

M. Emerick

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WORKSHOP RESULTS

DOUGLASS HIGH SCHOOL

LOUDOUN COUNTY SCHOOLS

November 13, 1954

8:30 a.m. to 12:30 p.m.

Science, Home Economics, Industrial Arts,  
Business, Music, Mathematics, English,  
Social Science

Subject Field: Language Arts -- Eighth Grade

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## Workshop for Douglass High School On

### Language Arts

The meeting was opened by the chairman, Mr. Sydnor, who read a copy of the State bulletin on Continuity in the English program, Curriculum Guides in Language Arts, Health, Physical Education and Social Studies, possible revision needs and Supervisor's Training program.

Mr. Sydnor then turned the meeting over to Mrs. Young, discussion leader for the meeting. Mrs. Young treated the four areas of Emphasis in the Language Arts.

#### I. Areas of Emphasis in the Language Arts

##### A. Listening

1. Listening to conversation
2. Listening to oral reading
3. Listening to speakers in class
4. Listening to movies, radio, television and recordings
5. Listening to explanations, requests, and directions
6. Listening to group discussions

##### B. Speaking

1. Pronunciation
2. Enunciation
3. Voice quality and expression
4. Correct language usage
5. Choice diction
6. Poise
7. Courtesy in speech situations
8. Logical organization of material

##### C. Reading

1. Reading for comprehension and interpretation of written materials
2. Reading for information
3. Reading for increased speed

##### D. Writing

1. Composition
  - a. The sentence, paragraph, and the theme
  - b. Forms of writing
2. Handwriting

3. Grammar and usage
  - a. Spelling
  - b. Vocabulary
  - c. Capitalization
  - d. Punctuation
  - e. Parts of sentence
  - f. Grammatical usage

## II. Implementing the Language Arts Program

1. The development of several interests or topics that are characteristic of youth in the grade or age group.
2. A narrative description of one way in which the teacher and pupils may develop a suggestion.
3. The relationship of some of the principles of curriculum development to the instructional program.

## III. Evaluating Progress in the Language Arts

- A. Principles of evaluation
  1. Evaluation is an intergral part of the learning process.
  2. Evaluation is continuous.
  3. Evaluation is a cooperative process.
- B. Instruments of evaluation
  1. Teacher-made test and examinations
  2. Standarized test
  3. Observation of pupils in action
  4. A study of pupil-made products
  5. A record and interpretation of questions which pupils have raised
  6. A card file of specific needs of individual pupils
  7. Interviews
  8. Individual or class diaries
  9. Questionnaires
  10. Rating scales
  11. Check lists

Afterwards Mrs. Young opened the discussion of difficulties in carrying out efficiently the language programs. All teachers participated.

- A. What provisions can be made in the English program for creative writing, dramatics and journalism?
  1. Children's experiences
  2. Write play from stories read in the class
  3. Dramatize stories

1. Book lists
2. Materials on students' interests
3. Library use under guidance of Librarian
  - a. Pupils needs, abilities, interests
  - b. Work with Librarian
4. Story hour
5. Bulletin boards
6. Select films
7. Book clubs
8. Newspapers
9. Small groups discuss books in class

IV. What are some effective methods of stimulating interest in parallel reading?

11:45 to 12 Noon

R E C E S S ..... R E F R E S H M E N T S

1. Teach formal grammar, but not separately
2. In relation to needs of students
3. Spelling
4. Technical needs in relation to unit
5. Phonics
6. Immediate necessity of words (brought out)
7. Simple sentences
8. Punctuation
9. Agreement of subject and predicate
10. Avoid use of double negative
11. Avoid use of "Like" as a conjunction

Conclusion as follows:

B. How much and when formal grammar can be taught?

1. Motivate
2. Interests
3. Motivate and keep interests

Conclusion as follows:

4. Mock Congress
5. Excerpts from Mr. Rallo's speech on Journalism
6. Election news -- dramatization of convention
7. School election of officers

V. How much interest should be placed on memory work?

1. Memory work may be needed in some situations
2. Understand then memorize
3. Memorizing needed in recipes in Home Economics
4. Use as a tool not as a form of punishment to avoid unpleasant association with subject
5. Plays may have to be memorized
6. Music
7. Use as a means to an end

VI. How much emphasis should be placed on workbooks?

1. Are they of value?
2. They are of value when used as supplementary material.
3. As a teaching aid
4. Help to teachers
5. Should never be used as busy work
6. Must be used under guidance of teacher
7. May be used for testing

Election of Officers for the year

Mr. S. M. Sydnor -- Chairman

Miss Lina E. Bowers -- Recorder

Committee to Outline Workshops

Mr. Barrett  
Mrs. Young  
Mrs. Brisco

The group decided to meet with the Elementary Workshop on Speech  
February 12, 1955

Mrs. M. E. Brisco, Recorder