

INSTITUTE OF EDUCATION

UNIVERSITY COLLEGE  
OF THE  
GOLD COAST.

INVESTIGATION INTO  
WRITTEN COMPOSITION  
IN  
KUMASI SCHOOLS.

BY

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## Introduction

One of the most important objectives and the belief of any teacher of English is that his pupil should be able to think clearly in order that he can express himself clearly.

Thought and Language go together.

In many of our schools today many pupils fail to express their thoughts in writing; this is the result of lack of sufficient practice in essay writing. Ability to express oneself in clear and correct English is of great value because the child not only needs this capacity when he is at school but he needs it in everyday affairs; and although the teacher sees the important function that written composition does in after school life yet in many schools insufficient time and thought are given to its cultivation.

In majority of cases teachers are responsible for backwardness in written composition in their classes in that they go to their classes without a definite purpose and objective. There is an inadequate preparation; insufficient help may not be given and worst still the subject may be unsuitable to write on.

If a good essay is to be expected of a child, before the teacher goes to the class he should have a definite purpose and

objective; the subject chosen should be within the experience of the children and should be thoroughly prepared because the better the preparation, the better the written work. Good preparation enlarges vocabulary, improves choice of words, teaches arrangement and order and increases fluency and ease of writing.

The purpose of this test therefore is to find out the children's educational attainment and their ability in the use of written words.

It is very necessary that the teacher know what to expect in written composition from pupils of particular mental levels in order that his teaching should have direction and efficiency. It is necessary to know their definite merits and weaknesses and what common errors are made. The types of composition to be given will therefore specify their difficulties and give the teacher an opportunity of taking remedial steps.

The test consists of topics on

A. Descriptive: "What I Did Last Saturday."

The children's sentence pattern and correct use of verbs will be tested.

B. Reproduction of a story: "The Story of Urashima, The Fisher Boy."

This test will be given to test concentration and intelligence in reproducing a story in

an orderly way.

C. Imaginative: "If You Had Three Wishes, What Would You do with them?"

This is to test the imaginative power of the children.

Tests conducted by students in previous years in some of the schools in Accra revealed the following mistakes in the three types of composition.

- a) The use of tense.
- b) The Infinitives - Past tense form of the verb used with "to".
- c) Grammatical Accuracy :-
  - 1. The use of apostrophe to denote possession.
  - 2. The use of "to" followed by verb ending in "ing."  
e.g. to fishing. etc.
- D. The Auxiliary Verb. - The use of a verb in the past tense after "will", "shall", "should." etc.
- E. The use of pronouns. -  
him for her + vice versa.  
I + she etc.
- F. Spelling Errors.

Description of the Tests.

The tests were conducted in Kumasi in three different schools and in three different classes - namely: -

1. (a) N. A. Baptist School. Primary six. The age of the children ranged from 11-16+ years. There were thirty-five pupils in the class - twenty-four boys, eleven girls but thirty-three pupils partook of the tests. Two of them were absent.
- (b) Middle Forms I + II of the same school; the age of the pupils ranged from 10-18 years. There were thirty-six pupils - twenty boys sixteen girls and fourteen pupils - ten boys, four girls respectively in each class and they all partook of the tests.
2. St. Peter's Middle Form One. The pupils were between the ages of 11+ - 17 years. There were forty pupils on roll - all boys and every child took the tests.
3. Wesley College Practice Middle Form Two. The age of the children ranged from 11+ - 19 years and there were forty-four pupils - forty-two boys and two girls on roll. All the pupils took part in the tests.

A day was devoted to each class for the tests. There was either a long break or another lesson taken by the class teacher for a change between the tests.

Thirty minutes were allowed for each type of composition, and warning was given five minutes before the end. Pupils in Primary 6 were allowed to write in pencils, and as English was not the medium of instruction in this class the shortened form of the Reproductive Story was read to them.

Questions were not allowed, no explanation on the topics were made, no help whatsoever was given and papers were collected at the dot of time.

Pupils were required to follow certain instructions thus :-

Name . . . . . Other Names . . . . .  
 Birthday . . . . . Tribe . . . . . Sex . . . . .  
 School . . . . . Class . . . . .  
 Date . . . . .

The first topic was written on the Black Board with the following guide :-

Test I "What I Did Last Saturday."

- (a) What I did when I woke up at . . . . .
- (b) " " " during the latter hours of the morning.
- (c) " " " at noon
- (d) " " " during the late hours of the afternoon.
- (e) " " " in the evening.
- (f) " " " before I went to bed.

The topic was chosen because it linked with the normal experiences of every child.

All school children like Saturdays. They all look forward for them and many of their activities are performed

on Saturdays. Besides, the topic gave the children practice in bringing back to their memories their activities on the previous Saturday, and the use of the correct sentence pattern for describing a past event would be made. This topic also gave practice in clarity and continuity of thought.

### Test II

The prose selected for Test II was - "Urashima, The Fisher Boy." This was chosen because it possessed the merits of an interesting story which contained plenty of ideas, well-ordered sequence of events and possessed richness of detail and description.

The story was read once by the teacher distinctly and slowly, care was taken to emphasise the sequence of events and details, and it was then reproduced immediately after the reading. For the two prose forms of the story see Appendix one.

### Test III

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

This test was given to test the pupils' imaginative powers. It was also a test in the children's knowledge of expressing a wish using the correct sentence pattern. The results of the range of ideas proved how wide was the children's power of imagination, and their common sense in making

a choice.

At the end of Test III writing scale was measured. Pupils were asked to write as many times as possible in one minute. -

"Christmas comes but once a year."

The time limit for each composition was thirty minutes. A maximum of twenty-five marks was allowed for each composition thus :-

Content of Composition	---	12 marks.
Structure " " "	---	7 "
Mechanical Elements	---	6 "

## The Pupils' Social and Educational Backgrounds

1. N. A. Baptist Primary VI and Middle Forms I, 4 & II.

The school is situated in Longo area. The same building is used as school and for Sunday services. A section of the church building is used for Primary VI and a wall divides it from the main hall which makes it a separate apartment as a classroom.

There are 35 pupils in this class and over 70% of them are Nigerians which proves that the school caters mostly for the Nigerians.

The class-teacher is an Ashante and Twi is the medium of instruction though some of the pupils cannot speak Twi fluently nor do they understand all the teaching given in this language. Therefore, it is not surprising that the pupils are backwards since they are not taught in the language they clearly understand.

Oxford Reader 4 is the Class Reader and for their supplementary Readers they use these books. —

"You Will Remember Me." by Isabelle Fremont and "Stories from Greece." Upon investigation pupils have not started to read the supplementary Readers and it was unlikely they made use of any library although the class-teacher told me that pupils had been advised to use the

Gold-Coast Library.

The majority of the pupils are from illiterate homes.

Middle Forms I & II are making use of the back veranda of the Mission House as their classrooms having the place screened into two apartments. There are 36 and 17 pupils respectively in the classes.

About 50% of the pupils in each of these two classes are Nigerians and English is the medium of instruction.

In Form I Oxford Reader 4 is the English book and they have no supplementary Reader.

In Form II - Oxford Reader 5 is used and for Supplementary Reader they have - "Royal Reader" by Thomas Nelson. Besides using the Gold Coast Library there are a few books in the School Library; and among the books included in the library are the following: -

1. Treasure Island - R. L. Stevenson
2. John Ploughman's Pictures -  
by C. H. Spurgeon.
3. Tales of Two Cities - Alexandre  
Dumas.
4. My Duties - John Murdoch.
5. Tom Brown's School Days -  
Longmans.
6. More Stories and How To Tell  
Them. - Elizabeth Clark.

2 St. Peter's Boys' Middle School is situated on a hill in the heart of the town. Class-room system is used.

10  
There are forty pupils in Form One. There is a mixture of pupils from different tribes as can be seen in Table Two. Two of the boys are coloured - one Syrian and one Indian boy. English is the medium of instruction. The English Books used is Oxford Reader Four; and "Dearday" is used as Supplementary Reader. There is no School Library according to the information given by the class-teacher. Pupils make use of the Gold-Coast Library.

3. Wesley College Practice School is situated on the College grounds. Students from Wesley College are sent there from time to time to practise teaching. There are forty-four pupils in Form Two.

Servants, children of the Wesley College Staff, and other children from various parts of the town attend the school and most of the children are either Fante or Akante by tribe. The medium of instruction is English. Oxford Reader Five is the English Book used and the Supplementary Readers are: - "Christmas Cards" - Charles Dickson; "Sinbad The Sailor" - The Arabian Nights Children are making use of the Gold Coast Library.

Table I. Showing the Age of Pupils Tested. 10-19 years.

Age	N. A. Baptist School Primary VI			N. A. Baptist School Middle Form I			N. A. Baptist School Middle Form II			Wesley College Practice School, Middle Form II			St. Peter's Middle Form II	
	No. of Cases	Boys	Girls	No. of Cases	Boys	Girls	No. of Cases	Boys	Girls	No. of Cases	Boys	Girls	No. of Cases	Boys
10	-	-	-	1	-	1	1	-	-	-	-	-	-	-
11	2	1	1	1	-	1	-	-	1	1	-	1	1	-
12	11	6	5	4	2	2	-	-	4	4	-	13	13	-
13	10	8	2	8	3	5	2	1	10	10	-	8	8	-
14	5	3	2	3	1	2	3	3	14	13	1	11	11	-
15	3	2	1	5	4	1	1	-	6	5	1	3	3	-
16	4	4	-	10	7	3	2	-	5	5	-	3	3	-
17	-	-	-	1	-	1	4	-	3	3	-	1	1	-
18	-	-	-	1	1	-	1	-	-	-	-	-	-	-
19	-	-	-	2	2	-	-	-	1	1	-	-	-	-
	35	24	11	36	20	16	14	10	4	44	42	2	40	40

Table 2. Showing Children Tested - Distribution according to Tribes.

School.	Nigerians	Euro.	Fante	Ashanti	Northern Fanti	Syrian	Indian	Akan	Gov.	Cameroon	Togoland	Total
N.A. Baptist Primary VI.	25	1	-	7	-	-	-	-	2	-	-	35
" " Middle Form I.	18	-	2	13	1	-	-	1	1	-	-	36
" " " " II.	7	-	2	3	1	-	-	-	1	-	-	14
Wesley College Practice School, Middle Form II	-	-	10	31	-	-	-	1	-	-	2	44
St Peter's Middle Form I.	1	4	11	18	1	1	1	-	1	1	1	40
<b>Total</b>	<b>51</b>	<b>5</b>	<b>25</b>	<b>72</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>169</b>

Table 3. - Showing Number of Papers for the Three Types of Composition.

School	Test One: Narrative.	Test Two: Reproductive.	Test Three: Imaginative.	Total
N.A. Baptist Primary VI.	33	33	33	99
" " Middle Form I.	36	36	36	108
" " " " II	14	14	14	42
Wesley College Practice School, Middle Form II	44	44	44	132
St. Peter's Middle Form I.	40	40	40	120
<b>Total</b>	<b>167</b>	<b>167</b>	<b>167</b>	<b>501</b>

Schedule Marking of the Compositions:

The written compositions were first separated and grouped according to the chronological age (10-19) years of children in each class and school and put together as a group.

A maximum of twenty-five marks was allowed for each composition and they were distributed as follows: -

A. Thought or Content and vocabulary. 12 marks.

1. Clearness and continuity of thoughts
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 4

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 14, 15 - slightly above.

Scores 15-21 - above median sample.

Schedule Marking of the Three Types of Composition. - N. A. Baptist School Primary 6.

Sex	Name of Pupil.	Age	Test One.				Test Two.				Test Three.			
			Narrative: "What I Did Last Saturday"		Reproductive: "Unashamed, The Fisher Boy"		Imaginative: "If You Had Three Wishes"							
			Thought or Content	Mechan- Structure rics	Thought or Content	Mechan- Structure rics	Thought or Content	Mechan- Structure rics	Thought or Content	Mechan- Structure rics	Thought or Content	Mechan- Structure rics	Thought or Content	Mechan- Structure rics
Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total	Total			
B 1	Oberg Senth	11	6	3	4	13	2	-	1	3	2	1	2	5
G 2	Juliana Ajas	11	4	2	2	8	-	-	-	0	10	3	3	16
B 3	Aremu Sunday	12	3	1	2	6	1	-	-	1	10	3	3	16
B 4	Solomon Laniyi	12	5	4	4	13	8	3	2	13	10	5	4	19
B 5	Tuji Tuji Paul	12	2	1	1	4	-	-	0	0	-	-	0	0
G 6	Fanny Bassey	12	8	4	4	16	2	1	1	4	1	-	-	1
G 7	Korentama Felicia	12	Absent				Absent				Absent			
G 8	Rebecca Laniyi	12	8	3	3	14	-	-	0	0	2	2	2	9
G 9	Rebecca Adu	12	6	3	2	11	-	-	-	0	4	1	2	7
G 10	Ekua Gyamfiah	12	7	3	3	13	1	-	-	1	6	1	2	9
B 11	Darius Mensah	12	8	4	3	15	2	1	1	4	10	3	2	15
B 12	Mosunidi Yesufu	12	3	2	3	8	1	-	1	2	7	2	2	11
B 13	Lader Matthew	12	2	1	2	5	-	-	-	0	-	-	-	0
B 14	Kwatei Kwaku	13	6	3	3	12	-	-	-	0	8	3	3	14
B 15	Otoo George	13	8	4	3	15	-	-	-	0	6	3	3	12
B 16	Rasaki Lawrah	13	4	2	2	8	-	-	-	0	-	-	-	0
B 17	Adeyanju James	13	1	1	2	4	-	-	-	0	2	-	-	2
G 18	Juliana Aduke	13	1	1	2	4	-	-	-	0	4	5	-	9
G 19	Asunke Tamina	13	6	3	3	12	-	-	-	0	4	1	1	6
20	Akanbi Isola	13	4	2	2	8	-	-	-	0	-	-	-	0
21	Amusa Kasisi	13	7	3	2	12	1	-	-	1	-	-	-	0
22	Joseph Adelaar	13	4	3	2	9	1	1	1	3	6	3	3	12
23	Pepoola John	13	6	3	2	11	2	1	1	4	8	1	3	11
24	Alade Daniel	14	6	3	2	11	2	-	-	2	10	2	3	15
25	Akande Temisa	14	5	3	2	10	-	-	-	0	-	-	-	0
G 26	Comfort Ojike	14	Absent				Absent				Absent			
27	Saka Kaninmu	14	4	2	2	8	-	-	-	0	10	3	3	16

Table 5N. A. Baptist School, Primary 6

Table Showing Average Number of words Written in 30 mins. in the Three Types of Compos

Age	Number of Cases	Test One	Test Two	Test Three	Writing Scale
		Narrative: "What I Did last Saturday."	Reproductive: "Urashima the Fisher Boy."	Imaginative: "If You Had Three Wishes"	
		Words in 30 minutes	Words in 30 minutes	Words in 30 minutes	Words in one minute
11	2	27	104	39	15
12	11	48	105	45	13
13	10	47	91	50	7
14	5	31	67	35	9
15	3	54	68	23	11
16	4	53	129	59	11

Table: 4 contd.

Schedule Marking of The Three Types of Compositions: - N.A. Baptist School Primary

Sex	Name of Pupil	Age.	Test One				Test Two				Test Three			
			Narrative: What I Did Last Saturday		Reproductive: <sup>Washings,</sup> The Fisher Boy		Imaginative: If You Had Three Wishes							
			Thought or Content	Structure	Mechanics	Total	Thought or Content	Structure	Mechanics	Total	Thought or Content	Structure	Mechanics	Total
G. 28	Sabitau Ajike	14	12	7	6	25	12	7	6	25	12	7	6	25
B. 29	Ankora Clemence	14	4	2	2	8	-	-	-	0	2	-	-	2
G. 30	Esther Gbonju	14	6	3	2	11	-	-	-	0	-	-	-	0
B. 31	Aremu Sampson	14	8	4	3	15	1	-	-	1	4	1	2	7
B. 32	Popoola Olayiwola	14	-	1	1	2	-	-	-	0	2	-	-	2
B. 33	Adenale Eman	16	8	4	3	15	2	1	1	4	10	3	2	15
B. 34	Adoi Adotey	16	7	4	3	14	4	2	1	7	6	4	1	11
B. 35	Akande Linadu	16	4	2	2	8	-	-	-	0	3	-	1	4
		16	9	5	3	17	-	-	-	0	8	2	2	12

Schedule Marking of the Three Types of Compositions: - Nri-Anpafo Middle Forest I.

Sex	No.	Names of Pupils	Age	Test One.			Total	Test Two.				Test Three.				Total
				Narrative: What Did Last Saturday?				Reproductive: The Fishes of Imo State.				Imaginative: If I Were a King.				
				Thought Content	Structure	Mechan- ics		Thought Content	Structure	Mechan- ics	Total	Thought Content	Structure	Mechan- ics	Total	
G	1	Amisa Atinga	10	2	1	1	4	1	-	-	1	-	-	-	0	
G	2	Margaret Nkrumah	11	2	1	1	4	-	-	-	-	-	-	-	0	
G	3	Mary Owusu	12	3	2	1	6	-	-	-	-	-	-	-	0	
G	4	Taiwo Ajani	12	3	2	1	6	-	-	-	-	5	2	1	8	
G	5	Comfort Gyamfi	12	5	3	2	10	6	3	3	12	10	5	3	16	
B	6	William Anu	12	8	4	3	15	5	3	2	10	6	3	3	12	
B	7	Atta Asani	13	7	4	3	14	6	3	3	12	9	4	3	16	
B	8	Adeyemi Fani	13	8	4	3	15	7	4	3	14	10	4	4	18	
B	9	Stephen Ananor.	13	3	2	1	6	1	-	-	1	-	-	2	2	
G	10	Afrige Akua	13	3	2	1	6	-	-	-	0	-	-	-	0	
G	11	Victoria Sarpong	13	2	2	1	5	1	1	1	3	2	-	-	2	
G	12	Esther Benyaku	13	1	1	0	2	-	-	-	0	-	-	-	0	
G	13	Modupe Adetunji	13	3	2	1	6	-	-	-	0	2	-	-	2	
G	14	Adeboyin Okeniyi	13	1	1	1	3	-	-	-	0	-	-	-	0	
B	15	Emaw Donskoh	14	3	1	1	5	-	-	-	0	2	-	-	2	
G	16	Ansa Eshun	14	-	-	-	0	-	-	-	0	-	-	-	0	
G	17	Beatrice Osei	14	2	1	1	4	-	-	-	0	-	-	-	0	
G	18	Ruth Adeboye	14	2	2	1	5	2	1	1	4	3	1	1	5	
B	19	John Olawale	15	10	4	4	18	8	4	3	15	7	3	3	13	
B	20	Adegunde Joloso	15	8	4	4	16	9	4	4	17	4	4	-	4	
B	21	John Mensah	15	2	2	1	5	-	-	-	0	4	-	-	4	
B	22	John Adeyemi	15	10	5	5	20	7	4	3	14	6	3	3	12	
B	23	Georgina Summie	16	2	2	1	5	-	-	-	0	5	1	1	7	
B	24	Oladejo Alamu	16	10	5	3	18	8	2	2	12	8	3	3	14	
G	25	Comfort Asantewaa	16	4	2	1	7	3	1	1	5	5	3	3	11	
B	26	Joseph Tetteh	16	1	-	1	2	-	-	-	0	-	-	-	0	
B	27	Joseph Tetteh	16	8	3	3	14	5	1	2	8	4	1	1	6	

N. A. Baptist School, Middle Farm I.

Table Showing Average Number of Words Written in 30mins in the Three Types of Co

Age	Number of Cases	Test One:	Test Two:	Test Three:	Writing Scale.
		Narrative: What I did last Saturday	Reproductive: Urashima the Fisher Boy.	Imaginative: "If You Had Three Wishes."	
		Words in 30minutes	Words in 30minutes	Words in 30minutes	Words in one minute
10	1	46	25	20	0
11	1	86	106	157	6
12	4	101	102	71	6
13	8	93	96	57	6
14	3	64	63	47	5
15	5	106	155	73	3
16	10	130	126	68	8
17	1	96	110	108	13
18	1	105	128	42	8
19	2	134	91	49	6

Schedule Marking of the Three Types of Compositions. — N.A. Baptist Middle Form I.

		Test One:					Test Two:				Test Three:					
		Narrative: "What I Did Last Saturday"					Reproductive: "The Fishes Boy" <small>Unashima,</small>				Imaginative: "If You Had Three Wishes"					
		Thought or Content		Mechan- ics		Total	Thought or Content		Mechan- ics		Total	Thought or Content		Mechan- ics		Total
Sex	Name of Pupil	Age	12	7	6	25	12	7	6	25	12	7	6	25		
B 28	Hayford Bio	16	5	3	2	10	-	-	-	0	2	1	1	4		
B 29	Abraham Osei	16	7	3	1	11	6	3	3	12	8	3	2	13		
G 30	Mary Bankole	16	10	5	4	19	9	4	3	16	7	4	4	15		
B 31	Joseph Aye	16	6	3	3	12	4	2	2	8	8	3	3	14		
B 32	Musa Onwajoi	16	7	3	3	13	9	4	3	16	8	4	4	16		
B 33	Igbayilola Okenwole	17	4	3	2	9	4	1	1	6	4	1	1	6		
B 34	Nathaniel Ojewale	18	4	3	1	8	-	-	-	0	-	-	-	0		
B 35	Bakare Lawal	19	3	3	2	8	2	0	1	3	4	1	1	6		
B 36	Taiwo Liadi	19	7	3	2	12	4	2	2	8	2	1	1	4		

Table 4

## Schedule Marking of Three Types of Composition. — N.A. Baptist School, Middle Form II.

Sex	Name of Pupil		Age	Test One				Test Two				Test Three			
				Narrative: "What I Did Last Saturday"		"Urashima"		Reproductive: "The Fishes' Day"		"Imaginary One: 'If You Had Three"					
				Thought Content	Structure	Mechanics	Total	Thought Content	Structure	Mechanics	Total	Thought Content	Structure	Mechanics	Total
1 B	Joseph	Osei	10	9	5	4	18	4	2	2	8	4	3	4	11
2 G	John	Whyte	13	7	3	2	12	2	-	-	2	6	3	2	11
3 G	Agnes	Basoah	13	6	4	2	12	6	4	3	13	10	4	3	17
4 G	Mary	Musa	14	7	3	3	13	9	5	3	17	8	3	2	13
5 G	Grace	Lawson	14	4	2	2	8	-	-	-	0	8	2	-	10
6 G	Iyabo	Ladipo	14	8	4	3	15	3	1	1	5	10	3	4	17
7 B	Amos	Alabi	15	10	4	4	18	6	3	3	12	9	4	4	17
8 B	Moses	Layiwola	16	5	2	2	9	8	3	2	13	10	4	4	18
9 B	Abraham	Okewale	16	8	3	3	14	6	4	3	13	8	3	4	15
10 B	Anthony	Eshun	17	5	2	2	9	5	3	2	10	8	3	3	14
11 B	Gbadeges	Akinola	17	10	6	4	20	10	6	3	19	10	5	4	19
12 B	Ayoola	Ojo	17	5	2	2	9	5	3	2	10	8	3	3	14
13 B	Eman	Larewaju	17	8	4	4	16	2	1	1	4	2	1	1	4
14 B	David	Kwaku	18	6	3	3	12	9	5	4	18	9	3	4	16

N. A. Baptist School Middle Form II

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

Age	Number of Cases	Test One	Test Two	Test Three	Writing Scale.
		Words in 30 minutes	Words in 30 minutes	Words in 30 minutes	Words in one minute
10	1	122	101	81	7
11	—	—	—	—	—
12	—	—	—	—	—
13	2	134	162	103	13
14	3	119	230	134	10
15	1	250	222	144	20
16	2	168	269	131	12
17	4	200	218	129	14
18	1	111	199	82	6

Schedule Marking of the Three Types of Comp

Kwasi-Weeley College Practical School, Middle Form

Sex	Name of Pupil		Age	Test One				Test Two				Test Three			
				Narrative: What I Did		last Saturday		Reproduction: "The Fisher Boy"		Imaginative: "If You Had Three Wishes"		Narrative: "If You Had Three Wishes"		last Saturday	
				Thought Content	Structure	Mechanics	Total	Thought Content	Structure	Mechanics	Total	Thought Content	Structure	Mechanics	Total
B 1	Kweku	Anku	11	10	6	4	20	9	5	4	18	10	6	4	20
B 2	Seth	Yeboa	12	6	3	2	11	5	3	2	10	8	3	2	13
B 3	Samuel	Cobbold	12	9	5	4	18	10	5	4	19	9	5	4	18
B 4	Eric	Adjei	12	10	6	3	19	10	6	5	21	10	4	4	18
B 5	Kofi	Kwateng	12	6	3	3	12	3	2	2	7	4	2	2	8
B 6	Benjamin	Anaku	13	10	6	5	21	9	5	4	18	10	5	4	19
B 7	John	Antwi	13	9	5	4	18	2	2	1	5	3	4	3	15
B 8	Kwesi	Antoban	13	8	4	3	15	9	5	4	18	8	4	3	15
B 9	Kwame	Amatete	13	8	4	4	16	7	4	4	15	3	1	1	5
B 10	Albert	Sarfo	13	7	4	3	14	-	-	-	0	10	3	3	6
B 11	John	Akwasi	13	10	6	5	21	11	6	5	21	7	4	3	14
B 12	Owusu	Prenpeli	13	5	3	2	10	8	5	3	16	8	4	3	15
B 13	David	Antwi	13	9	4	3	16	6	4	4	14	6	4	2	12
B 14	Service	Adjei	13	5	2	2	9	3	1	-	4	-	-	2	2
B 15	Achiampong	Kwasi	13	9	4	2	15	8	4	3	15	6	4	3	13
B 16	Francis	Gyekie	14	6	3	3	12	2	1	-	3	7	3	3	13
B 17	Richard	Donkor	14	10	6	5	21	8	4	3	15	10	6	5	21
B 18	John	Boachie	14	7	4	3	14	6	3	2	11	6	4	4	14
B 19	Kofi	Anisa	14	6	3	3	12	-	-	-	0	2	-	-	2
G 20	Agnes	Boating	14	4	3	2	9	-	-	-	0	-	-	-	0
B 21	Kofi	Frimpong	14	7	4	3	14	7	3	3	13	10	3	3	16
B 22	Andoh	Kwame	14	5	1	1	7	2	-	-	2	6	1	-	7
B 23	Ayampo	Guggisberg	14	7	3	3	13	-	-	-	0	3	1	1	5
B 24	Kwateng	Kwame	14	6	3	2	11	8	5	3	16	8	4	3	15
G 25	George	Poku	14	6	3	2	11	4	1	6	5	8	2	2	12
B 26	Joseph	Gyeri	14	6	3	3	12	4	1	0	5	8	2	2	12
B 27	Albert	Opoku	14	9	5	3	17	6	4	2	12	9	3	2	14

Wesley College Practice School Middle Form II

Table Showing Average Number of Words Written in 30mins. in the Three Types of

Age	Number of Cases	Test One.	Test Two.	Test Three	Writing Scale
		Narrative: "What I Did last Saturday"	Reproductive: "Uashima the Fisher Boy."	Imaginative: "If You Had Three Wishes."	
		Words in 30 minutes	Words in 30 minutes	Words in 30 minutes	Words in one min
11	1	152	185	170	18
12	4	161	224	153	9
13	10	160	209	112	7
14	14	151	143	119	6
15	6	138	119	100	8
16	5	125	153	107	6
17	3	151	176	144	7
18	-	-	-	-	-
19	1	50	62	83	6

Schedule Marking of the Three Types of Composition: Wesley College Practical School, Middle Form II

Sex	Name of Pupils	Age	Test One				Test Two				Test Three			
			Narrative: "What I Did Last Saturday"		Mechanics		"Washing Machine"		Reproductive: "The Fishes Boy"		Imaginative: "If You Had Three Wishes"		Mechanics	
			Thought or Content	Structure	Thought or Content	Structure	Thought or Content	Structure	Thought or Content	Structure	Thought or Content	Structure	Thought or Content	Structure
			12	7	6	25	12	7	6	25	12	7	6	25
B	28 Thomas Mainu	14	7	4	3	13	6	2	2	10	9	4	4	17
B	29 John Nkumahi	14	10	5	4	19	4	2	1	7	8	4	4	16
B	30 Appiah Stephen	15	8	5	3	16	6	4	3	13	6	5	4	15
B	31 John Bonney	15	6	2	1	9	-	-	-	0	7	1	0	8
B	32 George Boakye	15	7	3	3	13	2	2	1	5	10	4	4	18
B	33 Samuel Hennabahi	15	7	3	3	13	-	-	-	0	8	3	3	14
G	34 Mary Achanpong	15	3	1	1	5	-	-	-	0	-	-	-	0
B	35 Eric Buser	15	9	5	4	13	2	2	1	5	10	4	4	18
B	36 Albert Dombek	16	8	5	5	18	8	4	4	16	6	3	3	12
B	37 Daniel Anotwe	16	7	5	3	15	1	1	0	2	4	2	2	8
B	38 B. A. Nkumahi	16	7	3	2	12	6	2	2	10	3	0	1	4
B	39 Emman Owusu	16	10	5	4	19	6	2	2	10	10	4	3	17
B	40 John Owusu	16	8	3	3	14	4	2	1	7	7	3	3	13
B	41 Augustus Koranteng	16	6	3	2	11	-	-	-	0	4	2	2	8
B	42 John Oduro	17	8	4	3	15	10	6	5	21	10	4	4	18
B	43 Acquaye Berna	17	6	4	3	13	2	1	0	3	10	4	4	18
B	44 Samuel Acquah	17	4	3	3	10	-	-	-	0	8	3	3	14

N. A. Baptist School, Middle Form II

Table Showing Average Number of Words Written in 30 minutes in the Three Types of Compo

Age	Number of Cases	Test One	Test Two	Test Three	Writing Scale.
		Narrative: "What I Did Last Saturday."	Reproductive "Urashima the Fisher Boy."	Imaginative "If You Had Three Wishes."	
		Words in 30 minutes	Words in 30 minutes	Words in 30 minutes	Words in one minute.
10	1	122	101	81	7
11	-	-	-	-	-
12	-	-	-	-	-
13	2	134	162	103	13
14	3	119	230	134	10
15	1	250	222	144	20
16	2	168	269	131	12
17	4	200	218	129	14
18	1	111	199	82	6.

Grading Marking of All Three Types of Compositions - St. Peter's School, Middle Form I

Sex	Name of Pupil	Age	Narrative: "What I did Last Saturday"				"Urasimias, The Fisher Boy"				Imaginative: "If You Had Three Wishes"			
			Thought Content		Mechan- Structure nice		Thought Content		Mechan- Structure nice		Thought Content		Mechan- Structure nice	
			12	7	6	Total 25	12	7	6	Total 25	12	7	6	Total 25
B	1 Jaikishin Gulabai	11	10	5	4	19	10	4	5	19	10	4	4	18
✓	2 Anthony Ampah	12	5	2	2	9	2	1	2	5	0	0	-	0
✓	3 John Kado	12	3	2	2	7	-	-	-	0	2	1	1	4
✓	4 John Ofori Mensah	12	3	3	2	8	4	3	3	10	3	1	-	4
✓	5 Kwaku J. Boateng	12	7	4	3	14	2	1	1	4	-	-	-	0
✓	6 Dominic Eki Daniel	12	1	1	1	3	8	4	3	15	9	3	4	16
✓	7 Matthew K. Essieu	12	4	2	3	9	6	3	2	11	-	-	-	0
✓	8 Eman Adusei	12	9	4	4	17	7	4	3	14	5	2	2	9
✓	9 Albert K. Prempeh	12	10	5	5	20	8	4	3	15	8	4	4	16
✓	10 Joseph Kofi Amosah	12	8	4	3	15	3	2	1	6	-	-	-	0
✓	11 Paul Adamako	12	7	4	3	14	2	1	2	5	-	-	-	0
✓	12 Kwabena Agyekum	12	6	3	3	12	3	3	2	8	8	3	2	13
✓	13 Samuel Kanguaye	12	6	3	3	12	3	2	1	6	7	3	2	12
✓	14 Albert Poku	12	8	4	3	15	1	0	1	2	8	3	2	13
✓	15 Samuel Aninani	13	7	3	3	13	8	5	3	16	-	-	-	0
✓	16 Joseph Yalley	13	5	3	3	11	5	2	2	9	-	-	-	0
✓	17 Robert Davis	13	7	4	3	14	5	3	3	11	10	4	4	18
✓	18 Joseph Mainoo	13	4	2	2	8	1	1	1	3	-	-	-	0
✓	19 Isaac Akoto	13	7	4	3	14	4	3	3	10	3	1	-	4
✓	20 Anthony Andoh	13	9	4	4	17	6	3	3	12	4	2	2	8
✓	21 Francis Frimpong	13	9	4	5	18	3	2	1	6	10	4	4	18
✓	22 Edward Kalabam	13	8	4	4	16	7	4	4	15	7	4	3	14
✓	23 John Adusei	14	8	5	4	17	3	3	2	8	6	3	3	12
✓	24 Kwaku Asabese	14	4	2	2	8	5	3	3	11	8	3	3	14
✓	25 Ovensu Dzunaki	14	8	4	4	16	8	5	4	17	6	3	2	11
✓	26 Yaw Boateng Boateng	14	5	3	2	10	1	1	1	3	-	-	-	0
✓	27 Nsiah William	14	6	4	3	13	-	-	-	0	4	2	1	7

Table 5St. Peter's School, Middle Form I

Table Showing Average Number of Words Written in 30 mins in Three Types of

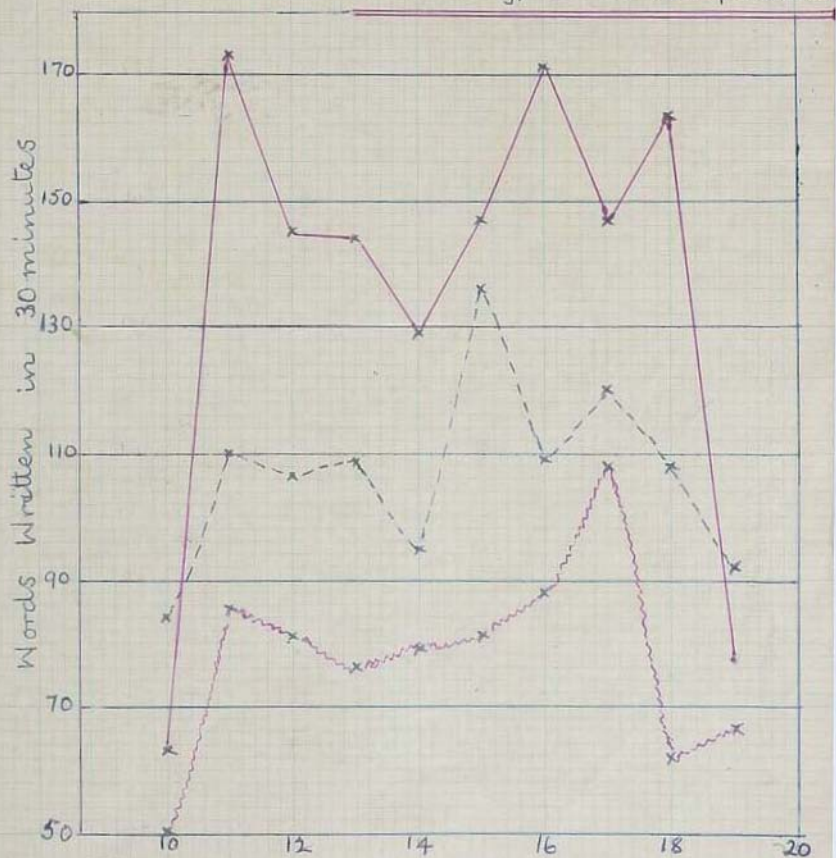
Age	Number of Cases	Test I:	Test Two:	Test Three:	Writing "Scale"
		Narrative: "What I Did Last Saturday"	Reproductive: Urashima the Fisher Boy.	Imaginative: "If You Had Three Wishes"	
		Words in 30 minutes	Words in 30 minutes	Words in 30 minutes	Words in one minute
11	1	175	296	118	13
12	13	116	149	54	6
13	8	112	161	57	7
14	11	112	144	62	6
15	2	131	171	68	6
16	3	69	178	74	6
17	1	32	62	47	6

Schedule Marking of the Three Types of Compositions. — St. Peter's School Middle Form I.

Sex	Name of Pupil	Age	Test One.				Test Two <i>Urashima</i>				Test Three.			
			Narrative: "What I Did Last Saturday"				Reproduction: "The Fisher Boy"				Imagination: "If You Had Three Wishes"			
			Thought or Content	Structure	Mechanics	Total	Thought or Content	Structure	Mechanics	Total	Thought or Content	Structure	Mechanics	Total
			12	7	6	25	12	7	6	25	12	7	6	25
B	28 Joseph Buodi	14	6	3	3	12	2	1	1	4	-	-	-	0
-	29 James Amosang	14	7	3	3	13	6	3	3	12	-	-	-	0
-	30 Enoch Mensah	14	4	3	2	9	3	1	0	4	4	2	1	7
-	31 Joseph Afrigie	14	5	2	2	9	-	-	-	0	-	-	-	0
-	32 Martin Poku	14	10	6	4	20	8	4	4	16	6	2	1	9
-	33 John Aikins	14	8	4	3	15	3	1	1	5	7	4	3	14
-	34 G. G. Arthur	15	6	4	3	13	5	3	3	11	8	3	3	14
-	35 Joseph Kwaku	15	4	2	2	8	-	-	-	0	-	-	-	0
-	36 Peter Asare	15	10	5	5	20	8	3	3	14	3	-	-	3
-	37 F. K. Nkumah Mensah	16	3	2	2	7	2	1	1	4	4	2	2	8
-	38 Nicholas Doku	16	10	4	4	18	6	3	2	11	10	5	4	19
-	39 Paul Aggemang	16	4	3	3	10	6	3	3	12	8	4	3	15
-	40 Jonathan Hartey	17	1	1	1	3	1	1	1	3	8	3	2	13

Narrative - - - -  
 Reproductive ———  
 Imaginative ~~~~~

Figure 1: Diagram to Show Average  
 Number of words written  
 in 30 minutes by Pupils  
 10-19 yrs in Three Different  
 Types of Composition.



There was a case of a boy in Wesley College Practice School who wrote 193 words and yet his own story had no bearing on the story to be reproduced. This shows that some of these pupils lack the power of concentration and it is suggested that pupils should be given plenty of practice in reproducing simple stories.

For the Imaginative Type of composition pupils should be taught the correct sentence patterns and the habit of repetition of sentences should be discouraged.

### Median Samples of Narrative Type of Composition for Age Groups 10-19 years.

Age Group 10-12. Composition Age 11½+

#### What I Did Last Saturday.

Last Saturday I up in bed six then I wash my face then I gone water when I come went to Macath. Four 7.m. I went to my home then I eat my food then I read my book. When I finish I gone to sleep on my bed

(By a girl of 10.)

Age 11 Composition Age 11½+

#### What I did last Saturday

Last Saturday when I woke up I wash my face after that I went down to Graphic and Sunday Mirror Office, to go and sell papers, when I went to the place I wait for about 30 good minutes before the manager

Share the papers, when I received my own papers I went Asato, after Asokum after Ahinsan and when reached Ahinsan all my papers got finished after my my papers have been finished I return to Kumasi with a Bus. After that I came to the Office again and then I gave the papers money to my master and then he gave me my commission after he has been given me my commission I went home and I washed my Khaki.

I woke at 6<sup>30</sup> a.m. and brushed my teeth and made the tea ready at 7<sup>00</sup> a.m. and passed them in 8 (eight) cups and I got ready for my bath at 7<sup>30</sup> a.m. When I have finished with my bath I got ready and get to my father's store and when it was time for bank he send me to the and when I returned it was nearly 20 mins to 12<sup>00</sup> clock and he asked me whether I was hungry or not and I said I am hungry and he said go and get your dinner when I finished my dinner it was 2<sup>00</sup> clock and I returned to store back and my father closed the store and came to the house after he has taken his dinner he slept for rest and I was playing tennis ball when he woke we where ready for cinema the Picture's name was "Awara" the story of the film was very nice

it was about, if you are a stealer you will suffer too much as that man suffered after the film has finished we came and get to bed.

### What I did last Saturday.

Last Saturday when I woke up in the morning, I washed my face and cleaned my teeth. I swept my master's room and the hall too. I polished my master's shoe. When I had finished all these I took my bath and went for my breakfast. After taking my breakfast, I washed my school uniforms.

In the afternoon I pounded fufu. After pounding fufu, I sat lunch table for my master's lunch. I took my lunch. After taking my lunch I swept the kitchen and washed all the plates and pots. I slept for a few minutes and woke up.

In the evening, I washed my master's plates and I putted our dinner on fire. I sat table for my master's dinner. I took my dinner and went for studies. After studies I took a bit supper and went for sleep.

This is what I did last Saturday.

### Age Group 12-13 Composition Age 12½.

#### What I did last Saturday

Last Saturday, I got up 6 a.m and I washed my face. I went to church, when the church croosen I went home again, and I washed my school uniforms and singlet and my clothes. When

I finished it I went to market and helped my mother to sell her clothes and shirts. In evening we went home, and my mother cooked the food, when we ate the food. I Plashed my uniforms then I went to bed to sleep.

What I did last Saturday

When I woke up early on Saturday I rolled up my mat and washed my face.

After that I went and throw away the Urinit and washed the urinit pot, after that I went and lit the fire then my sister prepared breakfast when break fast was over I went and washed my school uniform. Then I came to wesley College practice sch. to play with my friends called Ben. Adoma.

At twelve O'clock sharp I was in the house by that time my food is there, I ate it and begged my father for six pence to buy a ticket for the Kumasi Champion ship Sports. My father gave it to me and so I was glad to receive the sixpence I went to the field and bought my ticket. At last the Sports was over and Youngs 1<sup>st</sup> Owins 2<sup>nd</sup> and Police 3<sup>rd</sup>. I went home at about 8 O'clock pm. and got my food when I finish eating I went and study my notes at last I went to sleep.

What I did last Saturday

Last Saturday I woke up about 5:30 in the morning.

When I woke up, I went to the bathroom to wash my face and clean my teeth. When I finished I went to the black house. When I finished I went to the store room and found my broom there, and I went to do my work.

As I finished my work I saw a car coming to my house and in it I saw my father. He told me to join the people in the car, and he took me to the hospite for I was suffering from malaria fever. When we came home my mother was making the breakfast, and when she finished she gave me my food.

In the afternoon I took all my dirty clothes and wash it. When I finished I took my bath and went away hunting birds. I enjoyed hunting birds and as I became hungry and tired I came home and had my lunch. When I finished I went to sleep, for I was too tired.

In the evening I took my bath and went to Wesley College Assembly Hall to enjoy myself. Then I went to sleep.

Age Group 13-14. Composition Age - 13½.

What I did Last Saturday.

Last Saturday when I woke up in the morning, I wash my face, I swept my brother's room, I took a bucket for water and bathed. I went out 10 a.m. When I went out I saw some shops, motor cars, motors,

houses, some people sold things, and a market. I saw some were fighting and some were walking about on the street. I saw boys playing a football on the St. Peter's School field. Then I came back at my house at 2<sup>15</sup> p.m. and ate my food and I went to my village I reached there at 5 p.m. I got happy because I saw my mother and my father. I came back at Kumasi on Sunday. I washed my thing on that time, I iron it at 4 p.m.

### What I did last Saturday.

Last Saturday, I woke up early in the morning at 5.00 o'clock. When I woke up I washed my face, I swept my father's room and my room. When I finished this work, I washed all my father's plates and my mother's too. When I finished, I washed my School uniform, my mother's, and my father's. After this I bathed my little brother and I bathed too and we went to the market by bus. When we reached at the market, Plenty of farmer came and bought all my corn and I went home with my little brother. When we went to the market we did not eat before we go because our food was not ready. Because of that when we came back to our house, my mother has finished our breakfast and we ate the food and I helped my mother to cook our dinner and because I helped her she finished the

food early. In the evening I helped to cook our supper and at last I read my Oxford leaders for Africa about two hours and I slept.

What I did last Saturday.

Last Saturday I woke up at 5:45. Folded my mat, said my prayers and washed my face.

After that I went and sat near the fire for about 10 minutes and stood up to go and do my work. My work I did was I went and fetched water, poured it into the barrel, and went to polish my father's shoes. Swept all the three rooms. Polished all the chairs and tables. After I had finished I went and took my bath, and came for my breakfast.

After I had finished I took my school uniforms and washed them. When I finished I went out and played. And when I felt hungry I came home and ate.

When the time was about 4:15 p.m. I packed up seven bottles of kerosene in a bucket and went and sold it at the police depot. I got 4:50 and made accounts to my father. When it was about 6 p.m. I ate my food. And took my book to the learning table. I learnt Arithmetic and English. And when it was 9:30 p.m. I went to bed.

Age Group 14-15. Composition Age 14½.

What I Did Last Saturday.

Last Saturday I woke up at 5<sup>30</sup> a.m., although, that was not usually time I wake, but because of those things I did on the whole day that is why I woke up at 5<sup>30</sup> a.m.

When I woke up, I washed my face, and then washed my teeth. After these, I started cleaning my father's room. I packed up all the chairs and tables out.

After that, I went for water and I washed all the carpet. When these things was finished I took my breakfast, and I packed up my uniform and my father's things and I went to pipe for washing them. Later on the things got finished and I took my bath. After I had finished preparing myself, I went to my friend's house at Kwadaso. When I was going, it was nearly fifteen minutes to twelve, so when I got there it was 12 o'clock. So I took my lunch at my friend's house. I returned to my house when it was 2 o'clock, then I took my books for studies. When I finished I went to my father's wife house and there, I took my dinner for the last day.

When I found out that I have finished what I have to do, I started again on my studies, so when I found that my eyes wanted me to sleep I went on my bed and

I said my prayers, and at last I found out slept.

What I did last Saturday  
 last Saturday when I rose up at quarter to six in the morning, I knelt down on my bed and said my prayer. After I have finished saying my prayer, I swept my father's room. When I finished there, I cooked tea for him, and then I took my breakfast at 8 a.m.

After I finished that I washed the tea cups and the saucers.

When I finished that, I dusted all the sills in the room. And then, I went and played ludo.

At 12 o'clock, he was not at home, so that I did not do nothing. So at 3: p.m. I came to conventions at the Roman Catholic Cathedral. It was about five minutes after four in the evening. I went out to play ball. After playing the ball I went home. In the evening at 6:30 P.M. I took my bath, and my meal before I went to bed.

Does what I did last Saturday.

What I did last Saturday  
 last I woke about six o'clock in the morning and said my prayers, after that I washed my face and cleaned my teeth, then I went to my uncle's room and polished the shoes and swept the rooms when I finished the rooms I went for water and washed his car.

Then I went for water again, and washed my uniform. And my uncle gave me some of his shorts to wash, when I finished washings I went to lorry station to board a lorry my village, when I was going I saw many different things because I have been there for a very long time.

When I reached there I had a rest and took in some water and I told them all the things which I saw on the road. They gave me two pounds for my uniform and school fees.

I returned about twelve o'clock because from Kumasi to my village is about six miles. When I came home I saw that my lunch was ready, so I took in my lunch.

Age Group 15-16      Compositions Age 15½.

What I did last Saturday  
 last Saturday I drew water for my mother. I help her by grinding the maize and millet when I finished doing that, I take my clothes to the pipe and washed it and I eat at eight o'clock in the morning when I finish eating I go to the market to help my fathers too. I help him by washing his car. when I finish washing it. He gave me the key of his box in post office to go and open it for him, when I go I open it and I saw nothing in the box, then I came home and

gave him the key, when it is about five o'clock we came home, and bathed and when it is six o'clock we went to Rex cinema. We saw the film of Sampson and Delilah and when we closed at cinema we came home and we eat our supper and we went to bed at nine thirty in the night.

### What I did last Saturday

On the last Saturday I woke up at six o'clock and I took my bath, and my chewing sticks, and after that I took my morning meal. Then I went to the market to sell my goods, and when it was twelve o'clock in the afternoon, I took my breakfast. After that I took my goods and again, and when it was two o'clock I went home and wash all my clothes and my school uniforms then I went to draw water for her, and when was 7 o'clock I took my supper, then when I finished I did the home work which my teacher gave me to do. And after that I went to bed.

### What I did last Saturday

Last Saturday I woke up at 6:30 am. Then in 7 am time I swept my father's room, and after this I took my bath. I took my bath at 8 am. When I went home from the bath room, I washed my school uniforms and my clothes. In 9 am time I went out for my morning dinner, then I went to my village to get money for my book.

And I came back at 1 p.m. then my father told me to bought food for him, from Evergreens bar. When I reached at Evergreens they told me that there was no food at all from morning to the afternoon.

Then I went to tings at 3 pm. When I reached there, they said that, the food have been finished, Then I went back to Ashanti New town at 4 p.m. When I reached home I told my father that the food was finished. Then in 5 p.m. time I went out for my dinner again. In that time, there I saw that I am all right then I rested for (3 hrs or three hours) Then, when I reached home my father told me to learned my book. After this I went to bed.

Age Group 16-17

Composition Age 16½

What I did last Saturday.

Last Saturday I woke up at 6, 0, Clocks And I took my bath, and I went to prayer to pray to God. Then I went to market, and I cleaned the shop and washed all the dirty things, At 9, 0 clock I took some clothes that my father he his selling, and I took some and I went for selling it for people, and at 12, 0 clock I came home and took my dinner, after finish dinner. When I rest for 30, minutes. I went for selling again, and my father closed the door, and we went home, when I rick home I

took all my school dress and some of my clothes that are dirty. I took them to pipe and washed them all, when I finished the washing I went home and my mother send me to go and fetch her some water, then I went to pipe and fetch her some water.

Then my mother started to cooked and she fined it in time, And when I finish eating my food, I took my Bible and I learned some good stories from the Holy book, Then I went to my brother house, and I asked him to give me some money to buy a book for my friend that went to Accra last week, and my brother give me 4<sup>5</sup> to buy a book and give it to my friend as a present. Then I told him that I am going home, and he said good night, When I reached home I went for prayer, when fined the prayer I went to bed, and said good night father and mother And they said good night too.

What I did last Saturday.

What I did last Saturday is, that I got up at six o'clock a.m. When I got up in the morning I washed my face, and took my chewing stick, and when I finished I salute my father and mother. When I finished saluting my father and mother, I went to pipe and fetch water and bathe. At 7<sup>30</sup> a.m. I

went to market and sell things. In the afternoon I came home and washed my school uniforms and my little brothers own. When I finished washing I got my lunch. In the evening I went back to the market and sold my mothers cigarettes. In At 6<sup>30</sup> I went home again, and took my supper and when I finished my supper I took my book and learn. At 9 O'clock in the night I went to my bed. That is what I did last Saturday.

### What I did last Saturday

Last Saturday I woke up about five thirty am.

When I woke up I washed my face and I cleaned my teeth. After I have finished that I polished my father's shoes and I swept his room.

When all this was finished I went for water and I gave it to my father. to bath after that I went for water again for my self.

When all this was finished I prepared tea for my father to drink.

When my father finished drinking he called me to come and take the rest of the tea, and I also went to the room and took the tea. and drank it.

At the same time my father called me and he gave me a three pence for a bread.

When he gave me a three pence,

for a bread I went to the store and bought bread. When I finished drinking I went to the lorry station and sold handkerchiefs. I sold about two dozens before I came to my house. When I was coming to my house I saw a certain madman begging money and I gave him four pence. At the same time some body gave me one shilling and I thanked him. And I came to my house. And I ate my tutu. When I was nearly to finish eating tutu my mother told me to give her two shillings. After that I took my note book and I learned it. I study it untill nine a.m. and I slept.

Age Group 17-18 Composition Age 17½

What I did last Saturday.

Last Saturday when I woked up on the bed I washed my face when I finished that I ate my chew stick or tooth brush and I cleaned my teeth very well. After that I ate food. When I finished eating I washed my hand after that then I took my fine shirt and Hiker's then I set on to the market. When I reached to the market, I started to go and bought all the things which I will sell after I finished all that things which I bought then I started to sell it. And when they bought

all the things which I bought then I went to my brother and told him that all the things which I bought has finished so he gave me his own things and I sell it for him. When I finished all that things then I rest. After I finished rest then I chop the food. After that the time has gone so it is the time for me to go home when I reached to home then I Iron my school uniform. When I finished all that things then I saw that it is time for me to go to the bed then I went to the bed and sleep.

That is all what I did last Saturday.

What I did last Saturday.

On the last Saturday I got up very early in the morning, because my father went to his business very early in the morning. I boiled water for him and he bathed.

After that my mother also finished preparing food. I set my father table and on all the prepared food. I went out to kitchen and boiled water for his tea. I finished the tea and gave it to him. He finished all these and went out to business. I then got my first meal and went for water, because it was Saturday.

I finished going for water and helped my mother in the kitchen. She finished it and both of my

mother and I ate what will fit us.

In the evening my father came again and I gave him water to bath. He finished bathing and I set him another table of food.

He finished eating and I took the remaining to my mother and gave them all to me as my dinner.

I finished it took my book I learned small and slept.

What I did last Saturday.

Saturday morning I woke up at 6<sup>30</sup> a.m. and I took my bath.

After taking my bath I did salute.

After that I took my chewing sticks.

before taking my lunch, after I finished my lunch I put on my dress and I went to the market

as I always do. When I reached the market at 8<sup>30</sup> a.m. I took my articles and went for hawking.

When I heard the sound of a clock at 12 o'clock I returned back home so that I may have my breakfast.

When I reached home the food had been prepared already.

Before I started I ought to pray to God almighty or have thanks.

After that I started eating after eating my parents asked me how much and how profit I got on my articles. But I thank God I only got 5p.

After that I ought to rest for some minutes as our teacher told us that we should rest for 15 or twenty minutes before we

start others things. At that time I did the example of Hygiene. After that I took my articles to the market and I returned home.

After that went and took clothes so that I may have some thing to wear and I did washing. I washed for sometimes. After I finished I hanged them on the wire for sun to shine on it. Before my clothes dried up it was 6 o'clock. And I played some for some time's. That is how I spend my Saturday.

Age Group 18-19 Composition Age 18½.

When I woke up last Saturday morning I prayed before I get down from my bed. after that I washed my face and swept my room before I cleaned my teeth.

after my teeth has been polished I got my suppy, and I washed my father's table and swept all his room before I took my bath.

And the afternoon time I washed all my clothes and school uniform. After that I went town to rolling about to visited all my friends and came back for meal, and the evening time, my mother gave me a food to eat, and I learnt before I got on bed again. I prayed before I slept.

What I did last Saturday.

While I whoke early in morning at 5.0' clock, I got to the pompe to

wash all of my clothes, before 7 o'clock I got back to house to go and help my parents. while my mother send me and my brother I went quickly and obeyed them. After all this my brother called me and gave me key to go and opening his shop at market and brought all the shoe outside and got prepar to sell them and get money back to home for him, And I did so. While I came I took my cloths and began to press them with my beautiful Row press. While I finish press them I took them to go and keep it, And I kept it on till mondays day.

Characteristics of Progress in the Narrative Type of Composition. —

"What I Did Last Saturday."

In the Narrative Type of Composition a girl of 10 years wrote something thus. —

"Last Saturday I up in bad six then I wash my face then I gone water when I come went to masjid. Four p.m. I went to my home then I eat my food then I read my book. When I finish I gone to sleep on my bed."

The activity of this girl is centred around the Home. She woke at 6 a.m., washed her face, ate her food, read books and went to sleep.

A boy of 12 years whose activity is also centred around the Home wrote more sentences and expressed himself in more words and expressions like this — "I ran and ran as fast as my legs could carry me — — — — —." Although in his composition he committed several mistakes. He wrote thus. —

"Last Saturday I got up at six o'clock, when I got up I cleaned my face after that my mother send me to go and fetch her water, I ran and ran as fast as my legs could carry me to fetch her water. After that I clean my father room, and I go and clean my mother room. And then three o'clock time I went to my uncle's house, when I ricked there

I salute my uncle and I also salute my uncle and I also salute my uncle wife, after that I cleaned my uncle room, and I fetched my Uncle wife water, and then my Uncle gave me three pence in afternoon for my chop money, then I gave thanks to my uncle, and then I went to my father house. This is the things which I did last Saturday."

Another boy of the same age wrote sentences like this: -

"When I got up in the morning I wash my face. I help my father. I bathe. I ate before I went to bed."

The time of the children of 10-12 years was occupied in the home helping to fetch water and cleaning the house.

### The 13-14 year olds.

Many of the pupils at this age opened and ended their compositions as follows: -

"Last Saturday when I woke up in the morning I wash my face, I swept my brother's room, I took a basket for water and bathed.

I went out 10 a.m. -----  
I ate my food. And took my book to learning table I learnt Arithmetic and English. And when it was 9.30 p.m. I went to bed."

"Last Saturday, I woke up early in the morning at 5.0 a.m. clock. When I woke up I washed my face, I swept my father's room and

then I swept my mother's room and then I swept my room. . . . In the evening I helped to cook our supper and at last I read my Oxford leaders for Africa about two hours and I slept."

"Last Sunday I woke up at 5<sup>30</sup> a.m., although that was not usually time I wake. . . . When I woke up I washed my face and then washed my teeth. . . . When I found out that I have finished what I have to do, I started again on my studies, so when I found that my eyes wanted me to sleep I went on my bed and I said my prayers, and at last I found out slept."

These children seemed to be busy all day besides helping to do the house duties they went to market to buy and sell; some went out to hawk articles. They also had time for outdoor activities. They went out to play football and to attend club meetings.

A 14 year old pupil wrote thus: -

"Last Saturday when I rose up at Quarter to six in the morning, I knelt down on my bed and said my prayer. After I have finished saying my prayer, I swept my father's room. When I finished there, I cooked tea for him, and then I took my breakfast at 8 a.m. After I finished that I washed the tea cups and the saucers. When I finished that, I dusted all the sits in the room. And then, I went and played kudo.

At 12 o'clock, he was not at home, so that I did not do nothing. So at 3: p.m. I came to convention at the Roman Catholic Cathedral. It was about five minutes after four in the evening. I went out to play ball. After playing the ball I went home. In the evening at 6:30: p.m. I took my bath, and my meal before I went to bed.

Does what I did last Saturday."

Among this age group children produced very poor compositions.

The first was a 13 year old pupil in Baptist School Primary 6. He wrote thus. —

"When I got up in the morning last Saturday I prayed. I what to my friend I go to Accra at 10 a.m. last Saturday I go to park at 4 p.m. at 6 p.m. I go to look Ogide."

The other one was a boy of 14 years in Baptist Middle Form I.

"What I Did Last Saturday." last Saturday my mother and my father look Saturday I wake at sea the put and he boy wake look Saturday I wake at sex?"

#### 15 - 16 years.

In the compositions of this age group the following mistakes are common. —

a) Using the preposition 'to' with the past tense - viny. "I came home to find something to ate." With the noun - "I went back to home." "I go to sale something for my mother."

(b) Omission of preposition in

sentences. -

"I helped my mother house work."

"I go my father a help him."

(c) The use of verbs in the Past Tense. -

"When I get up in the morning that is what I do."

"last Saturday I go to wather."

(d) Beginning of sentences with the Conjunction. -

"And I started to read. And I read and read - - - -."

These older children wrote their compositions in an orderly way. Thus a boy of 16 years in Middle Form I wrote this :-

"On last Saturday morning I woke up at five o'clock. I washed my face. And I took my chewing stick. I washed all the plates and other things. After that I have to took my father's shoe and polished it. I went to fetch water. After that I took up all clothes which are dirty, and I washed them all. And after that I took my iron. And I plasted them all. After that I took my breakfast. And I cleaned the lamp and put in oil. At eleven o'clock I finished all my works. And I took up one of my best stories book, and I started to read. And I read, and read till the sun went to set before I stoped Reading. And I drew water for my mother for her cooking and our bath and some for drinking after finishs food we ater it and

we went to sleep.'

On the other hand one boy in Middle Form I of the same age presented a poor composition as this:-

"When I got up spend and I says all cannot go to moon, then I took my breakfast at sains after I finished that I washed the tea cup and the susses. When I finished that, I dusted all the sits in the room. And then I want and played ludo. At 10.30 pm."

Another 17 year old boy in Middle Form I wrote this:-

"Last Saturday I wake up early in the morning play football on the compound and then when we finish the ball I went to home to help my mother to cooke dinner for father."

3

Median Samples of Reproductive Type  
of Composition for Age Groups 10-19 years.

Age Group 10-12 Composition Age 11½.

Urashima, The Fisher boy.

Once there was a boy named Urashima he was a fisher boy one day he took his boat and went to fishing when he rick these Instead of catching fish he slept as he as slept he saw a tortoise when he saw it he catch it

and when he went home to his wife and said I am going to visit my father and mother.

(By a boy of 10.)

Urashima The Fisher Boy.

long ago there lived Coast of Japan called Urashima, The fisher Boy, he was a fisher every time he will go for fishing he will bring many kind of fishes. Once when he went for fishing couldn't get any fish and he got tortoise, and then he said does nice even the this will be nice for my dinner and he took it home and made fine dinner. long ago he saw a beautiful woman, and the woman said to the man will you marry, and the man said yes I will marry you, when he married her,

Age 11. Composition Age 11½.

Urashima. The Fisher Boy.

Once upon a time there was a

boy called Urashima. One day Urashima told his father that he will be a fisher boy and his father told him that alright and he went on and catch a fish and he went to his friend when he get there Urashima said I will go and see my father and mother and sisters and brothers and when he was going his friend give him a box and he said do not open it and urashima obey them and said I will not open it and when he was going and he open the box and the box fall down into the river to go and take the box now urashima remembered what his wife told him.

#### Urashima, The Fisher Boy.

Long ago, there lived a boy called Urashima and he was a fisher-boy. One day Urashima went fishing but he did not caught any fish he caught an ugly tortoise. So Urashima became angry. In the night, he slept in the boat and as he was sleeping there came a beautiful lovely Sea princess.

This princess told the boy that if he will married her she will take him to her palace. So Urashima said so and so the Sea princess took him to her palace. They married and lived for so many years.

But one day morning, Urashima told the princess that he like to

go to his town to see his father, mother and brothers. But the princess did not allow him at the first. And at last she gave him a box and told him not to open the box. As Urashima reached the town he saw that all the things had changed. So he opened the box but he cannot remember the way. He set on his boat and rowed till he came back again.

Age Group 12-13. Composition Age 12½.

Once upon a time a boy in Egypt who was called Urashima. And he was a fisherboy. One day he went to river to find a fish, when he went there he saw a tortoise and caught the tortoise, and he wanted to kill the tortoise and he thought and he threw the tortoise back into the sea and he slept in his boat when he was in a sleeping he saw a beautiful girl and the girl told him she is the daughter of the sea, and the girl said her father told her to come and test the boy's mind whether he is a kind boy or not. And the girl told him that she is a tortoise whom the boy threw her back in sea so you are a kind boy and if like I will marry you then the boy married her and the girl told him to go to the downstairs of the river then the Urashima

go with her. At there it is a happily for boy and girl, then one day the boy told the girl that he is going back with his family the girl gave him a box and gave him a promise that not to open it, then boy went to his boat and sailed it to his house but all his houses are broken and the trees have broken too, and he saw a man standing there and he asked him and he said his father and mother are all died so he returned back but he has forgotten the way so he opened box and in the box something come out from in and he sailed and caught the thing in the box and he closed the box and he sailed to the daughter of the rivers house and married her to the end.

### Urashima, The Fisher Boy

long long ago there lived a fisher man called Urashima.

One day he took his boat and went to sea. he got nothing but a tortoise and he said himself may I catch this tortoise for dinner or leave it to go away no I would not kill this poor tortoise but I will leave it to go away.

after a time Urashima went to sleep in his boat there came a great wave and in it there a beautiful lady and she said I am the tortoise who you were kind

law the daughter of the King of the Sea and if you would marry me let's go home then Urashima went with her in love he saw under the sea were shining like gold. She married Urashima for three years then Urashima told his wife that he want to return to his Country and see his mother Father etc.

His wife gave him a box she married him not to open the box other wise he would not return. he jumped into his boat at last he came to the shore of his own country. He went to his village he saw all trees down he asked that where is his family the told them that they have all died long ago he said then I must go to my wife he went to his boat and he started home he dont know the wright place to go so he opened the box there was nothing in it but a tiny Clong and it flew to the sea he paddled with all his might. at last he caught it and put it in the box and at last he came to the palace again.

Urashima, The Fisher Boy  
Urashima was a fisher boy who lived in Japan.

One day Urashima went to fish. When he was fishing he caught a Tortile, and when he caught it he said is was a poor creature so he

did not kill it he lived it to go on its way. When he lived the tortoise it sank under the sea and when it sank there came out of the sea a beautiful lady, and the lady told Urashima that she was the tortoise and her father sent her to see if he was a kind boy. And the lady told him also that he can marry her and they will live for thousands of years, so Urashima married her. And they lived in the sea god's palace.

One day Urashima told her that he wanted to go and look at his family for he said he would come back so soon and the girl gave him a little box and said "don't open this box for if you open it you cannot come back again." And then Urashima went to his own country and found everything strange and when he asked his father the people said his father was dead. And Urashima wanted to go back but he could not find the way so he opened the box and some thing came out from the box he took his boat and followed it at last he caught it and put it in the box, and he went to the palace again.

Age Group 13-14. Composition Age 135.

Urashima The Fisher Boy.

Once upon a time there lived a boy called Urashima the Fisher Boy.

One day he took his boat and went to fish. But when he went he did not get any fish, but he got a big totobies. So when he got it he did not take it home but he leave the totobies in the sea and went and sleep in his boat, as he was asleep there come a girl from the sea and she ask the boy that I you the one who did kind to this totobies and he said yes. then the girl said let us go to my father's house for my father was a sea gull then she took the boy to his father house. But when the Urashima the fishes boy reach there, he said how pretty nice place is it, so the boy became happy stay there with his wife for three years. After sometime the Urashima the fishes boy, said I have seen that there is a beautiful place, but I should like to go and see my father my mother and my brothers and my sisters, so the girl said all right take this box do not open it but if you open it you will not come back. So he said all right. But the boy got in his boat and came to his village. But when came to the shore he saw that the mountains were there but the trees were caught down and the place where women

Urashima The Fisher boy.

Long ago there lived a boy named

Urashima he was a fisher boy  
 One day he went out for fishing  
 in his boat as he was fishing  
 instead of catching a fish he caught  
 a tortoise and said to himself I  
 hope this might be better than  
 eating a fish but the tortoise  
 said please don't eat me let  
 me stay for year and you might  
 live for year's too then urashima  
 throwed the tortoise in the sea and  
 fell to sleep in the boat as the  
 waves were coming a woman  
 came into urashima boat and  
 said my father the sea god has  
 told me to come and see you  
 because of you were cruel and  
 the tortoise you caught was I would  
 you like to marry me and  
 urashima said yes and they went  
 together into the water and were  
 married they lived good three years  
 in happiness but one day urashima  
 said to his the sea princesses that  
 I have lived here for three years  
 in happiness but I want to go and  
 visit my family then his wife give  
 him a box and told him not  
 to open it and he promised I  
 will not but when he went what  
 he found was this everything was  
 destroy when he asked from any  
 one every one tell him are you  
 mad then he forgot what he had  
 promised so he opened the box and  
 then remembered his promise and ran  
 after the moon and after all caught  
 it and put into the box shut the

box by that time it was dark and he found light in the sea and went there met his wife and lived happily.

### Urashima the fisher Boy.

Urashima lived near the big country of Japan. One day he took his boat for fishing, but instead of catching fish he saw a tortoise and said to himself tortoise can live a long time why must I destroy his life so he left the tortoise and went into his boat. When he was going he soon fell asleep so he slept in the boat. After some time a beautiful woman came from the sea and said unto Urashima my father sent me to come and see if you are good but I have seen that you are kind so if you like you can marry me and we shall live for many years. This woman was staying under the sea and Urashima went and married her there. They stayed for three years and one day Urashima told his wife that he was going to see his family. So he went but when he came he was that the mountains were there but there were no houses and the stream was there but no women were washing things there. So while he was standing there he saw some merchants and asked them where Urashima was and they told him that Urashima got drowned in the sea whilst he was fishing and his

family have died 400 years ago so he was foolish to ask them that and Urashima started to go under the sea where the sea god lived but as he was going he could not find the way so he thought to open the box but he did not find anything in it except a tiny white cloud so the cloud started flying and Urashima followed it but it came back into the boat and he caught it and put it into the box.

Age Group 14-15. Composition Age 14½.

#### URASHIMA, THE FISHER BOY.

Long ago there was a boy called Urashima and lived at Sea Coast of Japan. One day he went to fishing and he saw one tortoise, and caught it and want to killed it, and thought again and said why should I killed this foolish thing And he letted it in the sea and went off to sleep in his boat. He saw a beautiful girl in the city and asked her will you like to marriage me, and she said, why shouldn't I marry you. And he marriage her. But the tortoise he caught was 100 years of age. And he and his wife were lived together in the palace. One day he said to his wife I am going to see my father, mother, brothers and sisters who lived at my town about four hundred of years I did not go

there, I am going to see them and come. The girl gave him a box and said you should not open this box. he did not open it. Till he got home. All his families were dead. So he opened the box and only found clouds on the sea spread all the place.

### Urashima, The Fisher Boy.

Long ago there lived a young fisher boy whose name is Urashima lived near the sea shore in Japan. One day he went out in his boat to go and catch some fish instead of catching fish he caught a tortoise but he did not kill the tortoise he put the tortoise back into the sea and he went on sailing and in few times I went to sleep in the boat when suddenly there came a very beautiful girl in the boat the girl told the boy that she was the tortoise that the boy caught and put it in the sea again. She told the boy that her father send her to come and test his and see if he is a good boy or bad boy then the girl said that her father is the King in the sea therefore the girl said if the boy like he could marry her and they were married. The girl took the boy to the palace of her father and they stay there with happiness altogether and now all the things in the palace had been left for the boy. They lived there for three years and

day the boy said that he would go and visit his parents in his country then the girl said to the boy not to go because something not be wrong in the way but the boy said that he would go therefore his wife gave him a box and she told the boy not to open it because if he open it he will not know the way to come home the boy did not open the box until he got to the land when he went to the

### Urashima, the FISHEN BOY.

Once upon a time there was a boy called Urashima, his work is fisher. One day he took up his boat on the sea instead of him to catching fish he founde tortoise and the tortoise said I have lived so many years and the Urashima said may I look it? Then he think and he took the tortoise What shall I do with this tortoise and so he put the back of the tortoise into the sea and off he went. And slept in his boat when he was slept and somebody enter his boat and she was a beautiful girl and said I saw the tortoise which you met it on the sea. I saw the son of the princess and she said my father asked me to come and see if you are a kind man. And said again that if you like married me and he married her and they went to the princess house and both

of them married they married three years and the Urashima said I am going to see my parents. And girl said wount allow you to go and the girl and he went back in his boat and when he's coming he lost the way and he said I am going to open the box and he opened the box and he found some cloud going and he sailed quick and went and caught the cloud.

Age Group 15-16. Composition Age 15½.

### Urashima, The Fisher Boy.

Long ago there was a named Urashima in the land of Japan, he was a fisher boy. One day he went to the river with his net to catch fish, and as he pulled the net into the river instead of letting the net to catch fish he caught a tortoise, and think of that should I let this tortoise go or to kill it and enjoy it myself, and he said I will not because I am so kind, and he put it inside the river again. And she kept the net inside the river again, and the daughter of the Sea Coaster came out and I know you were kind because my father asked me to come to you as a tortoise so as to test you whether you are bad or good, and I see that you kept me inside so I will let you marry me if possible or if you like

and they both agree that they lived both and they went along. And afterwards, Urashima said he was going to catch fish and the daughter of the sea coaster was frightened and she said, while going take this box along with you and it should not be opened, And Urashima answered and said, oh yes I will not, so he carry on going at any - rate he was unable to find the way so he opened the box and there were many clouds in front of him. So he is thinking in himself that is it because of my disobeying the daughter of the Sea coaster, and he got inside the river starting to thinking of the way home. And he closed the box again suddenly the way was not shown to him so he use to die there.

#### Urashima the fisher boy

There was a boy whose name was Urashima he was a fisher boy as soon as he is fishing he found a tortoise in the river he thought and say this tiny tortoise if I killed this tortoise what is a profit that it will do to me; so he threw it into the river. when he had threw it into the river he go and sleep for it is the time when all the people had had their sleep so one when Urashima was you the one who caught the tortoise one day and threw it in the river

then washima said ye I am the one, so the girl said it is my father the god of the river who sent me to come and look whether you are bad or good.

So the girl said to washima I will let you marry me if you like. So washima married the girl. So they lived very long afterwards. So one day washima said to his wife, my wife I want to go and see fathers and mothers, but his wife didn't want him to go and his wife told him if you please this box with you dont open it you open you cannot find the way to come again, so washima said

### Washima. The fisher Boy.

Long, long ago there lived a boy who fishes in the sea at Japan.

One day the boy went to fishing there instead of catching early fish he went and caught a tortoise which lives more than hundred years ago.

He said he could take the tortoise home but because it was hundred years ago tortoise he let it into the water and he went into his boat and slept. When he was sleeping the waves was shaking him in his boat in the waves there came a very beautiful girl and the girl jumped into the boat.

When she entered the man woke up. And the girl told him she was the tortoise which you threw into the water. And she came and see if the man is a good man and she said if he will like to marry her.

And the man went into the sea with the girl. There the man saw many beautiful trees. They lived happily for three years. Suddenly one morning the Urashima the girl's husband told his wife that he want to go and see his father, Mother, brothers and sisters. But his wife said no I do not want you to go perhaps something will happen.

Age Group 16-17

Composition Age 16½.

### Urashima the fisher Boy.

Once upon a time there was a Fisher boy, called Urashima. One day he said that he is going to caught fish, and he row in his boat far away. And when he threw his hook in the sea he caught a tortoise and he said to himself, If I took this tortoise what I mine going to do with it? So he threw the tortoise back to the sea. When the night came he slept in his boat, and when he slept the beautiful girl came out of the sea and said I am the princess of the sea and my father was the the god of the sea. And the prince

said to Urashima you can married me and you and I shall lived very happily ever after, so Urashima married the young princess and they lived happily ever after. One day Urashima said to his wife that, I want to go home and see my father and mother, and I shall be back soon. Then his wife said take this box with you and you shall be able to come back again. And Urashima went to his father palace, and he was going he saw some of his friend and ask them about his father and mother and the friend's said to Urashima that your father and mother and all your sister and brothers had died long ago.

#### Urashima the fisher Boy.

Long ago there was a boy called Urashima. One day he went for fishing and he took his boat and began to fish. Soon he got a tortise and he said I am not going to be so cruel to this tortise, and he threw it back to the sea and it was night so he slept and a beautiful girl came under the boat and wake him up, and said to him it was not the tortise you caught but it was me. She said my father send me to you to know whether you are kind. You may marry me if you like and he married her and they live very happily, for three years

One day the boy said I am going to see my mother, father, uncles, sister, and brother. And the girl gave him a box and said if you open this box you will not come back again and he said alright. Soon he took his boat and began to row, soon he reached the place. Then he ask for Urashima and the people said. Urashima! they had all died, he stood up and forgot the way.

### Urashima The Fisher Boy.

Long years ago, there lived a boy in Japan called "Urashima." One day he said that he is going to the sea to fish, when he went he did not fish. When he reached, instead of fish he landed on the shore. He caught a tortoise. When he caught it he didn't kill it, he played with it until at last he threw it in sea. After all these, there came to him a beautiful girl from outside of the sea in the forest. When she came, she said to the boy, "I am the tortoise which you caught." but I want to marry you if you like. So he married her and stayed with her. One day Urashima said to her wife that "I want to go and visit my father mother, brothers and sisters. When he said that to his wife, his wife also said to him that." No I would

not allow you to go. So she did not allowed him to go and visit his family. When they were stayed on the sea shore, once they saw sea-gull walking on the sea, eating fruits and fish.

### Age Group 17-18. Composition Age 17½.

#### Urashima, The Fisher Boy.

Long ago there lived in Japan, a boy called Urashima. He was a fisher boy who has sisters, mother and father. His daily work was fishing, and one day when he went out to his boat he took up his oar and away he went on the sea.

On his way going he saw a tortoise at where he landed, and it time for him to get his meal of lunch. He said onto himself is it good for me to get my meal by catching this tortoise or to have my daily meal which is fish? He thought carefully and no.

He knew it was time for him to sleep, he went into his boat and slept. In sleeping he saw a beautiful girl coming near him, she said I am princess of sea and you being very kind my father had sent to you that you can marry me if you like.

In this message they went with the boat and landed where there were very nice trees.

### Urashima, The Fisher Boy.

Once upon a time there lived a boy whose name was Urashima. One day Urashima went to the sea side to catch fish, when he reached there he sat on a stone, he thought how he could find fish, when he was sitting there he saw a tortoise which was walking to the sea Urashima took it and wanted to kill it he said in his mind that he will not kill that tortoise because it has lived in the world for many years, so he threw the tortoise back to the sea.

When he was sitting there he saw a beautiful girl coming from the sea, when that girl came, she told Urashima that she was the tortoise which he threw to the sea and so she has seen the kindness of Urashima so she will marry.

The girl took him to her house when they reached the girl's house Urashima saw many beautiful things made of gold and some made of diamond the boy lived there for three years before he told the girl that he wanted to go to his house and see his mother, father and sisters, the girl gave him a box and told him not to open it.

### Urashima The Fisher Boy

Once upon a time there lived

a boy called Urashima. He was a fisher boy, and one day he went to the coast sea of Japan to catch fishes. As he threw his net into the river he caught a very big tortoise, as he drew it up it was tortoise it of no used. Urashima looked unhappy. He said I will throw this tortoise into the river again and he did so. After that Urashima got into his boat and had a sleep he slept for sometimes. On his sleeping there came a strong storm blowing here and there, there came a princess of the river talking to Urashima that I am that tortoise which you caught just now I am the tortoise my parent told me to did that and I too did so. They said they want to know whether you are kind or unkind. So I am very glad that you are very glad. Now I came here now if you like you can marry me and if you like we shall live together.

The reason of that is I am the princess of this river and my parents are king and Queen. So what I need from you is that I want you and I to go and see our house in the river. Both of them went into the house how beautiful the house was. The walls of the house made up of gold and silver. They all lived together for three good years. Then said

the Urashima may you kindly let me go and see my parent the princess refused for a moment she allowed him to go but before he went she gave him a promise that get this box you should not open the box till you return. If you open it you will not able to returned again. Yes Sir said Urashima He got into the boat home he got home.

Age Group 18-19 Composition: Age 18½.  
 Long ago there was a boy called Urashimar. The first fishes boy. One day while urashimar was catching fishes. there came in his net a small tortoise. he have't got fish on the day and he look and looked at only this tortoise and said what can I do with this small Tortoise and he took it and throw it again into the river. While he reach his house, his wife called him that where is the fish which you brought? And Urashima said there is now any fish today. After all this they married and they live happily than they was.

Urashima, The Fisher Boy  
 long ago there was a certain boy called Urashima he was a fisher boy. He was 100 years old, and one day, he came to sea-shore to catch some fish, he was being down on his boat

And suddenly a certain woman came and told him that my father sent me to see you, and if you like you can marry me, and he married her for so many years, then he remembered to go to his own country, and he told his wife and the wife do not allow him to go, but before you go I will you a box and she gave it to him and she told him that he shouldnt open that box, and he agreed with her and took the box went to his country, there he saw that all his mothers Fathers sisters all has died and also their village has changed and there he opened the box which she told him not to open it. and he didnt see anything in that box unless tortese and it drop from that box to go to the sea, and Urashima immediately took his boat and catch it, then he put it in the box.

## Characteristics of Progress in the Reproductive Type of Composition.

One is apt to believe that Reproductive Type of Composition is the easiest form of composition because it requires little creative power to furnish ideas but it depends on the memory to recall the sequence of events and ideas presented.

The compositions of some children reveal their defects in this skill.

Thus some children of 10, 11 or even 12 years of age displayed inability to grasp and remember the story. This is an evidence that their power of recalling a long series of consecutive events in a story presented orally has not been well developed.

Some managed to write down a few words but they were not connected with the story. They tried to make up another stories of their own. Here is an example of one of them.

"One day there was a Washima the Fisher Girl. The man is going to the Church and then there is a Washima the Fisher Girl until at nine o'clock. One day there was a young man is Washima the fisher girl. My mother and my father was going to the farm and I went to get it. When my sister is Washima the fisher girl I have saw him. If my father told me, I have seen me a good girl."

I went to school at eight o'clock my Mother and my brother came to me. Urashima the fisher girl. He did not, he said you will not no that I am finished."

This is written by 11 yr. old boy in Middle Form One.

Some children of this age group managed to reproduce some events in connected form according to the attraction a particular part had for them.

Thus a girl of 10 years wrote. -  
 "Urashima, the Fisher Boy. Once upon a time there were boy. And the boy take the box and Open. He said don't take the box."

A 12 $\frac{1}{2}$  year old boy wrote a fairly good composition although it contained many mistakes :-

"Long ago there was a boy called Urashima the fisher boy. He out to the shore coast instead of him catch fish he went caught a TORTOISE and he thought about the tortoise and he said to himself instead of me catch fish and I went and caught the tortoise so he left it down into the water then Urashima slept in boat on the shore and there come a beautiful girl and she said I would if you will marry me and we shall stay together for many years and so the boy agree with her and they stayed toget for many years and one day he said to her I will go and see my

father, mother brother's and sister's and the girl said don't go, and the girl gave him box and promis him not to open. And she sometime if you go there you will not know the to return so did not open that box. then boy go on landed on the shore near his country and the trees there were cut down and the women that were washing were not there so the boy coming back he opened box and nothing in and the cloud in fly away and the boy ran after it and could not caught it and at last he caught it and row the boat untill he reached and when clouds ran away he remembered the promise the that the wife told him and he closed the box and return to her princesses and she stayed for so many years."

About 50% of this age group did not reproduce anything worth while.

### 13 - 14 years.

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. Most of these children are in Primary Six where the medium of instruction is the vernacular and a few of the rest are in Form One who have had two months' instructions given in English.

About 56% of them made up

stories of their own and six of them wrote one or two sentences about the story.

About 15% managed to put down some of the events in the story but none of them completed it. They reproduced as far as Urashima went to see his father and mother and sisters.

Below is given some samples of their opening sentences:-

"One day Urashima who lived in Japan he took his boat and caught fish instead to caught many insects."

"long ago, there lived a boy called Urashima the fisher boy. He stayed at a town called Japan. It happens one day that when that boy was going to the sea for fishing, he saw a certain creature on the way. The name of that creature was tortoise, he stood there thinking what he ought to do."

One day there was a boy called Urashima. One day he is to the sea with his boat and he meet tortoise who have a hard skin and the boy said I am going to the sea to catch a fish to make my food."

The rest of this age group made some efforts and here are some of their opening sentences. -

"Once upon a time there was a young boy called Urashima. He was a fisher boy and one day he went along the river to fish.

He did not find any fish but he found a little tortoise. Then he took it, though that what can I do with this tortoise so he leave it and then the tortoise go."

"Long ago there was a Fisher boy whose name is called Urashima, he said he is going to catch some fish in the sea he took his boat and went at the sea when he is going he saw a tortoise walking on the shore he caught the tortoise and said that is a very dinner."

"Long ago there lived a boy on the sea coast of Japan his name was Urashima he was a fisher, and when he go to the sea he could not find any fish, one day he fined a poor tortoise then he hold the tortoise and said what a poor tortoise so he threw it away into the back of the sea."

Long years ago, there lived a boy in Japan whose name was Urashima. One day this man took his boat and went to fish. He caught a fish and he said it is not good for me to kill this little fish so he threw it in the sea and sat in his boat to sleep."

It is expected that pupils of 16-19 year olds will write something better than pupils of 13-14 year olds but the reverse is the case.

A girl of 16 years wrote the following passage in thirty minutes.

"Once upon a time there is a boy who called Urashima. He was

a fisher, one day Urashima took his net to went to catch the fish. And fisher boy saw the tortoise and took it up at home. When he come home he put it into big box and he close it."

On the whole the result of the Reproductive Type of Composition is very poor. It shows that plenty of practice should be given to pupils to reproduce short simple stories in an orderly arrangement of the content, and gradually proceed to long stories. During the oral preparation for story telling, pupils should be trained to keep in mind the exact order of the actions in the story.

Four pupils in Middle Form II and one 12 year old pupil in Middle Form I wrote good compositions.

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

"One day he took his boat for fishing but instead of catching fish he saw a tortoise - - - - - Urashima throwed the tortoise in the sea and fell asleep in the boat. After some time a beautiful woman came from the sea - - - - -."

"So he went but when he came he was that the mountains were there but there were no houses and the stream was there but no women were washing things there - - - they told him that Urashima got drowned in the sea whilst he was

fishing and his family have died  
400 years ago so he was foolish  
to ask them -----."

"He did not find anything  
in it except a tiny white cloud-  
-----."

Median Samples of Imaginative Type  
of Composition for Age Groups 10-19 years.

Age Group 10-12. Composition Age 11½.

If You Had Three Wishes What  
Would You Do With Them?

I thing that when I go home I  
go to water.

(By a girl of 10.)

I have three wishes; Scholarship,  
Wisdom, If I am Teacher.

If I get Scholarship I will learn  
harder and harder so that I may  
be one of the Gold Coast pillars,  
so that I may get, M.A. and so  
on and so off.

If I get Scholarship I will pay  
attention

College or Secondary School.

If get a Wisdom at my own I will  
thank God for what he has done  
for me.

Age 11. Composition Age 11½.

I wish to have a ruler  
I wish to buy my books  
I wish to write a letter to  
my uncle.

(By a boy of 11.)

My first wish is to pass my doctory  
and what I shall do to pass it  
is first at all I shall pass my  
schooling then to learn something  
about doctory and be a doctor.  
My second wish is to marry what

I shall do to marry is that I should tell my father that this is my wish that want to marry if he gets me my engagement after I should marry.

My third wish is to go to England and how I can get there is to tell that he should take me to England.

If I want to exame my I should tell my father and he might do it for me.

If I had three wishes :- Money, Lorry and Friends this is how I will use them

If I had money I will build more houses. I will build four story buildings. I will buy more than four lorries, and four taxis. I will use some for buying foods. I will go to London and study at University College. I will give some to beggers.

If I had a lorry I will drive it myself I will not take any driver. I want at Tamale. I will paint my lorry and write at the face "Expereince" I will draw pictures at the back of my lorry and the side I will write there Kumasi to Tamale bus.

If I had a friend I will let him come to my house every day for studies. I will not let him be hungry. I will teach him everything that he do not know. I shall play with him carefully. We will not fight.

Age Group: 12-13 Composition Age 12.5.

If You Had Three Wishes What Would you do with them?

I wish I have got a car, I wish I have got a pen friend I wish I have got a pair of suit.

I shall ride in the car to anywhere that I will go I will help those who are wounded and cannot walk I shall put them in my car and take them to hospital and return to my house.

I shall give my photographs which I know is the best to my pen friend and ask him for his best photograph too. If he ask me anything I should give it to him and ask him for more photographs of his friends and an album to fix those photographs in it.

I shall put on my suit on every Sunday when I am going to Church I shall ride in my car with my friends my father my mother my brothers and sisters and when church is over I come home with those people whom I carried in my car to their places. If I get any visitor I shall put on my suit and give the album to him to look at my friends.

If you had three wishes what would you do with them?

I wish to have a car. I will drive the car I will take my father

and mother I will drive it and get money. I wish to have be a teacher. I will teach my children very well. I wish to have pen I will write with it and I will write a letter with it and I will write a letter for my father with the pen.

If I had three wishes I would wish to be a Christian to be a good scholar, and to have a big lorry.

If I became a Christian God would help me in all my things and I will worship God to forgive us our sins.

If I became a good scholar I should many people to be good scholars and when I die people will praise my name.

If I had a big lorry I would let somebody drive it for me and it would be a passengers lorry from Sekondi to Tamale.

Age Group 13-14      Composition Age 13½.

If I had three wishes, money, two uniforms Taxi. If I had money two uniforms, and Taxi If I had money I will build more houses and I will move shoes, trousers, coats I will build one house in my village. If I had two uniforms I will press them and I will take one from Monday to Thursday and I will one take from Thursday to Friday, I will

clean my uniforms.

If I had Taxi I will take it to do Private if I go anywhere I will take it.

If I had my lorry and house and aeroplane, if I had my lorry I will travel with it and I will go my town with it and if I had my own aeroplane I will go London with it just now and if I had my own house. I will stay in and I will told my father that make he give my friend make we set in the house.

First if I had three wishes I should wish to pass the Common Entrance Examination. Because if I pass the common Entrance Examination I should go to Secondary School and should get a lot of work to do in the future. Secondly if I had three wishes I should wish to live long, because if I live long I should do something which will useful to the world. Thirdly if I had three wishes I should wish to be a kind boy and when any beggar or a leper come and tell me to give something to him I gave to him or her.

Age Group 14-15 Composition Age 14½.

If I had money I would buy anything that I need and give some to those who are poor and also

those who are ill. And I would care before I use the money. And also I would save some of my money in the bank so that any stealer may come to my house to steal the money.

If I had books I would read them to get advice. If I had more books I would read them to get new words and also to become a scholar and so that I may go to London.

If I had lands I would weed and plant crops so that I may not buy any crops. If I had more lands I would some to those who buy before the eat to plant something.

If I had Education I will learn from Education so that I can become a trader in my Educated and I will pray to God to give me more knowledge. And I will admit with Education, With Education I will gain more study. With Education, I will go to the University.

If I had good character I will use it to my relatives my teachers and people. With good character I will be obedient at home at school at work. With good character I will learn from it. With good character I will remember so that I forgot.

If I had love I will use it to my friends. With love I will relatives. With love I will be bigger than a ball. With love I will exchange.

If I had three wishes I would try to do all of them. These are my wishes: I wish I would be a very good Scholar when I grow up, I wish I will be a teacher when I grow up, I wish I will be one of the ministers of the Gold Coast when I grow old.

I wish to be a Scholar because I am learning hard, and if I continue to learn hard God will help me to win a Scholarship, and if I win a Scholarship I will try to learn and learn until I shall be a learner, for God had said that he will help only those who will help themselves.

I wish to be a teacher, because when I see that I am a Scholar I cannot keep my education, because when I see that all the scholars in the Gold Coast are nearly to be all teachers sample for Dr. Busia one of the Gold Coast University teachers, and he is a very best Scholar in the Gold Coast as I can say.

I wish to be a minister because most of the people in the Gold Coast Legislative Assembly who are Scholars are ministers, because if you do not learn you cannot be such a great man like these. I am interesting in Education so that I shall be a Minister of Education Education is the most useful thing in the world.

Age Group 15-16. Composition Age 15½.

1. To be in Standard 7 or Secondary School. Because I want God to help me so as push on forward in my studies. So that I may receive my standard Seven Certificated by the Government because may be the time I finished Standard 7 the certificate may have been cancelled.
2. To know much about God or to press near God so that at last I may have in the mansions which as being prepared for believers or that I may have everlasting kingdom or that I may not perished.
3. To be a good people in future so as to make me a well know people in any Country that I may be or that I may be Blessed from God the father, Son and of the holy Ghost.

These are the 3 things (1) To be in Standard 7. (2) To be as clean as Snow. (3) To be a good people in future.

- (1) If I had money about £3 or £4 I will buy good shirts, and when I go to school I get money to board Bus, and use some to buy food. As for me I need more things to buy but I had no money (2) If you are person and you have no room to sleep, to sit in your like animal. That is why I need room
- (3) I need more books to read if you have no books you can learn

anything you can't speak English very well you ought buying books and read

I wish to have a big shop to sell thing in that shop  
 I wish to have a big shop and a very nice house and sleep in it I wish to have more dress and hat and shoe To dresses in Sunday.

Age Group 16-17. Composition Age 16's.

If I have car I shall drive it myself. And I shall take it to everywhere I like. I shall take it as a passengers car in orther that I me get some money. If my parents want to go to anywhere I shall take them and go. If I have a house I shall give it to those who want a room. And I shall tell them you have to pay one pound in every month. The end of the month and I shall collect the amount of the money and give it to my father. And I shall use some of the money to help the boy and girls who went to go to school. If I have a camera I shall take when I am going to school. And I shall take my friends photo.

I wish to be a Reven = because I want to know about Jesus, and picth before my friends and others I wish not to know how to drink = wull I say that is this, if you see how

They are doing drunkards is bad, and drunkards will never enter the kingdom of God.

(3) I wish to get to get knowlege = Because I want to do as you do, and teach other who has no knowlege so that they too may have, and I gain on it, and have many wisdom to glory my God and have B.A. etc. That is why I wish to get knowlege and by knowlage you will go to u.k.

If I have three wishes I will build a house I will buy a lorry I will give some to people.

Build -i If I have a house I will give it to poor people, and those strangers.

Lorry:-i If I have a lorry I will use for those who are suffering from pains, or illness.

Money I will give some people who have no clothes and shirts. I will help them to be rich.

Age Group 17-18 Composition Age 175.

I wish to have a watch. I wish to have a Holy Bible I wish to have a car I wish to have a watch because I would know the time to go to school then to do any work, to know the time when I want to go to somewhere and to know the time if I travel from one place to another. I wish to have a Holy Bible because I can learn

Scripture from it, to kind to poor people. I can pray God forgive me a good heart so that I may not do bad things. I wish to have a car because I can do work with it and get money to build the house to leave in and buy my foods. And I would get plenty money. If I had three wishes these I would do with them.

(1) I wish to have an amount of money about £4. If I get such an amount I will buy many sorts of uniforms, such as one khaki short, one khaki shirt, one white shirt, and two other short, and buy some books which are interesting to read.

(2) I wish to get a small potmanteau I shall tempt to polish it every day and put in my uniforms which are nice to me. And I shall travel with it every day when I have a journey.

(3) I wish to get one cloth made with a loom. I wish to get that, that if am going to church, or a big event and I wear it as my property. I shall wear it when I visit any game.

(4) I wish to have a bible so that I too may know much about God and his only beloved son. So that I may take it to church on Sunday and read it at home always. And to follow a or to know the laws of God and to know more about him

and so that I may not follow satan and doing bad things.

(2) I wish to have a watch so that I may know the time to come to school, not only that so that I may know the time to go to church every Sunday, so that I may be in the class regularly. And being in time always. I wish to have more and good character and more respectful to every body. Because a person without good character and wisdom is nothing so I pray to God to give me more character and wisdom in my life. So that I may not be rough and speak unnecessary. So that I may obey our teachers and my parents and my friends. Not only that, that I may be gentle and humble boy in my life.

Age Group 18-19

Composition Age 18 $\frac{1}{2}$ .

My wishes is Church Prayer learn I should did with them as my duty. On every Sunday I should go to Church and pray to my whom able come to school to learn what did. Now every night when I went bed the thing I always did is pray for my teacher's, master's, mother's, father's and my sister's and brother's. As for learning is very important thing to keep it as your duty. But as for me I came to school to learn and

College

If you wish to go to collage wless

you learn and come to school always and immediately, and you serve every teacher or any man and serve God. if you do this and will make you go.

#### Doctor

I wish to be a Doctor because I shall help those who are ill and teach those who do not follow Hygiene,

#### Farmer

if you wish to be a farmer unless you get forest to weed and rake on. I like farmer because you will get food and money.

## Characteristics of Progress in the Imaginative Type of Composition.

This topic provides a most searching test of real imaginative power. It shows the children's knowledge in making their choice for their wishes.

Many of the pupils tested did not understand what was meant by a wish, and some did not know the correct sentence pattern for expressing a wish.

Thus a boy of 10 years wrote sentences like this :-

"If You Had Three Wishes What Would you Do With Them? - 1 thing that when I go home I go to water."

A ten and a half year old boy wrote thus :-

"I have three wishes; Scholarship, Wisdom If I am teacher. (1) If I get Scholarship I will learn harder and harder so that I may be one of the Gold Coast pillars, so that I may get M.A. and so on and so off. If I get scholarship I will pay attention College or Secondary School. (2) If I get a Wisdom of my own I will thank God what he has done for me."

Some of the children of this age group wished for lorries, camera, houses, education, car and a ship in which to sail to America.

Here are few samples of their wishes.

"I have three wishes I will build two story house and make a lorry room and bathroom that my one

wish second one I will buy a lorry and make it like a service and when it comes to spy and I sell it and bought new one that is my second wish."

(1) "I wish to finish school (2) I wish to go to college (3) I wish to go to England."

"If I finish school then I should have to go to college to learn harder and harder more than I learnt in school. (2) if I went to college after finishing in six years or five years then I should have to go to England. (3) if I went to England then I should like to teach some English children."

"I wish to have a lorry I wish to have a camera I wish to have a house. If I have a lorry I will let it go to Accra. If I have a camera I will give it to you. If I have a house I will let the people to go inside."

#### 12-14 year olds.

The children of this age group went further as to how they would spend their money. Some wished to build big houses with the money and the houses would be given to strangers and poor people to live in. Some wished to be pastors in churches and others wished to have good character and others to live long.

Here are some sentences from their compositions. —

"If I have a house I shall give it to those who want a room. If

I have a house I will give it to poor people, and those strangers."

(1) "I wish to be a Revere = because I want to know about Jesus, and preach before my friends and others.

(2) I wish not to know how to drink = well I say that is true, if you see how they are doing drunkards is bad, and drunkards will never enter the kingdom of God."

"If I had three wishes I should wish to live long, because if I live long I should do something which will be useful to the world. Thirdly if I had three wishes I should wish to be a kind boy. And when any beggar or a leper come and tell me to give something to him I gave to him or her."

The older pupils centred their wishes around their personal needs. Below are given the samples of their essays: -

(1) "I wish to have an amount of money, for about £4. If I get such an amount I will buy many sorts of uniforms, such as one Khaki short, one Khaki shirt, one white shirt, and two other shorts, and buy some books which are interesting to read. (2) I wish to get a small potmanteau. If I get that potmanteau I shall tempt to polish it everyday when I have a journey. (3) I wish to get one cloth made with a loom. I wish to get that, that if am going to church, or a big event and I wear it as my property. I shall wear it when I visit any game."

(4) I wish to have a bible so that I

too may know much about God and his only beloved son. So that I may take it to Church on Sunday and read it at home always. And to follow a or to know the laws of God and to know more about him, and so that I may not follow Satan and doing bad things. (2) I wish to have a watch so that I may know the time, to go to church, not only that so that I may know the time to come to school so that I may be in the class regularly. And being in time always. (3) I wish to have more and good character and more respectful to everybody. Because a person without good character and wisdom is nothing so I pray God to give me more character and wisdom in my life. So that I may not be rough and speak unnecessary so that I may obey our teachers and my parents and my friends. Not only that, that I may be gentle and humble boy in my life."

Table 6. 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 - 308.
2. The Infinitive -- Past Tense form of the verb used with "to" 34.
3. Grammatical Accuracy :-
  - (a) The use of apostrophe to denote possession 18.
  - (b) The use of "to" followed by verb ending in "ing" e.g. to selling etc. 4.
4. The Auxiliary Verb :- The use of the verb in the Past Tense "will", "shall", "should" etc. 9.
5. The use of pronouns - him for her & vice versa, I and she etc. 4.
6. The use of "to" followed by a noun, e.g. "to home" 5.
7. Wrong words used in sentences, e.g. I found my breakfast. 20.
8. Badly constructed sentences. 15.
9. Omission of preposition "to" in sentences e.g. I went bed. 11.
10. Spelling Errors.

Cook 7	Scrubbed	graphic	drink	morning	when
clock 11	started	fetch 2	water	race	cup
beat	dress	pump	before 3	swept 3	bed
went 7	evening	Saturday 12	usually	clean	friend
twelve 2	sleep	matches	convention	finished 14	getting
Nigeria	began 2	saucers	feet	walked	thirty
Baptist	arithmetic	seats	found	breakfast 3	bucket 3
Carried	basket	pressed 2	until 2	washed 6	shut
cut 2	because	Kitchen 2	reached	plates	Sweep
took 3	cinema	face 2	ate 2	chewing 4	beautiful
market 3	coal	Anglican	wine	carrier	close
taught 2	start	Cupboard	room	polished	
uncle	fruit	Sports 2	stopped	prepare 2	
buy	uniform 3	collar	early 2	portmanteau	
bath 2	lunch 6	brush	Kejelia 2		

## Types of Errors continued:

### Test Two: Reproduced from "The Flower Boy"

- The use of verbs in the Past tense 124.
- The Infinitive: Past tense form of the verb used with "to" 22.
- Grammatical Accuracy: -
  - The use of apostrophe to denote possession 9.
  - " " " " "to" followed by verb ending in "ing" 3.
  - Present Tense with a noun - verb understood, e.g. called Urashima etc. 5.
  - Errors in Number, e.g. three year 4.
  - The use of Inverted Commas 13.
- The use of Pronouns - he for she and vice versa. 5.
- The Auxiliary Verb: followed by a verb in the past tense - "shall", "can", "did" etc 1.
- The use of Prepositions followed by a Noun, e.g. "to home" etc. 2.
- Badly constructed sentences 17.
- Wrong words used in sentences 5.
- Spelling Errors: -

although	caught 6	family	lived	remembered	threw 2	young
agreed	coast	fish	many 3	rowed	town	
ago	carefully	happily 2	met	said	until	
boat	catching	hundred	please 2	slept	upon	
back 3	daughter 2	house	princess 2	stupid 4	whether	
beautiful 4	forgotten	instead 7	promise 1	started	went	
climbs	fisher 3	Japan 2	poor 1	Urashima 14	walking	
cruel	foolish	journey	reached 4	Tortoise 26	would	

### Test Three: Imaginative: "If You Had Three Wishes."

- Correct Sentence Pattern in the Subjunctive Mood: "If I had --- I would." 103
- The Infinitive: "to have" etc past tense form of the verb added to the preposition.
- The use of Auxiliary Verbs - - - will, should - - - followed by verbs in the past tense. 15
- Spelling Errors: -
 

because	brain	built	buy 3	business 2	chair	Children	difficult
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Spelling Errors in Test Three continued:-

English	future 2	learn	marriage	storey	three 2.
education	finish	lawyer	work	Scholarship 3	travel.
England	huazy	money 3	obedient	Secondary	uniform.
examination	house	medicine	patience	Something	
early	handkerchief	manager	places	Shakespeare	
wish 3	knowledge	mat	respect	traveller	

## Causes of the Errors made in The Three Types of Compositions:

The errors in Tests one and two are analysed into the following headings:-

1. Structure: About 60-65% of the total errors made are in verb forms, subject verb relationship, tenses etc.

The past tense of the verb should be used in the Narrative and Reproductive Types of composition, but many of the children expressed themselves in the present tense. e.g.

"When I wake at 5<sup>30</sup> a.m." "When I reach the market I seen - - -"

2. The Infinitive: In an attempt to use the verb in the past tense children made the mistake of using the past tense form of the verb with the preposition "to" thus making mistakes such as "to sold", "to ate" etc.

3. The use of auxiliary verbs:-  
The use of auxiliary Verbs:-  
They used the auxiliary with the past tense form of the verb:-  
e.g. "He did not went." "I will married you."

4. The use of pronouns:-  
"I and my father returned from Sumasi."  
"Urashima told the princess that he will married him."

5. The use of "to" followed by a noun. — "We returned to home from the market."
6. Grammatical Accuracy: — Mistakes are made in the use of the apostrophe to denote ownership. e.g. "father room." "I swept my mother room." Some children used the apostrophe when it was not necessary. e.g. "I cleaned my window room." "Urashima did not see his mother, father and sister's."
- Some of them committed mistakes such as, "I went to market to selling." The majority of children tried to quote sentences from the passage reproduced but the quotations were not enclosed in inverted commas, and on the other hand some of them tried to make up quotations of their own.
7. There were some cases where prepositions were omitted: — e.g. "I went bed."
8. Wrong words were used in some of their sentences such as "I found my breakfast" when he meant that he prepared his breakfast. Also there were sentences that were badly constructed. The sentences either conveyed no meaning or they were vernacular sentences literally translated into

English. e.g. "When I ate my breakfast finished I went and played about." "I washed the things which we ate in it."

In the Imaginative Type of composition the majority of the pupils could not express themselves in the correct sentence pattern in expressing a wish - for example :-

"If I had a wish... I would

About 20% of them only were able to make the correct sentence pattern. The rest of them wrote in the narrative form. e.g. "I wish to buy this book. If I buy this book I will read in a school everyday."

#### Spelling Errors:-

In the list of errors compiled in Table 6, it will be seen that in the Narrative Type of composition there are 86 mis-spelt words.

In the Reproductive Type of composition - there are 50 and in the Imaginative Type there are 41 mis-spelt words.

Some of the errors in spelling are due to the following -

(a) Transposition of letters :-

e.g. eat for ate, eta for eat; brakfast for breakfast, baetiful for beautiful.

(b) Some of the words are

written phonetically:-

aly for early, Satiday for Saturday, fineseh for finish.

(c) Some words with double letters are written with single letters and vice-versa.

e.g. dinning for dining, Super for supper, long for lorry.

## Some Remedial Measures for the Errors Made.

The mistakes made by pupils in their compositions are invaluable to the teacher who should compile lists of sentences giving pupils practice in the right use of the forms in which they make errors. Such exercises can be taken orally.

Many of the mistakes made are connected with the verb forms of the verb with the preposition "to" "to sold," "to ate," "to selling" etc.

Therefore plenty of practice should be given in the use of Tenses - present continuous tense first, then gradually to the past tense. Next can be taught common prepositions, common adverbs, plural forms and the possessive.

The different patterns to be taught should include - Statement form, Question form, Simple commands.

In the correcting of errors teacher should remember not to correct errors too openly, nor to correct too many at once. Two or three errors may be taken from the list each week and the remainder left for the time being. English cards for group work should also be prepared and used to an advantage.

Word building:- Using the phonic method, breaking the words into letters and sounds and teaching word families will help to improve the spellings of the children - care being taken to grade the words.

Table 7. Showing Average Number of Words per sentence for Age Groups 10-19 years in the Three Types of Composition.

Age	No. of Pupils		Test One		No. of Pupils		Test Two		No. of Pupils		Test Three.	
	Boys	Girls	Words per Sentence		Boys	Girls	Words per Sentence		Boys	Girls	Words per Sentence	
			Boys	Girls			Boys	Girls			Boys	Girls
10	1	1	6.1	1.5	1	1	50.5	4.2	1	1	27	22
11	3	2	16.3	6.9	3	2	57.4	35.1	3	2	10.5	14.2
12	25	7	15.1	11.9	25	7	26	25.9	25	7	17.8	25.8
13	30	8	17.8	12.1	30	8	24.3	24.4	30	8	20	37.3
14	28	8	14.2	31.5	28	8	27.3	28.5	28	8	20.2	22.7
15	15	3	18	11.9	15	3	35.7	24.2	15	3	22	26.6
16	21	3	16.6	11.5	21	3	27.3	34.4	21	3	18.3	22.5
17	8	1	20.7	-	8	1	25.8	-	8	1	18.4	-
18	2	-	5.5	-	2	-	54.5	-	2	-	17.7	-
19	3	-	19.2	-	3	-	16.3	-	3	-	36.2	-
	136	33			136	33			136	33		

Comments on the Average  
Number of Words per Sentence.  
See Table 7.

The purpose of the figures in Table 7 showing the average number of words per sentence is to compare the words written per sentence by the boys and the girls tested.

In the Narrative and Reproductive Types of Composition, the average number of words per sentence written by boys are more than those written by girls except in two cases of 14 and 16 year old pupils where the girls write thirty one and thirty-four words per sentence respectively while the boys write fourteen and seventeen words (words) respectively.

There is a fall in the length of sentence of eighteen year old group. This is due to the fewness of the number of the pupils and moreover they fail to recollect accurately their activities on that particular Saturday they wrote about.

There are exceptional cases where the length of sentences in ten, eleven, and eighteen

year old pupils have a high rise in the length of their sentences - sixty-one, fifty-four and fifty-four words per sentence respectively. The reason for this is due to lack of punctuation and to the joining of sentences with too many conjunctions such as "and", "because", "so that." etc instead of breaking them up into bits.

This happens mostly in the Reproductive Type of Composition. This shows that pupils should be given plenty of practice in sentence structure.

In the Imaginative Type of Composition the average number of words per sentence written by girls are more than those written by boys. At the eleven year old level the number has increased gradually from fourteen words to thirty-seven words per sentence.

Almost 50% of the pupils at the ten to thirteen year old pupils write sentences which convey nothing worthwhile especially in the Reproductive and Imaginative Types of Composition. Some made up their own stories using some

of the words they could remember in the story read to them.

These pupils lack the power of retention to reproduce the sequence of events in the story and they are at a loss of words with which to express their wishes.

Table 8 . Showing Number of sentences used in the Three Types of Compositions.

School	Test	Number of Sentences.								
		Scores			Scores			Scores		
		Average	Highest	Lowest	average	Highest	Lowest	Average	Highest	Lowest.
N. A. Baptist Primary 6	1	3.7	5.2	1	1.4	7	1	.3	-	1
	2	.4	5.2	1	.7	21.4	1	.3	4.5	1
	3	1.9	5.2	1	1.1	14.8	1	.2	-	1
N. A. Baptist Middle Form I	1	2.8	7.4	1	2.4	10	1	.7	8.5	1
	2	1.2	5	1	1.8	18.4	1	.3	6	1
	3	1.1	10	1	1.1	7.8	1	.4	-	1
N. A. Baptist Middle Form II	1	2.2	6.2	1	5.4	28.9	1	.7	7	1
	2	1.9	8	1	3.6	21.3	1	.9	4	1
	3	1.6	9	1	2.6	9.2	1	.9	5	1
Wesley College Practice School, Middle Form II	1	2.7	7.3	1	4.8	16.7	1	.2	7.1	1
	2	1.4	6.8	1	2.9	28.6	1	.4	11	1
	3	1.7	6.9	1	3.2	16.7	1	.8	10.3	1
St. Peter's Middle Form I	1	2.2	6	1	2.9	22.6	1	.3	-	1
	2	1.2	7	1	1.9	17.4	1	.3	6	1
	3	1	8.4	1	1.4	11.8	1	.2	7	1

## Comments on the Kinds of Sentences used in the Three Types of Composition.

The figures on Table 8 reveal that in the Three Types of Composition, 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 sentences rise by 10 in N.A. Baptist Middle Form I and decrease to 5 in N.A. Baptist Primary 6.

There is also a rise in the average score in the use of the compound sentence. The scores rise by 29 in N.A. Baptist Middle Form II and decrease to 7 in N.A. Baptist Primary 6.

Wesley College Practice Middle Form II also has a score of 29. The scores in the use of the compound sentences are so high because many of the sentences are badly constructed. They are joined together by many "and", "so" and "because".

The pupils make use of simple conjunction such as "and", "so", "because", and "but".

In using the complex sentences

there are examples of clauses of place, time, condition, and reason. The average score rises and drops in the five classes tested.

Some of the pupils make use of "if" sentences and the conjunctions are "who", "that", "when", "then", "because", and "so that."

Examples of noun, adjectival and adverbial clauses are found in some of the written composition.

the scale described, 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 5:45. I folded my mat, said my prayers and washed my face. After that I went and sat near the fire for about 10 minutes and stood up to go and do my work. My work I did was I went and fetched water, poured it into the barrel, and went to polish my father's shoes. Swept all the three rooms, polished all the chairs and tables. After I had finished I went and took my bath, and came for my breakfast. After I had finished and washed them. When I finished I went out and played. And when I felt hungry I came home and ate.

When the time was about 4:15 p.m. I packed up seven bottles of kerosene in a bucket and went and sold it at the police Depot. I got 45.00 and made accounts to my father. When it was about 6 p.m. I ate my food. And took my book to the learning table. I learnt Arithmetic and English and when it was 9:30 p.m. I went to bed.

I woke at 6<sup>30</sup> a.m. and brushed my teeth and made tea ready at 7<sup>00</sup> a.m. and passed them in 8 (eight) cups and I got ready for my bath at 7<sup>30</sup> a.m. when I have finished with my bath I got ready and get to my father's store and

when it was time for bank he send me to the and when I returned it was nearly 20 mins to 12<sup>00</sup> clock and he asked me wether I was hungry or not and I said I am hungry and he said go and get your dinner when I finished my dinner it was 2<sup>00</sup> clock and I returned to store back and father closed the store and came to the house after he has taken his dinner he slept for rest and I was playing tennis ball when he woke we where ready for cinema the Picture's name was "Avara" the story of the film was very nice it was about, if you are a stealer you will suffer too much as that man suffered after the film has finished we came and get to bed.

When I woke up I washed my face, and I take my bath. after finishing my bath I take my chewing stick, and away I came to the market. And my father gave me money to get and eat anything that I like and I went to go and sell something, Then I come again in the afternoon, then I take my clothes and away I go, then I playing with my friend Gbadedobe then I am angry, then I went back to my father again then he gave me 6p to go and buy my remaining books, then I buy 5/6d books, and I take the sixpence which remain's for my use. And I do not get any money from my father again,

and I went home home to washed my clothes, I buy 3d soap and 1d starch and I wash it, when it dries I preas it and I went to the market again, Then I told my father that I am going to play Then he said go, Then I go, on my way going I met my friend Sunday, then we all went to Anlicant school to play a ball, there we met our friends and we played from 3.p.m to 5.p.m and we closed And we when home. And in the night I ate yam, then I went to my friends house to learn Then we red about Simba the carria, when I come back I talke may bathe and slept.

When I wake up last Saturday about 5.30 a.m. The time I wake up I wash my face I clean my teeth then I sweep my father room I clean my father shoes I clean my father spoon and wash all has glass after that took my breakfast than I go bathe after I finished all this thing I took all brother to market. when I come back about 11.30 am and I just played football until 12 p.m Now it is 12 p.m I went market for my lough, when I took my food I just sat until 3.p.m and my mother going bought for our dinner. I sat there until she came to me.

Last Saturday I get up I suping room and I wish my face and

wish my drises, and I dring cap of  
tae and I went to maket and  
sill times and attea eveing I came  
to house attea I came tu house  
I go watre of my mother and  
coke of hic before I gite my food  
and I went bito and my mother  
sent me to buy a rice and  
the night I read my book and  
play before I went to serape.

Reproductive Type: "Urashima the Fisher Boy."

Urashima lived near the big country of Japan. One day he took his boat for fishing but instead of catching fish he saw a tortoise and said to himself tortoise can live a long time why must I destroy his life so he left the tortoise and went into his boat. When he was going he soon fell asleep so he slept in the boat. After some time a beautiful woman came from the sea and said unto Urashima, my father sent me to come and see if you are good but I have seen that you are kind so if you like you can marry me and we shall live for many years. This woman was staying under the sea and Urashima went and married her there. They stayed for three years and one day Urashima told his wife that he was going to see his family. So he went but when he came he was that the mountains were there but there were no houses and the stream was there but no women were washing things there. So while he was standing there he saw some merchants and asked them where Urashima was and they told him that Urashima got drowned in the sea whilst he was fishing and his family have died 100 years ago so he was foolish to ask them that and Urashima started to go under the sea where the sea

god lived but as he was going he could not find the way so he thought to open the box but he did not find anything in it except a tiny white cloud so the cloud started flying and Urashima followed it but at last it came back into the boat and he caught it and put it into the box.

Urashima was a boy who lived at the Cape Coast of a Japan. One day he said he was going to angle for fish and when he reached to the sea shore to take his boat he found a tortoise. And tortoises lived about hundred years, and he took the tortoise and he said, tortoises lived about hundred years. why am I going to take such cruel thing, I will live it, he lived the tortoise and went to sleep in his boat, and then came a certain girl and the girl said will you marry me and he said yes, and the girl said do know that I am the tortoise you said you are not going to killed again I am the one and also my father was the sea gourd. Then they married themselves and went to the prince's house and lived there for several years. Then one day the boy said his going home to see his parents, and girl said have this box and please do not open it then the boy went and when the boy was coming he opened the box.

Long ago, there was a certain boy called Urashima he was a fisher boy. He was 100 years old and one day, he came to seashore to catch some fish, he was lying down on his boat and suddenly a certain woman came and told him that my father sent me to see you, and if you like you can marry me, and he married her for so many years, then he remembered to go to his own country, and he told his wife and the wife do not allow him to go, but before you go I will give you a Box and she gave it to him and she told him that he should not open that box, and he agreed with her and took the box went to his country there he saw that all his mothers, Fathers sisters all has died, and also their village has changed and there he opened the box which she told him not to open it, and he didnt see anything in that box unless tortese and it drop from that box to go to the sea, and Urashima immediately took his boat and catch it, then he put it in the box.

One day there was a boy called Urashima one day he is to the sea with his boat and he meet tortise who have a hard skin and the boy said I am going to the sea to catch a fish to make my food and it is night he go and sleep in his boat a beautiful girl and side that, I am the sea parlice, you can go with

me and they went away and they rich, there and his mother said that you must married me for many year's and one day he said that I am going to see my father, and he said that give this box do not open it and the boy called Urashima obey it. And he said that if you open it you will not return and when he went away. and he return to my palace when he is going he could not find the way, and he open the box and the crow go into the sea and he catch it with his hand and stop there.

Urashima is the fisher boy, who made friend with Tortoise, and one day the both of them went to the sea and catched fishes and Tortoise thought Urashima gave me the net and let me threw on the sea and Urashima said I whom gave you then they fight on the canoe and Urashima took Tortoise and threw it into the sea. then he find his fish and took them to home. that is all I know.

Imaginative Type: "If You Had Three Wishes?"

If I had three wishes I would try to do all of them. These are my wishes: I wish I will be a very good Scholar when I grow up, I wish I will be a teacher when I grow up, I wish I will be one of the Ministers of the Gold-Coast when I grow up. I wish to be a Scholar because I am learning hard, and if I continue to learn hard God will help me to win a scholarship, and if I win a scholarship I will try to learn and learn until I shall be a learner, for God had said that he will help only those who will help themselves. I wish to be a teacher, because when I see that I am a scholar I cannot keep my education, because I have seen that all the scholars in the Gold Coast are nearly to be all teachers sample for Dr Busia one of Gold Coast University teachers, and he is a very best scholar in the Gold Coast as I can say. I wish to be a minister because most of the people in the Gold Coast legislative Assembly who are scholars are ministers, because if you do not learn you cannot be such a great man like these. I am interesting so that I shall be a Minister of Education. Education is the most useful thing in the world.

I wish to have a watch. I wish to have a Holy Bible I wish to have a car I wish to have a watch because I would know the time to go to school

then to do any work, to know the time when I want to go to somewhere and to know the time if I travel from one place to another I wish to have a Holy Bible because I can learn Scripture from it, to kind to poor people. I can pray to God for give me a good heart so that I may not do bad things. I wish to have a car because I can do work with it and get money to buy my things. I should get money to build the house to leave in and buy my foods. And I would get plenty money. If I had three wishes these I would do with them.

The thing which I wish for is that I want to read my book. The thing which I wish for is that I want to go to Seward school. The thing which I wish for is that I want to build a big house. (1) Because if I read my book I will know how to speak English. (2) Because if I go to the Seward school I will be able to go to England. (3) Because if I build a big house I will be able to sleep in that house.

If I have this ball I will kick it to the moon. (2) If I have this book I will become happy. (3) If I have this ruler I will hit this boy until I have hungry.

If I have three wishes what I would do them is. I want money, food, and books, money, when I

have money I would buy  
many things and if I have  
books I would try to read  
well. That is what I want  
these things.

### General Conclusion.

The investigation into written composition has been made and its chief aim is to find mistakes committed in the written composition in our schools and to find remedial steps to them.

The details of some of these errors have been dealt with under causes of Errors and Remedial steps and here below are given a few more suggestions which if followed will help both teachers and scholars.

Written Composition depends on all aspects of English. It is a difficult subject to teach and pupils admit that it is the subject they like least.

Very few of our pupils engage themselves in writing a composition yet many of these same children will conduct free conversation provided the topic is related to their natural interests and activities. This indicates therefore two factors which contribute towards paucity of effort in composition, namely, —

(1) The topic may not be interesting or related to life activities and (2) if no audience is provided for writing the composition. Many

times pupils are asked to write on uninteresting topics, or on topics which are not related to situations and activities of everyday life; where this happens children lose interest because they cannot express themselves adequately.

Composition syllabus therefore should provide plenty of practice in writing about everyday interests and experiences which will allow children to construct things, do things themselves, observe activities, and pay visits. Where a teacher finds these things difficult to carry out, he should make it his business to provide wider direct experience for his pupils by every means in his power. He should also provide the children with second hand experiences - through pictures, films (where possible) story-telling and reading.

If teachers keep these points in mind when teaching children to write composition then they will grow to like their work in English, and teachers will succeed in preparing the children for life.

A lot of the mistakes made

in written composition can be minimised if teachers teach less of formal grammar, as this will not help to teach children to write, and if oral and written compositions are not treated as separate subjects as some teachers do in our schools. The two are closely related and one should grow out of the other.

Opportunity for direct oral expression should be given. Teachers should realise that Oral English possesses the following values:-

1. It forms a basis for written composition.
2. It provides information.
3. It develops language technique.
4. It extends vocabulary and
5. It helps pupils in their expression.

The last of these objectives is very important.

The English teacher has to create an attitude and an atmosphere of willingness and provide opportunity for practice hence he should endeavour to employ numerous situations to stimulate this expression.

In the Narrative Type of composition it has been found out that many children fail

to express themselves correctly in verb usage. Constant practice should be given on various forms of verbs to eliminate these common errors.

Below are given some examples on verb usage.

### Work with Verb Forms.

1. I saw him in the market.
2. I swept my room.
3. We had a good lunch.
4. I went to the market to sell oranges.
5. Kofi teaches me to write.
6. He knows how to open it.
7. We have eaten our lunch.
8. We have known him for a year.

Gradually the use of auxiliary verbs should then be introduced. Shall, will, should, would, did, can, could, etc.

With thorough practice mistakes such as "I would went," "You can married," "I did not knew" found in the compositions of children would be minimised.

Thorough practice should also be given on pronouns.

e.g. Kwame and I will go together.

(b) You and I must do the work.

Systematic planning should be

made in order to carry out this remedial work.

The remedial work will include eliminating the pupils' deficiencies in English usage, punctuation, capital letters, vocabulary and sentence structure.

Below are given some examples.

A. English Usage:-

1. Have you any yaw?  
No, I ha-----it any.

2. Did you see Kwaku?  
Yes, I s-----him

3. I haven't <sup>anything</sup> ~~nothing~~ left in my bag.

B. Vocabulary

1. Find some dry sticks and let us ----- a fire (light, carry, make, cook, put)

2. Children laugh when they are ----- (crying, listening, dancing, sleeping, playing)

C. Sentence Structure:-

1. When the bell went the lazy boy <sup>who was laughing</sup> ~~his book~~ was on the floor did not wake up.

2. Aina told her mother to go home but -----.

D. Punctuation:-

Teachers can help considerably to minimise the unpunctuated work of pupils if they adopt this method:-

Many of the children tested

did not punctuate their work.

There were some cases where about half a page of paper was written without a single stop. The sentences were joined by "and," "because" and even where there were full stops the next sentence was begun with a small letter. It is a good method to teach punctuation during oral composition in preparation for written composition.

Suggestion for teaching punctuation.

Teacher distributes to pupils printed copies of unpunctuated sentences and reads them through with the children with an exaggerated inflection and pupils should be asked to put in the punctuation marks. Later the teacher may read out a short, easy paragraph in a natural voice and the class may be asked to write it out in their own words, to read it through in a way similar to that previously done by the teacher, and finally to insert punctuation marks. This method will help to eliminate such mistakes as omissions.

e.g. 1. the birds sing in the tree.

2. I wish Kwaku would

some said assentis modupe,

Suggestion for Spelling Errors.

Teacher can keep a record from time to time of the children's mis-spelt words and give help in this during English lessons. One way is to present the class with a large number of sentences each of which contains a mis-spelt word which the children are asked to detect and correct.

- e.g. (1) It is a difficult thing to separate dogs that are fighting.
- (2) I recieved a present from my friend.
- (3) The two friends came to an agreement.
- (4) I have eaten menny bananas.

OR

The limited-choice method may be used.

- 1. It is a difficult thing to (separate, sepperate, sepparate, seperate) dogs that are fighting.
- 2. I (recieved, received, received, recieived) a present from my friend.
- 3. The two friends came to an (agreement, agreement, agreement, aggreement).
- 4. I have eaten (menny, many)

many) bananas.

Another method is to have sentences such as those given above printed and given to pupils with blank spaces where the words come. The teacher then reads each sentence aloud and thus supply orally the missing word. The missing word has to be written in the empty space by the children.

### Reproduction of Stories. -

Simple, and interesting stories told or read to the children by the teacher will provide a useful exercise for the retentive memory of the children and help the ability to reproduce stories in an interesting way. The length of the stories with sequence of events and orderly arrangements should gradually be increased.

Children should be provided with simple story books and supplementary readers, and such stories read can occasionally be told in the class or written out. It is a good thing to exhibit some of the stories written to the class as this will help to arouse the interest of the children.

### Imaginative Type of Composition

Although it is evident that children possess imaginative powers

yet they do not know the correct sentence pattern to express their wishes. Teacher should give plenty of practice in using the correct sentence pattern.

Examples as those given below will help pupils. —

If I were a doctor — — — — —

If I had money — — — — —

If I had three wishes — — — — —

— — — — — I would a storey house

— — — — — I would be kind to  
my parents.

— — — — — I would wish for  
a house, a car,  
and education.

It is regretted that in the lower classes in our schools where children are expected to have a good ground in English, many of these classes are taken by untrained teachers who have not covered sufficient grounds to be able to teach the pupils properly. Yet in this poor condition there is much we can do as teachers to improve the situation.

It is the duty of the head teacher of a school to arrange to meet the untrained teachers in his school either in the evenings or weekends to have a continuous course of lecture, demonstrations, and discussions.

Other trained teachers in the school or from another school may sometimes be invited to this meeting to give lectures and demonstrations.

Also the visiting teachers can arrange vacation courses at the end of each term or at least twice a year to give lectures on teaching methods.

These teachers may be given assignment on English and some other subjects as this type of work will also help to improve their standard of work.

Appendix I

Story for Reproductive Composition. Age 10-19.

"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 hot 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 now know 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 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 dragon's 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 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 fountains and its dragons with tails of solid gold, must be 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 all his friends were dead and buried, and even the village had passed away.

Urashima was now in a great 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 said.

He jumped into his boat and rowed with all his strength after that tiny cloud. For sometime 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-God's Kingdom. Soon he was at the Palace where he happily rejoined his waiting wife.

Shorter Form For Primary 6 Pupils.

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 as you know live for hundreds of years.

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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 up 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 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 now know 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 to 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, "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. 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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