

STUDIES OF ENGLISH

THE FAIR PARK SCHOOL IS GIVING SPECIAL ATTENTION TO ITS ENGLISH THIS SESSION.

PUNCTUATION AND SPELLING

These Two Important Features Are Not Being Overlooked—Quotation Marks and Paragraphs.

The Fair Park School, located on Treasant street, within sight of the Fair Park, is a temporary, four-room building, in charge of Principal E. C. Odom, assisted by Misses Smith, Parry and Sutton.

Until recently the school was not in the city limits and is not as closely graded as it will be next year.

The high fifth and low seventh grades are taught by the principal, and because of the necessity for it, English has been the central study this year, all school work contributing to it.

"We are paying more attention to literary composition than anything else," said Mr. Odom, "but we want the work to grow, naturally, out of the school life of the children and not be an artificial thing. We use the environment, experience, reading and school studies for stimulus, and try to make the children self-expressive. Children like to tell what they know and what they fancy and what they dream about. When the children write they organize their knowledge, or that is what we try to have them do. No work is accepted that is not neat and legible. We insist upon that and no work shall remain upon the blackboards that is careless. We have had to emphasize this side of the work because many of the children have not had good opportunities for study in the past."

It was noticed that the blackboard work in all the rooms was neat and orderly in arrangement and in Mr. Odom's room, artistic, from the standpoint of perfect legibility and harmonious arrangement.

"We impress upon the pupils that all oral and written work is composition," said Mr. Odom, "and that everything that is said must be well said. We encourage the study of the best literature for this reason, and allow the children to borrow good language from books when they can think of nothing better."

The children were studying Whittier's "Snowbound" and comparing a New England winter with winter in Dallas. The home occupations of the New England boys and girls in Whittier's time were compared with home life in a city like Dallas and New England streams and woods with ours.

Oliver Wendell Holmes was studied previous to Whittier and yesterday many references were made to "The Last Leaf."

The Blue Bonnet of Texas.

Mr. Odom's pupils are trying to write about our State flower, the blue bonnet. They think the beauty of the flower ought to inspire Texas poets, and they have confidence enough in their own ability to try to express their thoughts concerning it.

Miss Lancaster's pupils at Stephen F. Austin School have the same ambition, but their desire grew out of some beautiful water color paintings they made of the flower.

In the seventh grade at Fair Park School, Clifford Petty has the highest department record, and in the fifth grade Willie Paige is on the honor roll.

In the seventh grade are:

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| Maudie Lowe, | Foy Vestal, |
| Hazel McMillian, | Robert Masterham, |
| Lillie Bernier, | Clifford Petty, |
| Louise Shea, | Will Wilson, |
| Eva Roebuck, | George Neff, |
| Lillie Evans, | Allen Kennerle, |
| Emanuel Storks, | George Anderson, |
| Conrado Pederson, | |

The following are the fifth grade pupils in the principal's room:

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| Mary Clark, | Frank Wesch, |
| Maggie Wilson, | John Kemmerle, |
| Anna Cervin, | Charlie Ashmore, |
| Eva Barnes, | Onida Douglas, |
| Maggie Neff, | Lewie Finley, |
| Hazel Holley, | Willie Paige, |
| Modena Culp, | Hugh Evans, |
| Lillian Holbrook, | Hugh Evans, |

In the fourth grade the pupils, taught by Miss Smith, had a number drill that taxed all their powers of attention yesterday morning, and so well did they acquit themselves that their teacher could not make comparisons of their ability.

Use of Quotation Marks.

The language lesson following the number work was the oral presentation of that story dear to every boy and girl, Robinson Crusoe. Enah Dawkins told the story of the making of Crusoe's umbrella and how he persevered "until it shut up." Enah's English would compare well with Daniel Defoe's, and so would the language of Francis Desmond and Leo Withrow, who told the whole story of "Friday" and his master. A few blackboard illustrations of the use of the quotation mark followed the story.

Miss Smith's pupils are collecting a library for their school and enjoying the privilege of doing it all alone—a delight that comes seldom to children in these days of ready philanthropy. A book means something to them and they know the contents of every one they own. The children are hoping to be able soon to buy a picture for their school, too, and their enthusiastic plans might well be envied by those who have never known the delight of doing things under difficulties.

The following original compositions were taken from many that represent the work of the grade, for Miss Smith's children have thoughts and know how to express them:

THE OLD SHOE.

"One day as I was walking down the street I met an old shoe. It was a baby's shoe, and it looked as if it had had a hard time. It was so small and cunning that I stopped and picked it up. As I walked along it told me its story. It said: 'Once I was a piece of leather. After I was colored I was taken to a shoemaker's and made into a pair of baby's shoes. I was very proud of myself, for I had two little tassels and was polished until I shone. When I was finished they took me to the shoe store to be sold. I was put in a little white box and wrapped in tissue paper, to make me look prettier. I stayed in the box three months and was beginning to think I would never get out, when one cold day a woman and a baby came in and the man took me out and showed me to them. I didn't like the baby's looks. He looked as if he might be rough, but they tried me on him, and as I just fit the woman bought me and paid for me, and I went home with the baby. At first he was good to me and seemed to like me, but one day he put me in his mouth, and after that he didn't care what became of me. He kicked me and scuffed me and treated me very badly, and one day his mother took me and threw me out of the window into an alley. A trash man came along, and carried me to the dump yards, and I was in bad company for a long time, until one day a little dog came along and pulled me out and carried me to the place where you found me, and now I am happy. The shoe stopped talking. 'Where is your mate?' I asked, but the shoe has never spoken from that day to this."—Mary Garrison.

THE OLD SANDAL.

"Once there was a man and his wife, who lived in Chicago. The man was a shoemaker and earned very small wages. They had two sons, whose names were Frank and Charlie. One day the father said to them: 'Boys, what trade would you like to learn?' Frank said: 'I would like to be a shoemaker.' 'I would like that, too,' said Charlie. Their father gave them \$5, and they built a small one-room shop, and then their father gave them tools and taught them his trade. They worked so well that many people bought their shoes of them, and it was not long before they could buy a shop in the center of the city. After a while their trade became so large that they had to hire people to help them. They mended shoes and they made sandals. One day a woman passed the shop, and then came back and went in and bought a pair of sandals. She said she was going to New Orleans. After she got on the train she found the sandals were too large and she threw them away, one in a river and another on a public road. A tramp came along and picked up the sandal and it began to talk. It said: 'You are a tramp and I am glad you found me. I want to travel and you can take me on your travels.' 'I will wear you,' said the tramp, and he put on the sandal. He walked all the way back to Chicago, and one day he went into the shoe shop where Frank and Charlie were to beg. They saw his sandal and asked him where he got it, and he told them how far he had worn it and told him they had made it, and when the tramp found that such sand would be done

he quit the road and learned the shoemaker's trade, and they all lived happy ever after."—Ralph King.

The following children in Miss Smith's room have all written good compositions:

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| Raymond Pratt, | Joe Verbert, |
| Armand Cox, | Jim Johnson, |
| Esta Culp, | Francis Desmond, |
| Mable Mullins, | Leo Withrow, |
| Gertrude Lorenz, | Dwight Jones, |
| Lora Kendrick, | Millard Payne, |
| Gertie Johnston, | Myrtle Horn, |
| Lillian Thornton, | Pansy Woolsey, |
| Laura Huckaby, | Fannie Rogers, |
| Anna Miller, | Mary Garrison, |
| Jane Braunm, | Irene Wilson, |
| Vio Horton, | May Stephenson, |
| Grace Boyd, | Sadie McKinney, |
| Nora Gallup, | Gunda Pederson, |
| Nellie Hutchinson, | Mable Moore, |
| Eleanor Hutchinson, | Enah Dawkins, |
| Ralph King, | Elsie Boyd, |

Paragraphing and Spelling.

Miss Parry's pupils of the second and third grades have many pretty stories, too, and in writing them they pay strict attention to paragraphing and to spelling. The stories aren't always perfect, but the children try to be very careful.

The spelling classes have great respect for the division of words into syllables and not to divide them properly is to fail. Syllables are pronounced in spelling, too, and the words are plainly articulated. The children are good readers and not even Mr. Howells could accuse them of what he thinks our schools are responsible for, "careless and indistinct pronunciation."

The little people of the grade are "working in compound subtraction" and not having the usual trouble to know why ten units make one ten and all the rest of it, because they subtract with actual things until it is all perfectly plain.

Stories of the children of other lands have been written by the class and the following by Gladys Stephenson is a sample of the work.

JAPANESE HOMES.

The Japanese have pretty bright-colored houses.

They sit on the floor on stools and mats. They sleep on the floor with cushions under their necks.

The house is lighted by lanterns and small lamps.

They sit on the floor and eat out of a bowl.

They use two small sticks for knives and forks.

They are very fond of rice.

They take off their shoes before they come into the house.

All Japanese children are good.

"Word stories" are new things in the art of composition, but the children of this class delight in them. The teacher gives, perhaps, ten words or often twenty words for a written spelling lesson and then asks the children to make up stories using the words she has given them, and the results are interesting. In every case yesterday the story was good.

The following children are in the low second grade:

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| Lee Brown, | Charlie Peters, |
| Eva Dell Anderson, | Tom Williams, |
| George Hamilton, | Mable Mansker, |
| Lee Brown, | Gladys Stephenson, |
| Ella Miller, | Leonard Williams, |
| Mable Crompton, | Eugene Hutchinson, |
| Bath Evans, | Grace Huckaby, |
| Charles Mulanax, | Moss Allen, |
| Murtie Mansker, | |

Head marks in spelling have been given to:

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| Dale Evans 4, | Lee Brown 4, |
| Ruth Evans 7, | Charlie Peters 1, |
| Ella Miller 5, | Tom Williams 7, |
| Evan Holbrook 5, | Mable Crompton 1, |
| Charles Mulanax 7, | Murtie Mansker 1, |
| Era Anderson 9, | Virvian Lechter 7, |

In the high third grade are:

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| Fern Barnes, | Helen Holley, |
| Lon Witt, | Azalea Carter, |
| Albert Richardson, | Edwin Pederson, |
| Joel Robuck, | Nina Beach, |
| Rudolf Lorenz, | Otto Bernier, |
| Edward Welsh, | Willie Goodwin, |
| Georgia Estall, | Mary Borgeson, |
| Madehne Lund, | Blanche Ballard, |
| Vivian Lechter, | James Saunders, |
| Lillie Moore, | |

The following pupils have head marks in the high third grade:

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| Otto Bernier 4, | Fern Barnes 3, |
| Edward Welsh 5, | Rudolf Lorenz 5, |
| Willie Goodwin 2, | James Saunders 2, |
| Helen Holley 3, | Azalea Carter 1, |
| Madeline Lund 5, | Edwin Pederson 3, |
| Blanche Ballard 5, | |

Among the Smaller Fellows.

Sweet and responsive and merry, Miss Sutton's babies were having some pretty finger plays when the room was visited yesterday. Mother Goose, the immortal, is now recognized as queen of the primary grade, as she has long been queen of the nursery, and good primary teachers are using the interest of the little ones to her to teach not only rhyme and rhythm, but the three Rs as well. Miss Sutton's children gave dramatization of Jack and Jill, Little Miss Muffet and Mary. Mary, quite contrary, with the charm and grace, the acting of Mabel Kemmerle, Emil Lorenz and Bessie Barnes being especially sweet.

Miss Sutton has an organ which she has provided at her own expense and it helps very much indeed in her singing.

The children had an exhibition of some clever weaving that they had done on pasteboard looms of their own making, the work serving to train the eyes and fingers and at the same time to develop the number sense.

About the room, in the form of a bagger, and a bright one, were the individual records of the children, the marks being disks of colored paper.

Reading, phonics and number work are things the little people excel in, and the foundation of the language work is done in the first grade through their reproduction of stories and accounts of home and school experiences.

Miss Sutton's pupils are:

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| Bessie Barnes, | Harry McKinney, |
| Ernest Neff, | Charlie Borgeson, |
| Ennor Ways, | Charles Woolsey, |
| Jewel Carter, | Leland Pratt, |
| Pearl Gross, | Olan Moore, |
| Viola Hix, | Edith Ways, |
| Cedric Hunt, | Walter Beach, |
| Mardel Hunt, | Helen Croser, |
| George Garrison, | Lexie Mapes, |
| Ima Botschan, | Chris Christianson, |
| Ernest Welsh, | Lance Boyd, |
| Ernest Neff, | Werner Botschan, |
| Ferol May Hunter, | L. D. Compton, |
| Jettie Burns, | Emil Lorenz, |
| Jennie McBride, | George Miller, |
| Elfrida Pederson, | Louis Gross, |
| J. B. Lovejoy, | Sidney Echols, |
| Mabel Kemmerle, | May Heller, |
| Katie Wilson, | |

J. B. Lovejoy has never been absent and the pupils who have not been tardy are:

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|---------------------|-------------------|
| Chris Christianson, | Olan Moore, |
| Ernest Neff, | Lance Boyd, |
| Lexie Mapes, | L. D. Compton, |
| George Miller, | Jenna McBride, |
| Charlie Borgeson, | Ima Botschan, |
| Dorner Botschan, | Ferol May Hunter, |
| Ernest Welsh, | Helen Croser, |
| Leland Pratt, | Katie Wilson, |