short stories.

The pupils find it difficult to write on the imaginative types of composition. It is suggested that thorough drill and practice should be given on the correct sentence pattern for expressing a wish.

Table 4 gives in detail the average number of words written in thirty minutes by the pupils of each age group from the four different classes tested.

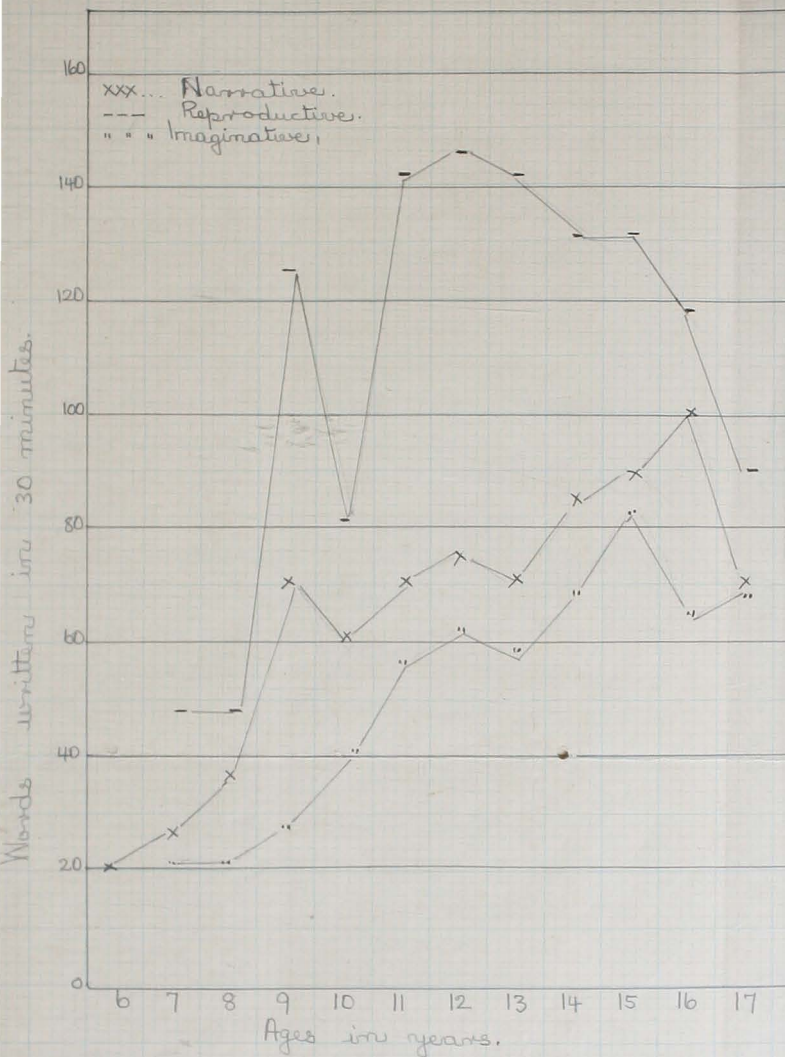


Figure 1: Diagram to show Average Number of Words written in 30 minutes by Pupils 6-17. in Three Different Types of Composition.

Instead of copying "Christmas comes but once a year" - for the test given for writing scale, five of the pupils commented on Christmas. There is also the case of a girl in the Primary 6 of Accra New Town Government School, who looks at the blackboard for every letter, and has written just a word in one minute.

Median Samples of Narrative Type of Composition for Age Groups 6-17 years.

Age Group 6-8 Composition Age 7½ +
What I did Last Saturday.

I went down to the Beach

I went to Audrey

We got an egg.

(By an English girl of 6.)

Age 7. Composition Age 7½ +.

My tooth came out. and the fire came.

A fire was in the bush. I got a Book Too.

We went to the beach. And Then We Tea.

and Then Went To bed.

(By an English girl of 7.)

I went to the Dentist. I went home in
The car.

I went to a party. and we had lots of fun
the boys. didn't like. the girls. So the boys.
started to fro cookies. At the girls. and the boys.
were nucking the girls. Heres. after. The boys
finished froing cookies At the girls. We went

outside and we were playing paleesman and Jorg was. The paleesman.

Age group 8-9. Composition Age-8½.

I played with my friends all day I played cards - with them. We played with steler techmenset I played mother's and father. and eat sweets the hol day. and had my supper. and went to bed.

"What I did last Saturday We went to Akwapim. and Aburi gardens. and we went air pot. and we went to the sea. and we went to the swimming pool and we went back home.

Last Saturday when it was our holiday I got my scrapbook and I cut out pictures out of a book. I took some glue and I stuck some glue on some paper when I was going to cut some more pictures my mother called me to have my lunch. When I finished eating my lunch I went up stairs and I got a game. They call it peng. three people can play it. After I finished playing I had my dinner and went to bed.

Age Group - 9-10. Composition Age - 9½.

"What I did Last Saturday. I went to the Beach. I didn't go to School. I had Breakfast. I had friends. I had a Bath. I cut a fish. Daddy cut down a tree. and I worked it down. I had a chicken for lunch.

We went to Pramparam on Saturday, as we went along the road we came to another road it went to Pramparam. We got to Pramparam at 8.50. we turned into another road going to another village as we went along that road we came to a lorry track we turned into it it was awful bumpy then we stopped. We went down to the beach and walked along the rocks. I saw a lot of sea-slugs and I saw two sea-cucumbers and I found a lot of sponges. then we went home.

I got up at 6.30 and went to wash my face, and then went to make my bed a tidy my room. After that I went down stairs and had my breakfast, and went and had my practice after that I ran for practice of running jumping and skipping. And then went for lunch, after lunch I read my comic and books, and after I went to rest from 2 o'clock till 3 o'clock and then cleaned my shoes and my sisters shoes, and then went for my bath and then went to a friend birthday party and then came back at 6.30 and had my supper and changed and went to bed.

Age Group 10-11. Composition Age - 10½.

When I went home last Saturday I wash my dress and then I got water and when I came back again I wash and I go to Aceta and buy thing for my mother and when I came my mother cooked food and we ate that is why I did last Saturday.

Last Saturday when I wake up I was my face and I went and bath. When I was finished I went and I dress my selfe and I went to church. When the church was closed I came back to my house.

I went and swip my father's bath room. When I was finished swipping I went and pressed my uniform.

Last Saturday when I woke up in the morning I washed my face and cleaned my teeth. After that I swept our rooms and cleaned our windows, doors and chairs. When I finished all this things my master gave me money to go to the market to buy food and ate. I went to the market and bought my food. I brought it home and ate it. I took my clothes which are dirty and washed them. After I had finished this I took my book and learned.

Age Group 11-12. Composition Age- 11½.

Last Saturday I went to my father house and he give some eggs. Last I went to the market and buy thing to cooke it when I am my mother came and help me to cooke my thing. Last Saturday I went to Accra to buy me dress.

"Last Saturday I went to the pipe and wash my dress, and in the afternoon I went for water five times in the evening, too, I pless my dress then I went learning with my brothers, in the evening after breakfast. In the morning when I came from the pipe I help my father in his garden."

Last Saturday I woke up at about 6 a.m. I washed my face and cleaned my mouth. I went to fetch water and wash my clothes early. I went to the beach to swim and came back at about 12.30 p.m. I ate my food, washed the plate and went to sleep. I woke up at about 3 p.m. and I went to play football, I came home at about 5.30 p.m. to press the clothes I have washed in the morning. I had my supper at about 7.30 p.m. I went to the pictures and I returned at about 12 midnight, when I came as I was tired I went to sleep.

Age Group 12-13. Composition Age 12½.

Last Saturday I wash my school dress and I went to Accra and buy something. Then I come back home and when I finished my work, I went my sister home and help him.

Then when I am coming back again I see my friend and told him that I went my sister home and I am going home.

Last Saturday I woke up early and I did my home thing, and I go and bath. After that my father sent me to Accra to bought thing for her. And when I came it all most afternoon and I went to bed. When I woke up it is evening time so I went to bought some food to eat, when I came back my brother was learning so I go and took my book and I went to him, and he give me some arithmetic and I worked it. And after that I went to bed.

Last Saturday I was send by my father to Accra to buy vegetables. I went and return home by the vegetables which I bought.

After I have return I was sent to Apenkwa a village near Achimota. I went to my uncles house where I am sent to when I got there I gave him the letter and he gave me medicine.

After that I came home and play table tennis, and at night I learn.

This is all I did last Saturday.

Age Group 13-14. Composition Age 13½.

On last Saturday early in the morning when I wake up, first I sweep my father's room after sweeping, I pak my things which are dirty I went to a shop were the woman sells a soap and I will bought some soap and wash my things.

After when I wash my things finish I eat after eating I took my ready and go outside and I read it and when I have finish reading I came back home for things to do. That is what I did last Saturday."

Last Saturday when I woke up I washed me face. I put some chewing spong in my mouth. Then I picked my dirty clothes to wash. After washing late, Then after eating I bathed and I went to meeting, after I have come back I went to my fathers house in Christiansborg I staid there with one day and when I was coming back my father gave me four-shillings (4s) and my aunt gave me one shilling then my

person gave me some beautiful toffee thing so that I can put my small things in them I came back home. That is what I did last Saturday.

Last Saturday when I woke up from my bed, and wash my face, I washed my dresses and my school uniform. Then I went to a dining sweep in, rub a floor with polish and clean a table and chairs.

Then I went to the dormitories to rub the floor with polish and the table mirrors. When I have finished the dormitories I go to the bath room to clean it, the mirrors and the lavatory.

Then I went to the market and bought our food. When I came back and iron my dresses and school uniform, I went to the kitchen to prepare food and soup. Then at 9 o'clock in the evening I went to sleep. I like to did all my work that Saturday.

Age Group 14-15. Composition Age-14½.

Last Saturday played with my Brothers. When I played then I went to farm to get cassava. Then my mother cook it for me and eat it. When eat it I went to sleep. Then my mother came call me Lantey Lantey go and wash your clother. Then I sed I am going to get a small cassava for Yesterday when I am going I met a big snek and begin running to my Town. My Mother sed what is happed then I went and met snek.

Last Saturday when I woke up I sweep my father room after that I wash my school uniform and my father things. When I finished I iron them.

When I finished all these things I went and fetched some water for our bathing when I finished, all these things, I clean our lamb when I finished I helped my mother for cooking.

When I am going to bed on Saturday night I study my lessons well before I sleep. When I woke up on Saturday morning I played for God.

Last Saturday when I woke up I washed my face and take chewing sponge when I finished it, I went to pipe to fetch some water for my father's bath. Then I went to pipe again and fetch another water and took it to the house and took all my father's clothes and I too and washed all.

Afterwards my father sent me to bought food and vegetables, and took them to the house again and my mother took them and make it food soap and we ate it very nice. Then I and my brother's went to farm and weed when we finished weed we came back to home and ate and rested.

Age Group - 15-16. Composition Age - 15½.

Last Saturday I woke up very early and wash my face and chew some stick and swept the veranda and compound. When I have finish I did the fire, to cooked the food to

ate, and went to pipe to fetch some water to bathed and went to market to bought things to cooked and ate.

And then when I have finished I took our dresses and baby dress to wash and when I have finish I took to the sun to dry. When it is dry I took all the dresses to pressed.

Last Saturday I went to Accra when I went, I bought two shillings of cassava and then I bought four shillings of fish and I bought nine pence of tomatoes and I bought six pence of onions and gave it to my mother.

When I came, my mother cooked the things all for us and when she finished I helped her to bet the fufu, when we finished she gave us some to ate and we ate.

When we finished eating and took bucket and I went to the pipe and drouped water and I got my bathed.

Age Group 16-17. Composition Age 16½.

Last Saturday I help my father. I cleaned my fathers chair

I clean my fathers shoes.

I swept my fathers room.

I paid his house for him.

On the last Saturday I went to my father's kitchen at his bungalow to help him at his work. He sent me to go to his brother's house at Accra to give him his new raincoat. After that before I went and wash my school uniform.

When I return from washing my clothes I went to my mother if she wants me to sent for do some works. She too wanted to sent me to the same person to go and bring the raincoat to my father, so I told her that I went there already. I went and visit my little sister at the Kole Bu hospital.

Characteristics of Progress in the Narrative Type of Composition.

In the narrative type of composition, a girl of 6 years of age writes these simple short sentences.

"I went down to the Beach. I went down to Audrey. We got an egg."

The writer is an English girl in the Infant Class of the Demonstration School of the University College.

The 8-year-old pupils write more sentences but with several errors in them. In the composition of a girl is found:

"I went to a party. and we had lots of fun. The boys were nucking the girls hedes. We went outside and we were playing palestram."

Another boy of 8 writes:

"What I did last Saturday. I went to have a ride on my Bike to legon Hall. When I got home I had a drink".

At the end of the composition he makes colour-ful drawings of a car, and shows himself riding on his bike. This kind of expression is very good for children - and the practice should be encouraged at the early stages of children's lessons in oral and written compositions.

The following sentences appear in the written work of a girl of 8:-

"What I did Last Sataday. I plad with my frendy all day I plad fars with steler techmensen I plad mather's and fathes and eat sweets the hol day. and had my super".

The whole thought of the children in 6-8 age group is on either playing at home or going on a journey to the beach or airport or to a

village to enjoy Saturday which they take to be a holiday.

The 9-10 year olds go a step further. Many of them open their compositions thus:-

"I wake up at 6:30 and went to wash my face and then went to make bed a tidy my room."

"First when I wake up we cleaned our teeth, then we took our bath".

A 9 year old pupil writes:

"We want to Atiwapiro and Aburi Garden, and air pot. We want to the Zoo. my mother come back from Kumasi I saw a big bog in a car".

The pupils in the 9-10 year old group bring their days activities into an orderly end, hence we find some of the endings to their compositions given thus:

"Then I read till dusk then I had some supper and then bed".

"At 9:00 p.m. we made believe were asleep when were making believe were asleep we fell asleep".

The older children seem to be busy all day long on that particular Saturday, doing domestic duties, going to buy and sell, playing football and studying their books.

A pupil who is 13 years old in the Primary school writes:

"Last Saturday I wash my clothes and went to the hospital and to the market to buy fish. Last Saturday I went to my fathers office to get my books. That I did last Saturday."

Many of the older children divide their compositions into paragraphs. A 15 year old pupil writes:

"Last Saturday when I woke up, I washed my face and cleaned my teeth. I swept the whole of our house.

And after that, I washed all my dresses and ironed them. And I bathed and wore my dress, and I went to the market and bought things to cook for my father to eat.

I washed all the plates and our mortar and packed them in basket and put it in the kitchen, and I bathed for my little brothers and when my father came we all went to eat with him.

I then studied my book and when our teacher came I asked him what I did not understand then he told me. And when I have finished and I was sleepy I said my prayers and went to bed."

The poorest type of narration of a 15-year-old child in the Middle School, Form II reads thus:

"Last Saturday went to Accra to buy things. When I come I correct My school uniform and my mother dence and I was it, When it is dry I peperd fare and ironing my dences.

When I finished my father sent me Accra again to buy things for her, when I come is night."

In the attempts of the pupils to express themselves in the past tense they try to put the past tense form of the verb after the preposition. Here is an example from the writing of a 12-year-old child.

"Last Saturday I washed my uniforms and my sister's and brother's uniforms. And then went to farm to get some cassava. When came back my mother sent me to go to the market to bought peper and tomatoes . . . but when I finished ate some and gave some to my sisters and brothers to eat. And gave some to my father and

my mother to ate".

Nearly all, with the exceptions of two in the Infant class of the Demonstration School, and two in the Primary School who write in the Vernacular, have some statements ^{to} make on how they spent the last Saturday.

Medium Samples of Reproductive Type of Compositions for Age Groups 7 to 17 years.

Age Group 7-8. Composition Age 7½.

Once there was a Boy named Urashima who lived in Japan. One day he went to the sea to catch Fish in his canoe and instead of catching a Fish he got a tortle. He said I will let the tortle go and he let it go. After he put the tortle in the water he said he would like to sleep a little while. When he was sleeping a little girl came up from the water and told Urashima that his Father told her to come up to see if you were bad or Good and since you are good I would like you to marry me if you want to marry me. and the boy married her and they both lived happy ever after.

Age Group. 9-10. Composition Age 9½.

There was a Fisher Boy Named Urashima. one day he went out fishing. He caught a tortle. He said I do not like to kill this thing. I will let it go. Then he went to sleep. Then a lovely girl came up. She said my father is the god of the Sea. he sent me to see if you are Good and you are Good. I will marry you. so they married 3 years later. He said I would like to go and see his pa and brother and sister. She said he may go. She gave him a box and said he may not open the box. And as he landed he saw two men. And said to them do you know Urashima. they said do you not know that

it is 8 thousand years ago so he had to run home he opened the box. And a little cloud. He performed the order he counted the cloud. And reled and found he was on top of the pales and need to the pales.

Once upon a time there was a fisher boy who lived in Japan. Once as he pulled up his net he found that he had caught a tortoise he said for himself I can eat a fish for dinner as well as a tortoise. So he put the tortoise back into the sea and got into his boat. As he was rowing along a lovely girl rose out of the water and said the tortoise you caught was I would you like to marry me he said yes and they lived for three years he said he would like to see his father and mother and sisters and brothers so the wife said take this box with you and don't open it or you'll never come back again as he got to the village everything was changed so he asked somebody they said that Urashima had died 400 years ago then he went back again but he didn't find his way back so he opened the box.

There was once very long ago a boy called Urashima. He was lived on the shores of Japan. One day, as he was a fisherman he went out to fish. He caught a big tortoise and then he said it would be cruel to kill the tortoise because the tortoise lives for a thousand years so he put it into the sea. The day became hot and he rested in his boat, while he was resting a girl came from the Sea and said I was the tortoise my father turned me into a tortoise to test you since you are kind you must come and marry me

and we will live for a thousand years. So they went and lived for three years and Urashima went back when he got there two people were there and said that his people were all dead four hundred years ago. He opened the box and away flew three clouds he rowed after it and caught and then he found the way to his wife, and they lived happily after that.

Age Group- 10-11. Composition Age 10½.

Long years ago there was a fisher boy who called Urashima. One day he went for a fish in the sea and he saw a tortoise and caught it and he said I want a fish for my dinner but what can I do with it and he throws it away in the sea.

When he has it away he saw a woman standing in the sea. I am the tortoise which you throw it my father sent me to come and test you whether you are a good boy or bad boy. I have found that you kindness and good boy so if you like to stay with me you can marriage me. Urashima took him to home.

"Urashima was a Fisher Boy. One day Urashima went to catch a fish. When he went, he caught a tortoise and he said what is that nasty I caught, He throw the tortoise back in the sea. He went and sleep in his boat. When he slept a beautiful girl came and she said I am the Sun of God in the sea. She said you will marry me. She and Urashima went to her house. Urashima said what beautiful is this house is. They lived in short three years. Urashima said I want to go to visit my

mother, my father, my brother's and sisters? She gave him a small box, she said do not open the box. He put his boat rolling to the house. He saw everything was cut. The trees are short. He opens the box nothing in it but clouds. He begins to shout and the clouds came back in the boat, and he hold it in his hands and put it in the box, and roll back in the sea.

The name of this story is called "Urashima the fisher boy."

Once upon a time there was a boy called Urashima. He lived a sea coast at Japan. One day he went to catch fish. When he reached the place where he caught fish, he saw a big shell. He took it and looked it, and he said "I can eat fish for food" but what is this, so he threw the shell into the water. He caught fish until he was tired. He went into his boat and rest. When he was in his boat he saw a beautiful girl climbing the boat. And the girl said I am the shell which you caught and threw it away. I am the daughter of Sea God. I knew that you are a kind boy, I shall marry you. Urashima went with the girl's father's house. They lived with happy about three years. One day Urashima told his wife that let her gave her a short time to see his father and his mother. His wife gave him a way to go, but when he was going she gave her a small box. She told him that he did not open the box. He took it and rolled back to see his father and his mother. In return from his father and his mother's place he did not know the way. He thought that if he opens the box he would know the place.

He opened it and a white flag got out from it. He sailed his boat and caught it. He sailed and went back to his place.

Age Group 11-12. Composition Age - 11½.

Urashima the Fisher boy. One day Urashima went to catch some fish. His name was Urashima. He saw an tortoise. How can I catch this tortoise "Said man?" It was like the fish which I will catch in the sea. No. The tortoise shell was hard. He catch the tortoise and throw it down. The Urashima went and sleep in his boat. There was a beautiful girl. She come and said I will marry you if you like. As for me I like you too much. I live with my father and mother said the beautiful girl. So they marry them selves they go home. The man said he was going to see his mother, father, brothers, and sister and his wife said no you wont go. If you will go take this box.

Long ago there was a boy called Urashima and this boy was a fisher boy who was kind. One day he went off to the sea searching some fish at first he caught a old tortoise with a hard shell, tiny and a round head. He said, "Oh, this is a poor tortoise how can I take this with my dinner?" and he said, Oh no, but he dont like it so he threw the tortoise in the blue sea.

On the second time he saw a fine girl coming from the sea. The girl told him he was not cruel boy but the tortoise he caught just now was she, and she told the boy that if he like to marry her, he will do so. After they have married

themselves, they got three good years in the sea, and the girl him some box and she told him not to opened the box.

The boy went to the seashore and went home. When he went all the things have change in the house he came back to the shore and some man told him to opened the box and he opened it, there a cloud going to sea, he jumped into his and run after the cloud and caught it into the box. The time he was going he saw a light shinning far there. When he riched there he saw his wife and they lived forever.

One day there lived a boy called Urashima. He went to fishing and instead of catching a fish he caught a tortoise and instead of killing it he did not kill it but threw it back to the sea again, and started to sleep. And before he woke up he saw a girl sitting in the boat and the girl said that she is the daughter of the 'Sea God' and it is not a real tortoise he threw away but it was she and her father had changed her into the tortoise so that her father may know how kind he was and they married and lived in a palace for three year. One day Urashima said to the princess that he wanted to go and visit his family and so the princess gave Urashima a box and told him not to open it, but as he went he could not find the way so he asked some men to show him the house he lived in before but the men said that the house is spoilt. So Urashima want to go to his wife so he said I should open this box and perhaps it will show me the way, but she opened it a cloud flew out and he caught and found the way to the palace.

Age Group-12-13. Composition Age-12½.

One day Urashima went with his boat, and when he went in the sea instead of catching a fish he caught a tortoise. And he said I must through it away in sea. Then he went to sleep and a beautiful girl came in the boat and she said I am the Sea God's daughter. And she I will marry you if you like and Urashima said yes. And we are going to live about hundred years.

One day Urashima said his wife that he will go to see his mother and father and his brothers and his sister and his wife gave him a bag she told that don't open the bag he said yes and he go to his mother and when he returned back to his wife he cannot see the way and he open the bag he cannot find anything and then he saw a small cloud in the bag flying away and he is shouting and he went to his boat and then he went to his wife. Then they live again.

It said that one day there was a fisher boy called Urashima and they lived in Japan but one day when he went to fishing he caught a tortoise and its back was silver and long tail and he said it will be good I eat this at my dinner time but he said I would not be cruel like that so he throw the tortoise back into the water and sleep in the sun and on the waves he saw a nice girl coming into his boat and said I am the tortoise which you throw away I am the daughter of the sea God and we are trying to see if you are kind and you are very kind so you will marry me if you like and they went to the Sea God's

house and Urashima be the Sea God's daughters wife and they live for three years then the husband ask the wife to let me go and see my father, mother, sisters, and brothers but the wife said no but if you can keep this box without open it and the husband promised that he was not going to open it so the wife gave the box to the husband and then he went when he reach the village he did not see thier house the whole village is change and he saw two men and ask them where is Urashima village has removed to but they said that he had got drown many years with his children wife and every thing

Age Group 13-14. Composition Age 13½.

Once upon a time there live a boy called Urashima. One day he said that he is going to the catch fish in the sea. He took his boat and row but as he is rowing he saw a tortoise with a tiny tail. As he saw the tortoise he said that I am not so cruel to kill this tortoise but tortoise live in the sea about thousand years without dying. When he is going he saw the daughter of Sea Bull God. She said that her father told her to come and see how kind he was. She said that I like you to marry me. but I want you to go with to where I live. Urashima said I will go with you. they are going and reach where this girl lives. They are there about three hundred years. And Urashima said I am going to visit by father. When he is going this girl give her a box. She said that don't open this box he is going and going and get to the shore. he is going and going he reach his country but he saw that his country but is change he was not saw the women washing

then he return, he don't find the way again he open the box there he saw a small cloud came from the box he ran after ran after but he does don't catch it he put his hand in the sea and catch it and put it in the box and row row and reach the palace.

One day there was a boy called Urashima, he was a fisher boy, and one day he went to the sea and catch. When he went into the sea he saw a big tortoise which came in a hundred year, then caught the tortoise then thrown away the tortoise again the as he was in the boat and sleeping on the sun, the waves carried some fine lady as she came she came straight into the boat and then the lady told Urashima that she was not the tortoise but the Sea God send her to see how kind he was then the fisher boy marry the girl then the girl and him go to the where the sea god stay and they live happily.

Then one day the boy said he was going to see his father, mother, brother and sisters, then the girl told him not to go, then the girl gave him a box not to open it then the boy go as he see he could see anybody then he ask some boy and boy told him all of his family had died.

There was a boy called Urashima. He went to fishing but he could not get any fish at all and at last he found a tortoise, and he catch it and put it in his boat and he said what I am going to do with this poor thing like these and he put him into the water again and he went to sleep, he was asleep and heard something

when he opened his eyes he found a young girl and the girl said that my father said that I must try you and see that you are good or bad. I have seen that you are good man I will stay with you and they live for three good years. And Urashima said to his wife I am going to see my family and his wife said that no, no,

Age Group 14-15. Composition Age 14½.

One day there was a Fisherman called Urashima.

He went to the shore and took a boat for catching fish for his lunch.

This time he reached the shore and took up his boat he start rowing rowing till he got something the thing he got was a tortoise with a tiny tail, rough face.

Then he said how cruel I shall be I cannot be cruel and threw the tortoise in the sea and come back to where the trees are to sleep.

There at once he is sleeping he saw some beautiful girl in the boat and the girl tell him it was not a tortoise you caught but it was me and now before we that you are a kind boy.

And I am the daughter of Sea God and we just test you for that, to see your kindness.

Therefore you will married me and we shall live about thousand years. And Urashima said he is going to visit his brothers, sisters and his parents and the girl gave him a box that when he is going he never open it and he open it and he saw small white cloud going and he sail

to it and catch it to the Kingdom of Sea God."
This is the end of the story.

Age Group 15-16. Composition Age 15½.

Urashima was fisher Boy who goes to catch fish. One day Urashima went to catch a fish for his dinner when he throw the net into the sea, he did not catch any fish but only a big Tortoise. He thought himself I should not killed this tortoise and he put the Tortoise back into the sea. He rowed the boat back home. The next day he went again and he was in his boat, he was tired So he sleep. When he was asleep a "beautiful woman stamp the boat" and said, I hear that you are a kind Boy.

Long ago there was a boy called Urashima and he went out in a boat rowing on the sea. As soon as he get there, he was not have any fish on the sea. But he saw a tortoise and he took the tortoise. When he took the tortoise and a few minutes then he put the tortoise in the sea again then he sleep in the boat and some beautiful girl and she into the boat and the boy that he was not unkind so she married him.

Characteristics of Progress in the Reproductive Type of Composition.

The reproductive type of composition depends on the memory of the children to recall the sequence of events and ideas presented. The compositions of the 7-year-old children reveal their defects in this skill. The children in this age group reproduce only the first part of the story that interests them. That, of course, is the only part they are able to retain in their memory. Thus an English girl of seven, to whom the shorter form of the story was read during the preliminary tests wrote:

"Urasikima, The Fisher Boy lived in Japan. One day when he was out fishing He caught a Tortoise. Then He let it go again."

In the above Noon He went to sleep while he slept a girl a up and said "I'm the girl of the Sea God."

She opens her version in an orderly manner in which the story begins — and she expresses herself in her own words. She, of course, makes several spelling errors. This shows that many of the words she has tried to spell phonetically.

This is a composition of a boy of 8 — He writes:

"Urasikima was a young fisher boy in a small fishing village in Japan."

One day he went out to sea in his little canoe.

And caught a Tortoise"

The above two samples are from English children who are given English education. The opening sentences are very interesting. Another boy of the same age, an African who is being given instruction using English as the medium, writes:

"Urashima the Fishert Boy live in Jpan One day wear he was out fishing".

The 8 year olds go a step further than the 7 year olds and they use many words and reproduce a longer portions. There is an increase in their vocabulary. The errors in spelling disclose that they have not come across the words very frequently.

Here is given a sample of a composition written by a girl, eight years old. She also, from investigation, has been given English education right from the beginning by her African parents.

"Once there was a Boy name Urashima who lived in Japan. One day he went to the sea to catch fish in his canoe and insted of catching a Fish he cot a tortes. He said I will let the tortes go and he let it go. After he put the tortes in the water he said he would like to sleep for a little while. When he was sleeping a little girl came up from the water and told Urashima that his father told her to come up to see if you were bad or good and since you are good I would like you to marry me if you want to marry me. and the Boy married her and they both lived happy ever after?"

There is the tendency in the use of long unpunctuated sentences in the compositions of the children of this age group. Capital letters are used at random.

The 9-10 year olds continue the reproduction to Urashima's visit to his cottage and his return to the Kingdom of the Sea-God. There are few mis-spelt words.

Here are some samples of some of their opening sentences:

"Long ago in Japan a boy named Urashima went to fish, instead of catching any fish he caught a tortoise you know that tortoises live for hundred of years, Urashima thought that it would be cruel to kill a tortoise so he threw it back in the water."

"Once there lived a boy whose name was Urashima. He was a fisher boy, he had a little boat. He lived on the shore. One day he started of to go to sea?"

"There was once very long ago a boy called Urashima. He lived on the shore of Japan. One day, as he was fisherman he went out to fish."

Only 50 per cent. of this age group gave a complete version of the story.

The longer version of the story of "Urashima, the Fisher Boy" was read to the children of 11-17 years during the preliminary tests. See the Appendix for the two versions of the story.

Of the fourteen children of 11-12 year age group in the Primary 6, eight reproduced nothing worthwhile. Two of these wrote in the vernacular. Wrong versions of the story were given. There is only one child whose reproduction goes as far as to Urashima's request to visit his parents.

Some of the opening sentences are as follows:-

"Long ago there lived a boy called Urashima, one day he went fishing and he caught a very big tortoise. My father send me to come and weather you are good or bad."

There is also some typical work not worthwhile in the Middle Form I, a class just next and above the Primary class. Several children of this age group from the classes tested gave a

wrong version of the story, made up their own stories using a list of the words of the story read to them as a guide. Only 5 per cent. of the pupils of 11-12 year-old group completed the story. Below are given some of the details in the reproductions.

"As he went he could not find the way so he asked some men to show him the house he lived in before but the men said that the house is spoilt. So Urashima want to go to his wife so he said I should open this box and perhaps it will show me the way, but she opened it a cloud flew out and he caught, and found the way to the palace."

"The time he was going he saw a light shimmering far there. When he reached there he saw his wife and they lived for ever."

"When he was in his boat he saw a beautiful girl climbing the boat. And the girl said I am the shell which you caught and threw it away. I am the daughter of Sea God. I knew that you are kind boy. I shall marry you."

"At first he caught a old tortoise with a hard shell, tiny and a round head, He said, "Oh this is a poor tortoise how can I take this with my dinner? and he said, Oh, no, but he don't like it so he threw the tortoise in the blue sea."

Age group 13-14. The children in this age group are supposed to be able to reproduce the story with detailed events. But they lack the skill of orderly arranging the sequence of events and ideas. Their opening sentences are different from those of the 10-12 age groups. Below are given portions of their compositions:-

"It said that one day there was a fisher boy

called Urashima and they lived in Japan".

"Long years ago a fisher boy called Urashima has a little boat."

"Urashima was a fisher boy. One day Urashima went to catch a fish....."

When he slept, a beautiful girl came, and she said I am the Sun of God in the sea...."

"One day there was man whose name is Urashima."

In the attempt to describe some of the events, some of the following sentences are found in the pupils' compositions :-

"The fishes tail is shining like a solid gold and the back and the trees silver?"

"She said "If you like, we shall live for hundreds of years; and he went with her?"

"He saw that everything changed his father and his mother his friends were dead. The mountains are formed there and all the trees are caught off..... and then saw a small cloud in the bag flying away and he is skating and he went to his boat."

Only 4 per cent. of the children of this age group got the story reproduced nearly complete.

Twenty-six per cent. did not reproduce the correct story. Some made up their own stories.

Age group 15-17. It is commonplace to expect the best, well arranged, full and correct reproduction of the story from this group of children. The result is just the opposite.

A boy of sixteen wrote the following passage in thirty minutes:-

"One day there live boy call Urashima He went to fisher and instead of catching a fish

he caught a tortoise and instead of killing".

In another child's composition, the opening sentences go on thus:-

"Long ago, thousands of years ago a young fisher man called Urashima. One the fisher man went out for fishing and Urashima the fisherman caught a torties. In one fine afternoon he lie down on his boat, beneath the waves came a sea priness and climb his boat."

In an attempt to describe an event of the story, yet another boy wrote:

"He went to the shore and took about for catching fish for his louch. The time he ricked the shore and took up his boat he start rowing rowing till he got something. The thing he got was a tortoise with a tiny tail, rough face."

The quantity of the reproductive composition is just about half the contents of the whole story. It is suggested that short simple stories for reproduction should be given to provide for thorough practice in orderly arrangement of the content, and gradually proceed to longer stories.

Median Samples of Imaginative Type of
Composition for Age Groups 7-17 years.

Age Group- 7-8 years. Composition Age 7½.

If I had Three wishes. I would play with them
Some more carriages for my Trams. and a
cricket ball. And a red ryders gick
sooting rifle. (By an English child of 7.)

If I had three wishes I would wish for 1 doll
that can walk.
and another doll that can talk.
And another doll that is cold as
Walbutacking.

If I had three wishes.
I would wish For a doll and a pen and
ten dresses pen and pencil set and a diary
and a tony doll that can walk and talk.

Age Group- 8-9 years. Composition Age 8½.

I would wish that I can fly faster than
any thing in the world.
I wish any thing I wish will come to me.
I wish I will have £100000,00.

If I have three wishes I would ask to be rich,
so that I will never go hungry and have a
horse.

I will wish to have a magic power, and so
that I can wis for everything I want.
I would also wish for wisdom so that I

will know how to spend my money.

Age Group - 9-10 years. Composition Age 9½.

If I had three wishes I would like to have a cowboy outfit a six arm and a horse which I can scare people I don't like and scare the six arm I would knock of people who bother me. And I would ride the horse instead of riding a car.

If I had three wishes I would wish for a bicycle to ride to school every day and for a box of airplanes to play with and a magic wand for doing magic.

Age Group - 10-11 years. Composition Age 10½.

If I had three wishes I will buy a bicycle.
I wish to go to England.
I wish to buy a beautiful dress I want.

I wish to get a scholarship from the Gold Coast Government. If I get the scholarship I will go to England to complete my school over there. If I finish I will learn medicine and I will become a doctor of medicine. I wish that the Accra municipal will give me scholarship to the Achimota collage. I wish to be a prime minister in a future. I like to look after the Gold Coast Government.

If I had a car I would travel very distant and I would come to school early.

If I had a dog I would train my dog very well to catch a rabbit for me

Age Group 11-12 years. Composition Age 11½.

I will go to London. If I have a car I will travel it every time I will go to America. If I have a money I am in the aeroplane every day.

If I am a rich girl I will go round this Gold Coast. I will travel every where.

I wishes I am a farmer.

The reason why I said I wishes I am a farmer is when I am a farmer I will have a big land and see many thing. After the things are grow I will sell them and I will have some money.

I wishes I am in London. If I am in London I will like to see the king and the queen's house and I will learn many things.

Age Group 12-13 years. Composition Age 12½.

A three wishes things I have one is money. I will do a money with building a house first to live in and then I can have many things I want.

Then the second one is car so that when I am going every where I can go with my car.

Then the third one is for me to have boat because I can catch fish for me to eat for food.

I wish I had a car. I will work with it and get money.

I wish I had a lot of since. I will do many things

I wish I had a church room. I will make it good and call children and will tell them about God and what God not need people to do.

If I had three thing I would have a doll and I would look after her as my baby and I would sew dresses for her and all other thing.

If I have brain I would never wast time on it I would learn every minute I get time to go to Secondary schools and University.

I would like to have house where I could always live not to live in somebody's house and if its day time I would go about the town I don't like that but I like to have my own house.

Age Group 13-14. Composition Age 13½.

I wishes with car. If I had car I won't walk again and every day sat down in my car.

I wishes with London. When I want to London I will learn very hard. And I will speak like Englishman.

I wishes with house. If I had I will sleep in and will clean all my house

If I have three wishes, car, lorry, and a big comfortable house, I shall go and sleep in a big house and call my mother, my father and my sisters and my brothers to sit in with me. My house should be comfortable house, I go and buy table cloths, table mats flower vases to orn the house, and my house very air and shall be a stay.

If I had lorry, a big lorry, I get driver

and my lorry should be a passenger's lorry,
and I get more money to buy many of the lorry
and if I get a car when I am going to a journey
I take my car, and call my mother to stay in
with me.

Age Group 14-15 years. Composition Age 14½.

I wish I had a lorry, I will travelled it every
day to Accra. I wish I have football I will play
every day. I wish I have got money to buy things.

I wish I had car in my home. I drive it to
Accra to get small money.

I wishes I had food in my home. I go home I will
eat it.

I wishes I had farm. This afternoon I will go
and some to make fufu.

Age Group-15-16 years. Composition Age 15½.

I wishes I had a car food and lorry. If I
hard this things I will not be afraid because I
will not work with my foot because my I car
will take me to different places.

If I had many food I will gave some to poor
men because they had no food.

And If I had lorry I will take people to
different places and they will be happy to me.

I liked a football I will play with it.

I liked a bicycle I will travel with it.

I liked a pen I will write with it.

Age group- 16-17. Composition Age 16½.

I like Football. What would you do with it?
I want to kick it. I like a coat. What would you
do with it? I will wear it.

I like a pencil. What would you do with it?
I will write with it.

I wish to be a police man, because if
I be come a police man I will help the
police people in playing football and in
boxing too.

I wishes to learn hard and to know
many things, and travelled to big town to
stay there and learn many different kinds
of work. To come and teach my country
people to know it as well as I know.

I wishes to be a farmer to work very
hard not to sit down lazy as the other.

Characteristics of Progress in the Imaginative Type of Composition.

This imaginative type of composition reveals to the examiner, the children's knowledge in making their choice for their wishes. The majority of them do not know the correct sentence pattern for expressing a wish.

In the Demonstration School where English is the medium of instruction the correct pattern is used by some of the children.

An English girl of seven writes:

"If I had Three Wishes I would have a doll and a dolls horse and a pram. I would play with them."

A nine year old boy writes in a long sentence:

"If I had three wishes I would wish for a box of aeroplanes to play with and magic wand for doing magic."

A ten year old child writes his wishes thus:

1. "I would wish that I can fly faster than anything in the world.
2. I wish any thing I wish will come to me.
3. I wish I will have £100000,00."

Some express their wishes in this form:

"If I had three wishes. (1) a film projektor (2) a dog (3) a Holiday"

The wishes of the 7-10 year olds in this group are centred around toys such as dolls, bicycles aeroplanes, magic, money and knowledge.

The cultural background and knowledge greatly affect the choice of children from different races. For example, the wishes of English children differ from those of the African children. In cases of some African children

who are given English education and who acquire some English culture, their choices seem to be made along the line of those of English children. There is the case of an African girl of 13, wishing for a doll for an example.

The older children have various wishes. They wish for education, money, cars, houses, palaces, children and cloths. Some wish for a Bible to read, a cow to milk, a horse to run a race, and wish for a means for travelling to distant lands. Some wish for Scholarships to Achimota College and oversea universities. Two boys wish for a scholarship to study politics and become prime ministers and take charge of ^{the} Gold Coast Government. Two wish for vast pieces of land for successful agricultural purpose. One boy wishes to become a doctor and another wishes to become a policeman to play football and to be a boxer.

Below are given the examples of the essays of children who have just a bare knowledge of the required sentence pattern for expressing a wish.

A 13-year-old from the Primary class writes:

"I would like to had a football. If I had a football I would play with my friends. And I would like to had money too. if I have money I will buy things which I wish. And I would like to have a pen if I have a pen I can write with it."

A 12-year-old from Form I of the Middle School expresses his wishes in the following sentences:

"If I had wished I will go to England. And if I have another wished I would do better thing for my town. If I had wished I would do good for everybody."

Another 15-year-old in Form I writes:

"If I had three wishes I would work with them. If I had plenty of money I will built a house with it. If I had a mid I will work sums with it. If I had a gun I will a hunter".

The only nearly perfect example of the required sentence pattern is produced by a girl of 13 in Middle Form II. It reads thus:

"If I had three thing I would have a doll and I would look after her as my baby and I would sew dresses for her, and all other thing.

If I have brain I would never wast time on it I would learn every minute I get time to go to Secondary Schools and University.

I would like to have a house where I would always live not to live in somebody's house and if its day times I would go about the Town. I don't like that but I like to have my own House."

All the other children tested, except the three whose compositions are given above, express their wishes in the narrative form, using the future and the present tenses. Some examples are given below.

The Primary 6 pupils' example:

"I like football. What would you do with it? I want to kick it. I want a money because I will buy everything. I want to travel by sea to Japan."

Here are some selected sentences from Form I of the Middle School:

"I wishes I had a car food and lorry If I had this things I will not be afraid because I will not work with my foot because my I car will take me to different places".

"I wish I am the one of the Students in

University. I will be to work to have a party".

"I have a pen to take a pen to write a letter or a Dictation."

From Form II of the Middle School we have the following examples:-

"I wishes to have a lot of money to go and buy a lorry. To travel to place and other."

"If I am said to as three wishes I will get Bible, Place, and a nice big luxury car."

"And I like walking when you are walking you will get money to buy everything what you want to do."

The children's wishes are good and interesting but they do not really know how to express themselves in the correct patterns of speech.

Table 5 - Showing Types of Errors Made in the Three Types of Composition.

Test One: Narrative: "What I Did Last Saturday?"

1. The Use of Verbs in the Past Tense. — 112.
2. The Infinitive.... Past Tense form of the Verb used with "to" — 21.
3. Grammatical Accuracy: (a) The use of the apostrophe to denote possession: 28.
(b) The use of "to" followed by verb ending in "ing" — e.g. "to fishing" etc. 4.
4. The Auxiliary Verbs: The use of a Verb in the past tense after will, shall, should — 4.
5. The use of Pronoun — him for her and vice-versa; I and she, etc. 6.
6. Spelling errors.

collected	2.	corn	chairs	3.	swimming pool	School	Supper	Scrap book		
dresses	6.	dentist	dining	4.	bucket	2.	burglar	buy	5	
divide	2.	early	errand	5.	College	2.	chemist	cinema	cost	2
fencing		friends	3.	fountain	3.	hygiene	compound	discussing	brother	
police man		pictures	2.	potato	2	rubbish	dormitory	finished	3.	
market	3	welcome	medicine	recreation		read	uniform	2.	garden	
lavatory		grandmother	2.	anywhere		morning	until	fetched	2.	
						pair	onions	etc	2.	

Test Two: Reproductive: Urashima, the Fisherman

1. The Use of Verbs in the Past Tense. — 113.
2. The Infinitive: Past tense form of the verb used with "to" — 34.
3. Grammatical Accuracy: (a) The use of the apostrophe to denote possession — 9.
(b) The use of "to" followed by verb ending in "ing" — 12.
(c) Present tense with a noun — verb understood — e.g. — called Urashima, etc. 7.
(d) Errors in Number — e.g. three years, etc. 4.
(e) The use of inverted commas. 39.
The use of Pronoun — her for she and vice-versa. 8.

Types of Errors in Test Two - continued

6. Spelling Errors.

Tortoise 61.	caught 20.	catching 13.	daughter 10.	palace 6	beautiful 13.	marry 12
ruined 11	threw 6	happens 3.	upon 4.	instead 9.	allowed 3.	mother 5.
again 4	father 3	until 3.	whether 4	cruel 2.	went 4.	fisherman 3.
husband 2.	reached 7	princess 2	happily 2	fish 3.	dinner 2	orders
jumped	Urashima 3.	box	searching	Country	Sea-side 2	afternoon.
brother	cloud	shouting	sister	promised	opening	

Test Three: Imagination, "If You Had Those Wishes."

- Correct Sentence Patterns in the Subjunctive
- The Infinitive "to have", etc... past tense form of the verb added to the prepositions...
- The use of Auxiliary Verbs... will, should..
- Spelling Errors.

money 3.	buy 5.	letter 2.	everywhere 4.	travel 4	medicine	laboratory
wishes 4.	lorry 4.	sees 3.	football 2.	writing 3.	church	again
disease	pictures	weigh	walk	angel	station	brother
peaks	grandmother	reasons	window	prepare	draw	
countries		dozen	take	cart 2	farm 2.	

Moods: If I had I would 12/4,
 of the verb added to the prepositions... 5
 followed by verbs in the past tense 10.

Causes of the Errors made in the three types of Composition.

The errors are analysed into the following headings:

1. **Sentence Structure:** In the narrative type of composition the past tense of the verb should be used. Many of the pupils expressed themselves in the present tense. In expressing a wish, the majority of the pupils, save two or three, did not express themselves in the correct sentence pattern - for example - If I had a wish..... I would.....
2. **The use of the Infinitive** - The pupils, in their attempt to use the past tense, made the mistake of adding a verb in the past tense to the preposition "to" - thus making errors such as these - to went, to bought, to ate, and so on.
3. **The use of the Auxiliary Verbs** such as shall, can, did, would. The pupils made the error, as in the case of the infinitive, adding the past form of the verb - for example - will married, did knew, would called.
4. **Grammatical accuracy** - Errors are made in the use of the apostrophe to denote ownership as in 'father's house, children's books'. Some even used the apostrophe where it was not necessary - for example - I played with my brothers'. There are errors such as "to fishing" "after finish". There is an error in the use of number - as in three year, a thousand year. Several direct quotations given by the children were not enclosed in inverted commas. There is confusion between the use of the direct and the indirect forms of speech.
5. **Spelling errors.** It will be noticed from

the list of errors compiled on the three types of composition in Table 5 - that there are eighty-two mis-spelt words in the narrative type. The children made free use of the words from their own vocabulary. They were not limited to certain words as in the case of the reproductive type where the mis-spelt words are just 50% of those in the narrative type.

In the imaginative type children used very few words as they were not very sure of their sentence patterns. There are thirty-eight mis-spelt words. There are only three of the pupils who are able to tackle the correct pattern of the sentence half-way thus... If I had a car, I will drive it to school.

The errors in spelling are due to the following:-

1. Some of the words are written phonetically - such words as tortise for tortoise, ealy for early, Satday for Saturday, pams soap for palm soup - and so on.
2. Some errors are due to transposition of letters as in crule for cruel, baautiful for beautiful, friends for friends and see for sea.
3. Errors that are due to reversal of short words - as eta for eat, cra for car, pose for box.
4. Some pupils are confused by the word 'where' and they write whant for want, and whent for went.
5. In spelling or writing correctly such words as swimming, lorry, one of the consonants in each case was omitted. There is also the writing of morrying for morning, dinning for dining and swipping for sweeping, super for supper.

Some Remedial Measures for the Errors Made.

Success in securing good written work expressions will depend upon the success achieved in good oral expressions. The development of skill in sentence structure is best made in plenty of thorough exercise and drill. The different patterns to be taught should include—Statement form, Question form, Simple Commands, Tenses—present continuous tense first—then gradually to the past tense. Next can be taught—common prepositions, common adverbs, plural forms and the possessive.

Word building: Using the phonic method, breaking the words into letters and sounds, and teaching word families will help to improve the spelling of the children. But care should be taken to grade the words. There is the tendency to teach the difference in spelling and pronunciation of words like 'ship, sheep'—at the same time to children. There is often confusion of such words in the children's minds. In other words, it is not safe to ask the children to tackle two different problems at the same time. It is advisable to deal with one problem at a time. At a later stage, when each difficulty has been clearly surmounted, comparison for distinction can then be made.

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 Table 6. Showing Average Number of Words per sentence for Age Groups 6-17 in the Three Types of Compositions

Age	No. of Pupils		Test One Narrative		No. of Pupils		Test Two Reproductive		No. of Pupils		Test Three Imaginative	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
6	-	1	-	5	-	-	-	-	-	-	-	-
7		4		6.9		1		8.6		1		10.5
8	5	1	9.8	8.8	6	1	8.7	15.8	3	1	17.5	33*
9	5	-	9.6	-	5	-	11	-	5	-	20.4	-
10	3	2	9	9.6	3	-	18	-	3	1	17.1	6.3
11	6	4	12.8	10.2	6	2	15.4	10.4	6	3	9.5	8.3
12	14	8	13.4	11.8	16	13	16.4	13.4	12	13	12.5	8.9
13	23	14	10.9	12.5	16	13	15.8	17.3	21	15	11	11
14	16	10	12.6	12.8	14	9	16.4	14.1	15	12	11.8	13.
15	6	1	13.7	14.8	5	1	12.6	15.8	6	-	14.5	-
16	6	1	14.7	19.	6	1	17.4	17.	5	1	13.2	22*
17	3	-	8.3	-	4	-	16.6	-	3	-	9.9	-

Comments on the Average Number of Words per Sentence. See Table 6.

These figures showing the average number of words per sentence give a comparison of the words per sentence used by the boys and the girls tested.

From an average number of 7-10 words per sentence at the 7-year-old level on the part of the girls the number has increased to 22 words per sentence at the 16-year-old level, while on the part of the boys at the 8-year-old level the number has increased from 10 to 17 at the 17-year-old level. There are two exceptional cases of a girl of 8 and another of 16 having 33 and 22 words per sentence respectively.

The length of sentences increases gradually according to the age of the pupils tested.

There is a fall in the length of sentences of 17-year-old group. This is due to the fewness of the number of the pupils and especially to the lack of retentive power to reproduce the sequence of events of the story in the second test. These pupils are also at a loss of words with which to express their wishes.

In the narrative and reproductive types of compositions, the girls have longer sentences than the boys.

Out of the 425 papers marked, there are 54 which convey nothing worthwhile, 3 made up their own stories, using some of the words they could remember in the story read to them and 2 wrote in their mother-tongue. These last two are from the Primary 6.

Four of the children in the Demonstration School and one in the Middle School drew diagrams to illustrate their compositions on "What I Did Last Saturday" and "If You Had Three Wishes" respectively.

Table 7. Showing the kinds of sentences used in the three types of compositions.

School.	Test.	Kind of Simple			Kind of Compound			Kind of Complex		
		Average	Highest	Lowest	Average	Highest	Lowest	Average	Highest	Lowest
Demonstration	1	2.8	7	1	3	6	1	3.5	-	1
	2	3.3	9.7	1	3	6	1	3	-	1
	3	2.5	-	1	-	-	1	3	-	-
Acoma New Town Govt. Primary 6.	1	3.3	9	1	2.4	-	1	2.7	-	1
	2	2.9	6.7	1	2.8	-	1	2.8	6	1
	3	3.5	8.3	1	-	-	1	2.3	-	1
Anumbles Govt. Middle Form I.	1	3.2	8.3	1	2.7	-	1	2.7	7.4	1
	2	3.2	8	1	2.5	7	-	3.5	7.3	1
	3	3.3	6	1	2	-	1	2.7	6	1
Anumbles Govt. Middle Form II	1	3.1	6	1	3.1	6	1	2.6	-	1
	2	3.3	7.6	1	3.3	6.3	1	3.5	6.5	1
	3	4.4	7	1	2.6	-	1	3	7	1

Comments on the kinds of Sentences used in the Three Types of Compositions.

The figures on Table 7 reveal that in the three types of compositions, more use of the three kinds of sentences is made in the narrative and reproductive types than is done in the imaginative type. The scores in the use of the simple sentence rise in the Demonstration School and Primary Six by 9.7 and decrease to 6 in the Middle School. The use of the simple sentence rises gradually and falls according to the ages of the children.

There is also a rise in the average score in the use of the compound sentence, which drops in the Primary Six and Form One, and rises again in Form Two of the Middle School. But the highest score is almost the same in the Middle School and the Demonstration School. Very few of the children in the Primary School use the compound sentence. Simple conjunctions such as "and", "then", "so" and "but" are frequently used.

The average score rises and drops in the use of the complex sentence in the three schools or the four classes tested. In the written compositions of the older children and in those of some of the younger ones there are examples of clauses of time, place, reason and condition. The younger ones use "if" sentences. Some of the conjunctions used with the relative clauses are "who", "that", "while", "when", "then", "because" and "so that".

There are many examples of noun, adjectival and adverbial clauses found in the written work.

Measuring Scale for Written Compositions.

Below is given a simple procedure for constructing a measuring scale for written compositions:

Take a group of compositions written on each of the three topics from ^{the} three different schools and sort them into five or six groups according to their value. Then pick out two from each group, the best and the worst. Put these ten or twelve of each type together. Re-write, carefully, word for word, each composition and number them with the letters of the alphabet. Give each of these types of compositions to half a dozen friends and acquaintances to assess them in the order of merit, using numbers 1 to 10 or 1 to 12, to correspond with the letters of the alphabet, in descending order of magnitude. When this has been done, assess the marks for each composition in each group. This time, the composition which scores the smallest or the lowest mark on the total is to be regarded as the highest in the order of merit. This is the reverse order - in the ascending order of magnitude.

In order to select or decide the measuring scale, take the first, that is, the lowest score, and regard it to be above the level, the third, to be on the level, the fifth, on the average, the seventh, below average and the ninth, a little below the average, in the case of ten compositions. But where twelve compositions have been assessed, the first, third, sixth, ninth and twelfth in position, will be chosen respectively.

The assessed compositions from each of

the three types, measured with the scale described above, are recopied, word for word, in their original forms, and given as samples in the order of merit.

Samples of Compositions Measured.

Narrative Type: "What I did Last Saturday"

Last Saturday I woke up at about 6 a.m. I washed my face and cleaned my mouth. I went to fetch water and wash my clothes early. I went to the beach to swim and came back at about 12.30 p.m. I ate my food, washed the plates and went to sleep. I woke up at about 3 p.m. and I went to play football and came home at about 5.30 p.m. to press the clothes I have washed in the morning. I had my supper at about 7.30 p.m. I went to the pictures and I returned at about 12 mid-night, when I came as I was tired I went to sleep.

Last Saturday, when I woke up I washed my face. I put some chewing sponge in my mouth, then I picked my dirty clothes to wash. After washing I ate, then, then after eating I bathed and I went to meeting, after I have come back, I went to my father's house in Christiansborg I staid there with one day and when I was coming back my father gave me four shillings (4s.) and my aunt gave me one shilling then my cousin gave me some beautiful toffee thing so that I can put my small things in, then I came back home. That is what I did last Saturday.

Last Saturday when I woke up from the bed, I washed my face, clean my teeth.

I packed all the plates, then I washed it. When I finished I went and bath when I came then I took my breakfast.

On that Saturday one friend came and called me to the seashore, when we reached there we saw many people were swimming there he and I went to the sea. I enjoyed it very well. When came to home we went to bathroom. I saw some people were fighting and one man took a knife to knocked one another.

Last Saturday I washed my face and sweep my father room.

And I corrected the chair and the Veranda's tables. Last Saturday I help my father the bad table which is bad we correct it out. When we finished we goes to my fathers farm and casaver, potatoes, peppe, and onions and Mango. and we came and cooked it, and eat it.

Last Saturday went to Accra to buy things. When I come I correct My school uniform and my mother dresses and I wash it. When it is dry I peperd fare and ironing my dresses.

When I finished my father sent me Accra again to buy things for her, when I come is night.

Reproductive Type: "Urashima, the Fisher Boy."

The name of the story is called "Urashima, the Fisher Boy."

Once upon a time there was a boy called Urashima. He lived on the sea coast at Japan. One day he went to catch fish. When he reached the place where he caught fish, he saw a big shell. He took it and looked at it, and he said "I cannot eat fish for food" but what is this, so he threw the shell into the water. He caught fish until he was tired. He went into his boat and rest. When he was in his boat he saw a beautiful girl climbing the boat and the girl said I am the shell which you caught and threw it away. I am the daughter of Sea God. I knew that you are a kind boy, I shall marry you. Urashima went with the girl's father's house. They lived with happy about three years. One day Urashima told his wife to let her give her a short time to see his father and his mother. His wife gave him a way to go, but when he was going she gave her a small box. He took it and sailed back to see his father and his mother. In return from his father and his mother's place he did not know the way. He thought that if he opens the box he would know the place. He opened it and a white flag got out from it. He sailed his boat and caught it. He sailed it and went back to his place.

Once there was a boy called Urashima. He is a fisher boy, one day he went to the sea to catch fish. When he went to sea he did not catch any fish, but he caught a big shell and he said I cannot eat this so he put it inside the

sea again and went home. After three days he went into his boat to sleep because because the weather is very hot when he is in the sea a very nice girl came to his boat and said "I am the shell which you caught in the sea and live me in the sea again. and can see that you are very kind so I shall marry you. So the girl took Urashima to her father's house. There Urashima is the of the fish and the shells. Urashima is very very happy to marry the nice girl. One day Urashima told the girl to give him time to go and see his father, his mother, and his brothers. The girl gave him a box and said never open this but if you open it you cannot come to me again. So the boy took the box along with his Urashima go but he did not see the people so he came back to the girl.

Urashima was a Fisher Boy. One day Urashima went to catch a fish. When he went he caught a tortoise and he said what is that nasty I caught. He throw the tortoise back in the sea. He went and sleep in his boat. When he slept, a beautiful girl came, and she said I am the Sun of God in the sea. She said you will marry me. She and Urashima went to her house, Urashima said, what beautiful is this house is? They lived in short three years. Urashima said I want to go to visit my mother, my father, my brothers and sister's. She gave him a small box. She said do not open the box. He put his boat rolling to the house. He saw everything was cut. The trees are short. He opens the box nothing in it but clouds. He begin to shout and the clouds came back in the boat, and he hold it in his hands and put it in

the box, and roll back in the sea.

One day Urashima was in his boat catching fish and he got a dinner and they had got Totes for dinner Urashima said what with this poor totes and he throw it away.

And Urashima had got beautiful girl which was going to married Urashima. They had got about three years and Urashima said I am going to see my Mother, Father and brother and his wife gave a small pot and she said you must not open it until rich this.

When Urashima got thier he can not see the way and he saw some one asking him to stand here because every things was change and than he open the pot and a small cloth get out into the sea. Urashima row after the cloth and saw mountain and he was found his wife and they staid with happy.

Urashima was fisher Boy who goes to catch fish. One day Urashima went to caught a fish for his dinner when he throw the net in to the sea, he did not catch any fish but only a big Tertoies. He thought himself I should not killed this Tertoies and he put the Tertoies back into the sea.

He rowed the boat back home. The next day he went again and he was in his boat, he was tired so he sleep. When he was asleep a "beautiful woman cramp the boat" and said: I hear than you are a kind Boy,

Imaginative Type: "If You Had Three Wishes"

If I had three things I would have a doll and I would look after her as my baby and I would sew dresses for her, and all other things.

If I had brains I would never waste time on it I would learn every minute I get time to go to Secondary Schools and University.

I would like to have house where I could always live not to live in some body's house and if its day time I would go about the Town I don't like that but I like to have my own House.

A three wishes things I have one is money. I will do a money with building a house first to live in and then I can have many things that I want.

Then the second one is car so that when I am going every where I can go with my car.

Then the third one is for me to have boat. because I can catch fish for me to eat for food.

I want to be a police man because if I be come a police man I will help the police people in playing football and in boxing too.

I wishes to learn hard and to know many things, and travelled to big town to stay there and learn many different kinds of work. To come and teach my country people to know it as well as I know.

I wishes to be a farmer to work very hard not to sit down lazy as the other

I wishes to have a lot of money to go and buy

a lorry. To travel to places and another.

And I wishes to have a big land to make a farm on it.

I wishes to go to a big school and learn very hard and go to the big, big, places and towns.

If I had three wishes like science, cow and horse. I will work with my science to have a good work and a sit in office. And my cow I will get a milk from him, beef and work in my father's garden for her.

A horse too is good because at raise time the horse can go at that time if my horse become lucky it will win and get a lot of my and I will eat many things I like.

And you will get money to build a house to live in but if I have no science, and get this money you will spoild all science is good.

General Conclusions.

The investigations into written composition has been made, not to belittle or under-rate the work of the class teachers or discourage the children. It is advisable to be wise by the mistakes of others. When we are conscious of our mistakes we will be rightly guided by their correction. The chief aim, therefore, is to find out what is wrong with the written composition in our schools and find remedial steps to it.

It has been found out that the majority of the children fail to express themselves correctly in the use of the past tense. The details of the errors on this line of work have been dealt with under Causes of Errors and Remedial Steps.

There is need to distinguish clearly the correct use of the past tense. Children are often confused with its use, and we often find them to express themselves thus :- I went to bought some vegetables, after finishing ate, and so on. To avoid this confusion, the teacher should so grade his lessons in such a way that he does not deal with two types of problems in a lesson. He may plan a series of lessons on simple past tense with variables in a tabular form as it is often found in the Oxford Readers - for example - Give plenty of practice on many verbs in the past tense.

I went to the beach.

Arjee kicked the ball.

My mother cooked the palm soup.

Nandu sang a new tune.

and gradually introduce the use of the infinitive - to go - to cook, to dance, with a thorough

drill.

He can then proceed to the use of the Auxiliary Verbs— shall, will, should, would, do, did, can, could. With very thorough practice in the correct use, such mistakes as— I would cooked, I did not knew, you work of the children, will be minimised.

Mistakes are also found in the substitution of pronouns— he for she, him for her and vice-versa. Upon investigation into the use of pronouns in the vernacular, it is found out that the content of the vernacular does not favour such substitutions.

In the reading lessons a lot of exercises in the phonic drill with words— breaking them into sounds, will help to minimise many of the spelling errors made. Many children just write down their words according to the sounds.

The use of jingles, for example— When you want to spell the word believe, remember a piece of pie— can be of great help to improve the spelling of words.

The success in written compositions depends much on the oral work which establishes children in their expressions. In order to improve the written work of the children, the following suggestions are given.

1. No written compositions at the early stages should be done unprepared. In order to do this the teacher should get the children to choose an interesting topic. The children should then discuss this and make sentences for the teacher to put on the blackboard.

Care should be taken to arrange the sentences logically. This is a good exercise in creative writing. The next step to be taken is to ask the children to write their own composition from the blackboard. They should be allowed to look on to the blackboard when they need any help. The method can be varied by rubbing off the end parts of the sentences and asking ^{the} children to complete them, some guide words may be given to the children for the completion of the work. This method will be helpful to the children later and gradually they will develop the habit of making skeleton notes to guide them in arranging their composition into paragraphs made up of sentences of connected ideas.

2. Reproduction of stories. A good plan is to start with simple short and interesting stories told or read to the children by the teacher. Gradually the length of the stories with sequence of events can be increased. This provides a useful exercise on the children's retentive memory and on the ability to reproduce stories in an interesting way. The children should be provided with Supplementary Readers and simple story books. Occasionally children may be asked to tell their interesting stories to the class or write them out. Some of the stories written can be exhibited to the class on the walls or ^{on the} bulletin board. This creates the spirit of competition which will arouse children's interest.

3. Imaginative compositions: Children are born with strong imaginative powers and

it is the teacher's work to develop these activities and train them to express their wishes in the correct sentence pattern - for example:-

If I had money I would build a house.

If I were a doctor, I would treat my patients kindly.

If I had an aeroplane I would fly to different parts of the world.

If I had a wish I would wish for a car.

If I had three wishes I would wish for education, a car and a house.

In the course of the lessons on written composition, children should be taught to use simple short sentences, the use of the punctuation marks and the use of the capital letters.

The teacher should be very careful with the method he employs for the marking of the children's written work. A child is discouraged at the sight of the red or blue pencil marking spread all over his work. A good plan would be to go over the corrections with the children individually. Any attempt made by the child in the written work should in no case be discouraged.

As it is not advisable to draw any elaborate or fixed syllabus on the written composition, it is essential that the choice of text books for English should be carefully made. At present there are not many suitable books on English written purposely for West African Schools. It is hoped that in course of time these will be made available.

Simple story books should be made

available to the children in the Primary Schools, and those in the Middle Schools should be encouraged to read their Supplementary Readers as well as those other books that may be available in the school libraries.

The teaching of English should not be done in a water-tight compartment. It should be correlated with other school subjects. On the curriculum it should be regarded as English - the grading of its branches should be left to the teacher to make in his lesson notes. The teaching of grammar should come as the need arises from the written exercises of the children. Children learn to speak English by speaking; the teachers can further the success of English teaching by encouraging ^{the} children to speak it. This can best be done by the teacher speaking to the children in English and encouraging them to make English the medium of their conversation.

English lessons should be linked up with the study of nature. For example, take a weather chart - this can be so prepared, as to provide spaces for daily and weekly reports to be filled by the class. The teacher should guide the children in the filling in of the reports. This will provide a useful source of information when children write a composition on the weather.

Children should also be encouraged to read current news. The class should be provided with a wall paper which may be

a large sheet of brown paper or a cardboard. This will contain important news of the day. Children should be delegated to collect news in turns. A good exercise for the end of the week, say the last fifteen minutes on Friday, for discussion of news related to education and the social welfare of the community. By this I do not suggest that political problems should be introduced into the school.

At present there are not sufficient trained teachers to man our schools but we can make the best use of the service of the available untrained teachers by arranging vacation courses on teaching methods at least twice a year if it is not possible to have one at the end of each term. The headmasters in charge of schools can also help by directing ~~their~~ teachers at the staff fortnight or monthly meetings. They can also give suggestions and give demonstration lessons to the classes while the class teachers look on to gain experience. Some of this group of teachers should be advised to pursue further studies in order to improve themselves and their methods of teaching. If the teaching of English is placed in the hands of trained and able teachers the battle will be won and success will attend the teaching of English in all our schools. This will be an aid to ^{an} all round education that is needful in West Africa.

Appendix. I

Story for Reproductive Composition¹. Age 11-17.
"Urashima, the Fisher Boy".

Long ago there lived on the sea coast of Japan a young fisherman named Urashima. One day he went out in his boat to fish, but instead of catching any fish, he landed a big tortoise with a hard shell, a wrinkled old face and a tiny tail. Now tortoises as you know live for hundreds of years.

Urashima thought to himself, "A fish would do for my dinner just as well as this tortoise — in fact better. Why should I kill the poor thing and prevent it from enjoying itself for many more years? No, I won't be so cruel." And with these words he threw the tortoise back into the sea.

The next thing that happened was that Urashima went to sleep in his boat, for it was one of those afternoons when almost everybody enjoys a nap. As he slept there came up from beneath the waves a beautiful girl who climbed into the boat and said, "I am the daughter of the Sea-God, and I live with my father in a Palace beyond the waves. It was not a tortoise that you caught just now, and so kindly threw back into the water instead of killing it. It was I. My father, the Sea-God, had sent me to see whether you were good or bad. We know now that you ^{are} a kind, considerate boy who doesn't like to do cruel things, and so I have come to fetch you. You shall marry me, if you like; and we shall live happily together for a thousand years in the Palace beyond

¹ 'See Bibliography'

the deep blue sea?"

So Urashima and the Sea-God's daughter rowed away till they came to the palace where the Sea-God lived and ruled as king over all the dragons, tortoises and fishes. What a lovely place it was! The walls of the Palace were of coral, the trees had emeralds for leaves and rubies for berries, the fishes' scales were of silver and the dragons' tails of solid gold. And it all belonged to Urashima, for now he was the husband of the lovely Sea Princess.

They lived on happily for three years, wandering about among the beautiful trees. But one morning Urashima said to his wife; "Although I am very happy here, I should like to go home to see my father and my mother and brothers and sisters. Just let me go for a short time and I'll soon be back again."

"I don't want you to go", said she, "I am afraid that something might happen. However, if you really want to go you must take this box and be very careful not to open it. If you open it you may not be able to return".

Urashima promised to take great care of the box and not to open it at any time; then stepping quickly into his boat he rowed away, and at last landed on the shore of his own country.

But what had happened while he had been away? Where had his father's cottage gone? What had become of the village where he used to live? The mountains, indeed, were there as before, but the trees on them had been cut down. The little brook that ran close by his father's cottage was still running, but there were no women

washing clothes by its banks. It seemed very strange that everything should have changed so much in three short years.

As two men chanced to pass along the beach Urashima approached them and said, "Can you tell me, please, where Urashima's cottage, that used to stand here, has been moved?" "Urashima?" said they. "Why! it was four hundred years ago that he was drowned while fishing. His parents and his brothers and their grandchildren are all dead long ago. It is an old, old story. How can you be so foolish as to ask after his cottage? It fell to pieces hundreds of years ago?"

Then suddenly it flashed across Urashima's mind that the Sea-God's Palace beyond the waves, with its coral walls and its ruby fruits and its dragons with tails of solid gold, must be a part of a land in which one day was probably as long as a year in this world, so that his three years in the Sea-God's Palace had really been hundreds of years. Obviously it was no use staying here now that his friends were dead and buried, and even the village had passed away.

Urashima was now in a great hurry ^{return} to his wife, the Sea-Princess beyond the sea. But which was the way? He could not find it without some one to help him. "Perhaps," thought he, "if I open the box I shall be able to find the way". So he disobeyed her orders not to open the box, or perhaps he forgot them, foolish boy that he was. He opened the box; and what do you think came out of it? Nothing but a tiny

white cloud which floated away over the sea Urashima rushed about shouting to the cloud to stop, for he remembered now what his wife had said.

He jumped into his boat and rowed with all his strength after that tiny cloud. For some time he could not reach it, but at last it floated down into the boat, and Urashima, catching it in his hand, thrust it into the box.

Then on and on he rowed, hoping that he was going in the right direction. Just as darkness was descending he saw a bright light, and a little later he was back once more on the shore of the Sea-Gods Kingdom. Soon he was at the Palace where he happily rejoined his waiting wife.

Shorter Form for Pupils Aged 6+, 7+, 8+, 9+

Long ago there lived on the sea coast of Japan a young fisherman named Urashima. One day he went out in his boat to fish; but instead of catching any fish he landed a big tortoise. Now tortoises you know live for hundreds of years.

Urashima thought to himself, "A fish would do for my dinner just as well as this tortoise. Why should I kill the poor thing and prevent it from enjoying itself for many more years? No, I won't be so cruel."

The next thing that happened was that Urashima went to sleep in his boat, for it was a very hot afternoon. As he slept there came from beneath the waves a beautiful girl who got

into the boat and said, "I am the daughter of the Sea-God, and I live with my father in a Palace beyond the waves. It was not a tortoise that you caught just now, and so kindly throw ^{back} into the water instead of killing it. It was I. My father, the Sea-God, had sent me to see whether you were good or bad. We know now that you are a good, kind boy who doesn't like to do cruel things. You shall marry me, if you like; and we shall live happily together for a thousand years."

They lived on happily for three years, but one morning Urashima said to his wife, "I want to go home and see my father and mother and brothers and sisters. Just let me go for a short time and I'll soon be back again?"

"I don't want you to go", she said. "I am afraid that something might happen. However, if you really want to go you must take this box, and be very careful not to open it. If you open it you may not be able to return?"

Urashima promised to take great care of the box and not to open it at any time; then getting into his boat he rowed away, and at last landed on the shore of his own country.

But what had happened while he had been away? Where had his father's cottage gone? What had become of the village where he used to live? It seemed very strange that everything should have changed so much in three short years.

As two men chanced to pass along the beach, Urashima said to them, "Come you tell me, please, where Urashima's cottage, that used to stand here, has been moved?" "Urashima?" said they. "Why!

it was four hundred years ago that he was drowned while fishing. His parents and his brothers and their grandchildren are all dead long ago. How can you be so foolish as to ask after his cottage? It fell to pieces hundreds of years ago."

Then it suddenly flashed across Urashima's mind that in the Sea-God's Palace beyond the waves, one day was probably as long as a year in this world, so that his three years in the Sea-God's Palace had really been hundreds of years. Of course there was no use in staying here, now that all his friends and even the village had passed away.

Urashima was now in a hurry to return to his wife, the Sea Princess beyond the sea. But which was the way? He could not find it without some one to help him. "Perhaps", thought he, "if I open the box I shall be able to find the way." So he disobeyed her orders not to open the box, or perhaps he forgot them, foolish boy that he was. He opened the box; and what do you think came out of it? Nothing but a tiny white cloud which floated away over the sea. Urashima rushed about shouting to the cloud to stop, for he remembered now what his wife had told him.

He jumped into his boat and rowed with all his strength after that tiny cloud. For some time he could not reach it, but at last it floated down into the boat and Urashima caught it in his hand and thrust it into the box.

Then on and on he rowed, hoping he was going the right way. Just as darkness was coming on he saw a bright light, and a little later

he was back once more on the shore of the Sea-God's Kingdom. Soon he was at the Palace where he found his wife waiting for him.

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