

Prairie View A&M University

Digital Commons @PVAMU

All Theses

5-1938

Analysis of the Folders of the Freshman Agricultural Students Taking First Semester Freshman English supplemented by a Classified Bibliography of Periodical Literature for the Teaching of English

Margret A. Louder

Prairie View State Normal and Industrial College

Follow this and additional works at: <https://digitalcommons.pvamu.edu/pvamu-theses>

Recommended Citation

Louder, M. A. (1938). Analysis of the Folders of the Freshman Agricultural Students Taking First Semester Freshman English supplemented by a Classified Bibliography of Periodical Literature for the Teaching of English. Retrieved from <https://digitalcommons.pvamu.edu/pvamu-theses/195>

This Undergraduate Thesis is brought to you for free and open access by Digital Commons @PVAMU. It has been accepted for inclusion in All Theses by an authorized administrator of Digital Commons @PVAMU. For more information, please contact hvkoshy@pvamu.edu.

ANALYSIS OF THE FOLDERS OF THE FRESHMAN AGRICULTURAL
STUDENTS TAKING FIRST SEMESTER FRESHMAN ENGLISH
SUPPLEMENTED BY A CLASSIFIED BIBLIOGRAPHY OF
PERIODICAL LITERATURE FOR THE TEACHING
OF ENGLISH

By

Margret A. Louder

A Thesis in English Literature in Partial Fulfillment of
the Requirements for the Degree of

Bachelor of Arts

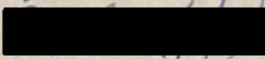
in the

Division of Arts and Sciences

of the

Prairie View State Normal and Industrial College

Prairie View, Texas

Approved by


May, 1938

ACKNOWLEDGMENT

The writer wishes to express her sincere appreciation to her supervisor, Mr. Carl L. Gentry, for his aid in the completion of this **Dedicated** writer also wishes to thank Miss Virginia Lundy and to her friends whose assistance was highly valuable.

Mrs. Jimmie Evelyn Dunlap

INTRODUCTION.....

PART I

DEFINITION OF TERMS

I. Statement

ACKNOWLEDGMENT

A. Agreement of Subject and Predicate.....

The writer wishes to express her sincere appreciation to her supervisor, Dr. Earl L. Sasser, for his aid in the completion of this thesis. The writer also wishes to thank Miss Evelyn Luper and other friends whose assistance was highly valuable.

B. Agreement of Predicate and Subject..... **Margret Louder**

C. Agreement.....

D. Agreement of Articles.....

II. Sentence Structure

A. Independent Sentences.....

B. Subordinate.....

C. Introduction of Parts - Split Sentences - Time, Manner, Place, Cause and Effect.....

D. Agreement.....

III. Diction

A. Participle Agreement in Diction.....

B. Parallel Construction.....

C. Participle Agreement of Pronouns and Adjectives.....

D. Agreement.....

CONTENTS

	PAGE
INTRODUCTION.....	10
PART I	
CLASSIFICATION OF ERRORS	
I. Grammar	
A. Agreement of Subject and Predicate.....	1
B. Verbs - Tense Form.....	5
C. Miscellaneous Agreements.....	8
D. Sequence of Tenses.....	10
E. Pronoun Cases.....	10
F. Adjectives and Adverbs (Confusion of the two and wrong form).....	11
G. Agreement of Pronoun and Antecedent.....	11
H. Number.....	12
I. Wrong Use of Articles.....	12
II. Sentence Structure	
A. Incomplete Sentences.....	12
B. Omissions.....	13
C. Arrangement of Parts - Split Construc- tions, Misplaced Words, Phrases and Clauses.....	14
D. Vagueness.....	15
III. Diction	
A. Words Confused in Meaning.....	16
B. Dangling Construction.....	17
C. Wrong Reference of Pronouns and Modifiers.....	17
D. Colloquialisms.....	17

CONTENTS

	PAGE
IV. Capitalization.....	18
V. Misspelled Words.....	18
PART II	
Test.....	21
PART III	
Suggestions for Letter Writing.....	29
Letter Writing Assignment.....	37
Model Letters.....	39
PART IV	
CONCLUSION.....	51
PART V	
APPENDIX.....	53
PART VI	
Classified Bibliography of Periodical Literature for the Teaching of English.....	56

Introduction

This study attempts to combine, in one book, some hints and suggestions for good writing, based upon sound principles and written primarily for the Prairie View student, with a varied collection of errors taken from compositions, letters, and other papers in the folders of thirty-five Freshman Agricultural students taking Freshman English. Supplementary material has been added in the form of a classified bibliography of periodical literature for the teaching of English.

In Part I a classification of errors is given. Part II consists of a test composed of common errors made by students in the class. Letter-writing is given special notice in Part III, and a classified bibliography is given in Part IV. The course outline will be found in the Appendix.

The writer has endeavored to give to each part the proportionate space and the kind which will perhaps gain the attention of the average student.

No thought is held by the author of these pages that new material is being added to what has previously been written but she is convinced that many students coming to the college have had little preparation, and that the usual presentation of rhetoric and composition leaves many of them struggling with strange material. It is not, however, the purpose of this treatise to give instruction in English Grammar. It is hoped and expected that those who take up this treatise for guidance will have received a good groundwork in grammar.

THE UNIVERSITY OF CHICAGO PRESS

PART I

A CLASSIFICATION OF THE ERRORS MADE BY FRESHMAN AGRICULTURAL
STUDENTS TAKING FRESHMAN ENGLISH

This classification of errors taken from folders containing all of the papers passed in by students has been made to actually find the specific points of weakness and the type of errors made by students so that they may receive corrective and remedial aid as well as preventive help for other errors and difficulties not found on their papers. A classification of this kind prevents the teacher from becoming a slave to text-books and from teaching impractical rules and principles which the student may not need. This is not saying that text-books should not be used but that text-books should be supplemented by first hand material whenever possible.

The classified errors given show the confusion and difficulty encountered by students in the class. Many sentences in the classification may be classed under under more than one heading but it is believed that the partial classification given here will sufficiently point out the confusion and difficulties of the students.

CLASSIFICATION OF ERRORS

I. Grammar

A. Agreement of Subject and Predicate

1. The habits of the hen is completely changed.
2. Four year courses is being offered along with this short courses is being offered to older individual.
3. Today Negro land grant colleges plays a great part in the advancement of Negro Education.
4. The progress of the Negro land grant college in the United States have perhaps been overlooked by many.
5. She fail to come up to the requirement.
6. She forget about the idea of being a mother.
7. Most of the students wants to pass and do not do his best.
8. The land grant colleges has improved in athletics.
9. The land grant colleges is under the direction of a principal, who see to it that the college functions properly.
10. They furnishes enough eggs for cooking.
11. Sometimes a hen get the idea that she should raise her own family.
12. Fear protect us from dangers, but we should not let this become a set behavior pattern.
13. No teacher get a thrill out of failing anyone.
14. Some schools provides us with a four year course in college, which was recently introduced for the preparation of high school teachers.
15. For this reason; Etomology and Pathology is the most important subject for college agriculture students.
16. Only four was aided by the national government.
17. Other disease are controlled by destroying insects that carry the disease.

18. Prairie View College offer courses and degrees in the Agricultural, Home Economics, Mechanical Arts, and Arts and Science Divisions.
19. When these colleges was first founded the students were against them but later they become to like them.
20. Many of us feels that they are our enemies.
21. Well qualified Negro school teachers comes from the Negro land grant college.
22. The institutions only offers special courses.
23. Humor and laughter has a great deal to do with one's personality.
24. Means of traveling at this time was slow.
25. She is forced to pay for her feed by laying eggs at the will of the farmer rather than when she feel like it.
26. People was not interested in farming.
27. The principles of academic freedom so much demanded by professors in these was not only impractical but unheard of among the administrators.
28. The hen are laying an egg when the spirit move her.
29. One battery hold about one hundred hen and there are ten batteries in the plant.
30. It hold about one thousand hens.
31. The ideal family provide all members with opportunities to develop social patterns.
32. This place were famous for the cooperation of the Negro Citizenship.
33. She eat them.
34. The hen today no longer stay in the sunshine.
35. The student of today are demanding instructional leaders of power and courage.
36. The experimental station tell farmers that reasonable success may be obtained in fruit growing North Texas.

37. The younger days of Booker T. Washington was spent in labor with very little time for recreation.
38. In Malford there lived a Capt. Ruffner.
39. After the prices of cotton fell he move to Mt. Byo.
40. Some children has to have perfect social environment.
41. She maintain it.
42. The purpose of the Land Grant college were to relieve the Negro or to bring him out of that ignorant state made firm in him during slavery.
43. The first two is used for practice teaching and the other two is devoted for practice teaching.
44. This have proved to be great service in aiding the graduates who is leaving the institution.
45. In this school the student conduct about five class session a week.
46. She usually tell him to brace up.
47. They marks a turning point in his life, and enables him to forget foolish and frivolous things.
48. This make it possible for the consumer to get his eggs fresh.
49. Anyone who pursue a business course strive to be successful.
50. In 1910 the South and the Negro race was going through a very dark age.
51. This cause a change in the teachers.
52. There was two land grant bill passed the second bill was of interest to Negroes.
53. The institution indulge in all kinds of sports.
54. When one enter college he should be able to meet the requirements successful.
55. Prairie View College own more land than a thousand acres of land.

56. The land grant college do not offer any pre-professional work.
57. Probably every college student have at sometime had some experience of home sickness.
58. The teacher of college students are highly trained men and women, who have ability and applies themselves.
59. She no longer hustle her feed.
60. She mainly want honesty and frankness.
61. The land grant college gives a degree of bachelor of Science, Masters degree, and as high Doctors degree in the field of Agriculture.
62. Other problems is being cared for in some Negro Land Grant Colleges.
63. Prairie View College own 1,435 acres of land, of which 75 acres is campus land and 300 acres are under farming instructions.
64. The field for teachers were open under Booker T. Washington's leadership.
65. The white people in the Southern states was in favor with the terms of the second Morrill Act.
66. Hampton Institute and Tuskegee was one one of the first land grant schools for Negroes.
67. The land grant colleges has developed in spite of handicaps.
68. He do not conduct this spotless clean, sanitary, well-equipped, certified dairy merely to make money; but to help develop a new economic philosophy for Negroes.
69. If she refuse to maintain her production quota she is culled.
70. The people in the neighborhood was glad to see him.
71. Things has grown to be a part of our everyday life.
72. The average student do not take advantage of these well prepared instructors.
73. The students gets practical training in all agricultural subjects.

74. Books also saves time.
75. She have to lay a certain number of eggs.
76. Most of the colleges offers only special courses.
77. The white man do not think a person is civilized until he wears his clothes, speaks his language, and professes his religion.

B. Verbs - Tense Form

1. Some of the opposers of auctioning would stated examples of past incident that had happened when New York and other cities tried to auction and other countless incidents.
2. As I have said the poison is feed to them in a different manner than that feed to chewing insects.
3. If I was to attend college next year, I would graduate in May.
4. The land grant college for Negro has shown a marked development in that they have grew from a very few small buildings that was used for class rooms to more buildings and larger ones.
5. Since the range system is not need, the poultry farms can be brought closer to the cities.
6. This caused him to move to another section where he succeeded in a town called Bayou.
7. Learning should be give the proper amount of consideration.
8. This artificial management has enable the poultry man to attend to a number of hens with less amount of work, and receive better profit.
9. Many years ago no attempt were made by the farmer to make a profit from his hen.
10. Then come the problem of getting a teacher.
11. This inspire me to do greater things.
12. A daily record is place on every cell of the hens, and all hens that do not come up to this standard are sold to the market.

13. To do efficient work and hold on to the job one should do more than he is ask or suppose to do.
14. For awhile all were happy, then worry begin.
15. It roll to the front and stopped.
16. There is no other colleges.
17. There is two officers in it and they never have anything to do.
18. Some of them have improve the surrounding while others have improve their study halls which is used by students that attends the college.
19. This school was established for the colored race.
20. Prairie View State College was organize in August 1876.
21. The plants should be well cover with the dust or spray because the eating insects are kill only by taking the poison in the stomach.
22. He was awaken by his brother.
23. It seem as if it continued.
24. He finally finish the school in West Virginia.
25. He did not go home but try to find work.
26. John help him as much as possible.
27. To-day the hen no longer scratches, she no longer lie and stretch out in the sunshine.
28. While on duty don't stop and smoke or be detain by friends talking to you.
29. This must be understood that this was provide in the Morrill Act and also under the Smith-Hughes Act for vocational education.
30. The hen furnish eggs for all the hotels in town.
31. In 1934, 30,000,000 of the eggs that were eaten in New York come from West of the Rockies.
32. This delay the laying period for several weeks.

33. After reaching West Virginia Booker T. Washington and family remain there several days.
34. Some colleges have hospitals which is equipped with the most latest equipment.
35. She spend most of her time in rows of metal cell of which she occupies one.
36. As Mr. Edwards said today, Tuskegee is the largest school without a doubt in the world that were control fully by Negroes.
37. There is twenty-seven buildings or more.
38. In order to improve your learn skill you must make your books serve you better.
39. Prairie View State Normal and Industrial College was establish in 1879 by an act of the Texas Legislature.
40. The land grant college set up in Virginia for Negroes was name the Virginia State College.
41. They also receive land for colleges under the Morrill Act.
42. In 1862 President Lincoln pass the bill.
43. There was one thing which he really had that cause him to succeed in life, that was a desire to get an education, regardless of his handicaps and hardships.
44. The man seem to want a white man.
45. The name, Alta Vista, was change.
46. They are bring up a family of children.
47. The beginning of progress of the land grant college come in 1890.
48. The judge ask if the father took all the child's money.
49. Unfortunate, his life begin in the midst of the most miserable, desolate, and discouraging surroundings.
50. Booker start working to help his step father.
51. He quit the coal mine and start working for Mrs. Ruffner.

52. Washington work well and the next year he was given a job to further his education.
53. Despite the fact that the Negroes were slaves in the Southern states they done much to promote the establishment of these institutions for Negroes because of the Morrill Land Grant bill in 1862.

C. Agreements - Miscellaneous

1. The first Morrill Act (1871) made no provision for racial divisions of student.
2. The excess in enrollment of Negro women student over that of men has been a problem of discussion for many years.
3. By reading book you learn many things that were previously unknown to you.
4. There are some thing we do not have to look for or create ourselves.
5. Washington spoke true fact about his race.
6. All these instructor are trying their best to make better men out of us tomorrow.
7. All or nearly all of Prairie View's teacher have their respective degrees.
8. To advance we must set aside a definite time for the accomplishment of each task.
9. The rest of the five hundred dollar that were due at the end of the year, was raised by giving festivals, suppers, etc., among the white and Negro peoples of Alabama.
10. There are many reason why we should pay attention to our books.
11. After many long day of traveling they reached home.
12. I think that studying is one of life's most essential business.
13. It upset the nerve and no business man should have weak nerve.
14. He should read more book, magazines and newspapers.

15. In this community the population is about one thousand and there has not been a major crime committed in thirteen years.
16. More student enrolled in the agriculture division each year than in any other course.
17. There was 300,000 people there.
18. The number of teacher that graduates from these institutions are decreasing.
19. The colleges are training student to teach the respective subjects.
20. In the mechanical world she becomes merely layers of eggs working in her metal cell.
21. She has been forced to become layers of eggs.
22. She is a machine that produce food.
23. It is a business to study essentials in college.
24. When a hen begin to set she is shifted to another place.
25. During the disturbance her mind is shifted from the setting and she begin laying again.
26. For example: A trip to some place that have environment conditions similar to those at home.
27. She is kept until someone buy her.
28. Obstacles can be overcome if the determination and will is present.
29. Sometime the hen get the idea that she want to be a mother.
30. He felt as though millions of pin points was sticking into his flesh.
31. She either lay them or is killed for market.
32. The Washingtons and their step-father worked here at these salt mine several years.
33. When she get the idea she is moved from her cell to new surroundings.

34. He should take this job as seriously as he would if he was going into business.
35. There are things that a child or animal accustoms themselves with.
36. In winter, egg production goes up and down with the weather if the hen are not protected from the cold and from sudden weather changes.
37. Books are very useful because they contains the ideals of some of the best trained men of the time.
38. There is about 2,000 hens in rows or cells.

D. Sequence of Tense

1. He who knows how to study and get the most out of his lesson with the least effort get greater enjoyment of life.
2. This cabin was without window glasses and were full of cracks.
3. At the time when Prairie View was first established it consists of a board of directors included nine members serving for a term of three years and appointed in a group every two years by the governor.
4. When a person studies and make good he is proud of himself.
5. I liked this book because it give us the life of a Negro.
6. Prairie View trains an individual and make it possible for him to work his way through school, and provide for him a job after graduation.
7. A good book sums up the desired information in as few words as possible and thus save you the labor of learning by experience.

E. Pronoun Cases

1. He will aid whomever applies to him for work
2. Other student desire to prepare themselves better and go to graduate schools for such preparation.
3. I saw their practicing for the relays.

4. A person can control happiness in social life by adjusting himself to his environment.
5. Mother and me will be glad for you to visit us.
6. The money was divided between John and I.

F. Adjectives and Adverbs (Confusion of the two and wrong form)

1. They went direct to the dairy barn.
2. Unfortunate, I was unable to attend the games.
3. The well was near five miles from the plantation.
4. The contests were carried on intelligent.
5. You should take study as seriously as you would any other job.
6. One of the most simplest dusting methods we use for potato beetles, and other insects is ashes.
7. I sure thank you for your present and I will write you soon.
8. When B. T. was larger enough to fan flies he was sent to the "big house" to fan flies.
9. New buildings has been erected recent.
10. The schools progressed rapid.
11. He was more stricter on us than our last agricultural teacher.

G. Agreement of Pronouns and Antecedents

1. Most farmers never try to kill or destroy these insects until he has seen plenty of them on his plants.
2. When the child grows up under the wrong environment or teaching they usually runs into hard difficulties.
3. If the hen do not come up to the standard they are cullled.
4. When one becomes an adult and has good social behavior they succeed in life easier.

5. The record also determines the time the hen will remain in production if profitable; otherwise they will be sold to the market.
6. If one does not apply these three facts they will not make their business pay.
7. As a person improves in his ability to think they are able to get the required information from his text books.

H. Number

1. Just as environment affects animals, children, plant life and nations so does it affect leaders.
2. Prizes were awarded to the children.
3. Then, after a student has adjusted himself to the college environment there are certain stimulus which cause home sickness.
4. Peoples glimpse the institution from trains and cars as they pass by.

I. Wrong Use of Articles

1. When an hen lay an egg it rolls into a trough.
2. Prairie View State College is a "A" class college.
3. A land grant college is a institution for high education.
4. They moved into a old deserted house.

II. Sentence Structure

A. Incomplete Sentences

1. Such as Tuskegee, by Booker T. Washington and dear old Prairie View.
2. Concerning such relationship.
3. Including the vocalist as well.
4. The control of disease and insect pest to be able to grow successful crops.
5. During this time the question of providing a school

for colored children.

7. Then finally the idea of free schools.
8. The largest Negro land grant college in America.
9. Second, though the grades are determined not by the attainment of recognized standards but by the completion of a special number of units of curricula.
10. In spite of all the unmistakable evidence.
11. The history of American education and the development of Negro land grant colleges in all parts of America.
12. While their lack of material resources and possessions with the shortage of elementary and secondary schools to prepare the Negro students for college entrance.
13. Showing the type of people that inhabited his territory.
14. This being along about Christmas time.
15. These being managers of general stores in the town.
16. Second, the importance of knowing how to use the books and other materials that are tools of your trade or business.
17. After several unsuccessful attempts to secure additional Federal appropriations for the Agricultural colleges.
18. From slave plantation to the greatest Negro land-grant college in America, and one of the largest schools for Negroes in the world.
19. In any kind of business to make a success.
20. It has been discovered that the field of Liberal Arts subjects in elementary school.

B. Omissions

1. He also that he should use and love the Bible.
2. At that time he was willing sacrifice anything to enter this great school of learning, Hampton.

3. Booker inspired General Armstrong and many other during his life time.
4. He didn't anyone in town, his only objective was to enter Hampton.

C. Arrangement of Parts. Split Constructions, Misplaced Words, Phrases, and Clauses.

1. They found the whole reason for the boy to steal was because his father did not give him any money after working all the time.
2. Students were no more able to go to the various colleges and institutions for train as usual.
3. When this new "marigold" was first planted out it proved to be quite scrawny, late blooming, and quite small.
4. They also told him that the cause of the stealing was because he was not giving the boy any of his earnings.
5. Booker Washington's first job in Malden was helping his step father in at a salt fumace.
6. The other incident in the life of Washington was when he was asked by General Armstrong to accept the position as head of Tuskegee Institute in Alabama.
7. He said the reason that he was keeping the money was because he was buying a car.
8. The teachers in the early stage of the land grant college did not have degrees most of them.
9. The training of instructors was made possible in the various colleges, men who had specialized in the field of agriculture (for example) he had opportunity to make further study in that field-thus making himself more fit for the position.
10. So not having surnames the slaves were given the surnames of their owners in some cases, while in others they were changed to some other surname.
11. They show improvement in all divisions and in many other ways for an instant libraries have been changed, more books have been added, which means that the present situation is better than the past.

12. By spraying the plants it is more than likely to kill them when they abstract the juice.
13. As we know that in winter hens has a tendency to decrease in egg production.
14. What causes Negro land grant colleges to develop as fast was due mainly to Booker T. Washington and his work.
15. A business man should try to avoid fear because when he is frighten he cannot think well.

D. Vagueness

1. A student should make a budget for his time so that he can spend time equally on each subject in accordingly with the amount work.
2. With this job he could work nearly all of his board.
3. At the very beginning he has two strikes on him so to say, because he is expected to be a failure by many of the other races.
4. He put what little clothing he had and went on his way to Hampton.
5. Colleges that are offer courses in arts and sciences and agriculture are divided into sections that is; the college has an agricultural department.
6. The writer also tells of different occasions he had to be with Negroes he states that the Negro word is not very much in the south when compared with that of the white man.
7. If anyone rides along the streets of a Southern community and note the ill-paved streets and indifferent sanitation of the Negro quarters, and how they are provided for, determines what gave rise to the origin of the Southern schools.
8. It would be difficult to find the complete development of American education, as the numerous institutions of higher learning of the Negro which were distributed throughout the south known as the land grant college.
91. After the coming of freedom there were two points upon which practically everybody agreed to change their names, and that they must leave the old

plantation for a few days in order that they might really feel sure they were free.

10. If they are looked over without thought dumb is certain.
11. The boy or girl that realize the importance of knowing how to use his or her tools (that is being worked with) with the least amount of effort and in the least time "gets greater enjoyment out of life itself", likewise, the boy or girl find the same when it come to studying books.
12. The hen stand on grates with a rubber help under it, which carries the waste to a barrel.
13. Everything white people was enjoying in land grant schools, they work on the problem for Negroes until others were originated.
14. The corn was put in a large sack and balance it on the horse in equal parts.
15. We have full accredited colleges offering only two courses, A. and In.

III. Diction

A. Words Confused in Meaning

1. To often we make our studying hard because it is not organized.
2. She is considered a machine because of her ability to converse feed into eggs.
3. Washington tells of the incident of the small cabin where they had sort to spend the night, but left because of a snake.
4. The evidence of this is not for to see.
5. First it effects his mental health.
6. It was a youngster that had formed the habit of stealing.
7. The Negro doesn't fair so well in a community where there are a good number of whites.

8. Bagley in 1922 revealed a case which showed the affect that fear had on an individual make up.
9. Some things causing teachers to be without jobs are as follows: laziness, like of application, and immaturity.
10. Before the angel laid down the people of the community went to Lot's house.

B. Dangling Construction

1. A colored boy was brought before the judge, charged with stealing one dollar from a grocery man.

C. Wrong Reference of Pronouns and Modifiers

1. Their seem to be in America today a zeal both public and private.
2. Their wasn't very cruel, compared with many others.

D. Colloquialisms

1. During the last decade in social work quite a number are engaging in social work.
2. His behavior depends upon quite a few different things.
3. I am hoping that we will see one another real soon.
4. It used to be a time when these schools had incapable teachers.
5. The student enrollment runs around one thousand for regular session and around seven hundred in summer.
6. The second Morrill Act was a lot different from the first.
7. He went by his old home in West Virginia and spent a few days.
8. The man went on describing the school.
9. He heard say that this school was established for Negroes.
10. She has done this for centuries of years.

11. Everything up to date requires some type of study.
12. They taught loads.
13. The story goes on to tell of a missionary in Western China, who found a new type of marigold that was devoid of any odor in the foliage.

IV. Capitalization

1. After nine years had passed every southern state had agreed to organize Negro land grant colleges.
2. The institutions are supported by the federal government.
3. The end of the War gave proof that negro education was an urgent problem.
4. He entered Hampton about October 1, 1872.
5. The Legislature of Illinois petitioned Congress in 1858 to appropriate land.
6. Teachers of straight education students were trained to practice practical work.
7. It has a Patient's Section and a Surgical Section.
8. This he accepted.
9. An act was passed by the Legislature of Texas for the establishment and maintenance of a school for Negroes.
10. Fear changes an individual make up.
11. The primary purpose of the land grant colleges of early development was English, physical, natural, and economic science to the Negro youth in order to train them to engage in the pursuits and vocations of life.

V. Misspelled Words

- | | |
|------------------|---------------------------|
| 1. afforded | 8. orgin |
| 2. ditermination | 9. laspe |
| 3. differciate | 10. engineering |
| 4. inconveint | 11. loss (lose) |
| 5. certian | 12. thoes |
| 6. obstackles | 13. principle (principal) |
| 7. comptent | 14. acient |

- | | |
|----------------------------------|-------------------------|
| 15. travling | 66. comming |
| 16. feture (future) | 67. for (far) |
| 17. greatly | 68. conferece |
| 18. reconized | 69. peraited |
| 19. colord | 70. opperotation |
| 20. pend (pin) | 71. sighn |
| 21. to (too) | 72. ginator |
| 22. tword | 73. gegistar |
| 23. lease (least) | 74. refused |
| 24. preperation | 75. plescant |
| 25. municiple | 76. duing |
| 26. incorported | 77. wheather |
| 27. seperated | 78. effected (affected) |
| 28. supretender | 79. pressure |
| 29. prejustice (prejudice) | 80. scooling |
| 30. forgotton | 81. serously |
| 31. remmeber | 82. destron (destroys) |
| 32. no (know) | 83. insidents |
| 33. labitories | 84. listerning |
| 34. stepts | 85. importont |
| 35. Negros | 86. farmer (former) |
| 36. techinal | 87. replcase |
| 37. overloded | 88. equipted |
| 38. poorely | 89. refuege |
| 39. accomadate | 90. varities |
| 40. appriated | 91. rapped |
| 41. bout | 92. liberaries |
| 42. recieved | 93. instants |
| 43. mountian | 94. baises |
| 44. harse | 95. equiptment |
| 45. biographies (bibliographies) | 96. committees |
| 46. aviable | 97. organizd |
| 47. gentlman | 98. opinin |
| 48. reccommend | 99. bing |
| 49. emboided | 100. producton |
| 50. desided | 101. impartant |
| 51. pracitial | 102. noimber |
| 52. compleatly | 103. moore |
| 53. remidy | 104. intrisic |
| 54. curriculo | 105. becomming |
| 55. extent | 106. refference |
| 56. successful | 107. gratting |
| 57. empresed | 108. Carrolina |
| 58. proude | 109. inrollment |
| 59. stold | 110. systemized |
| 60. thier | 111. diaposial |
| 61. theoritical | 112. beneficial |
| 62. strenght | 113. preveledge |
| 63. gotton | 114. artifically |
| 64. benifit | 115. signtifically |
| 65. enaspire | 116. usless |

- | | |
|------------------------|--------------------|
| 117. referred | 138. fifteenth |
| 118. disappointed | 139. uncil |
| 119. exstablishment | 140. homstead |
| 120. handicaped | 141. inhederience |
| 121. concent | 142. enefficient |
| 122. Morill | 143. there (their) |
| 123. carreer | 144. faculty |
| 124. continually | 145. openion |
| 125. beind | 146. propersitions |
| 126. takened | 147. waist (waste) |
| 127. adolescense | 148. studied |
| 128. sceedule | 149. aduience |
| 129. efficient | 150. wemon |
| 130. bater | 151. Negroe |
| 131. propose (purpose) | 152. efford |
| 132. equaly | 153. pamphlet |
| 133. sucured | 154. faithfult |
| 134. carelessey | 155. keyes |
| 135. estermed | 156. deside |
| 136. sorces | 157. uncomftable |
| 137. plain (plan) | |

PART I

Use the test to check the accuracy of the following sentences, and write corrections.

Write a cross (X) next to the end of each incomplete sentence. Do NOT write any mark at the end of complete sentences.

Draw a line through each incorrect line in phrase of grammar, spelling, or idiom.

Write the number of the error in the margin.

The following are sample sentences:

1. Watcher and learner both like the work. (X)
2. Money thought it was a good idea.
3. He looked to find out how the first year was.

TEST

Number 1 is an incomplete sentence. Notice that the cross (X) is placed at the end of the sentence.

Number 2 contains an error in idiom. Notice that the incorrect word is crossed out.

Number 3 contains two errors: one in spelling and one in grammar. Notice that the incorrect word is crossed out in each case.

Correct marking will help you to detect the errors.

DIRECTIONS

This test deals with sentence structure, diction, grammatical forms, and written composition.

Make a cross (X) sign at the end of each incomplete sentence. DO NOT make any mark at the end of COMPLETE SENTENCES.

Draw a line through each incorrect item or phrase of grammar, spelling, or diction.

Some of the sentences contain more than one error.

The following are sample exercises:

1. Matches and kerosene to ignite the wood. (X)
2. Massey thought Dinah was a ~~swell~~ woman.
3. We ~~desided~~ to find the map that was first gave us.

Number 1 is an incomplete sentence. Notice that the cross sign (X) is placed at the end of the sentence.

Number 2 contains an error in diction. Notice that the incorrect word is crossed out.

Number 3 contains two errors; one in spelling and one in grammar. Notice that the incorrect word is crossed out in each case.

Careful reading will help you to detect the errors.

PART I

1. So that I might continue my college education.
2. They taught loads.
3. The second Morrill Act was a lot different from the first.
4. It is like as if a hen gets the idea she should raise her own family.
5. Do to the excessive noise in Lucky Hall I cannot study.
6. Most anyone would have felt the same.
7. Many colored teachers, especially teachers of straight education.
8. Booker fixed up his mind on it.
9. He heard a gang of men talking about it.
10. Study requires much time and thinking.
11. Due to his determination and will he succeeded.
12. I wish to thank you for the position.
13. Everybody is during a different type of work.
14. He has been slawed by a wild beast.
15. For fear that you did not receive my letter or that you have forgotten it.
16. President Harrison favored the plan Mr. Morrill was trying to put over.
17. Showing the type of people that inhabited his territory.
18. A great deal of disturbance was going on in the barn.
19. He never new his father's name.
20. Like in business, a student should come to school because he wants to gain knowledge.
21. The program which you and Duke Ellington rendered last Friday evening at seven-thirty.

22. The similarity in composition was liking to that of Chopin's.
23. I remember quiet well our trip to the summer encampment.
24. After nine years had past every southern state had agreed to organize Negro land grant colleges.
25. Booker slipped up as close as he could to the coal mine.
26. Noah new there was dry land.
27. There was a mix up of the seeds.
28. It looks that the author was right about the destructive power of insects.
29. When Booker T. had gotten to Hampton, he tried to get a job to help him.
30. The weather in the South is difference from the weather in the North.
31. His behavior depends upon quite a few different things.
32. I motion that aid be granted more students.
33. She had done this for centuries of years.
34. It has been discovered that the field of Liberal Art subjects in elementary school.
35. And ever student should have at least one year of chemistry before completing his high school course.
36. During this time the question of providing a school for colored children.
37. He would all ways feel inferior.
38. The boy was before the judge for to be questioned.
39. The principal also supervises over the college.
40. He was sent at the "big house" to fan flies.
41. The Egyptians thought that the Isralites were becoming to many in number.
42. I think the writer of this article was pretty much right.
43. Please consider me as an applicant of the position.

44. Right then and there he made up his mind that he was going to school.
45. I am very sorry at this late date to write you on a matter that I neglected.
46. There were deficiencies in English of which I have know knowledge.
47. There has been quite a bit of disturbance in the dormitory.
48. I am hoping to see you real soon.
49. The seeds were not throwed away.
50. I could not except those terms.
51. The money was evenly divided between my brother and I.

PART II

52. Bagley in 1922 reveals a case that shows the affect fear had on an individual.
53. Humor and laughter has a great deal to do with one's personality.
54. All of the water has been drank.
55. No one will propper at nothing if he is not interested.
56. Sampson and Delilah was of different rases.
57. In Daniel's time there was many magicians.
58. He was more stricter on us than our last agricultural teacher.
59. Most farmers never try to kill or destroy these insects until he has seen plenty of them on his plants.
60. I take the paper regular.
61. The schools progressed rapid.
62. There are many people whom haven't had the contact to understand these conditions.

63. Other students desire to prepare themselves better by going to graduate school.
64. The woman have played the same tricks in other cities.
65. Mother and me will be glad for you to visit us.
66. They have either placed the students over a job or has provided them with a position of some kind that will help them.
67. I sent in a application for a position.
68. He choosed Esther for his wife.
69. When Ahaesuerus was king, he sit on the throne.
70. This place is built in such a way where the eggs will roll out of the nest into a trough.
71. It was a youngster whom had formed the habit of stealing.
72. The best method is when you use dusting for potato beetles and ashes for insects.
73. There was 300,000 peoples present.
74. A person can control happiness in social life by adjusting hisself to his environment.
75. The land had been tilled for so long until it could no longer produce good crops.
76. The king were going to have all the wise men killed.
77. I couldn't let nobody see me crying.
78. Those kind of insects are harmful.
79. The queen ordered both to be hang to a tree.
80. Him and his brother had to work very hard.
81. Second, you must realize the value of studying in order to be successful in the business of study.
82. The senator came from a class of white people who has been the victim of riots.
83. It is easy to see how disease can be spreaded by the like of sanitation.

84. The quails come and covered the camp.
85. The reason we should pay attention to our books is because they are valuable.
86. Each speaker had fifteen minutes for their main speech.
87. They done much to promote the establishment of these institutions for Negroes.
88. The individual whom is going to make the journey usually start making preparations ahead of time.
89. A army marched in the war against the people.
90. He showed them the place where the Negroes would not receive the same amount of training as whites would receive.
91. As we review we tends to get a new hold on life.
92. Prizes were awarded to the childrens.
93. She married Hagan and later burned a son whom she called Ismael.
94. The contests were carried on intelligent.
95. If he was to study, he would succeed.
96. Between we two, this job should be taken as seriously as a business.
97. If I was to attend college next year, I would graduate in May.
98. Some colleges have hospitals which are equipped with the most least equipment.
99. This dusting method is better than spray.
100. He was ask if his father took all his money.
101. I do not have the money, making it impossible for me to go on to school.
102. The well was near five miles from the plantation.
103. The other incident in the life of Washington was when he was asked to accept the position as head of Tuskegee Institute.
104. The most simplest method is the use of ashes for the insects.

105. He also offer suggestions for these conditions.
106. Statistics shows that the Negro has improved.
107. This would be like as getting into paradise.
108. A principle also supervises over the college.
109. They help students to develop the ability to test, to prove and collect material for himself.
110. Many of us feels that they are our enemies.
111. The weather has turn bad.
112. New buildings have been erected recent.
113. She was so devoted until she would not leave.
114. After the prices of cotton fell he move to Mount Bayou.
115. Room 17 in Luckie Hall need a dresser very bad.
116. I sure thank you for your present and I will write you soon.
117. When one possesses good social behavior, they will succeed in life easier.
118. The reason he kept the money was because he was a buying a new car.
119. The people was not cursed, they was blessed.
120. Two land grant bills were past.
121. He will aid whomever applies to him for work.
122. My uncle called my sister and I.
123. Unfortunate, I was unable to attendthe games.
124. Before the angel laid down the people of the community went to Lot's house.
125. It was few students participating in sports at the institution.
126. The reason I came to Prairie View was because I wanted to further my education.

127. Students are requested to have books within ten days after school start.
128. If one has visited Prairie View, he can't help but feel its influence.
129. Booker mother had very little time to give to her children.
130. Many years ago no attempt were made by the farmer to make a profit from his hen.
131. The examples which the author mention are only a few of many.
132. If the hen does not come up to the standard, they are culled.
133. The person of who I speak is a college teacher.
134. The year 1910, was when the South and the Negro was going through a very dark age.
135. The sick man's servants was gleaning corn.
136. Set aside a fixted time each day for study and try to live up to it.
137. Most of the students wants to pass.
138. Having been introduce to you, I found that I liked you very much.
139. It is not sufficient too know how to study, one must really study.
140. They also was very angry because they was brought from the dessert of Zin.
141. The hens who are setting should be carefully watched.
142. In my last order I ask for Squibbs mineral oil.
143. She usually tell him to brace up.
144. He intruded upon the jews rights.
145. I could see no possibility of me ever getting to college.
146. The colleges have developed fast sudden.

147. The king love Esther more than he did all the others.
148. They went direct to the dairy barn.
149. Corn which is planted in an unprepared field will grow slow.
150. I saw their practicing for the relay.
151. As I said, the poison is feed to them in a different manner.
152. They was going to cover the face of the earth.

SUGGESTIONS FOR BETTER WRITING

The suggestions for better writing to be given are
 as a result of having made a critical analysis of the
 of the second term (various Agricultural students, and
 Freshman English, and student who received for his
 writing assignment to leave a satisfactory letter for
 twelve letters required in the folder, and one of
 letters which were graded less than 3 (below 30%)
 assigned to rewrite or revise the letters until they
 period 3 by the instructor.

PART III

It was surprising to note the number of times
 students had to rewrite their papers in order
 satisfactory. Before making suggestions, some errors
 found, especially, and corrections at the part of
 found in their letters will be given.

LETTER WRITING

1. Headings

Errors found in the headings of letters were:

2. In Descriptive Letters

1. Prairie View College

Prairie View, Texas

February 24, 1938

2. Prairie View College

Prairie View, Texas

March 23, 1938

3. Prairie view, college

Prairie view, Texas

February 25, 1938

4. Prairie View College

Prairie View Texas

February 11 1938

SUGGESTIONS FOR LETTER WRITING

The suggestions for letter writing to be given here come as a result of having made a critical analysis of the folders of the second term Freshman Agricultural students taking Freshman English. Each student was required for his letter writing assignment to leave a satisfactory letter for each of twelve letters required in his folder. Students who passed in letters which were graded less than S (satisfactory) were expected to rewrite or revise the letters until they were marked S by the instructor.

It was surprising to note the number of times most of the students had to rewrite or revise their papers in order to make satisfactory. Before making suggestions, some examples of confusion, difficulty, and carelessness on the part of students found in their letters will be given.

I. Headings

Errors found in the headings of letters were:

A. In Business Letters

1. Prairie view College
Prairie view Texas
February 28, 1938
2. Prairie View College
Prairie View, Texas
March 23, 1938
3. Prairie view, college
Prairie view, Texas
February 25, 1938
4. Prairie View College
Brairie View Texas
February 11 1938

5. Prairie View College,
Prairie View, Texas,
Feb. 11, 1938.

6. Prairie View College
Prairie View, Texas
March 23, 1938

B. Thank you Letters, Friendly Letters

1. Box 159
Prairie View College
Prairie View, Texas
February 28, 1938

II. Inside Address (Errors)

1. Mr. Kary Cadmis Davis. F.H.D.

Stillwater College
Stillwater, Oklahoma

2. Professor J. J. Yates
1893 Park avenue,
Texarkana, Texas

3. Mr. L. H. Smith, and Betts
Box 129
Marietta, Texas

4. General Electric Company
Chicago, Illinois

5. Mr. Webb & Son,
444 East Main St.,
Chicago, Ill.

6. Mr. Foley Bros.

7. Mr. Sears Roebuck,
Dallas, Texas
Feb. 11, 1938.

8. Columbia Dry Good Company
Houston, Texas

9. Encls Rats School Book Depository
Sallad, Texas
(With block heading)

10. Mr. C. T. Gowis
 Prairie View College
 Prairie View, Texas

Many students confused business letter forms with friendly letter forms and included an inside address in their friendly letters and in many cases omitted the inside address from their business letters.

III. Salutation (Errors)

1. Mr. John Carter
 Dear Friend,
2. Dear Principle:
3. Dear Mr. Graves
4. Dear Mr Graves:
5. Dear Sir!
6. Dear sir:
7. Dear miss Jones:
8. Gentlemen;
9. Gentlemen.
10. Dear/^{Mr.}Louis
11. Dear Mr. Louis, (Business letter)
12. Miss Tessie Mae Jones.
 Dear friend.

IV. In the bodies of various letters the following errors were discovered:

- A. No paragraph indentation at the beginning of the letter.

"Dear Sir:

May I call your attention to the paper scattered over the campus.

I wish you would look after the matter."

- B. Other errors were made in spelling, grammar, diction, punctuation, capitalization, writing incomplete sentences, using hackneyed expressions, and poor sentence structure. The following will illustrate the errors made.
1. I will appreciate anything that you can do toward getting the noise stopped.
 2. May I call your attention to the paper that throwed over the campus.
 3. And two much noise being made going from class to class.
 4. May I call your attention to the unessary noise being carried on, on Luckie Hall doing the hours 7:30 to 8:30.
 5. I will appreciate any thing that you can do toward getting the noise stopped?
 6. In replying to your kind favor for sending me the shoes.
 7. I realy appreciate your kindness toward me now thanks a lots.
 8. My I call your attention to the serlection when my dream bee come home.
 9. I received your letter a few days passed it found me well in every way.
 10. You can't half amagine how glad I would be if I could see you.
 11. If you can do so, will you kindly inform me wheather are not the position that I applied for will be excepted.
 12. I have had a great deal experence working in a Dining Hall.
 13. She was well please with my work.
 14. I can serve tables and cock.
 15. I am applying for a mathematic position.
 16. I inclose a postal money order

17. I hope to here from you soon.
18. I receive the living room set, on the resent date.
19. I decided that it was through a mistake and I decided to call your attention to the matter.
20. I saw listed in the February 18th Houston Press these articles which I am sending for.
21. The price quoted are given in your Houston Press February 18th.
22. I am enclosing a postal money order for the amount, \$172.00.
23. I found everything alright except one of the shirts which is too small.
24. I received the articles which I ordered Feb. 20, 1938.
25. I am a major in animal husbandry and a minor in farm shop.
26. If you sushed your recods for the last month, you will find that I applied for a position in your school.
27. And ever student should have at least one year of Chemistry before complete there high school course.
28. Please concert the janitor concerning the matter.
29. I thank the time should be increase from ten minutes too twenty minutes.
30. I want to think you for giving me a pair of tan shoes for my birthday.
31. I have throught many times how nice you was to me.
32. I am sure this was due to careless packing or ruff handling while being shipped that could not probably been hope.
33. You tried so hard to make it passable for me while I was in Houston at your home this summer.
33. You tried so hard to make it passable for me while I was in Houston at your home this summer.

34. I am hoping that you will come to my home, Galveston, as you promise me.
35. Quick reply.
36. I am anxious to work, because I won't to make some money, so I will be able to come back to college this coming term.
37. Further information call or write Principal W. R. Banks at P. V. C.
38. I am 20 years of age weight one hundred and forty lbs.
39. I was just looking through your magazine and I decided to order this pressure cooker at once.
40. I plan to go to school their next year.
41. I am writing you this letter concerning the money the church was supposed to send me last month.
42. I will be on the watch out for it next week.
43. I will assure you that I will appreciate this gift by not throwing it away.
44. I listen to the news you present everyday and enjoy it very much.
45. Thanking you in advance for your consideration.
46. Kindly send me the correct article for the one I am returning.
47. I am writing you in regard to the order I received.
48. Hoping to hear from you soon.
- 49..Let me hear from you at an early date.
50. May I hear from you at your earliest convenience?

V. Complimentary Close and Signature

In business letters, having block headings and inside addresses, many of the following forms were found used for the complimentary close and signature.

1. Yours truly,

Ulysses Thompson

2. Yours truly---
Ulysses Thompson.
3. very truly yours
U. S. Thompson
4. Very truly yours
Ulysses Thompson
5. Yours truly,
Ulysses Thompson.
6. Yours truly,
Ross Alexander.

Many students thought it appropriate to use Gratefully yours as a complimentary close after writing a letter asking for a favor or position. Little thought seemed to have been given to the connection of the content of the letter with the complimentary close. Gratefully yours is correct to use, but as applied above, it is incorrect for there one is expressing gratitude for something not yet received.

REASONS FOUND FOR ERRORS IN LETTER WRITING

Some of the reasons for the number of errors made by the Freshman Agricultural students taking Freshman English were:

1. No previous experience in letter writing - admitted by many in the class.
2. Little background in grammar, composition, diction, sentence structure, and punctuation.
3. No training in the use of the dictionary.
4. Limited vocabularies.
5. Poor in spelling.
6. Lack of interest.
7. Lack of originality.

8. The use of mechanical expressions which are likely to be hackneyed expressions.
9. Carelessness and haste in work.
10. Absence of thought.
11. Confusion of letter forms.
12. Lack of uniformity and neatness.

REMEDIES

1. Find out the previous experience of students in letter writing and make divisions in the class according to their experience.
2. Give the students instructions and drills in grammar, composition, diction, sentence structure, and punctuation.
3. Require students to own a dictionary and have them bring it to class daily to look up words they carelessly misspell or use.
4. Draw up a list of the words the students commonly misused and of others they should use and have them study it.
5. Constantly require students to write to compare their letters with other well written letters and have them revise original copies in class.
6. Encourage interest and enthusiasm in the class.
7. Have students make a study of hackneyed expressions.
8. Require and demand special preparation and neatness of all work.
9. Continuously test students and give individual aid to make them more thoughtful about their work.
10. Drill constantly to clear all confusion of letter forms.

The above suggestions were used and carried out to aid the students in writing letters. Much improvement was made.

Next, the letter writing assignment required by students to complete satisfactorily will be given and will be followed by a model letter for each letter required.

Letter Writing Assignment

Each student is expected to get on file a satisfactory paper on each of the exercises listed below. This means that your paper must bear the grade of S and must be filed in your folder. The exercises may be submitted separately or in groups. In any case they should be in on or before Oct. 4. By "should be in" is meant that they must bear the instructor's "S" signifying approval.

1. From an Agricultural, or Home Economics, or Engineering, or Nursing, or Teacher's professional magazine, select some article of merchandise and write a letter ordering it.
2. From a newspaper, select some store which has an advertisement several items of merchandise. Place an order for several of these items. (Do not select a mail order house, that is, such firms as Sears Roebuck, or Montgomery Ward, etc.) Be sure to give the name of the paper in which you saw the advertisement, the date of issue of the paper, the page number on which the advertisement appeared. List items properly. State how you wish the merchandise shipped and how it is to be paid for.
3. Assume that something was unsatisfactory upon your receipt of the order indicated in assignment 2. Register your complaint and ask for adjustment on the matter. Remember that courtesy is always in good taste and that clarity is essential.
4. From the Encl Rats School Book Depository in Sallad, Texas, order your supply of textbooks for this semester.
5. Write a letter in which you apply for a position of teacher in some school.
6. Assuming that you have not heard from your letter of application, address a "follow-up" letter to the same agency or person.
7. Write a letter in which you apply for financial help in the way of a scholarship, or part time job.

8. To some public official, editor of a paper, pastor of your church, or principal of your school, address a letter in which you state some grievance, or call attention to some neglected matter, and ask for remedial action on your grievance.
9. To the principal of this college, address a letter in which you state some grievance or call attention to some neglected matter, and ask for remedial action. Remember that clarity is essential.
10. Write a letter thanking somebody for a real favor or kindness you have recently received.
11. Write a letter of commendation on some radio broadcast you have heard.
12. Write an intimate or friendly letter to an acquaintance which you have recently made, and with whom you wish to become more closely attached. Note: The air or tone of such a letter must be neither too familiar nor too stiff and hollow.

Yours truly,
Evelyn Neal

(39)

LETTER I

Box 713
Prairie View College
Prairie View, Texas
March 3, 1938

Corning Glass Works
Corning, New York

Dear Sir:

Please send me the new combination set of Pyrex ware, No. 450, for \$4.50 as advertised on page 137 of the Good Housekeeping Magazine. The set includes the following:

Pie Plate - 9 1/2 in. diameter
Double Duty Casserole - 1 1/2 qt. size
Percolator - 6 cup size
Six Custard Cups - 4 oz. size
Utility Dish - 12 5/8 x 2

Please send the set by insured parcel post immediately. I am enclosing a money order for \$6.00 to cover the cost of the set and the cost of shipment.

Yours truly,
Evelyn Neal

John Allen

LETTER II

Box 713
Prairie View College
Prairie View, Texas
March 11, 1938

Black Brothers Furniture Co.
Houston, Texas

Dear Sirs:

Please send me the special offer as given in the fourth section of the Houston Chronicle, Friday, March 9, 1938:

Automatic Bed	\$12.95
Simon's Innerspring Mattress	<u>5.00</u>
Both for	\$17.95

As stated in your advertisement, I shall expect you to include free the six-piece bath set and that all the goods shall be shipped prepaid.

Yours truly,
John Allen

LETTER III

Box 713
Prairie View College
Prairie View, Texas
March 12, 1938

Black Brothers Furniture Co.
Houston, Texas

Dear Sirs:

I am returning the six-piece bath set received March 11, 1938 with the order of the automatic bed equipped with a Simmon's innerspring mattress. The set was badly torn and stained when it reached me.

Please send me another set in return for this one immediately.

Respectfully yours,
John Allen

Yours truly,
Margaret Lester

LETTER IV

Box 713
 Prairie View College
 Prairie View, Texas
 February 3, 1938

Encls Rats School Book Depository
 Sallad, Texas

Dear Sir:

Please send me the following books:

- | | |
|--|---------------|
| 1. <u>Methods in Physical Education</u>
Williams, Dambach & Schwender--1937 | \$3.50 |
| 2. <u>Principles of Physical Education</u>
J. F. Williams, Revised 1937 | \$2.00 |
| 3. <u>Political and Social History of</u>
<u>England</u>
F. C. Dietz--1934 | \$3.50 |
| Total | <u>\$9.00</u> |

Please send the books by parcel post. I am enclosing a check for \$9.24 to cover the cost of books and carrying charges.

Yours truly,
 Margret Louder

Very truly yours,
 Margret Louder

LETTER V

3619 Havana Street
Dallas, Texas
June 5, 1938

Principal L. V. Williams
Booker T. Washington High School
Dallas, Texas

Dear Mr. Williams:

Please consider this letter as my application for a position as teacher in the Booker T. Washington High School.

I graduated from Prairie View State College, May 23, 1938, with the Degree of Bachelor of Arts.

My first teaching preference is English, my college major; my second preference, History, my minor. I have a fair knowledge of athletics and music. I play pieces of medium difficulty on the piano and have had experience in dramatics.

I did a full semester of practice teaching in the Practice School at Prairie View College under the direction of Mrs. William Booker.

For references concerning further qualifications and my character you may consult the following:

Mrs. William Booker
Prairie View College
Prairie View, Texas

Dr. E. L. Sasser
Prairie View College
Prairie View, Texas

Mr. S. E. Warren
Prairie View College
Prairie View, Texas

If you wish I shall be glad to come for an interview.

Very truly yours,
Margret Louder

LETTER VI

3619 Havana Street
Dallas, Texas
June 10, 1938

Principal L. V. Williams
Booker T. Washington High School
Dallas, Texas

Dear Mr. Williams:

Last week, I mailed to you an application for a position as teacher in the Booker T. Washington High School. So far I have not received an answer.

Please let me hear from you soon on the matter. I am enclosing a stamped self-addressed envelope for your reply.

Respectfully yours,

Margret Louder

LETTER VII

Box 713
Prairie View College
Prairie View, Texas
February 10, 1938

Mr. C. W. Lewis
Prairie View College
Prairie View, Texas

Dear Sir:

I have recently received a certificate from the Commercial Department of Prairie View College stating that I have satisfactorily completed the prescribed courses for a stenographer. I want to graduate in May and a part time job will aid me sufficiently to cover the expenses which I am at present unable to meet.

If there is a vacancy, I wish to receive a part time job as stenographer in your office. However, I can serve satisfactorily as clerk and typist and have had experience as waitress in a cafeteria.

I wish you would consider my application for a part time job. I am enclosing an addressed envelope for your reply.

Yours very truly,
Beatrice Alexander

LETTER VIII

3610 Dennis Avenue
Houston, Texas
April 3, 1938

Chairman
Street and Bridge Commission
City Hall
Houston, Texas

Dear Sir:

I wish to call to your attention the need for an improvement of the street on which I live--Dennis Avenue. When it rains, mud holes are formed and water stands. The poor drainage makes it difficult for one to walk or drive on the street. The people are thus unable to conveniently go to and fro from work in rainy weather.

In dry weather the bumps in the street make it inconvenient for travel and the dust creates unhealthy conditions.

The people living on this street are anxious that you present this problem to the Street and Bridge Commission.

I shall appreciate your looking after the matter.

Very truly yours,
John Doe

LETTER IX

Box 713
Prairie View College
Prairie View, Texas
March 23, 1938

Principal W. R. Banks
Prairie View College
Prairie View, Texas

Dear Sir:

This is to call your attention to the slow procedure
which is being used by our librarians in issuing books.

Usually, the slowness is most obvious between the hours
of 1:30 and 3:30 P. M.

I shall appreciate anything you may do to remedy this
situation.

Margaret Linder
Sincerely yours,
Dorothy Jackson

LETTER X

Box 713
Campus
April 3, 1938

Dear Aunt Maude,

You are the sweetest auntie! How did you happen to find such a dainty dress to send me? It fits perfectly - better than if I had picked it myself. It was most kind of you. I hope you are feeling as happy now as I did when I opened the package containing the dress.

What were you doing before you opened my letter? Working hard as you usually do, I suppose. Why don't you rest sometime?

I believe that I am doing well in my studies and will be glad when school ends. Then I can come to see you again. Thanks for the dress.

Sincerely yours,

Margret Lauder

LETTER XI

Box 713
Prairie View College
Prairie View, Texas
April 30, 1938

Dear "Deep River Boys":

I wish to commend you for your programs each Monday, Wednesday, and Friday over KERH at 2:30 p.m. A special song that I liked on your program last Friday was "Sometimes I Feel Like a Motherless Child". The harmony was so beautiful that I would like to hear it again.

Very truly yours,

Messie L. Greer

LETTER XII

3619 Havana Street
Dallas, Texas
September 30, 1937

Dear Joyce,

I want to thank you for the enjoyable time you gave me while I was visiting you this summer. The visit was most pleasant for me and was one that I shall long remember. The picnics, luncheons, and sight-seeing parties were simply grand! I enjoyed meeting your friends. They were very kind to me.

Please promise me that you will visit me next summer. I shall try to make your visit with me a pleasant one.

Say something especially nice for me to your mother and dad. I think they are a charming pair.

Sincerely yours,

Margret Louder

This thesis may prove valuable to students in helping them to discover their own weaknesses in English grammar and in suggesting to them methods by which they can overcome these weaknesses. Many students are handicapped in English when they arrive at college and find themselves being taught by teachers who use methods foreign to them.

A classification of errors which were taken from the papers of Tyngshan Agricultural students taking Freshman English. This classification should suggest to students the benefit they would receive from making an individual study of their own errors. This reaction on their part would stimulate self-cultivation in English.

PART IV

CONCLUSION
 A careful study of the classified errors should cause students to become wary of and to closely observe the grammar, sentence structure, diction, and spelling they use.

The test which follows the classified errors may be given to the same students who made the errors at the end of the term to determine how well they have overcome their weaknesses. The test may be given to other students to find, if possible, the nature of their weaknesses, and to provide exercises to overcome their weaknesses.

The suggestions for letter-writing should focus the attention of students on errors commonly made by the average student in letter-writing and should cause them to be critical of all letters they write. The model letters should also aid them definitely in understanding particular points which they

This thesis may prove valuable to students in helping them to discover their own weaknesses in English Grammar and in suggesting to them methods by which they can overcome these weaknesses. Many students are handicapped in English when they arrive at college and find themselves being taught by teachers who use methods foreign to them.

A classification of errors which were taken from the folders of Freshman Agricultural students taking Freshman English. This classification should suggest to students the benefit they would receive from making an individual study of their own errors. This reaction on their part would stimulate self-cultivation in English. A careful study of the classified errors should cause students to become aware of and to closely observe the grammar, sentence structure, diction, and spelling they use.

The test which follows the classified errors may be given to the same students who made the errors at the end of the term to determine how well they have overcome their weaknesses. The test may be given to other students to find, if possible, the nature of their weaknesses, and to provide exercises to overcome their weaknesses.

The suggestions for letter-writing should focus the attention of students on errors commonly made by the average student in letter-writing and should cause them to be critical of all letters they write. The model letters should also aid them definitely in understanding particular points which they

would not otherwise understand.

This thesis will prove valuable to the writer and perhaps others in teaching students in English Grammar.

PART V

APPENDIX

APPENDIX

The following will be the course outline given to students taking Freshman English at the beginning of the semester.

The letter-writing assignment will not be given again here. It appears in the letter-writing section.

First Semester Course Outline Reg'd. L. Parker
English 113: Grammar and Composition

I. AIM:

Aim: Satisfactory completion of this course should enable student to:

PART V

1. Show knowledge of good form in personal and business letter writing.
2. Show knowledge of (Old Testament) biblical types and stories.
3. Demonstrate knowledge of functional grammar and mechanics of English usage by

APPENDIX

- (a) Recognition of parts of speech.
- (b) Recognition of the sentence, labeling its parts-- words, phrases, clauses,-- and showing relationship of parts by form, connecting words and position.
- (c) Correct use of English idioms.
- (d) Facility in punctuation.

4. Demonstrate knowledge of form preparation: the investigative paper.
5. Show by written report fair ability to read appreciatively and review items of fiction, non-fiction, and autobiography.
6. Demonstrate oral delivery, especially as regards volume control, clear delivery, clear articulation, and good pronunciation.
7. Demonstrate skill in the art of conversation.

II. Textbooks and other materials:

1. WARDNER'S COMPANION BOOKS: NAVY, Fifth edition, American Company.
2. Holy Bible, Authorized Version.
3. A Writer's Manual by Rice and others, F. S. Lewis Co.
4. A notebook, preferably bound sheets.
5. Two Manila folders, one which should contain at least one-half package of notebound paper, regulation size. The assignment in these folders should be according

APPENDIX

The following will be the course outline given to students taking Freshman English at the beginning of the semester.

The letter-writing assignment will not be given again here. It appears in the letter-writing section.

First Semester Course Outline Earl L. Sasser
English 113: Grammar and Composition

I. AIMS:

Aims: Satisfactory completion of this course should enable student to:

1. Show knowledge of good form in personal and business letter writing.
2. Show knowledge of (Old Testament) biblical facts and stories.
3. Demonstrate knowledge of functional grammar and mechanics of English usage by
 - (a) Recognition of parts of speech.
 - (b) Recognition of the sentence, labeling its parts-- words, phrases, clauses,-- and showing relationship of parts by form, connecting words and position.
 - (c) Correct use of English idioms.
 - (d) Facility in punctuation.
4. Demonstrate knowledge of form preparation the investigative paper.
5. Show by written report fair ability to read appreciatively and review items of fiction, non-fiction, and autobiography.
6. Demonstrate oral delivery, especially as regards volume control, clear delivery, clear enunciation, and good pronunciation.
7. Demonstrate skill in the art of conversation.

II. Textbooks and other materials:

1. WEBSTER'S COLLEGIATE DICTIONARY, Fifth edition, Merriam Company.
2. Holy Bible, Authorized Version.
3. A Writer's Manual by Kies and others, F. S. Crofts Co.
4. A notebook, preferably bound sheets.
5. Two manila folders, one which should contain at least one-half package of notebook paper, regulation size. The endorsement on these folders should be according

to the instructions given on the GENERAL INFORMATION sheet of the department.

III. This course will cover the following MAJOR TOPICS (units):

- I. Letter Writing..... 6 periods
- II. The Bible (Literature).....12 periods
- III. Grammar and Mechanics.....12 periods
- IV. Exposition:
 - (a) The Investigative Paper..... 9 periods
 - (b) Reviews and Reports (Chiefly periodical literature)..... 5 periods
- V. Conversation..... 3 periods
- VI. Exercises in oral delivery..(Incidental 3 periods

Detailed Schedule

- Sept. 20 -- Oct. 1 Letter Writing
- Oct. 1 Reading Test
- Oct. 4 -- Nov. 1 The Bible
- Oct. 11 Theme due on Bible topic
- Oct. 18 " " " " "
- Oct. 25 " " " " "
- Nov. 1 Test
- Nov. 3 Vocabulary Test
- Nov. 8 Theme due
- Nov. 15 " "
- Nov. 17 Last day for first supplementary reading report
- Nov. 17 Last day for first conference with the instructor
- Nov. 22 Mid-term preliminary examination
- Nov 26 Vocabulary Test
- Dec. 1 Test
- Dec. 3-22 Exposition: The Investigative Paper
- Dec. 10 Sample notes for Investigative paper
- Dec. 6 Reading Test
- Jan. 3 Last day for second conference with the instructor
- Jan. 5 " " " supplementary reading report on
UP FROM SLAVERY: Washington
- Dec. 13 Submit sample section of Investigative paper
- Dec. 22 Investigative paper due
- Dec. 27-Jan. 3 Oral delivery exercises
- Jan. 5 - 14 Reviews and Reports
- Jan. 17 - 21 Conversation
- Jan. 24 Last day for third conference with the instructor
- Jan-24 - 26 Summary review of the course.

Semester Final Examination

Memorandum: (Note: The information given here should be supplemented by that on the GENERAL INFORMATION sheet of the department)

1. Required supplementary reading for report as scheduled:
 - (a) One piece of selected fiction; it must be approved by the instructor. Report due on or before Nov. 17.
 - (b) Autobiography; UP FROM SLAVERY: Washington Report due on or before Jan. 5.
 - (c) Frequent reports--oral and written-- on periodical literature.
2. There will be four reading-vocabulary tests as scheduled.
3. Practical work in oral delivery will consist of:
 - (a) Memorized inspirational verse
 - (b) Organized discourse reduced to and delivered from notes.
 - (c) Socialized situations for conversational purposes.
4. Each student is expected to present himself for at least three conferences with the instructor during the term.

The first conference should be held before Nov. 17.
The second conference should be held before Jan. 3.
The third conference should be held before Jan. 24.

ANALYSIS OF THE RELATIONSHIP OF PHYSIOLOGICAL MECHANISMS
TO THE ACQUISITION OF READING

The following articles were taken from volumes of the

Journal of Experimental Psychology:

Volume 4, Irving S. and Fairbanks, Great

"Factors and Differential Factors in Reading
Vocabulary and Hearing Vocabulary", Volume XXXI,
January, 1917, Number 1, pp. 217-224.

The article determines the relationship between words read
and heard. Fundamentally, words are first recognized and learned
in auditory experience. **PART VI** In course of reading development,
the visual image of letters forms becomes associated with their
sounds so that a sight vocabulary based upon a knowledge of words
heard, is gradually accumulated. It was further found that since
words which an individual learns in auditory experience are also
encountered in reading material and in time a sight vocabulary
could be accumulated which more or less duplicates the hearing
vocabulary. Thus, there is a high correlation between reading
vocabulary and reading ability.

CLASSIFIED BIBLIOGRAPHY OF PERIODICAL LITERATURE
FOR THE TEACHING OF ENGLISH

The following articles were taken from volumes of the
JOURNAL OF EDUCATIONAL RESEARCH:

Anderson, Irving H. and Fairbanks, Grant

"Common and Differential Factors In Reading
Vocabulary and Hearing Vocabulary", Volume XXX,
January, 1937, Number 5, pp. 317-324.

The article determines the relationship between words read and heard. Genetically, words are first encountered and learned in auditory experience and in the course of reading development, the visual forms of these words become associated with their sounds so that a sight vocabulary based upon a knowledge of words heard, is gradually accumulated. It was further found that since words which an individual learns in auditory experience are also encountered in reading material and in time a sight vocabulary should be accumulated which more or less duplicates the hearing vocabulary. Thus, there is a high correlation between reading vocabulary and reading ability.

Borchers, Gladys "Direct vs. Indirect Methods of Instruction In Speech", Volume XXIV, March, 1936, Number 7, pp. 512-517

This article reports the results of a semester's study of the direct and indirect methods of instruction in speech. It attempts to answer the question: Should the language, voice, and bodily action involved in speech be made a topic of classroom discussion, or should the recitation be devoted to subject matter only?

The entire experiment seems to show that the greatest improvement in speech is made when speech is made the subject of direct instruction and in courses primarily designed for this purpose.

Engleman, F. E. "The Relative Merits of Two Forms of Discourse When Applied to Children's Factual Content Reading Material", Volume XXIX, March, 1936, Number 7, pp. 524-531.

This study determines the relative merits in children's reading materials of two literary forms. The forms of discourse chosen were conversational and narrative-expository.

The findings of the study seem to warrant the conclusion that factual content written in a conversational style deserves greater recognition by public school officials. No claim was made that conversational style should supersede the narrative-expository style, but the contention was made that it be given a place along with the latter. Since most factual reading material at the adult level, however, is in narrative-expository

form, training in habits and skills for this form must not be neglected at the elementary level.

Eurich, Alvin C. "A Method For Measuring Retention In Reading", Volume XXIV, October, 1931, Number 3, pp. 202-208.

The presentation of a method is given for measuring retention in reading. The proposed method forms the basis for the Minnesota Reading Examination X:XXIII. The test itself consists merely of an objective examination on the text of a six page booklet. The examination is given before reading and after reading the passage.

Guiler, Walter S. "Improving College Freshmen In Spelling", Volume XXIV, October, 1931, Number 3, pp. 209-215.

Summary and conclusion of data:

1. College Freshmen vary widely in ability to spell the words in most common use. Some of them spell better than the best one-tenth of teachers in service, while others do not possess seventh grade ability.
2. Marked improvement in spelling may be expected from a technique which first helps each student to discover his own difficult words and then enable him to identify the crucial point or points in each troublesome word.
3. Poor spellers need to be provided with a technique of word mastery.
4. Different students may encounter different points of difficulty in the same word.
5. Study and practice should be focused on the part or parts of words which prove most difficult for the individual student.

Hartman, George W. "The Constancy of Spelling Ability Among Undergraduates", Volume XXIV, November, 1931, Number 4, pp. 303-305

This article is concerned with the nature and extent of the changes in spelling performance during the college course.

Maybe, Ethel "A Study of the Conversation of First Grade Pupils During Free Play Periods", Volume XXIV, September, 1931, Number 2, pp. 135-138.

The result is given of observations made to show that the activity of pupils determine, to a large extent, the type of speech used, and that certain attitudes stimulate more speech of a social nature than others.

McDade, James E. "A Hypothesis For Non-Oral Reading", Volume XXX, March, 1937, Number 7, pp. 489-503

This is the result of an experiment in a Chicago school carried on to determine the possibility of teaching beginning reading without any oral reading whatever.

Wagner, Mazie E. and Strabel, Unice "Predicting Performance In College English", Volume XXX, May, 1937, Number 9, pp. 694-699

This study determines what measures available at college entrance best predict subsequent performance in English. The experimental group included all students - 661 men and women students - who entered the University of Buffalo during the

years 1925 through 1929 except transfers from or to other colleges and those who "were failed out" during the first semester.