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Experimental program in twelfth grade language arts

Eva Crowley Goetschius

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AN EXPERIMENTAL PROGRAM IN
TWELFTH GRADE LANGUAGE ARTS

by

Eva Crowley Goetschius

B.S. Western Montana College of Education, 1952

Presented in partial fulfillment
of the requirements for the degree of

Master of Arts

MONTANA STATE UNIVERSITY

1961

Approved by:

Chairman, Board of Examiners

Dean, Graduate School

Date
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"English" in secondary schools has long been the "step-child" of the curriculum. With certain misgivings, it is included in the family group, but its place and worth remain questionable. Could it be that its propagators, steeped in tradition, avoid the problem by refusing to admit its possible significance in the secondary curriculum? Could it be that its disputed place in the family and, consequently, its topsy-turvy-like growth, has contributed to its delinquency?

Many brilliant educators and teachers of the language arts have pointed the way, but the responsibility still lies with the teacher, who must acquire sufficient knowledge to pursue the problem as he works among young people, for it is through contact, experimentation, and sincere interest in the welfare of our youth that programs may be built to contribute in some small way to the total worth of the language arts in the "education of all American youth."

Like others before her, Lucia B. Mirrielees has been an inspiration to many who have read her book, *Teaching Composition and Literature.* Her insight into the problem of teaching the language arts in high school, as shown by the following statement, would make an excellent preamble to many courses of study now being written.

A teacher of English must aid each pupil to develop himself at his own rate and must assist him to integrate what he learns at school, at home, and in his community. . . . Teachers of English must attempt directly and indirectly so to form the minds of their pupils that these potential citizens will uphold rather than menace those democratic ideals we assert but as yet have failed to achieve. . . . The individual must be an active
and creative participant. He must assume responsibility for himself, and in so far as he is able, direct his own activities. The teacher must see not only her own subject but that subject in relation to the pupil and in relation to present-day society. She must seek material to enrich her course or must discard it according to the needs of the student, regardless of departmental boundaries or past conventions.

One of the most difficult problems in building such a program is the integration of subject matter to meet the needs of the pupils. The Experimental Program in Twelfth Grade Language Arts is an attempt to do this and to build on the vision expressed by Dr. Mirrielees and to attempt to incorporate the recommendations of the NCTE and other educators. Such a program is never complete in the true sense, but may serve as a pattern for others who wish to experiment and improve their own course of instruction.

The approach used in building the Experimental Program was psychological. If it were to be more successful than the usual program, a positive appraisal of the subject must replace negative attitudes of both students and teacher. First, an attempt was made to show that "English" has a direct bearing on the lives of all people, for its purpose is not only to provide skills for gaining knowledge in all areas, but to promote and develop understanding of personal relationships and appreciation of ideals through the discussion of literature. Second, students were encouraged to think of "success in English" as a day by day growth. They were told that they could achieve this goal by choosing their assignments wisely, accepting responsibility, striving creatively as

individuals, participating in groups in class, reading daily for pleasure and information, asking questions when discussions were not clear, and measuring their progress in terms of their own past achievement rather than that of their classmates. Third, critical thinking, critical listening, and intelligent speaking were recognized as imperative needs in this century of "cold war". Fourth, all activities were related to literature, oral communication, and written communication in such manner as to invite interest, individual and group participation, self-direction, and pride in accomplishment.

In its entirety the Experimental Program consists of six units collected under the title, Thoughtful Communication. These are as follows: (1) "Build a Constructive Philosophy," (2) "Recognize the Power of Words," (3) "Consider Human Behavior," (4) "Defend Freedom," (5) "Be Creative," and (6) "Understand Persuasion." Only the first unit, "Build a Constructive Philosophy," appears in the Appendix. However, a description of each unit is given in Chapter III.

These units were not intended to replace regular textbooks, but to supplement and to enhance their use. Both teacher and student need direction to help them integrate subject matter and to make teaching and learning a cooperative endeavor. Assignments were suggestive and were at times replaced by others to meet particular interests. They were written on two levels and designated as "regular assignment" and "additional assignments for honor students." Each student was responsible for choosing the assignments most suitable to his ability. Although those below grade level have participated in the program, it was designed to meet the needs of the regular and above average senior in high school.
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CHAPTER I

THE PROBLEM, PROCEDURE, AND DEFINITIONS OF TERMS USED

During this period of rapid expansion and reorganization of secondary school curricula, much criticism has been directed against "English" as taught in some high schools. Making adjustments in teaching the language arts involves recognition and adjustment to an emerging world of change, speed, and conflicting ideologies. Understanding the "whole child" and his needs in communication is paramount if he is to be a credit to democracy and a bulwark against the propaganda of totalitarian philosophy. To do this, the language arts must help the adolescent develop powers of expression, critical listening and reading, and the ability to base his judgment on reason. The scope of the language arts in high school has increased so rapidly along with other problems in education—curriculum changes, teacher training, and building programs—that these adjustments have been slow. However, the need is urgent for two basic reasons: (1) Much maladjustment in school seems to have its beginning in the communication skills; (2) the communication skills are of primary importance in other areas of learning.

Special emphasis should be given in the program of the language arts to the fact that the focus of every social problem is in an individual personality, striving to find some security within himself through which he may hope to be equal to the conflicting demands of life about him.¹

I. THE PROBLEM

Statement of the Problem

Many suggestions have been made relative to the teaching of the language arts in high school. Curricular organization has varied from the subject curriculum, the oldest and most widely accepted form, dating from the Middle Ages, to the several types of experimental programs. In its extreme form the subject curriculum is an organization of content into subjects of instruction—compartmentalized bodies of knowledge—which are taught in complete isolation from one another. The broad-fields curriculum, a modification of the subject curriculum, was an attempt to improve organization by uniting two or more departments of instruction. The broad-fields curriculum was first developed in England by Thomas Huxley in 1869. Although the broad-fields idea won favorable support from some American educators, it was not until 1925 that it was accepted by the University of Chicago. The introduction of such courses as "Introduction to Reflective Thinking," "The Nature of the World," "Man in Society," and the "Meaning and Value of the Arts" at the University was followed by a similar movement in the high schools, which offered courses such as general science, problems in democracy, social science, and language arts. The terms "integration" and "correlation" were introduced in an attempt to increase unity and coherence in the presentation of subject matter.2

About the same time that the broad-fields curriculum organization was gaining favor in America, an experimental organization developed, which is variously known today as the "activity curriculum," the "project curriculum," or the "experience curriculum." Although the fundamental concepts extend back to Rousseau or even to Plato in some respects, it was not until John and Mary Dewey set up such a curriculum in the Laboratory School at the University of Chicago in 1896, that it was formally introduced in American schools. The core of the school activity was in occupations rather than studies. Incentives to learn the fundamental processes were supposed to be an outgrowth of the interest and activity of the children. In 1904, J. L. Meriam adopted a similar organization for the University Elementary School at the University of Missouri. These two schools were forerunners of other curriculum changes throughout the country, both in elementary and high schools. However, the activity curriculum has never gained a secure foothold in the secondary schools: parents, teachers, and administrators cling to the more familiar pattern of instruction emphasizing subject matter.3

Just as the activity curriculum became popular in the elementary schools, so the core curriculum was widely accepted in the secondary schools. The connotation of the term "core" has been variously interpreted, depending upon the purpose or philosophy of the school. To some, the core was a group of required subjects, around which elective subjects were grouped; or it might be synonymous with broad-fields; or perhaps, synonymous with the activity curriculum. Some educators thought of the

3 Ibid., pp. 412-418.
core curriculum as a means of unifying and enriching subject matter; others thought of it as a means of emphasizing social needs. The former sometimes known as the "unified-core-of-studies idea" was built on the philosophy of concentration developed by Herbert, and promoted by Francis W. Parker. This theory envisioned the organization of education around culture and history. The natural sciences, mathematics, language arts, and fine arts were subordinated or dissolved into history and literature. Basically, core curriculum is a radical modification of the subject curriculum. 4

Although core curriculums which attempt to unify subjects, are still among the most prevalent in practice, new conceptions have developed in recent years. One development of significance is the idea that social problems should be the nucleus of the educational program. The Virginia State Curriculum program, which began in the early 1930's and was based on this theory, was supposed to provide ample opportunity for meeting both the interests and needs of students. The ideas of "common learnings," "cooperative planning," "special provision for special needs," and "skills taught when needed" were advanced as the correct methodology. Finally, the school was thought of as a community center. 5

"Unified courses" were an outgrowth of the core curriculum. Under this plan the content of English and social studies or English and science was fused to constitute a new course which required blocks of time, generally two or three hours, depending on the grade level and subject matter involved. This concept was just another form of subject organ-

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Other variations of the "core" curriculum which approach the "activity" curriculum are the "adolescent-needs" core, "child-interest" core, "social-functions" core, and the "social-problem" core. Each of these methods has its advantages and disadvantages as do most others; hence the search for the most effective means of organization continues largely as an administrative problem.

Another problem, perhaps of equal significance, is the development of teaching procedures. One of the oldest instructional plans used commonly with the subject curriculum is the daily assignment-recitation plan, of which the purpose is to teach the text and to ascertain whether or not the assigned lesson has been learned.

While it is still well entrenched, this plan has become more and more discredited, and less and less followed in practice, with each new investigation of the conditions of human learning and thinking. Though not the most widely followed, the most generally approved organization of instruction today is the unit plan. It is still in need of much refinement and further development, but its worth as an instructional instrument is well founded in practice.

Again a problem is posed by the various interpretations of "unit." H. L. Caswell and Doak S. Campbell have reduced the various classifications to two basic kinds: (1) those in which the primary orientation is some aspect of culture or a major division of subject matter, and (2) those based primarily upon the experience and interest of the learner. These have been called "subject-matter units" and "experience units," respectively. Another distinction has been made between kinds of units,

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6Ibid., pp. 494-495. 7Ibid., p. 554. 8Ibid. 9Ibid., p. 555.
which is perhaps a refinement of the explanations given above. The "process unit" is based upon "the processes of thinking, the patterns of thought involved in problem solving, in making judgments, in criticizing, and evaluating propositions." "Subject-matter" units are "based upon the processes of assimilation and resulting largely in such products of learning as understandings, adaptations, and skills." 10

The problem is further complicated by dividing process units into three categories: (1) "Units of Discovery and Verification," (2) "Normative Units," and (3) "Units of Criticism," depending upon the thought process involved. The first type is sometimes described as problem-solving by means of scientific investigation. Emphasis is on factual subject matter. The second type is concerned with situations in which action is impeded by different social beliefs. The third type places emphasis on the judicious exercise of the intellect in reaching worthy conclusions. 11

Similarly, subject-matter units have been divided into "Units of Adaptation" and "Survey Units." The former, more widely used than any other form of instructional organization, followed a specific plan: (1) objectives, (2) approach or overview, (3) assimilative materials, and (4) assimilative activities. The purpose of this organization is probably to teach subject matter in order to bring about improvement in understandings, appreciation, and use of skills. The survey unit, on the other hand, is not intended to develop a pattern of behavior or an adaptation of personality, but to develop a general comprehension of some

10 Ibid., p. 558. 11 Ibid., pp. 560-573.
aspect of the culture. 12

These are some of the plans offered by educators to improve teaching procedures. This study was an attempt to find ways and means of using the psychology and philosophy of modern educators to improve the writer's teaching of the twelfth-grade language arts and to contribute in some way to the solution of the problem of teaching the language arts to high school seniors.

Specifically, the problem was ninefold: (1) to re-examine the problems involved in teaching the language arts; (2) to search the available literature for ways and means of improving twelfth-grade language arts; (3) on the basis of those practices which seemed promising, to set up a twelfth-grade language arts program; (4) to use the program in teaching the language arts to seniors in the Bozeman High School; (5) to revise the program as necessary following its use; (6) to evaluate the Experimental Program in 1960 by a statistical analysis of sampling of scores made by Bozeman High School seniors on the language arts section of the Iowa Test of Educational Development; (7) to evaluate the program in 1961 by a statistical analysis of the scores made by Bozeman High School seniors on the Cooperative Test for College Freshmen; (8) to make a subjective appraisal by evaluating the response of students, administrators, and parents, and (9) on the basis of the evaluations made on the use of the Program in the Bozeman High School, together with an appraisal of recent research in the field of education and the language arts field, to draw conclusions and make recommendations and comments for improvement of the language arts program in the Bozeman High School and in other high schools having similar problems.

12 Ibid., pp. 574-579.
The Purpose of the Study

Prior to the study, the writer had taught in the elementary grades fourteen years and in the junior high school for seven years. She completed the requirements for secondary education in 1952 with majors in English and social studies. Plans were initiated in 1955 to build an experimental language arts program based on recommendations of educators who are specialists in the field. The primary purpose of the Experimental Program was to improve the writer's teaching of English. A secondary hope was that the program might contribute in some way to the progress being made in the teaching of language arts.

In the fall of 1956, the writer was employed to teach English to 150 seniors divided into five classes, in the Bozeman High School. Since no particular curriculum was being followed for the teaching of seniors, and textbooks for the classes were limited to those that could be distributed for classroom use, she continued developing the Experimental Language Arts Program during that term.

The Scope of the Study

The study included a limited survey of related literature in the field of secondary education and the language arts as described in Chapter II; a review of the development and use of the program in Chapter III; an appraisal of the Experimental Program in Chapter IV; and summary, conclusions, and recommendations following the use of the program in Chapter V.

The development of the Experimental Program, begun in 1955 and concluded in May, 1961, included approximately 700 students. The
evaluation of procedures was limited to the following: (1) statistical appraisal of total language arts scores made by seniors in the Experimental Group I and Control Group I, Bozeman High School, following the administration of the Iowa Test of Educational Development\textsuperscript{13} in March, 1960, (2) statistical appraisal of total language arts scores made by seniors in the Experimental Group II and Control Group II, Bozeman High School, following the administration of the Cooperative English Test\textsuperscript{14} for college freshmen in April, 1961, and (3) subjective appraisal.

Limitations

No attempt was made to exhaust the possible procedures or techniques used in teaching twelfth-grade language arts or to exhaust the study of related materials. Little or no attempt was made to evaluate growth in speech, critical thinking, critical listening, or personal and social adjustment.

Because of the many variables in any teaching situation and program, the results shown by this study are limited to the years involved in the study and to the particular class or classes that used the program. Likewise, the conclusions drawn from this study should be considered as applying only to the senior classes in the Bozeman Senior High School during the years of this study, although some of the conclusions may have limited relevance to other teaching situations.


\textsuperscript{14}Clarence Derrick and David P. Harris, Cooperative English Test (revised), (Princeton, N. J.: Cooperative Test Division, Educational Testing Service, 1960).
Initial Assumptions

The writer assumes that an effective language arts program for high school seniors should provide for the needs and interests of adolescents, which may be summarized as follows: (1) to receive guidance and direction in expanding their personal and social experience; (2) to work on their own level so that they may experience some successes; (3) to have opportunities to develop self-assurance and intelligent self-direction; (4) to understand the dual nature of American democracy—freedom with responsibility; (5) to know something about their cultural heritage and the spiritual values that mankind has found worthwhile; (6) to think about their own growth and development; (7) to read for pleasure and for information on subjects of their own interests within the level of their ability to understand; (8) to have many opportunities for experience in the language arts; (9) to have opportunities to develop leadership; (10) to build a constructive theory of living; (11) to understand themselves and others through an elementary knowledge of psychology and philosophy, part of which knowledge can be obtained through literature; (12) to have their maturity, independence, and individuality respected; (13) to have an opportunity to learn something about elementary semantics and logic; (14) to feel secure in the classroom with their teacher and peers.

Likewise, the writer recognizes the following assumptions as vital to the success of any language arts program: (1) differences exist among learners in kinds of abilities as well as in intelligence; (2) maladjustment is often reflected in a student's ability to read and speak; (3) a close interrelationship exists between reading and other
subject fields; (4) motivation is vital to successful teaching; and (5) courtesy, respect for property, and cooperation is part of democratic living and should be emphasized in every classroom.

II. THE PROCEDURE

During the summer of 1955, the writer made a limited survey of educational literature for teaching English to high school seniors in order to discover practices being used, criticisms, and recommendations for the improvement of teaching.

Following the initial survey, the writer hypothesized (1) that the language arts could be taught more effectively in homogeneous groups or classes; (2) that the students should be assigned to these classes on the basis of their intelligence quotients, achievement scores in language arts, records of past performance, interests, and recommendations of former teachers; (3) that planned, teacher-constructed units of integrated material, with assignments sufficiently broad to permit students to cooperate in the class and to pursue their individual interests according to their needs and abilities, would provide greater motivation and direction than might be expected under the traditional program of single assignments to all; and (4) that a psychological approach, directed toward stimulating drive, giving recognition, encouraging self-direction, and promoting both cooperative and individual endeavor would increase the effectiveness of teaching by providing a readiness for learning.

The first draft of the units was completed and used in teaching seniors in the Bozeman High School during the 1956-57 school term. They
have been revised subsequently to incorporate ideas gained from experience to secure greater unity and coherence, improve motivation, and clarify instructions. Since sufficient data was not available to group students as initially planned, assignments were written on two levels, and students were directed to do the "regular assignments" and to pursue the "honor assignments" according to their abilities.

This plan was continued as first introduced until the 1959-1960 school term, when sectioning into more homogeneous groups made some changes necessary. Students in the advanced sections were ordinarily expected to complete both regular and honor assignments. Those in the regular classes were ordinarily expected to complete the "regular assignments" with these exceptions: (1) Any average student could decide for himself whether or not he had the ability to do at least part of the "honor assignments"; (2) advanced students placed in regular classes because of conflicts in their schedules were expected to follow the same program as those who were sectionized. Those seniors who had an IQ range below 100 and whose previous achievement was far below grade level were placed in a more homogeneous class and taught by another program designed for them. Seniors having an IQ range below 100, but whose past achievement record indicated that they might profit from the instruction in a regular class were thus placed.

At the beginning of the 1959-60 school term, a similar course of study and unit instruction was used by the teachers of the sophomore and junior classes. Consequently, when these classes reached the junior and senior years they were even more advanced. According to the scores made by the Class of 1961, 43 entering seniors scored above the Standard Median
for college freshmen on the CET. Five of the 43 scored on or above the Standard Upper Quartile for college freshmen. Consequently, the units were again revised to meet the new demands. Among these changes were greater emphasis on vocabulary, current reading, analysis, and association of ideas. The units as described in Chapter III refer to the revised units.

The units and assignments are intended to be a working basis for teaching rather than a rigid plan of instruction. They are intended to be placed in the hands of the students for direction while study is in progress. Although the final six units have been completed under the title, Thoughtful Communication, only the first unit is included in the Appendix.

Procedures for evaluating the program are described under "The Scope of the Study."

III. DEFINITION OF TERMS USED

Language Arts refers to basic reading, writing, listening, speaking, and thinking as taught in the high school to develop acceptable communication skills and appreciations.

English refers to the common term used to name the course in high school in which literature, grammar, and composition are generally taught.

Experimental Program refers to the method and content used in teaching the language arts to high school seniors in Bozeman in 1956-61.

Instructional Units are teacher-planned study allotments of interrelated content, instruction, and direction for high school seniors based on the principle that adolescent interests and needs, although
differing widely may be built around a common core of instruction.

**Creative Writing** is a recounting of personal experiences and ideas in such a way that the reader is able to feel the attitude and emotional response of the writer to his environment.

**Unit Method of Instruction** is a plan whereby varied activities in the language arts are developed around a central theme that is "significant to the student." It is sufficiently broad to involve in some measure all parts of the language arts and to permit each pupil, within limits, to cooperate with his class and to pursue certain special interests in a much wider range according to his ability and talent.\(^\text{15}\)

**Motivation** is the purposeful establishment by the teacher of the drive toward learning the specific objectives at hand.

**Semantics** refers to the study and understanding of word symbols. As used in this study, semantics is limited to the study of a few words that cause difficulty and to the development of an increased awareness of problems created by language.

**Referential Language** refers to word symbols commonly used in reports of a factual nature.

**Emotive Language** refers to word symbols with various subjective connotations.

**Logic**, as used in this study, refers to a limited study of reasoning from an elementary standpoint.

**Constructive Philosophy**, as used in this study, refers to the meaning and understanding of life and the clarification of concepts based

\(^{15}\)National Council of Teachers of English, *op. cit.*, pp. 69-70.
on various connotations; or it may be defined simply as a science dealing with morality, love of the beautiful, and "truths of the heart," terms used to explain logic, ethics, aesthetics, and metaphysics.

Experimental Group I, having matched IQ's with the Control Group, refers to a sampling of 26 seniors, Class of 1960, Bozeman High School, who were taught by the writer and whose scores on the Iowa Test of Educational Development\textsuperscript{16} were subjected to statistical analysis.

Control Group I, having matched IQ's with the Experimental Group, refers to a sampling of 26 seniors, Class of 1960, Bozeman High School, taught by a second teacher, and whose scores on the ITED\textsuperscript{17} were subjected to statistical analysis.

Experimental Group II refers to 30 seniors having matched IQ's from 101 to 130 and matched CET\textsuperscript{18} scores with the Control Group II, and whose scores were subject to statistical analysis.

Control Group II refers to 30 seniors having matched IQ's from 101 to 130 and matched CET\textsuperscript{19} scores with the Experimental Group II, and whose scores were subject to statistical analysis. This group was taught by a second teacher.

\begin{footnotesize}
\begin{itemize}
    \item \textsuperscript{16}E. F. Lindquist (ed.), \textit{loc. cit.} \textsuperscript{17}Ibid.
    \item \textsuperscript{18}Clarence Derrick and David P. Harris, \textit{loc. cit.} \textsuperscript{19}Ibid.
\end{itemize}
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CHAPTER II

PROBLEMS IN THE TEACHING OF ENGLISH

The volume of literature written about the communication arts is a reflection of the concern and the need to develop some satisfactory direction in the teaching of "English" to "all American youth." Since the philosophy of mass education assumed new importance, many states have written and re-written their state courses of study to give guidance to teachers of large classes of heterogeneous students. Through the effort of the National Council of Teachers, which has served as a research center and clearing house for the improvement of curricula and methods in teaching the language arts, states have been able to offer a more unified program in the communication arts than would be possible otherwise. However, the actual use of these recommendations has been limited for many reasons, some of which are described in this chapter.

I. HISTORY OF THE TEACHING OF ENGLISH

Although the first high school was organized in Boston in 1821, the first high school in Montana did not evolve out of the public school system until 1876. This one was located in Helena. Previous to that time, high school was offered in conjunction with grade school education, sometimes referred to as the "common school." Secondary education expanded between the years 1876 and 1889, after Montana became a state, to include schools or departments at Anaconda, Bozeman, Boulder, Butte, Deer Lodge, Dillon, Glendive, Lewistown, Livingston, Miles City, Missoula,
Virginia City, and White Sulphur Springs. Only three-year courses were offered before 1880. Curricular offerings in English included the following courses: rhetoric and word analysis, the first year; natural philosophy instead of English, the second year; declamations, composition and English language, the third year.

In 1880, the Helena High School extended high school training by adding the fourth year to aid pupils preparing for college. Some textbooks used were: Moral Philosophy, Mental Philosophy, Rhetoric, English Literature, and American Literature.

The need for some standard of guidance for secondary education was recognized soon after the establishment of four-year high schools. Accordingly, in 1896, the State Board of Education set forth the first standard accreditation for Montana high schools. In 1897, a committee consisting of the presidents of the three institutions of higher learning and the diploma committee of the State Board of Education made the outline for the first course of study.

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4 Ibid., p. 112.
Courses of Study for Montana High Schools

The first course of study listed fifteen selections in literature, ten of which were to be chosen for critical study. This reading was to be distributed throughout the entire high school course. Grammar, composition, and rhetoric were required the first two years. One year of literature emphasizing a general knowledge of life and growth of the English language was to follow.5

The second course of study was published in 1912. The position of English in the curriculum was clearly stated. It was described as the paramount subject in the high school, the purpose of which was to develop in the pupil the ability to write and speak good English, and to give the students a knowledge of the most important facts and tendencies in the history of English literature. The authors of the Course of Study pointed out that:

Great care must be exercised to choose reading that is suited to the age, ability, and taste of the majority of the class. Poor judgment on the part of the teacher may alienate the interests of the whole class.6

One of the chief faults in the teaching of high school English was described in the Course of Study as "too great an emphasis placed on analysis of details." The authors pointed out that emphasis should be placed on the growth and development of the great movements in literature.7

5 Ibid.
6 G. A. Ketcham, Courses of Study for Accredited High Schools (Helena: State Department of Public Instruction, 1912), p. 11.
7 Ibid., p. 12.
A Course of Study in English issued in 1925 recommended that the two major divisions of English, composition and literature, receive equal emphasis. The composition course for seniors should be specialized.\(^8\) In addition to regular short compositions, one short story, one "rather elaborate essay," and "one argument of reasonably long development" should be required.\(^9\) Three units in English were necessary for graduation, but four units were recommended.\(^10\) Supplementary elective courses in English were no longer recommended since they tended to become remedial courses in English that should be part of the regular English course.\(^11\)

The 1932 State Course of Study pointed out that the "heterogeneous student body and increased enrollment were not incompatible with the desire to preserve a reasonable conformity to the aims and body of common culture."\(^12\) The aim and methods of the National Council of Teachers of English which had been adopted by the North Central Association of Colleges and Secondary Schools, were incorporated in the Course of Study. English was considered as a two-phase subject. Language-composition— including oral expression, grammar, rhetoric, written expression, punctuation, and capitalization—was to deal with the ideas, emotions and aspirations of the pupil. The second phase, literature-reading, was said

\(^8\) State Department of Public Instruction, Course of Study in English (Helena: State Department of Public Instruction, 1925), pp. 6-7.

\(^9\) Ibid., p. 28. \(^10\) Ibid., p. 6. \(^11\) Ibid., p. 7.

\(^12\) State Department of Public Instruction, A Course of Study for Secondary Schools of Montana (Helena: State Department of Public Instruction, 1932), p. 7.
to be related but to require radically different methods of teaching and should be entirely separated from the first phase. The purpose of the second phase was to develop in pupils the power to understand, feel, and appreciate the ideas of others. Prescribed classics, history of literature, oral and written discussions were the primary requirements.¹³

Senior English, as outlined in the 1932 State Course of Study, was a course in literature and composition. Chief emphasis was placed on types of literature. "Sufficient work in oral and written composition should be given to maintain standards high enough to enable the student to enter college."¹⁴ In addition, twelfth-grade English was to:

... develop in the pupil a taste for some technical knowledge and for the several types of literature; to lead the student to discover through study of masterpieces of literature his own social, economic, political, and moral obligations; to encourage creative work; and to stimulate a desire to improve the quality of thinking.¹⁵

Two-thirds of the time was to be devoted to the study of literary types and one-third of the time to the review and mastery of the essentials of grammar and composition sufficient for college entrance. Public speaking was offered but was limited strictly to those who had at least average ability and a real desire to do the work. In addition, the course included fundamentals of interpretative reading, reading of various types of literature, debate, parliamentary practice, conversation, public address, and dramatics.¹⁶

In 1945, the State Department of Public Instruction issued a Twelfth-Grade Guide for Montana High Schools. Two courses, English

¹³Ibid., p. 7. ¹⁴Ibid., p. 56. ¹⁵Ibid. ¹⁶Ibid., p. 73.
literature or an alternate course—non-collegiate English, were offered. The courses outlined were flexible so that teachers could select material from either course to fit the needs of a particular class. The committee recommended that the twelfth grade should have a refresher course in mechanics, letter writing, simple composition, and library training. The content of the English literature course was outlined in seven units, four of which were not completed. The titles of the units were as follows: (1) "The Spirit of England," (2) "The Period of Political and Religious Struggle," (3) "The Johnsonian Circle and Three 18th Century Poets," (4) "The Period of Economic and Social Struggle," (5) "Review of Functional Grammar," (6) "The Age of Inquiry and National Consciousness," and (7) "The Modern Mind." Oral and written communication was to be integrated with every unit. The Alternate Course included the following units: (1) "Speech," (2) "Getting Along Together," (3) "Library Instruction for the Twelfth Year," (4) "Learning to Live in a Changing World," (5) "Magazine Study," and (6) "Ladies of the Press."  

In 1957, the State Committee for the Curriculum in English, with the approval of the State Department of Public Instruction and the State Board of Education, issued A Tentative Outline for a Course of Study in English for Grades Nine Through Twelve. The outline offered "no enrichment assignments for superior students or remedial work for slower ones," since the Committee planned to include these in the final edition with suggestions for teaching. The Committee left the plan of organization

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to the discretion of the teacher, but they did recommend that each teacher select a plan that correlated or interrelated all phases of the language arts. They pointed out that the "unit plan" is highly recommended by the National Council of Teachers of English. The Council recommended that speech become a part of the total program in the English language arts. However, the State Committee recognized the limitations of this arrangement because many teachers of English have not had adequate training in speech. Nevertheless, the Committee recommended that preparation for the regional and state speech contests could be a worthwhile project for an English class. Drama, radio, debate, and other related activities were considered to be areas for elective subjects or for co-curricular activities. The Committee stated that a fundamental knowledge of grammar provides the tools for good communication. They selected items of grammar for each grade from nine through twelve.

... usage is of primary importance, but it is not easy to teach usage without calling the parts of speech by their respective names, to teach clauses without calling them clauses. So, too, it is difficult to teach pronoun usage without treating case.  

The Committee outlined a regular twelfth grade course in the language arts, as well as a terminal course. They recommended that classes be divided into homogeneous groups on the basis of ability as shown by past performance, achievement tests, reading tests, intelligence tests, desire to complete a specific program, and future plans. Students who

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18 Montana State Department of Public Instruction, A Tentative Outline for a Course of Study in English, Grades Nine Through Twelve (Helena: State Department of Public Instruction, 1957), pp. 1-3.
were considered capable of completing the academic course should not be allowed to take the terminal course. This means the "arbitrary placement of good students," but every student should be given the opportunity to take the academic course.

Students of low ability who select the academic course should be told that it will be difficult for them, that course content will not be simplified for their benefit, and that their performance will be measured on a standard comparable to that of the other members of the class.19

Suggestions for writing included a review of grammatical usage; practice in writing clear and effective sentences; review of paragraph development; practice in writing business letters, reports, news articles, and announcements and directions; writing of themes using persuasion; writing a research paper, writing creatively, making outlines, studying and recognizing propaganda techniques; analyzing thought processes in well-written articles; and using elementary logic. Spelling improvement and word study should be encouraged through proofreading, study of spelling demons, study of spelling rules, word origins, word derivations, commonly used foreign words and phrases, and the study of the dictionary.20

Speaking and listening activities should include a review and application of skills learned in previous grades such as parliamentary procedure, group discussion, oral reading, interviewing, special occasion speeches, and reporting. Practice should be given in pronunciation and enunciation. Culminating activities might include writing and reading a speech from manuscript, giving a persuasive speech, and recognizing fallacies in language.21

19Ibid., p. 76. 20Ibid., pp. 58-61. 21Ibid., pp. 63-64.
That Committee further stated that the organization and method of teaching literature is determined "by the textbook used, the supplementary material available, the time to be devoted to literature, and the teacher's preference." Suggested approaches were the chronological plan and the unit plan. The Committee provided a sample unit in outline form for the study of Shakespeare. They urged that twelfth-grade students be encouraged to read widely in books suitable to their intellectual ability and emotional maturity. All students in the regular course in English should learn to use the library and to become acquainted with special sources of information.  

The Committee recommended that non-academic terminal students continue to work toward the objectives of previous grades. They should be taught the practical aspects of the library as a source of information. Literature should be selected from an anthology that is suitable for a lower-ability level. Contemporary authors in many areas should be read. Popular magazines of the easier variety should be used. Terminal students should be made aware of propaganda techniques used by magazines and newspapers; and they should be introduced to the use of simple legal documents, the services of legal aid societies, consumer guides, and such services as the "Better Business Bureau." The study of grammar should be eliminated except for that which is completely functional. Writing should be utilitarian. Courteous and appreciative listening should be emphasized as well as listening for facts.  

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II. PROBLEMS AFFECTING THE TEACHING OF ENGLISH

Anyone attempting to build and use a language arts program in the secondary schools should be cognizant of the basic educational problems involved. The magnitude of these problems is the result of an unprecedented influx of youth into the public schools and the continuing search by a free people to find the best means to "identify, nurture and wisely use its own talents,"24 during this time of crisis. In a democracy one can expect conflicting views as to the "best means" to solve such problems. Since tradition still plays an important part in American thinking, change and progress to meet the needs pointed out by those making a special study of the problem may not be recognized or accepted by some school communities, legislators, administrators, and teachers.

Although much progress has been made, the needs are still urgent. The increase in the enrollment in public high schools from 203,000 in 1890 to 8,200,000 in 1960 has substantially increased the need for new buildings, the recruitment and training of teachers, their placement and remuneration, reorganization of existing school systems, curricular planning, the purchase of adequate equipment and materials of instruction, and programming to provide an equal opportunity for every student to develop his potential are among these pressing needs.

This rapid increase in enrollment may be expected to continue:

Elementary school enrollments will rise from some 30 million today to about 34 million by 1960-61. By 1969 high schools will

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be deluged with 50 to 70 per cent more students than they can now accommodate; by 1975, our colleges and universities will face at least a doubling and in some cases a tripling of present enrollments.25

The problems posed today by increased enrollments are but a prelude to those to come:

Our schools are overcrowded, understaffed, and ill-equipped. In the fall of 1957, the shortage of public school classrooms stood at 142,000. There were 1,943,000 pupils in excess of "normal" classroom capacity. Some elementary and high schools and colleges had found it impossible to hire well-qualified teachers in such basic subjects as English, languages, and social sciences; some even had to drop chemistry, physics and mathematics from their curriculum since there were no teachers to teach them.26

With the increase in enrollment, students in high school have become more heterogeneous than ever before. In 1870, three out of four graduates from the high schools went on to college; by 1940, three out of four pupils did not go to college.27 Now another surge toward college enrollment seems likely. According to Dr. Ronald Thompson, past president of the American Association of Collegiate Registrars and Admission Officers:

... if approximately the current percentage of college age groups continue to enroll in our colleges and universities, there will be 6,021,013 students in attendance by 1975. If on the other hand this percentage increases slightly in each state, year by year (which seems most likely), 7,254,176 students will be attending our colleges and universities by 1975.28

25 Ibid., p. 21. 26 Ibid.
In appraising the present state of American education, the "Rockefeller Committee" stated that between 1870 and 1955, while our population was increasing four times, our public high school population increased eighty times.29

At the same time that we have forced this expansion upon the system, we have pressed our educators to include in the curriculum an incredible variety of subjects, to take over more and more the functions of the home, and to accept a sense of responsibility for every psychic or civic crisis involving individuals below the age of consent.30

If the schools are to function as the public demands, the populace must re-examine the meaning of "education." The Rockefeller Committee on Education explained the problem as follows:

Fortunately, the demand to educate everyone up to the level of his ability and the demand for excellence in education are not incompatible. We must honor both goals. We must seek excellence in a concern for all. . . .

If we are to do justice to these considerations, one of our most pressing needs is a revision of the false emphasis which the American people are coming to place on the purely formal evidence of education. . . . This dilemma is not limited to colleges alone. It is manifest in the entire educational spectrum. By insisting that equality means an exactly similar exposure to education, regardless of the variations in interest and capacity of the student, we are in fact inflicting a subtle but serious form of inequality upon our young people. We are limiting the development of individual excellence in exchange for a uniformity of treatment. Too many of our school systems have fallen into a chronological lock step under which all young people start off together at a given age and march forward one grade per year. Because many educators reject the idea of grouping by ability, the ablest students are often exposed to educational programs whose content is too thin and whose pace is too slow to challenge their abilities.31

Furthermore, the many problems posed by the recruitment of teachers, their training, assignments, and remuneration leaves much to be

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desired in this area of progress. The Rockefeller Committee on Education made the following observations:

If the programs for the preparation of teachers are rigid, formalistic and shallow, they will drive away able minds as fast as they are recruited. Unhappily, preparation for pre-college teaching has come all too close to that condition. . . . Perhaps no profession has suffered such a general neglect of specialized abilities as that of the teacher. Teachers at the pre-college level tend to be handled as interchangeable units in an educational assembly line. The best teacher and the poorest in a school may teach the same grade and subject, use the same textbook, handle the same number of students, get paid the same salaries, and rise in salary at the same speed to the same ceiling. Clearly, if the teaching profession is to be made more attractive, this will have to be changed.\(^\text{32}\)

The problems presented are complex and many are beyond the control of the administrators and the teachers. Still, the solution of these problems is vital to educational progress if the needs created by changing scientific concepts are to be met. For instance, the American economy has eliminated the need for many low-skilled workers and has emphasized the need for more highly skilled workers in management, technical fields, mathematics, science, and communication. Industry demands people who have the ability to plan, to co-ordinate operations, and to exercise initiative. This need for highly literate workers is felt not only by industry, but also by the government, the military, and professional groups.\(^\text{33}\) Finally, the psychological, sociological, and philosophical education of the masses must keep pace with scientific development.

\(^{32}\text{Ibid.}\)

\(^{33}\text{Francis S. Chase, "New Conditions Confront Education," School Review, LXV (Spring, 1957), p. 3.}\)
Place of the Language Arts in the Curriculum

One significant aspect of the total educational problem is the place and importance of the language arts in the curriculum. If it is recognized and accepted that an adequate command of language is necessary for engaging in the activities of life successfully, and if it is agreed that the ability to use language and the ability to think are closely related, then the position of "English" in the schools, if properly taught, should be of primary importance.

However, this attitude toward English in the curriculum is not reflected in the practice of some schools. In a comparative study of present requirements with that of twenty-five years ago, Grace S. Wright of the United States Office of Education reported that "more than twice as many states have reduced their high school graduation requirements in English from four years to three years than have increased English from three to four years." 34 One explanation seems to be that English is not being properly taught. John W. Bell reported that for the past eight or ten years teachers of English and educators in general have been dissatisfied with English courses and their results. Many high school graduates have looked upon their course in English as "something like the measles —something to be endured and forgotten." 35

Even though some schools have re-examined their language arts

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program in recent years, there is still need to question some practices and to re-examine results in the light of recent developments in education. Edna Lue Furness of the University of Wyoming questioned the final result of the teaching of language arts in a social-studies core curriculum. She asked, "What's happening to the teaching of English?" She pointed out the need for re-examination of the language arts program in view of the following developments: (1) From 1950 to 1956 the number of English teachers has dropped 44.7 per cent. (2) In actual practice, English teaching is increasingly becoming the sideline of the coach, home economics teacher, or any teacher with a free hour. (3) Literature and composition have been re-emphasized because of the philosophy of "Common Learning." (4) The integration of subjects in the high school has tended to make methods and the nature of secondary education similar to elementary education. (5) The continued growth of social-studies core programs may displace English as a subject. (6) In the social-studies core curriculum, literature of adventure, of amusement, and of personal idealism might be disregarded. (7) English teachers should be greatly concerned about the dilution of standards for English teachers and the decreased emphasis on subject matter background for teaching of English. 36

If senior language arts in the high school is to become of primary importance, provision must be made to meet the needs of all students. Dr. James B. Conant had this to say following his survey of curriculum

offerings in secondary schools:

If the 55 schools I have visited are representative, all of which have good reputations, are at all representative of American public high schools, I think one general criticism would be in order. The academically talented student, as a rule, is not being sufficiently challenged, does not work hard enough, and his program of academic subjects is not of sufficient range. The able boys too often specialize in mathematics and science to the exclusion of foreign languages and to the neglect of English and social studies. The able girls, on the other hand, too often avoid mathematics and science as well as foreign languages. As I have indicated... a correction of this situation in many instances will depend upon altered attitude of the community quite as much as upon action by a school board or school administration. ... 37

As for the teaching of English in particular, Dr. Conant recommended four years. Those pupils who worked to full capacity, regardless of ability were to be given a passing mark. Since English is a required subject, students should be grouped according to ability. 38

As for the extent of English, Dr. Conant made the following recommendation:

The time devoted to English composition during the four years should occupy about half the total time devoted to the study of English. Each student should be required to write an average of one theme a week. Themes should be corrected by the teacher. In order that teachers of English have adequate time for handling these themes, no English teacher should be responsible for more than one hundred pupils.

To test the ability of each student in English composition, a schoolwide composition test should be given in every grade; in the ninth and eleventh grades, these composition tests should be graded not only by the teacher but by a committee of the entire school. Those students who do not obtain a grade on the eleventh-grade composition test commensurate with their ability as measured by an aptitude test should be required to take a special course in English composition in the twelfth grade. 39

38 Ibid., p. 47-49. 39 Ibid., p. 51.
The Ad Hoc Committee on English Language Arts in the Comprehensive Secondary School, a committee serving NASSP, suggests the essential purposes of a good English program to be as follows:

1. Offers patterns of instruction which provide for differences in student comprehension, rate of learning, and scholastic achievement;

2. Recognizes differences between content to be learned and performance abilities sought; e.g., knowledge of grammar is not the same as ability to write;

3. Teaches the skills students require for effective communication and for understanding the culture of our society;

4. Provides developmental instruction in related elements of the English language arts: speaking, listening, viewing, reading, and writing.

5. Integrates all parts of the English language arts which are related rather than isolated composition and grammar programs in one semester, and literature study in another;

6. Develops and uses written curricular guides...

7. Offers, in addition to the required courses, a variety of English electives in order to meet the needs and develop the talents of students in specialized areas of the English language arts;

8. Evaluates students' growth in the English language arts in terms of the purposes of the program. Evaluation should also suggest new approaches to teaching English Language arts.

The "revolution in American education" has been hampered by the various educational philosophies. J. Russell Morris, Professor of Education, Chico State College, Chico, California, examined the merits of the separate subject curriculum, and the integrative core, before recommending the latter.

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He pointed out that, as a result of pressure groups, inarticulate cranks, entrenched conservatism which traditionally resists change, the separate subject curriculum is often dominated by textbooks which preserve the past. In trying to provide something for all, "the separate subject curriculum provides nothing for all; it fails to afford that measure of common experience which the very complexity and specialization on the adult level makes mandatory for all adolescent youth." He points out that from the psychological point of view, the separate subject curriculum emphasizes differentiation. "It has been in large measure the inability of great numbers of students to perform the tasks of correlation and coordination that has resulted in frequent dissatisfaction with the separate subject curriculum."41

On the other hand, the broad-fields curriculum has tried to find common denominators: social studies, communication, etc. Integration replaced differentiation or was the intent of the curriculum makers. Traditionalism of the separate subject curriculum was replaced by the "criterion of social utility in terms of the status quo." Morris pointed out that "if the separate subject curriculum be considered reactionary in its emphasis on the past, on memorization, it follows then that the broad-fields curriculum might be termed conservative in its emphasis on the present." Those favoring this organization believe society to be essentially static.

However, the emphasis in the student-centered school was on the student rather than on society. Individualism and creativity were em-

41 Ibid., pp. 75-76.
phasized, the purpose being to encourage each student to attain the highest level of his own potentialities. This particular curriculum philosophy contributed much toward the recognition of individual differences, the importance of positive motivation and self-discipline.\textsuperscript{42}

Another step forward in curriculum development, as described by Morris is the integrative core curriculum which attempts to combine the sociology of the broad-fields curriculum with emphasis on integration and continuity of experience and the psychology of the student-centered curriculum. The principal emphasis in the integrative core is on cultural values and ideals. In other words, "it is the integrative core, from an analysis and study of the needs of the culture, to act upon the culture... This interpretation has resulted in the emergence of two major concepts: the dignity of the individual and the cooperation of individuals for the common good.\textsuperscript{43}

Typical of the integrative core curriculum is the problem approach. Deriving motivation and interest from the problem's proximity and vital interest, students can, by the collection of data and materials that will illuminate it, by the critical appraisal, evaluation, and application of such data materials, mature in knowledge, the techniques, and sense of values essential for democratic progress.\textsuperscript{44}

In spite of the progress made in curriculum development, the separate subject organization is still the most commonly found one in American secondary schools today. It follows then that one of the major problems involved in improving school programs in any area is the education of the public to the limitations of traditional programs based on a static society.

\textsuperscript{42}Ibid., p. 77.  \textsuperscript{43}Ibid., pp. 77-78.  \textsuperscript{44}Ibid., p. 78.
Among recent developments in the teaching of language arts is the team-teaching plan of instruction and the subsequent issuance of four types of diplomas. For example, in Jefferson County High Schools in Colorado, 1700 students attended classes under teams of teachers during the 1958-59 school term. The plan affected seven of the eight high schools in the county. The eighth school—Golden High School in Golden, Colorado—used a modified schedule involving approximately 400 pupils. Both projects were planned to operate for several years. Teams of teachers aided by a clerk met with large groups of students—from 50 to 110. After one teacher explained a unit or project, the class was divided according to ability, with a teacher assigned to each group. The clerk handled the paperwork, recording, and the other clerical chores, and assisted students when possible. This plan was supposed to save teacher-time by enabling the instructor to give one lecture to all students instead of repeating it to smaller groups, four to six times a day. Another advantage is that longer laboratory periods and discussion periods might be provided for smaller groups.45

The modified program in the Golden High School, financed in part from the Ford Foundation's Fund for the Advancement of Education, provided team-teachers to lecture weekly to a group of 100 to 200 students taking a given subject. Classes were broken into homogeneous groups of from 25 to 30 students for lecture-discussion and two-hour laboratory periods. The fourth meeting each week was devoted to reviewing and evaluation in groups of 50 to 75 pupils.46

In the Johnstown High School in Colorado, four types of diplomas are offered, based on students' grades as well as the subjects taken. The purpose of this plan is to make a more attractive program for better-than-average students. The "multiple diploma plan will give pupils new goals to aim for and will reward those who do superior work." The four types of diplomas—Vocational, General Academic, Academic B, and Academic A—will provide college officials and future employers with some knowledge of the quality of work done by each student. 47

Sixteen units are required for the Vocational Diploma. Of these, six electives were to be chosen from speech, language, and commercial courses. For the General Academic Diploma, sixteen units are required with only three electives permitted. Academic A and B Diplomas are given only to those who complete eighteen units, including only two electives. Requirements for the two diplomas are the same except than an A average is necessary for the Academic A Diploma, and a B average is necessary for the Academic B Diploma. Required courses for the Academic A or B Diploma include physics, chemistry, biology, geometry, Algebra I and II, United States history, world history, two years of foreign language, and four years of English. Girls may substitute advanced home economics for physics. The program requires all entering freshmen to follow this plan. Students who had enrolled before this program was initiated may graduate under the old program or select the new multiple-diploma pattern. 48

47 Ibid. 48 Ibid.
Criticism of Some Language Arts Programs

At least part of the criticism of language arts programs in high schools is directed against unfavorable conditions over which administrators and teachers have little control. Many of these problems are a result of inadequate financial support.

In attempting to raise the general level of student achievement in reading, administrators are aware of unfavorable conditions such as the following: the heavy teaching schedules and large classes of many high school teachers and their lack of special training in reading . . . inadequate facilities for correcting physical defects; not enough suitable reading material for students of diverse interests and abilities, many of whom come from poor cultural backgrounds and environments that do not stimulate them to want to learn by reading.49

Administration and Organization. The foundation on which the language arts must be taught has been declared faulty in some schools. In a recent study made at the University of Washington to determine how subjects taught in high school were contributing to student success in college, the findings indicated that ten to fifteen per cent of entering freshmen were unable to continue in the most elementary courses offered at the University because of their background in English. Criticism was directed toward the lack of emphasis on communication. Weaknesses enumerated were as follows: (1) English credit is earned in too many ways. (2) Emphasis in English in the high school is on literary appreciation rather than on learning to read and write. (3) Little provision is made for individual differences. (4) The high-school faculty relies almost

completely on the English teacher to teach the "tools of communication." 50

Some people reply that accomplishment of high-school students should not be measured against skills required for college because more students enter the business world directly. However, it appears that many employers are not satisfied with the training given to high-school students employed by them.

Many employers complain that instruction in spelling is inadequate and that the schools should give more thorough training in reading and more attention to vocabulary building. They also think that students should be stimulated to read more and better books and plays. Today's business person is required to do a great deal of reading in his field, and needs to express himself intelligently and spell correctly. Employers want young people who can read and write and get along with people. They look to the schools to provide the necessary education. 51

The question has been raised by parents, teachers, and administrators as to whether more thorough training can be given in reading, grammar, composition, and literature by teaching them in separate classes or in different semesters. The National Council of Teachers of English does not approve such approaches:

The practice of devoting separate semesters or parts of semesters to grammar and composition, to reading and literature—and the more recent practice of devoting a separate semester or a separate day of the week to speech activities—can be justified neither on sociological nor psychological grounds. . . . the materials of language are symbols of meanings, whether spoken, heard, written, or read. No arbitrary separation is made between them in everyday life. Mastery of the arts of communication occurs in situations in which several or all of the phases of language are present. 52

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51Strang, op. cit., p. 7.

However, the Council pointed out that special courses in speech, dramatics, and journalism in addition to the integrated English course, may fill a special need for interested or talented students.

**Use of the School Library.** More definite plans are needed within each school for practicing reference and research skills. The responsibility for increased library usage in connection with any subject course lies first of all with the classroom teacher, but the librarian and the administrator have responsibilities, too.⁵³

Working together, analyzing strengths and weaknesses, planning improvements and putting plans into operation, they can provide for pupil experiences which should result in developing each student toward his potential.⁵⁴

The acquisition of library skills and attitudes is vital for everyone today. . . if attitudes are to be shaped, this teaching should start in the elementary school. The development of competencies should be emphasized in the junior high school where early adolescence is accompanied by great curiosity and many new interests; mastery in later secondary school should be integrated with content learning; and teacher preparation should support the whole concept.

The teaching of library skills and attitudes is a goal in education which is not now receiving adequate or appropriate attention.⁵⁵

**Methods of Teaching the Language Arts in High School**

Too frequently, methods of teaching English in high school have been limited to the teaching of subject matter to a homogeneous group rather than the teaching of subject matter, attitudes, critical listening,

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and critical thinking to a heterogeneous group. For this reason, teachers of English have been charged with at least partial responsibility for the negative attitude that many students develop toward English. The cause of this situation may be any one or several of the following: (1) The subject matter assignments may be much too easy, causing the student to lose interest. (2) The subject matter may be much too difficult, causing frustration and dislike. (3) The language of the teacher may be beyond the understanding of the pupil, causing him to feel inferior. (4) The teacher may not maintain control of his emotions. (5) The authoritarian concept of learning may build resentment. (6) Lack of preparation by the teacher may cause students to lose respect for the subject and the teacher. During the learning process attitudes are built; this implies that experiences may be the cause of negative attitudes.  

Perhaps the problem of individual differences in the classroom has contributed toward this frustration. It has increased the difficulty of teaching the communication skills as much as any one factor. Educators frankly admit that the problem of meeting the needs of gifted or superior students and the slow learners has not been solved. Now, more than ever before, every effort should be made to conserve and to develop the talents of the gifted for potential leadership, creativity, insight, and understanding. Marian Scheifele has said that the attempts of the schools to provide "the greatest good to the greatest number," have

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caused some schools to fail to meet the particular needs of individuals and groups.  

Schools which have not made provisions for developmental and remedial reading programs are not adequately meeting the problem of individual differences in the classroom. Solving the problem requires a testing program to determine the reading ability of each student. Superior students should be given the opportunity to enrich their vocabularies, to increase their speed and comprehension on more difficult material, to read for pleasure, and to pursue other language-art skills according to their needs. Students needing corrective reading may be aided in the regular classroom by the formation of small groups within the class or by flexible assignments involving special tasks for special groups.

The needs of terminal students are often confused with those of the slow-learner. However, terminal students may be slow learners, average students, or gifted students. In a survey of terminal students in forty schools across the country, Helen Thorton found them to be taking elective courses along with the college-bound. Many of them had financial difficulties and believed that their school days were limited; hence, they were trying to get as much from school as possible. Some had prospects of good jobs, while others were planning early marriage. Quite often these students were more mature and book-minded than their college-bound peers. Most of them wished their spelling, vocabularies,

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and punctuation were better. They would like more training in practical speech. All the students examined seemed unaware of "the human and spiritual values of literature." Most of these students examined thought of "English" as grammar.\(^5^9\)

Among the many problems involved in teaching language arts is that of reading. The seriousness of this problem is recognized by many educators. Approximately ninety percent of all the study activities in the high school involve reading; hence, it is necessary to the school life of the pupil as well as to his future life to be able to read with understanding. Some teachers do not realize that reading is a developmental process and should not stop at the sixth-grade level as it often does. Reading, like other parts of the language arts, should be taught regularly and systematically through high school and even in college if necessary.\(^6^0\)

Moreover, some teachers of reading in high school are not aware of the fact that problems in reading may be psychological, philosophical, and sociological. This means that reading is a unique process for each individual. It involves not only comprehension and speed, but also critical thinking, appreciation of culture, and an understanding of life.\(^6^1\)

Closely allied to the teaching of reading is the teaching of literature. Some teachers fail to awaken the interest of their students


because of two basic mistakes. The first error is the failure to choose the correct selections to meet the needs, interests, and abilities of their students. The second error is that some teachers do not allow literature to live. In other words, reading for pleasure and for the understanding and appreciation of life is incidental or at least secondary to the teaching of form, history, sentence structure, and word meanings.

Who would want to read Milton when "L'Allegro" is presented as an exercise in the diagraming of sentences? For whom would Addison have appeal when a de Coverley paper is assigned apparently for the sole purpose of rewriting it as a sentence outline. 62

As in reading, the teaching of writing skills has been criticized by employers, parents, administrators, and teachers, but still the problem persists. Some educators who have made investigations in this area find that practices used in teaching English are considerably behind the findings of research and the recommendations of expert teachers. Some teachers of English continue to teach English as they were taught. The illusion that a knowledge of grammar will improve oral and written composition still persists.

The status of grammar in American schools today was the subject of recent research by Robert Pooley. He based his conclusions on a survey of reports of state-wide English instruction, an analysis of articles in the English Journal, a review of courses of study, the checking of grammar in popular textbooks, and by direct questions to leading teachers. His conclusions were that formal teaching and formal drill still dominate

the classroom activity and supplant true exercise of self-expression. In other words, grammar as a part of English instruction has changed little in the last ten years.  

Writing specialists believe that composition cannot be taught in large classes. Likewise, they note that the continual use of formal exercises or workbooks does not give students the necessary practice to become good writers. They also agree that instruction in rules of grammar does not produce good writers. They believe that improved writing comes with an individual's desire to communicate.

Likewise, the teaching of spelling and vocabulary divorced from writing is poor pedagogy. Programs which do not provide frequent experience in writing fail to stimulate progress in applied spelling and vocabulary.

Closely allied with the teaching of composition is the teaching of speech. Hook reported that oral English was neglected in America's schools for a time after declamation and elocution lost favor. Since 1916, speech programs have been rather haphazard. While some schools emphasize oral work, others emphasize written. Hence, some teachers believe that they must choose between written or oral work. Both are important. The "battle for men's minds" is limited to neither. Skill in both oral and written communication is necessary for defense against

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65 NCTE, op. cit., p. 401.
subversion, fallacious sales advertisements, and unscrupulous prompters. Schools must hasten to include the understanding of words which are often used to convey false concepts rather than the truth.  

In a single generation we have seen language in the hands of the fascists and communists both home-grown and foreign, used to destroy ideals, morals, and the political, spiritual, and economic security of millions of men. . . . Is it possible to know these things, and still as conscientious administrators and teachers, to consider Silas Marner, the nominative absolute, and trochaic trimeter the proper approach to the mastery of language?  

Hook answers some of these questions by stating that most of the principles of written composition apply equally well to oral.  

The organization, sentence structure and diction of a piece of writing do not differ materially from those of a formal or informal talk. The chief 'differences are that spelling and punctuation are significant in writing, and that pronunciation and voice have importance in speaking.  

In some schools, oral English is allocated to a separate speech department, whose offering may substitute for regular English credit or may be in addition to the regular English credit. In other schools, speech is not offered either as a regular course or as part of the English course. In such schools, speech is taught incidentally and reaches only a small per cent of the students. Whether or not English and speech should be taught as separate courses is debatable. However, the need for teaching speech is seldom questioned. The objects of the school, as far as speech is concerned, is to see that all students are given

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enough practice in conversing, telephoning, giving directions, making introductions, telling stories, reading aloud, discussing informally, interviewing, being interviewed, making announcements, introducing a speaker, giving reports, following parliamentary procedure, defining, and taking part in discussions to become efficient. 69

In addition to the older problems described on the preceding pages, the teaching of critical listening has assumed importance. Ralph G. Nichols has stated that American education is giving attention belatedly to one of the most important media of learning—listening. Research has indicated that improvement in listening may be developed by motivating listening to short instructional talks followed by a comprehension test. He recommends that every teacher of every subject in every grade might subject each class he teaches to a challenging listening experience at least once a week. 70

Along with critical listening, the necessity for teaching critical thinking has increased significantly with the development of mass communication. Dr. Paul Dressel points out that critical thinking should be one of the immediate goals of education. He states that most teachers have a general concern for reasoning ability, but that the opportunity they offer their students to develop this ability is limited. He points out several reasons for this: (1) The rejection of the transfer-of-teaching theory has made the existence of any general reasoning ability doubtful. (2) The idea that thinking is dependent on knowledge

69 Ibid., pp. 396-97.
has caused the misconception that thinking will follow knowledge automatically. (3) Some teachers believe that teaching about historical personages and their ideas is more important than giving students a chance to express their own ideas. (4) Many teachers do not understand the nature of reasoning or how to teach it; consequently, they retreat to familiar ground—emphasis on knowledge.

Judgment of Some Specialists and Technicians.

In a democracy such as ours, constructive criticism is the first step toward improvement. However, the problems are often magnified by the fact that they are repeated so often. Many teachers of English are asking how effective is the teaching of the three R's. One teacher consulted twenty specialists for a statement of their opinions relative to the effectiveness of practices used today. The following observations were made by most of them concerning the language arts in high school:

(1) No objective evidence is available to prove that the teaching of the three R's is more or less effective than it was a generation ago. (2) On the basis of their knowledge gained by observation, experimentation, and clinical study, they believed that schools deserved praise rather than censure for their degree of success in view of the changing and hindering circumstances. (3) Both teaching methods and materials have been improved. (4) Effectiveness could be improved if all teachers were trained in using the most effective methods. (5) Large classes hinder effective teaching, since instructors do not know how to teach fundamen-

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tals to large groups. (6) Substantial improvement in the knowledge of fundamentals is needed to meet changing political, social, and economic conditions. (7) The need for research to determine what students know and what they need to know is pressing.  

III. RECOMMENDED PRACTICES IN TEACHING THE LANGUAGE ARTS

The National Council of Teachers of English has suggested that the teaching of the language arts to heterogeneous classes can best be accomplished by using a flexible program developed around teacher-made units of study that are vital to the adolescent and which can offer the maximum development to pupils of various abilities.

To do this effectively, organization in the classroom and development of suitable units are of major importance.

Organization in the Classroom.

Twentieth-century educators and psychologists have pointed out that motivation may be increased by taking advantage of the adolescent's desire to be one of a small group. Attitudes in the class are largely shaped by the standards developed by the group. If the group accepts classwork as worthwhile, individuals in the group will respond likewise. The problem is to establish the right groups.

Committees are often useful for class routine, special projects, special occasions, or in the development of the unit of instruction. Volunteers often make the best committees. One weakness in making committee assignments arbitrarily is that some members fail to accept their

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72Espy, op. cit., p. 69.
share of the responsibility, thus placing the burden on the willing members.

Before making group plans, the students should understand the dual meaning of democracy—freedom with responsibility. If this philosophy can be developed by discussion before units are presented, students are prepared for the independence and self-direction that is required for successful operation of the classroom as a laboratory. Suggestions from the students for making a unit successful will motivate various groups to perform better than they would if given complete directions.

Grouping within the class is an effective means by which a teacher leads his students, each according to his own growth pattern and rate of learning, into continuous development toward language competence. Groups are set up for different purposes and their membership, size, and length of life vary with the purpose for which each one is formed.

The Unit Method of Teaching the Language Arts

Much literature has been written in recent years relative to unit teaching of the language arts. Although Johann Herbert (1776-1841) is considered the originator of the unit method of teaching—preparation, presentation, comparison, generalization, and application—the current emphasis and development was stimulated by Henry Morrison of the University of Chicago. His application of the unit method included exploration, presentation, assimilation, organization, and recitation. These steps have been used in part by many teachers who have added their own interpretations of unit building and instruction.

Types of units which have been used in the last two decades are

\[\text{NCTE, op. cit., p. 55.}\]
described variously as units of instruction, units of experience, activity units, units of understanding, units of thought, units of work, drill units, subject matter units, topic units, and generalization units. Thomas Risk recommends a "Pupil Work Unit" planned in advance by the teacher. Steps in organizing such a unit include the following: (1) selection of a theme and general objectives; (2) selection of unit divisions; (3) development of unit divisions; (4) preparation of assignments on three levels; (5) preparation of introduction; (6) plans for measuring progress; (7) selection of references and materials.

Within a unit plan of teaching, problem-solving or a "planned attack upon a difficulty or perplexity for the purpose of finding a satisfactory solution" may be an integral part. This involves the process of reflective thinking which begins with a state of doubt or perplexity and requires searching for information which will resolve the difficulty. The teacher who uses problem-solving as a teaching procedure generally presents a problem of interest to the pupils which stimulates or motivates them to find a solution. Problem-solving provides a purpose for directed study and is the basis for profitable class discussion. Techniques used should help the pupil to become aware of the essential steps in problem-solving--recognition and statement of the problem, examination of possible solutions, statement of hypothesis, testing and evaluation of the hypothesis, and probable solution. Ample opportunity should be

75 Ibid., pp. 295-302.
given the pupil for experiencing these steps in reasoning and developing 
intelligent self-guidance. 76

Today the National Council of Teachers of English is emphasizing 
the need for the unit method of instruction as a means of interrelating 
the language arts.

The day is past when English programs were organized with one 
term of writing, one term of literature, and one term of speech. 
The sequential program for all students utilizes all language 
arts in every term. . . . One effective organizational pattern 
is the unit method of teaching. 77

Although some educators have emphasized the importance of teacher-
pupil planned units, the NCTE recommends teacher-planned units.

It is true beyond a doubt that some of the most successful 
units of instruction arise from the inspiration of the moment, 
and good teachers are always alert for times of intense interest 
and drive on the part of pupils; but the program envisioned. . . . 
involves a thoughtfully planned series of units, which though 
they may be constantly changing, are set within the framework 
of a careful study of the needs of the individual and the de­
mands of the society in which they live. 78

A well-written unit provides opportunity for group work and indi-
vidual work. Able students are given ample opportunity for self-direction 
as they work ahead and turn to creative activity. Every student becomes 
his own judge as he chooses the activities which most nearly meet his 
particular needs. 79

Unit teaching implies laboratory teaching. That is, ideally the 
classroom becomes a laboratory for problem-solving in reading, literature, 
written and oral composition, and critical listening and thinking. The 
teaching of specific skills in each unit is recommended. Assignments

78 Ibid., p. 112-13. 79 Ibid.
should be flexible enough to provide for a wide range of individual differences. However, there may be some students in the class who are unable to read or who comprehend only part of the unit and must, therefore, be provided material on an individual basis. Progress of each individual cannot be predicted, but "unit-teaching allows individuals to do more than they would under traditional methods of teaching."\(^{80}\)

**Attitude Toward English.** One of the purposes of unit teaching is to meet the needs, interests, and abilities of the students in a classroom. An English program that provides opportunities for each student to develop responsibility, self-evaluation, and self-control eliminates much dislike for English by removing experiences that cause frustration.\(^{81}\)

Unit teaching, therefore, provides a natural situation for well-motivated learning. It places the skills of communication where they belong—in purposeful activity in a social setting. It demands orderly planning and assumption of responsibility for carrying out the plans. It furnishes opportunity for extensive group work and for individualized procedures to meet the needs, the interests, and the capacities of all members of the class. It stimulates curiosity and creativeness, giving those with unusual powers of self-direction a chance to forge ahead on their own. Yet it keeps the entire class working together on a common problem.\(^{82}\)

**Individual Differences.** Improving the attitude of students toward English requires a recognition of differences in all areas of communication. In addition to the unit method of teaching as a means of creating learning situations to which nearly all students are able to adjust, two means of organization have been suggested. The first method is to separate the students in English into ability classes. The second method is to divide classes into ability groups. Both methods have their

\(^{80}\)Ibid. \(^{81}\)Ibid., p. 118. \(^{82}\)Ibid., p. 112.
advantages. Dividing the students into homogeneous groups would make fewer preparations for the teacher and, perhaps, more material could be covered that was especially vital to the class concerned. On the other hand, homogeneous classes create an artificial situation and some elements of democracy in action are lost. Whether or not the better student stimulates the poorer student to perform in a more acceptable manner is debatable.

As mentioned before, the recent syllabus by the State Committee on the Curriculum in English recommends that the twelfth grade be divided into homogeneous groups whenever it is possible on the basis of their ability, desire to complete a specific program, and future plans. If the student is capable of completing the academic course, he should not be allowed to take the terminal course simply because it would be easier for him. Good students would automatically be placed in the class taking the academic course.  

Reading Improvement. Improvement of reading in secondary schools has been the subject of much research in recent years. To solve this problem, both developmental and remedial reading have been recommended. Such programs include plans to improve reading rate, comprehension, vocabulary, and appreciation of good literature. Suitable testing should provide necessary information to determine those pupils who need developmental reading and those who need remedial reading. Lesson plans should include the following: (1) practice in adjusting the speed of reading

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83 State Committee on the Curriculum in English, A Tentative Outline for a Study Guide in English Grades 9-12 (Helena: State Department of Public Instruction, September, 1959), p. 110.
to the purpose and nature of material read; (2) timed drills in reading magazine articles or short stories with comprehension; (3) practice in acquiring such reading skills as following directions, noting details, key words, and principal ideas; (4) selection of data to answer specific problems; (5) recognition of relationships; (6) organization of material; (7) evaluation and criticism of thought; (8) comparison and contrast of ideas; (9) statement of inferences; (10) recognition of symbolic language, satire, and irony; (11) appreciation of the beautiful; (12) development of a suitable vocabulary; (13) ability to use various sources of information; (14) experience in enjoying literature, and (15) opportunity to develop an awareness of the best literature within the understanding of the pupil.  

Growth in reading during the high school years means gaining independence in study habits, reading for enjoyment, and reading for information in various areas. Comprehension and interpretation require the understanding of the author's attitude, tone, and hidden meaning; visualizing the setting and atmosphere as it affects the characters; and measuring the thoughts and experiences gained in reading against one's personal experience. Developmental reading means appreciation of values of good reading, the ability to choose reading wisely, and the development of a desire to read.  

The teacher needs to be aware of the interests of adolescents as well as the meaning of developmental reading if he is to develop and hold the interest of his students. To do this the

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84 NCTE, op. cit., pp. 161-76.
85 Strang, op. cit., pp. 94-96.
teacher must read widely and keep abreast of the best books written.

Every effort should be made to develop reading interest during the high-school years since reading interests seem to be established largely during this period. Interest in new and better kinds of books can be developed with patience and a desire to motivate the student's reading. 86

Closely allied with the development of interest in books is the fostering of interest in the library as a valuable source of information. Boys and girls need to know how to use book lists, indexes, catalogs, and reference books. 87

Literature. The methods used in the teaching of literature have much to do with the student's liking or disliking of good literature. Hook pointed out six basic or possible approaches as follows: (1) the historical approach with emphasis on the biography of the writer and the literary or historical events of the period in which he lived; (2) the socio-psychological approach whereby teachers help the student to increase his knowledge of people in their particular environment and to apply this knowledge and understanding to his own current problems in living; (3) the emotive approach or the "isn't-it-pretty" or "this-is-fun" approach; (4) the didactic approach or "relentless hunt for morals"; (5) the paraphrastic approach or the statement of the approximate meaning of a selection; (6) the analytical approach or the examination of the ideas, the imagery, the mechanics and the tone in order to discover what each contributes to the total effect. He stated that the "so-called

approaches" such as types-of-literature and chronological approach are actually methods of course organization.88

Each of these approaches has its advantages and disadvantages. Over-emphasis of the historical approach can make literature secondary to history, but, with skill, the teacher can help the student "see literature as a changing, developing art." The socio-psychological approach gives life to the people living in all ages; however, this approach may cause the neglect of other literary appreciations if followed too closely; the didactic approach may be carried to extreme, but occasionally, this approach may aid the student in understanding the author's purpose and philosophy which may in turn help him build a philosophy of life. The paraphrastic approach may not give justice to the thoughts expressed by the author; nevertheless, students may gain a better understanding of the literature by paraphrasing it. Properly used, the analytical approach should help students discover true literature and to recognize principal ideas and supporting detail. However, the over-use of this approach may destroy the enjoyment of the selection as a whole by "picking to pieces."89

The constant use of any one of the six approaches is objectionable on at least two counts; loss of interest and failure to show the versatile attractiveness of literature. . . . Not one approach but a multiple approach is best in teaching literature.90

88 Hook, op. cit., p. 123.
89 Ibid., pp. 123-217.
Composition. The teaching of composition may follow the enjoyment of literature. Pooley and Williams suggest that teachers consider eighteen compositions a semester as the minimum of practice and that two-thirds of these themes take the form of letters, reports, or practical compositions. Some of these may be based on student reactions to qualities of characters in literature. They suggest that one period should be for discussion including grammar, spelling, and punctuation. The period used for writing should be a laboratory period with instruction, proofreading, and rewriting as part of each writing activity. The forms of composition suggested are the narrative, essay, poetry, drama, letters, reports, and outlines.\footnote{Robert C. Pooley and Robert D. Williams, The Teaching of English in Wisconsin (Madison, Wisconsin: The University of Wisconsin Press, 1948), pp. 141-46.}

Grammar. The writing of composition involves the teaching of grammar, one of the controversial issues concerning method and content in teaching the language arts in high school. Pooley and Williams stated that there is no scientific evidence of any positive correlation between knowledge of grammar and ability to write and speak correctly and effectively. They suggest that each school compile a list of usage errors to be attacked and that each teacher in every classroom aid in the battle of usage.\footnote{Ibid., pp. 186-87.}

Robert Pooley suggests that the teaching of structural parts of the English language should be deferred until the seventh grade. Beginning with the seventh grade, new structures should be taught slowly and
effectively. A coordinated program through the high school years would provide adequate practice on the skills designated for each year of study. This would eliminate the traditional curriculum in the teaching of "too much grammar, too early, and too fast."93

The point of view of this treatment is that grammar can be learned better, retained longer, and more readily applied to the writing of English if it is taught a few concepts at a time, carefully developed, immediately applied to writing, and frequently exercised in useful situations.94

If Pooley's suggestions were adopted, the goal for the seventh grade would be the mastery of the simple sentence. This would include recognition and structure. Elements to be learned would include the subject, verb, noun, pronoun, adjective, predicate noun, predicate pronoun, predicate adjective, direct object, sentence concept, and simple sentence. The eighth-grade goal would be to recognize and use the compound subject, verb, and complements of the simple sentence, and to learn the nature and use of the modifiers of the simple sentence. Elements learned would be the conjunction, the compound subject, the compound verb, complement, and compound complement, modifier, adverb, the indirect object, phrase, and prepositional phrase. More advanced pupils would learn to use participial phrases. Classification of sentences and the use of punctuation in these sentences would be included.95

In the ninth grade, the work covered in the seventh and eighth grades would be reviewed and followed by new goals for achievement.

93 Pooley, op. cit., p. 133.
94 Pooley and Williams, loc. cit.
95 Ibid., pp. 134-35.
These would include the structure of the complex sentence. New elements to be learned would be the adverbial clause, modification of verb by a clause, subordination of one structure to another, the adverb as a subordinating conjunction, and recognition of complex sentences. Pooley suggests that new elements in grammar be taught inductively rather than deductively. He believes that the only reason for teaching grammar is to improve written sentence structure, and that every portion of grammar instruction should be directly related to the process of writing.  

As in the ninth grade, Pooley suggests a review of the previously learned structures before introducing new elements in the tenth grade. Emphasis for the year would be on the adjective clause, noun clause, participial phrases, appositional phrases, the relative pronoun, antecedents, restrictive clauses, nonrestrictive clauses, punctuation of clauses, and sentences. Teaching might begin with the examination of one of their own compositions.

The goals for achievement during the eleventh grade would include mastery of participles, gerunds, and infinitives for sentence variety; mastery of the basic sentence structures—the simple sentence with verbal phrases, the complex sentence, the compound sentence, and the compound-complex sentence. Other elements to be studied would include punctuation, effective placement of modifying words and phrases, varieties of sentence pattern, including regular, inverted, and elliptical. 

Students in the twelfth grade should be able to recognize and to use the various sentence structures to effect a pleasing style. New

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elements that should be emphasized would include syntax, deferred subjects, cognate objects, and voice. Emphasis on the many ways to begin English sentences should encourage variety. If review is needed for mastery, practice should follow diagnostic tests so that time could be devoted to those areas needing further study.99

Pooley believes that the use of workbooks in the senior high school is an artificial situation. While many of the exercises are useful for correction of usage, some of them are "at variance with the actual usage of current English."

Because they have very little to offer on the structure of English, and because they occupy a great deal of time in the correcting of errors which often are not related to the students' actual needs, it is fair to say that workbooks will not successfully advance the kind of growth in the knowledge of English and power to write effectively for which this program stands.100

The meaning and place of grammar in the curriculum has been given considerable study to determine its place in the elementary and secondary schools. From the seventeenth century through the nineteenth century and somewhat in the twentieth century, grammar was thought to be "the key to correct usage, oral expression, and written expression." It was taught systematically, emphasizing rules and application of rules. "One step removed from that method of teaching is known as functional English, the placing of emphasis on the correction of errors made in speech." The latest trend in teaching grammar is called "instrumental" and is taught incidentally to composition (and reading), with language elements being identified and named, and principles of construction and usage observed.101

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99Ibid., p. 160. 100Ibid., pp. 165-66.
The primary emphasis today, however, is still correct usage, but the teachers of instrumental grammar emphasize effective expression. Their approach is positive.

In the process of grasping thought and of building sentences and paragraphs to express ideas adequately, the children discover classes of words, observe the inter-relation of words, notice changes in meaning and changes in form, and learn how meaning is affected by change in the position of various parts of the sentence.¹⁰²

The NCTE summarizes the teaching of grammar in the following paragraph:

It becomes clear then, that the teaching of English grammar should be in relation to (1) the student's ability to understand point of grammar being taught and (2) his need for understanding and using this particular point in connection with his own problems of listening, speaking, reading, or writing.¹⁰³

Spelling and Vocabulary. In addition to the problem of method and content in teaching composition and grammar to high school students, spelling and vocabulary present a similar problem. "In general, research has found no one best method by which all students learn to spell." However, it is generally agreed that a systematic approach is better than a "hit-and-miss" method. Many of the words studied should be from the students' own writing or words used in connection with the unit. Developing independence in the use of the dictionary, word study, and insight into the construction of words are other methods of attack. The students should be made aware of the limitations of phonics in the pronunciation and spelling of words.¹⁰⁴

¹⁰²Ibid., pp. 302-03. ¹⁰³NCTE, op. cit., p. 367:
¹⁰⁴Ibid., pp. 387-96.
Spelling, then, is an integral part of the program in written expression. Its importance arises from the need to communicate effectively. Words for spelling practice come from the needs revealed in the students' own writing, from research studies of the words most frequently used in life both within and without the school, and from the requirements of the teaching units in progress.105

**Speech.** Of equal importance or perhaps of greater importance is the teaching of expression or the ability to express thought orally. Classroom discussion, if properly used, can be an effective means of teaching genuine communication. To be effective, it should be problem-centered rather than answer-centered. This means that emphasis should be placed on ideas rather than facts. Experiences of the students, their reaction to the experiences of others, the clarification of values and ideals, conclusions reached from known particulars, and the application of generalization to similar problems not only teaches students that language is an instrument of thought, but also teaches them to listen sympathetically and critically to the thoughts of others.106

**Critical listening.** Listening, then, could be taught effectively in speech situations, the most important of which are lectures and assignments given by the teacher and discussion periods in the classroom.

The NCTE has pointed out that "listening can make the difference between knowledge and ignorance, information and misinformation, involvement and detachment, enjoyment and boredom." For this reason, the way a person listens and what he listens to are equally important. Research

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studies show that listening is a factor in academic achievement, in personal relationship, and in business. To develop competence in listening, students in high school should be taught to listen with a purpose—to learn instructions or directions, to take notes, to share ideas, to find enjoyment, to be courteous, to gain information, and to make judgments wisely. 107

Since listening is one aspect of communication, and since most people listen approximately three times as much as they read, five times as much as they write, and one and one-half times as much as they speak, schools should devote more class time to the improvement of listening. Little research has been done in this area of communication and suggestions for improvement are limited. However, Hook describes the following activities in listening: (1) Discuss listening. (2) When students are listening to records, readings, or speeches, direct them to listen for particular impressions. (3) Direct students to take notes on lectures and compare them with those taken by others. (4) Let pupils know that they will be held responsible for any material discussed in class whether or not it was in the textbook. (5) Give instructions orally part of the time. (6) Give instruction and practice in recognizing various plans of speech organization. (7) Give practice in listening for the main ideas and supporting detail. (8) Give practice in writing summaries or in writing both sides to a controversial issue that may be discussed in class. (9) Give practice in listening for fallacies and abstractions used by a speaker or speakers. (10) Give practice in

107 NCTE, op. cit., p. 251.
relating what the student hears to what he already knows. That is, pupils should be asked to search for parallels (Macbeth may be compared with which other figure in history?); to give contrasts (What is the difference between modern and Elizabethan staging?); or to answer hypothetical questions (Would Macbeth have killed King Duncan without the urging from his wife?).

Gertrude Elliff conducted an experimental program in listening for a period of six weeks. The following three methods were used: (1) direct instruction, (2) coordination of listening and speech instruction, and (3) organization of a laboratory for listening. Her conclusions were as follows:

1. High school students can be motivated to participate in the direct study of listening with a high degree of interest.

2. High school students can participate in the development of listening materials.

3. Students' reactions to the value of the study were unanimously positive.

4. Test results suggest that the period of instruction, six weeks, was sufficient to produce real listening growth.

5. It was profitable to coordinate listening and speech instruction.

6. Results suggest that listening can be taught and listening comprehension improved through procedures used in this study.

Critical Thinking. Closely allied to critical listening is critical thinking. A free man must learn not only to listen with comprehension,


but also to react critically to what he hears and what he reads. To do this, he needs a questioning attitude, an extensive background of information, and skills in logical analysis. Good judgment demands criteria against which to make comparisons. These are to be found in each person's basic values or beliefs. 

Traditionally, rhetoric and formal logic were required to develop straight thinking. Today the scientific method is used in solving problems of daily living. To develop this ability, students should be given much practice in recognizing and formulating problems. Finding topic sentences, organizing reports, acting as moderators in a panel, stating the problem of a confused character in a story, and stating their own problems will give such practice.

This practice in stating the problem should be followed by practice in stating promising hypotheses. Students need time to ponder problems and class discussion to clarify their ideas. The probable conclusion of tentative solutions should be examined before the acceptance of one as the best "lead" or answer. Hasty conclusions should be discouraged and perseverance encouraged. The practice of verifying conclusions as far as possible should be part of this study. Even then students should be taught that such conclusions are generally only probabilities.


112 Ibid., pp. 544-45.
In senior language-arts classes, critical reading should be taught. The following approaches have been found useful: (1) the application of logical analysis to a selection; and (2) trying to reconcile the different points of view on a problem.

Among the essential skills that may be developed with either process are: judging relevance of information; recognizing an author's purposes, biases, and competence; a growing awareness of one's own prejudices; determining what is applied and supplying logical analysis of the author's line of reasoning.\(^{113}\)

Since many twelfth-grade students will not continue in school, they need a better understanding of language as it will affect them in their lives as adult citizens. They need to recognize the power of language—for good or for bad—to avoid subversive influences, and to use report language to convey information accurately. This instruction may be given through the study of report language, emotive language, and fallacies in reasoning.\(^{114}\)

In a recently published article, Cynthia A. Schuster, Department of Philosophy, Montana State University, emphasized the need for teachers in high school to try to correct false notions of reasoning, false conceptions of the nature of words and definitions, false notions concerning science, and fallacious thinking. She suggests that one of the logical places for teaching straight thinking is in classes of communication.\(^{115}\)

\(^{113}\) Leo C. Fay, op. cit., p. 20.

\(^{114}\) Jessie M. Parker, Communication Series in English, Grades 11-12 (Des Moines: Department of Public Instruction, 1948), pp. 238-39.

\(^{115}\) Cynthia A. Schuster, "Can We Teach the High School Student to Think Straight?" Educational Research Bulletin, 37:91-93 (April 9, 1958).
Carlos De Zafra, Jr., emphasized the need for a "stepped-up" program for the development of critical thinking in high schools. He pointed out the need for critical thinking as an antidote to today's pressures of mass communication and to the tendencies toward uncritical conformity to the mores of the crowd. He described critical thinking as means of controlling the emotions and curbing impulsiveness; the recognition of cause and effect; problem solving; questioning the traditional and its modifications for improvement; and the making of choices.\footnote{Carlos De Zafra, Jr., "Teaching Critical Thinking," The Clearing House, 31:453-54 (April, 1957).}

Audio-visual Aids.

The use of audio-visual aids can stimulate and motivate interest in nearly all phases of the language arts. They are especially useful in teaching critical listening and thinking. The most common mediums of audio-visual aids are the phonograph, radio, microphone, tape recorder, television, motion picture, slide projector, stage, and classroom dramatics. Visual aids include effective use of the blackboard, bulletin boards, display case, table display, and maps. In Appendices B and C of this study, some recommended audio-visual aids used in teaching twelfth-grade language arts are listed.

Evaluation of a Teaching Program.

The evaluation of a teaching program is important. Research has shown that teachers seldom have the same standards for marking papers. One teacher may mark a composition C and another mark the same composition A. The essay test or composition test affords only a limited
sampling of the accomplishments of a student during the grading period. They have their merits, in that the student is allowed to interpret content. However, the teacher may inject his personal feelings into marking the paper.

A Plan for "Theme Grading." The suggested method of grading themes, as illustrated in Figure 1, was the result of a special study made by the writer in Course Number 105, Methods of Teaching English, under the direction of Robert Stevens, one of the authors of English Skills, a high school textbook. The report was evaluated by the members of the class and compromises made in designating the importance given to each part of the theme under consideration. The class felt that such a chart had its greatest value in testing, but that ordinarily constructive criticism written in the form of a note at the end of the theme would be of more value to the student in his daily composition assignments.

In a recent Denver newspaper an article explains the use of "Readers" to assist teachers in the correction of composition. The use of the "Reader Plan" was begun in the 1960-61 school term and will be expanded in 1961-62.

About seventy-five readers and alternate readers will be employed to work with teachers of junior and senior high school English classes. These readers, non-teaching citizens, will mark compositions written by pupils. A screening examination will be conducted on July 25, 1961. Applicants must have a bachelor's degree, and those with majors or minors in English are preferred.

The reader assistant program was started last January with 23 readers in eight high schools and seven junior high schools. Readers were paid 25 cents per composition, 10 cents for reading

THEME GRADING

VALUE OF IDEA
- Straight thinking
- Knowledge-Truth
- Reasoning
- Analysis
- Judgment

ORGANIZATION
- Title
- Topics—Paragraphs
- Subtopics
- Suitable
- Consistent
- Logical

DEVELOPMENT
- Vocabulary
- Opening sentence
- Paragraphing
- Transition
- Cause & Effect
- Details
- Comparison
- Contrast
- Examples
- Proof

SENTENCE STRUCTURE
- Sentence recognition
- Logical
- Agreement
- Modifiers
- Tense
- Person
- Variety

MECHANICS
- Spelling
- Punctuation
- Capitals
- Arrangement
- Legibility
- Neatness

STYLE
- Natural
- Vigorous
- Suitable
- Appeal to Senses

FIGURE 1
AN APPROACH TO MORE UNIFORM MARKING OF THEMES
a composition which had been corrected and revised, $1.50 an hour for long papers and $1.50 an hour for conference time with the teacher. The same rates are expected to apply during the coming year.

About 1,400 pupils in grades 7 through 12 had the services of reader assistants during the past spring semester.¹¹⁸

To simplify the correction of composition in the Bozeman Senior High School during the 1961-62 school term, the symbols used by Montana State College will be used in the high school. These symbols will be placed in the left margin near the sentence containing an error. The students will be given a list of the symbols and references to textbooks or units in which they may find information for making corrections before filing in a bristol-board notebook kept in the classrooms. Honor students will serve as inspectors and will write duplicate remarks on cards, one for the student and one for the teacher. A grade or mark will be given on the file at the end of the six weeks period. The examination of the file will be done in one or two class periods at the end of the six weeks period.

Testing. The following criteria have been suggested as valuable in essay tests:

1. Make the sampling as numerous as possible.

2. Keep a fair balance between the content of the test and the ability of the pupils to answer.

3. Keep the emphasis upon questions involving reasoning, judgment, and evaluation.

4. Assign specific values to items or phases of the subject.

5. Make certain that each question is of such nature as to

¹¹⁸The Denver Post, July 17, 1961.
make it possible for the pupil to deal with it in a reasonable manner in the time allotted.\footnote{119}

To make and use objective tests effectively, a teacher should recognize that knowledge may "exist and function" on at least four different levels as follows: (1) recognition; (2) recall; (3) ability to interpret and evaluate, and (4) application. In general, recognition tests of multiple-choice and matching tests are used for measuring recognition. The recall test may be used for testing other levels of knowledge. The essay test, perhaps, is best for measuring pupils' knowledge of relationships and organization. Understanding, evaluation, and other aspects of thinking may be measured by recognition tests if a teacher has adequate skill in preparing the test.\footnote{120}

In Appendix E are samples of some types of objective tests that may be used in evaluating the language arts.

IV. SUMMARY

In the foregoing review of the problems in the teaching of language arts in high school, criticism of practices used, and the recommendations for improvement, it was pointed out that the problems involved have become more apparent in the past two decades because of a changing philosophy of education, new insight into the psychology of the child and the methods of learning, and demands of a rapidly changing world. The vast increase in the enrollment of the high schools in a relatively

\footnote{119}{Gilbert C. Kettelkamp, Teaching Adolescents (Boston: D. C. Heath and Co., 1954), pp. 449-52.}

\footnote{120}{C. C. Ross, Measurement in Today's Schools (second edition), (New York: Prentice-Hall, Inc., 1947), pp. 130-31.}
short time has created problems in financing, teacher training, administration, organization, curriculum adjustments, and teaching methods to meet the needs of large classes of students having various abilities, needs, interests and purposes.

Among the most noticeable recommendations for improvement in teaching the language arts are the following: (1) a greater emphasis in stimulating the advanced or gifted student; (2) emphasis on the teaching of semantics, critical thinking, and critical listening; (3) the teaching of composition through writing rather than the traditional emphasis on grammar; (4) the reading of literature for pleasure and for the understanding of life; (5) the continuous teaching of reading skills through high school, and (6) the use of teaching units to provide a natural situation for well-motivated learning and the proper integration of reading, listening, thinking, writing, and speaking.
CHAPTER III

DEVELOPMENT AND USE OF THE EXPERIMENTAL PROGRAM

The Experimental Program in Twelfth Grade Language Arts was used in teaching seniors in the Bozeman High School from 1956-61. Before initiating the program, students were informed as to the nature and purpose of the program and changes to be expected in the methods of study and in class organization. The program was discussed with parents at the first regular PTA meeting, which is designated as "Parents' Night." The following letter was presented to them at this meeting and was sent to the parents who did not attend the meeting.

TO PARENTS OF ENGLISH IV. STUDENTS:

We are most happy to greet you this evening and welcome the opportunity to become better acquainted. We hope that your interest in the welfare of the school and the progress of your children will encourage other parents to take a similar interest. The school and the home must necessarily work together to educate America's children.

The Language Arts Course in the Bozeman Senior High School is based on the philosophy that seniors need to become individuals working at their own speed and on their own level of ability. It is important that students learn to accept what is best for them individually. Since there are from one to six grade levels in reading and writing ability among the students in the senior class, every effort is being made to teach these students on the level necessary to promote growth. We believe that the greater emphasis should be placed on critical thinking, listening, and writing, and that reading should provide a challenge. Through creative writing, we hope to develop interest in expression and to promote individuality.

Perhaps the greatest problem a student in senior English must solve is to work regularly on term assignments. Failure to do this increases the subsequent load, lowers marks, and causes the student to submit poorly prepared papers. Good study habits are an important factor in school success.
In general students who work conscientiously will find school most rewarding. You may be able to help your son or daughter choose his assignment realistically, for all assignments in this program are made on two levels—regular assignment and assignment for honor students. This makes learning a challenge for the advanced student; however, the average student will find most of this advanced work difficult and time consuming. Regardless of the assignment, every student should keep in mind that the quality of the work is more important than quantity.

On the following pages you will find an outline of the experimental course we are using in most senior classes. Pupils in remedial classes are following a program adjusted to their needs.

Feel free to visit us at any time or to ask for a conference if you think it is advisable. Your support is vital to our success.

Sincerely yours,

Mrs. Eva Goetschius

I. CONSTRUCTING AND USING THE EXPERIMENTAL UNITS

Following a review of a number of references for teaching language arts to adolescents in high school and a study of textbooks used in teaching the language arts to seniors, six units were written. The titles were: (1) "Build a Constructive Philosophy," (2) Recognize the Power of Words, (3) "Consider Human Behavior," (4) "Defend Freedom," (5) "Be Creative," (6) "Understand Persuasion." Although only the first complete unit is included in the Appendix of this study, a description of all the units, collected under the title, Thoughtful Communication, follows.

First, unity of the entire course was provided by emphasizing the need and interests of adolescents as enumerated by the Educational Policies Commission: (1) personal development, (2) proficiency in the use and understanding of language, (3) economic, political, and social
efficiency, (4) appreciation of democracy, (5) international understanding, and (6) cultural ideals.\footnote{Educational Policies Commission, "Farmville Community School," Education for All American Youth (A Further Look) (Washington, D. C.: NEA, 1952), pp. 82-146.}

Correlation, integration and coherence were secured by the following means: (1) maintaining a similar structure in each unit; (2) choosing a title for each unit related to "critical thinking," and "thoughtful communication" (literature, speech, behavior) that was broad enough to provide opportunities for thinking, reading, listening, writing, and speaking in many areas; (3) using personal experience and critical reaction to literature as the basis for activities in speaking and writing; (4) teaching organization and development of composition, syntax, grammar, vocabulary, and spelling by discussion of these elements in preparation for writing and through proofreading of composition; (5) emphasizing positive attitudes, critical thinking, originality, and individuality in each unit; (6) including subject matter in units to supplement that in textbooks and in the library; (7) motivating and evaluating each unit with the pupil's interests and needs in mind, and (8) including vocabulary and spelling (words collected over a period of years from reading and writing difficulties experienced by seniors) as skill-building practice.

All units were divided into seven general areas as follows: (1) motivation, (2) preparation for activities, (3) development of a particular kind of writing by using examples to teach necessary skills and by making definite plans for proofreading compositions together with neces-
sary instruction in grammar and usage, (4) appreciation of literature, (5) speech activities, (6) skill-building activities, and (7) evaluation of the unit.

The primary purpose of the units was to provide encouragement, opportunities for individual progress, and the development of creativity and individuality. Each unit emphasized some form of thinking—"Objective and Subjective Thinking," "Critical Thinking," "Straight Thinking," "Emotional Reactions," "Imaginative Thinking," and "Constructive Thinking." They were arranged in this order to pull together all the units with their collective title, Thoughtful Communication. Through class discussion of "Success in English," a section included in every unit, students were encouraged to think of "success" as a way of daily living, rather than as a goal to be reached. For example, "Success in English" in Unit I emphasized study habits; in Unit II, facing personal problems squarely; Unit III, adjusting to an individualized program in English; Unit IV, preparing and taking examinations; Unit V, thinking imaginatively, and Unit VI, developing a desire to read, think, listen, speak, write, and create.

The mechanics of writing syntax, word usage, punctuation, capitalization, etc., were taught in preparation for writing and proofreading of composition. The students often worked together in groups with one of the best students assigned to each group to supervise instruction and correction. Compositions were submitted after they had been rewritten. Problems in writing composition were considered an important part of class activity. For this reason many examples of particular kinds of writing were included in the units. Making the final draft was frequent-
ly homework.

Emphasis in reading was on using judgment in the selection of reading material, increasing the desire to read, and improving both comprehension and reading rate. Although novels were the center of interest in library reading, short stories, drama, essays, and magazine articles were important parts of unit assignments. Remedial students improved in reading skills by using remedial textbooks and workbooks, the reading of magazine articles with specific directions given in Unit I, and voluntary use of the SRA Reading Laboratory, "College Prep" edition.

The spelling lists were intended to stimulate an awareness of words and to provide direction for those willing to study. The words listed were submitted by seniors in the Bozeman High School during the school terms 1956 through 1960. The list contains words misspelled on compositions, words that caused trouble in library and magazine reading, words that caused trouble in other subject areas, and words from various vocabulary and spelling lists which seniors believed ought to be added to improve their vocabulary. Many students pointed out their limitations in both speaking and writing because of their inability to pronounce or spell the word they preferred to use. The words collected were written on cards, alphabetized, and checked against Horn's basic writing vocabu-

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2 See remedial textbooks and workbooks listed in Appendix E.

lary list of 10,000 words most commonly used in writing. Those found among the first 2,000 words were listed in the minimum spelling list in each unit; those in the 3,000 to 10,000 list or related words were listed as spelling for average students; and those not found in the Horn list were listed as spelling for honor students.

To give added guidance in the study of spelling, some words were marked with a single asterisk or double asterisk to encourage mastery. The words thus marked are from Dr. Thomas Pollock's recent study of spelling errors made by students in the seventh, eighth, and twelfth grades as well as college level. In this study 599 teachers of English in fifty-two colleges and universities in twenty-seven states returned 31,385 valid misspellings—words and word groups. The words marked with a single asterisk are among those most frequently misspelled by college students. Those marked with a double asterisk are among those most frequently misspelled by all four groups studied.

Students were directed to choose the assignments most suitable to their ability. All students were expected to do the regular assignments before attempting the honor assignments unless they were excused from doing so. They were advised to "accomplish as much as they could within a reasonable time." This proved to be a difficult decision. Many tried to do all the assignments, fearing that others would do more. However, repeated emphasis on quality rather than quantity helped each student to adjust to his own ability and time schedule.

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4 Ernest Horn, A Basic Writing Vocabulary, 10,000 Words Most Commonly Used in Writing (Iowa City: University of Iowa, 1926).
Pupils unable to do the regular assignments were assigned to a special class and taught by a different program. These pupils generally had IQ's between 80 and 99. However, those who had IQ's below 100 but whose achievement indicated they could do the regular assignments were placed in regular classes.

The following description of the individual units includes a brief explanation of the theme, motivation, immediate objectives, subject matter, activities, and methods of evaluation.

**Unit I: Build a Constructive Philosophy.**

The lifetime task of building a constructive philosophy might well begin with introspection if one is to make the most of his abilities to achieve some measure of success and happiness. Seniors in high school should realize that, "Learning without thought is labor lost; thought without learning is perilous." This is the theme of **Unit I**.

The primary objectives of the unit were: (1) To introduce the entire senior course, *Thoughtful Communication*, by providing students opportunity to develop mature attitudes by (a) examining their thoughts and actions critically, (b) evaluating their study habits, (c) considering their concepts and the concepts of others on such abstractions as happiness, misery, success, failure, security, fear, courage, cowardice, responsibilities, privileges, wisdom, knowledge, individuality, conformity, democracy and totalitarianism, and (d) using their own judgments in choosing assignments according to their abilities; (2) to arouse the seniors to think critically; (3) to examine their own thinking from the standpoint of objectivity and subjectivity; (4) to introduce literature as a means of acquiring philosophical concepts.
The secondary objectives were to increase the students' knowledge and appreciation of literature and their skill in communication by (1) encouraging the reading of novels, short stories, poetry, (2) developing an interest in literature by placing it in its historical setting, (3) providing practice in reading, listening, speaking, and writing, and (4) providing ample opportunity for students to work individually and in groups.

Motivation consisted of the following steps: (1) introductions (getting acquainted), (2) an examination of unit title, (3) lecture on old Greek philosophers, (4) discussion of bulletin board and show case displays (first one was completed by the teacher), (5) overview silent reading of the unit, (6) discussion of the purpose of the unit from the viewpoint of the student, (7) discussion of objective and subjective thinking, (8) discussion of objective thinking and uncontrolled subjective thinking, (9) discussion of "Success in English," emphasizing the need for good "study habits" and adjusting to an individualized program (using one's ability as the criterion for choice of assignments), (10) discussion of a person's need to accept himself, (11) making a "personal inventory," (12) reviewing the film, The Face of Abraham Lincoln (Number 4625), (13) writing two compositions—"The Kind of Person I Am," and

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8 State Department of Public Instruction, Montana Educational Film Directory (Supplement Number 1) (Great Falls: Northern School Supply Company, August, 1958), p. 16.
Preparation for activities included the following: (1) discussion of psychology and philosophy as revealed in literature, (2) selection of novels from lists on three levels—"easy reading," "average difficulty," and "advanced," (3) review of the films, Our Inheritance From the Past (Number 2932), Man and His Culture (Number 4060), and Major Religions of the World (Number 4597), (4) discussion of "Fiction of the Sixties," an article in the Atlantic Monthly, September 1960, and viewing the film, American Literature: The Realists (Number 3875), (5) discussion of the novel and review of Literature Appreciation: How to Read Novels (Number 3593), (6) directions for reading novels, (7) directions for writing a critical book review, (8) discussion of culminating activity—an essay on "My Philosophy of Life," (9) directions for collecting "idea cards" from reading, (10) discussion of the short story (history, comparison with novel, structure of the short story, characterization), (11) assignment of short stories from two lists—"regular" and "additional assignments for honor students," (12) discussion of "idea cards" from short stories.

Activities included (1) using references in the library; (2) serving on committees; (3) reviewing films and listening to recordings; (4)

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9 State Department of Public Instruction, Montana Educational Film Directory (Great Falls: Northern School Supply Company, 1958), p. 127.
10 Ibid. 11 Ibid. (Supplement 1, August, 1958), p. 11.
reading one novel and writing a book review; (5) reading and discussing short stories, poetry, and essays; (6) storytelling; (7) panel discussion of various reading assignments; (8) writing personal essays, criticism, short stories, original poetry, and essays; (9) listening; (10) writing "idea cards"; (11) correcting and filing returned themes; (12) assuming personal responsibility for spelling and vocabulary development.

Honor students were directed to write a fable, allegory, parable, or modern satire and to explain in panel discussion how these various stories reveal philosophy.

Similarly, the introduction of poetry as a means of experiencing truths of the heart was motivated specifically by discussion, displays, listening to selected poetry, viewing Literature Appreciation: English Lyrics (Number 4028)\(^{15}\). The writing of "idea cards" was continued as students read assigned poetry or poetry chosen by them. One poem was chosen by each student for oral interpretation.

To introduce the reading of essays the film How to Read Essays (Number 3484),\(^{16}\) was presented and a lecture given on the development and influence of formal essay.

The subsequent reading of essays included those listed in the unit or modern essays published in magazines. Some of the favored ones have been the "Adventures of the Mind" series published by the Saturday Evening Post.\(^{17}\)

\(^{15}\)Ibid., p. 125. \(^{16}\)Ibid., p. 98.

Recently an article entitled, "Why Philosophy?" written by Susanne K. Langer, described as one of the foremost world philosophers, was published in the May 13, 1961, issue of the *Saturday Evening Post.*

It is a serious charge against our educational systems that most high school graduates should not know what philosophy is and shy away from it as something esoteric and beyond them. . . But there will be no philosophical pioneering until we reform our whole educational scheme and aim it squarely at the cultivation of reason, not viewed as a device for getting good and evading foes, but as a precision instrument for a high imagination to work with.

In addition to the reading of short stories, novels, poetry, and essays, the students wrote some criticism, essays, and poetry. Skill emphasized in relationship to writing was proofreading for faulty sentence structure. The opaque projector and blackboard were useful for this purpose.

To continue developing skills in communication, students were given regular practice in speaking, listening, spelling, writing, and vocabulary building. Hence, these skills became part of the unit. The purpose was to increase the student's ability to express ideas, once he had them.

Evaluation of the unit was based on evidence in discussion, essays, and criticism showing: (1) that the student was aware of the problems facing mankind, problems that are lagging far behind scientific development; (2) that they were developing a questioning attitude; (3) that they recognized a problem in the meaning of abstractions; (4) that they grasped

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the idea of the similarities and differences among all men; (5) that they were able to think in terms of abstractions. Their final paper, "My Philosophy of Life," was especially important.

Evaluation of skills was made by observing the following: (1) improvement in writing and spelling, (2) vocabulary development, (3) participation in groups and in the class, (4) efficiency and independence in the preparation of assignments, (5) regular use of the library, (6) reading ability, and (7) scores made on six weeks test.

Unit I, "Build a Constructive Philosophy" gave greater purpose to Unit II, "Recognize the Power of Words."

Unit II: Recognize the Power of Words.

Unit II is related to Unit III in that philosophy deals with concepts rather than facts. Unit II, "Recognize the Power of Words," is a subordinate part of building a constructive philosophy. This recognition is necessary to high school seniors if they are to listen, read, think, and speak with judgment. They need to recognize truth from fiction, facts from fallacies, and word symbols from the real object. Furthermore, they need to understand the changing meaning of words brought about by varied connotations and interpretations of abstractions; the meaning portrayed by symbolism and figures of speech; the change in thought patterns as civilization changes; the impact of empathy on thinking; the use of context in establishing meaning; the differences between referential and emotive language; and the power of mass communication. They need to develop a questioning mind if they are to develop a thinking mind.

The theme of the unit, "Ye shall know the truth and the truth shall
make you free,\textsuperscript{21} was developed by a study of the thoughts listed above. Motivation consisted of bulletin board and show case displays, and the viewing of some of the following films: (1) \textit{Do Words Ever Fool You?} (Number 2091),\textsuperscript{22} (2) \textit{Better Choice of Words} (Number 3244),\textsuperscript{23} (3) \textit{How to Read Newspapers} (Number 3118),\textsuperscript{24} (4) \textit{How to Judge Facts} (Number 2167),\textsuperscript{25} (5) \textit{How to Judge Authorities} (Number 2168),\textsuperscript{26} (6) \textit{Mightier Than the Sword} (Number 4079),\textsuperscript{27} and (7) \textit{Does it Matter What You Think?} (Number 2401).\textsuperscript{28}

A discussion of "Success in English" introduced in \textbf{Unit I}, was continued in \textbf{Unit II}, as motivation for the secondary objectives—principally skill building and academic achievement. Once again the importance of good study habits was emphasized. Emphasis was placed on choosing assignments realistically and measuring progress in terms of their own previous accomplishments. It was explained once again that the quality of work was more important than quantity; but that some students of ability who placed study in a subordinate position because of outside work or too many extra-curricular activities might find that their marks were not as high as they expected since other students of similar ability might place their studies foremost among their activities. Those who thought of academic achievement as a primary factor in their development would probably have the greatest scholastic reward. The other students

\textsuperscript{22} State Department of Public Instruction, Montana Educational Film Directory, \textit{op. cit.}, p. 50.  
\textsuperscript{23} \textit{Ibid.}, p. 89.  \textsuperscript{24} \textit{Ibid.}, p. 85.  \textsuperscript{25} \textit{Ibid.}, p. 52.  
\textsuperscript{26} \textit{Ibid.}  \textsuperscript{27} \textit{Ibid.}, p. 129.  \textsuperscript{28} \textit{Ibid.}, p. 60.}
would enjoy more economic freedom, social development, and popularity. The choice was theirs. The following films were generally shown to implement "Success in English":* (1) Successful Scholarship (Number 3964)\textsuperscript{29} and (2) Improve Your Reading (Number 2061).\textsuperscript{30}

The objectives of Unit II were two-fold. (1) The primary objectives were: (a) to help the students develop an insight into the significance of language as a means of controlling men's minds or of providing enlightenment to free men's minds, (b) to increase their awareness of the changing nature of words, their use and misuse, and (c) to encourage them to be critical and discriminating listeners. (2) The secondary objectives were: (a) to encourage them to continue developing skill in reading, writing, and speaking, (b) to encourage proofreading of all composition as a means of self-improvement, (c) to assist students in making effective use of the library, and (d) to encourage good judgment in the pursuit of knowledge and the development of individuality.

The activities of the unit consisted of class discussion of the nature of language, the reading of eighteenth century satire and modern satire, selections from textbooks and references concerning the nature of words (see Appendix E).

Preparation for writing a research paper consisted of a preliminary test on the use of library sources, a "Library Worksheet" for those who failed the test, a review of the steps in writing a research paper,

\* A title given to one section in every unit, which was intended to motivate seniors by encouraging them to build positive attitudes toward themselves, their academic achievement, and potential progress.\textsuperscript{29}Ibid., p. 121.  \textsuperscript{30}Ibid.
and a review of unity, coherence, and emphasis in expository writing. The following directions for writing the research paper were included in the unit: (1) choosing a subject; (2) narrowing the title; (3) making a working outline; (4) writing bibliography cards; (5) making note cards; (6) stating a purpose; (7) writing a topic outline; (8) stating a thesis; (9) writing an outline; (10) writing the first draft of the research paper (emphasis on organization and development of the paper from thoughts expressed in the outline, the use of referential rather than emotional words, the use of third person in writing formal essays, transitions between paragraphs, footnoting); (11) proofreading (unity, coherence, emphasis); (12) manuscript form; (13) typewriting; (14) bibliography; and (15) title page.

All students were not able to write a regular research paper, but generally did attempt some research and essay writing following the completion of the library worksheet.

Other activities included a discussion of effective speech under the following circumstances: (1) group discussions, (2) working on committees, (3) participation in a symposium, (4) panel discussion, (5) round table discussion, (6) giving an original speech. Application was made by participating in at least two of these—one assigned, the other chosen.

Evaluation of the student's progress in "Recognizing the Power of Words" was based on the following: (1) daily achievement, (2) recognition of the subtle meanings of language, including fallacies, figurative language, degrees of abstraction, emotive and referential language, (3) application of the laws of association, (4) effectiveness of composition,
(5) response in class, and (6) effectiveness of speech activities.

In addition to the factors listed above, their scholastic achievement was based on their knowledge and use of the library, the accuracy and effectiveness of their research paper, and their achievement in skill-building activities.

Unit III: Consider Human Behavior.

In the first unit, the students learned that building a constructive philosophy necessitates the broadening of one's concepts to include all people and to recognize that basic emotions, needs, and desires of most people are much alike. They learned that words and ideas may have much deeper meaning than is apparent by casual listening and superficial reading and, therefore, that they must develop a questioning mind if they hope to build a constructive philosophy. In the second unit, they learned that men influence one another through symbols and actions, which may be interpreted vicariously. Although communication is most important for learning and understanding, many obstacles prevent this end. Through a limited study of elementary semantics, logic, and literature, students may develop an awareness of these problems.

The third unit, "Consider Human Behavior," was intended as a further means of stimulating interest in critical thinking. Through literature, especially drama in its historic setting, students were able to learn something about the conflicting pressures which affect humanity.

To understand people and to recognize the influence they have on one another through communication is especially important to seniors who are at an impressionable age, who seek guidance, who respond to ideals,
and who want to feel that they discovered all this independently. Their acceptance of themselves, their relationship to their peers, and parents, and to authority are areas of sensitivity which make this unit especially vital to them. It is important, also, that seniors should know that one of the determining factors in the rise and fall of man has been the matter of choice.

The primary objective of this unit was: (1) to develop a better understanding of the behavior of people through the study of literature in its historical and geographical setting, (2) to use drama as the principal type of literature study, (3) to note how changes are brought about in people as described in good literature, (4) to examine the character of people in drama as revealed by their thoughts and actions, and (5) to note qualities of character that bring happiness and success as opposed to emotional reactions.

The secondary objectives were as follows: (1) to promote interest in good literature through the study of drama; (2) to continue skill-building practices in reading and writing; (3) to emphasize the need for proofreading, (4) to increase the students' knowledge of sentence structure, sentence reduction, and sentence patterns; and (5) to help the students see literature as a means of communication with the best minds of the ages.

Motivation of Unit III consisted of class discussion of the following subjects: (1) the theme, "There is no thought which is not seed as well as fruit. It spawns like fish;" (2) literature as the "most exact expression of feeling," and (3) human behavior as a means of communication.
"Success in English," an evaluation of personal progress to date, was intended to motivate the students also. They were asked to consider their performance according to the following criteria: (1) importance of their academic achievement in terms of their accomplishments, (2) the setting of their goal within the limits of their ability, (3) the regularity of their reading, (4) regular preparation of assignments, (5) proofreading of all papers submitted for evaluation, (6) neatness and legibility of written assignments, (7) correction of returned papers and filing them according to directions, (8) continuing effort to build "idea cards", (9) reading instructions in the unit carefully, and (10) asking for a conference with the teacher as unforeseen problems arise.

Preparation for the study of the unit consisted of the following: (1) a review of the geographical changes that affected the people living in the British Isles; (2) viewing the following films: (a) The British Isles: The Land and People (Number 2997), 31 (b) English In History: Earliest Times to 1066 (Number 3871), 32 (c) English In History: The Norman Conquest to the 15th Century (Number 3870), 33 (d) Medieval Castle (Number 3531), 34 (e) The Renaissance (Number 2732), 35 (f) English Literature: Elizabethan Period (Number 4594); 36 (3) a review of the historical background of the British people; (4) an introduction to drama, first as religious ritual intended to secure continued life or to avert the wrath of the dead; second, to trace the development of drama from the ancient mystery plays to modern plays, and third, to explain the significance of

31 Ibid., p. 81. 32 Ibid., p. 116. 33 Ibid. 34 Ibid., p. 100
35 Ibid., p. 73. 36 Ibid. (Supplement No. 1, August, 1958), p. 11.
Shakespearian Drama and the closing of the theatres during the reign of the Puritans, and fourth, to trace the development of modern plays from the time of Ibsen.

Included in the unit was an outline for the understanding of plays and a suggested list of plays to be read. Among the authors listed were Maxwell Anderson, Jean Anovilh, Sir James Barrie, Rudolf Bessier, Karel Capek, Anton Checkhov, T. S. Eliot, Cecil Scott Forster, Christopher Fry, John Galsworthy, Jean Giraudox, J. P. Goggan, Nikolai Gogol, Henrik Ibsen, Edmond Rostand, George Bernard Shaw, Richard Sheridan, R. C. Sheriff, Oscar Wilde, and E. Williams.

Evaluation of the student's progress in accomplishing the primary objectives consisted of observing their response in class; their ability to work well within a group; their "depth understanding" of literature, drama in particular, as it revealed human behavior; their marks made on composition, including analysis and criticism; and their reaction to four specific written assignments in the "Unit Roundup". These were as follows: (1) Imagine yourself to be one of the characters about whom you have read. Select a moment of conflict in his life and show what your reaction would be. Use narration, action, and dialogue similar to that in the play. (2) Write an essay in which you explain the influences that affected the personality and character of a person you know or have met in fiction. (3) Write a character sketch of a person you would like to make the protagonist of an original play. Begin with action or dialogue. (4) Write a synopsis of the plot in which you would place your protagonist.

Evaluation of progress made in the language arts skills was based
on the following: (1) effectiveness of composition written during the six weeks period, (2) improvement in speed and comprehension, (3) independent research in the library, (4) marks made on vocabulary and spelling tests, (5) marks made on tests in literature, (6) active participation in class and committee activities, and (7) regularity of proof-reading, correcting returned themes and filing them as directed previously.

As a culminating activity, the students were shown the film, *Shakespeare's Theatre: The Globe Playhouse* (Number 3675). 37

**Unit IV: Defend Freedom**

Unit IV was a continuation of the idea that seniors in high school need to build a constructive philosophy, one which they can defend and still maintain a moral sense of justice. In the words of John Galsworthy:

"Government of the people, by the people, for the people means nothing unless individuals keep their consciences unfettered and think freely. Accustom people to being nose-led and spoonfed and democracy is a mere pretense. The measure of democracy is the measure of freedom and sense of individual responsibility in its humblest citizens!" 38

This quotation was used to introduce the unit.

It was explained that between the fifteenth and eighteenth centuries, the roots of freedom became firmly entrenched in Western culture because of an intellectual awakening as evidenced by: (1) the Renaissance, (2) the Reformation and its philosophy of Humanitarianism which advocated the idea that all mankind should "strive to perfect all human possibil-

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ities, and (3) "scientific rationalism" which pointed out the reasonableness of investigation and critical thinking. The rationalists believed in the natural rather than the supernatural explanation of the universe. The idea of freedom of thought grew out of these movements. Subsequently, John Locke and John Stewart Mills promoted the idea of democracy built on the foundation of freedom of thought.

John Galsworthy pointed out that Democracy has yet to prove itself. The problem that faces everyone today is to make Democracy work. Like many abstract terms that are subject to individual interpretation, freedom has come to mean license to do wrong. Such violation of the intent of the law is one of the destructive forces in our society.

The primary purposes of this unit were: (1) to help seniors in high school appreciate the struggle for freedom during the seventeenth and eighteenth centuries, (2) to help them realize the seriousness of the "Cold War," (3) to emphasize that a Democratic Republic depends on the ability of its citizens to make right choices, (4) to increase the students' appreciation of literature as it reflects the feeling of people and their changing philosophy, (5) to emphasize their personal responsibility in "making Democracy work." The secondary purpose of the unit was to continue skill-building practice by use of the following: (1) analysis of Vital Speeches made by others, (2) practice in giving original speeches—inspirational or persuasive, and (3) continued practice in reading, writing, spelling, and vocabulary.

Motivation of the unit consisted of a discussion of the purpose of the unit, i.e., discussion of the problem of freedom as it faces us today and as our forefathers experienced it. The ideas of freedom and
the importance of choice furnished motivation for bulletin board and showcase displays. "Success in English" was motivation for the developmental skills. Emphasized especially was the purpose of tests, how to take a test, and honesty in preparation for tests and preparing daily lessons. Orientation for the unit activities consisted of an overview of the unit, including subject matter to be covered—the Puritan Revolution, the Restoration, and the "Age of Reason." The following films presented some necessary understanding of the historical background of these periods: (1) Absolutism and Civil War (Number 4604), (2) English History and the Glorious Revolution (Number 4605) and (3) English Literature: The Seventeenth Century (Number 4622).

The activities of this unit included the reading and discussion of seventeenth and eighteenth century literature. The contrasting philosophy of the Puritans and the Cavaliers, and the subsequent change to a philosophy of classical tradition of the past, was the subject matter of Unit IV. The film, English Literature: The Eighteenth Century (Number 4593) was shown to increase the students' understanding of this later period.

Novels about England were assigned for library reading. A list of such novels was included in the unit. Honor students were encouraged to read some of the more significant ones. An example of a formal book report was included in the unit with suggestions for writing book reviews.

The power of criticism in the form of satire was compared with the
satire of today. In addition to reading the satire of Swift, Addison, Steele, and Pope, some of the students read modern satire.

Following the discussion of the importance of verbal criticism as practiced in the eighteenth century, the seniors were ready to analyze some modern speeches and to produce an original speech. Specific directions for doing this were given in the unit. This activity was limited to honor students and those average students who wanted to do it. However, most of the average students preferred to spend their time reading significant speeches and then preparing their own. Individual conferences were a necessity for the analysis and discussion of speeches read and those to be prepared by the students. This was done in the conference room while others were reading or writing.

Skill practices included the following: (1) practice and testing to master the punctuation of sentences, (2) speech activities, (3) the writing of outlines, criticism, and analysis, (4) organization and development of an original speech, (5) reading for comprehension, (6) spelling and vocabulary study, and (7) taking tests effectively.

The evaluation of Unit IV was based on an estimate of progress made in accomplishing the primary and secondary objectives as measured by: (1) the student's response in class, (2) evidence of regular library reading, (3) quality of composition, (4) effectiveness of the student's original speech, (5) ability to organize and analyze, (6) participation in essay contests, and (6) marks made on tests.
Unit V: Be Creative.

Unit V was introduced by a quotation from S. S. Curry:

No class of subjects, no class of human beings, no peculiar theory of art or poetry has a monopoly of imagination. Anything may be made a subject of imaginative contemplation; anything may become poetic by being "intensely realized. . .

Imagination is vision or depth perception. It deals with the nature of objects, sympathetically, sincerely, and emotionally. It transcends the complex and creates harmony. The imagination idealizes, it gives life and feeling to every object. It compares the known with the unknown; makes the seen a window through which the mind beholds the unseen. It surrounds our environs; it shows the kinship of things; it paints a picture which blends harmoniously into one vision; it makes the desert a dwelling place; it fathoms the life of the universal and enters the most secret chambers of the human soul.43

It was suggested in the unit that students who wish to develop creative powers should sharpen their sensory powers by observing carefully, by listening intently, and by surrendering themselves to beauty, to music, and to good literature. They were to try to reproduce the details they saw—colors, movement, and shadows; the sounds they heard—crunching autumn leaves, the roaring of an earthquake, the whispering pines, the whimpering child; the odors they smelled—pungent smoke, fragrance of flowers, aroma of pine, spicy pumpkin pie.

The theme of the unit was a thought expressed in poetry to show the possibilities of creative expression:

The kiss of the sun for pardon,
The song of the bird for mirth,
One is nearer to God's heart in a garden
Than anywhere else on earth.44


Motivation consisted of a review of the purposes of the unit, the creating of a "Poet's Corner" on the bulletin board for original poetry and for best-liked poetry written by others, a display of creative projects completed by former students, and a discussion of "Success in English."

A quotation was written in the unit to motivate this discussion, the subject of which was "Why Think Creatively?" The quotation was an answer to this question written by S. S. Curry, who believed that imagination can and should be trained because its perversion or abnormal use is one of the leading causes of a degeneration of character, while its right use is one of the highest characteristics of the normal human being—that quality which raises a man out of his narrow prison into communion with God.

Work without imagination is drudgery, but with it the humblest employment is lifted into the realm of beauty and art. . . . The imagination is the source of all inspiration and interest in life; its activity creates beauty in the commonest objects of handiwork, and gives charm to the humblest home. . . .

Imagination should be developed because all true appreciation of art and literature is dependent upon its exercise. Men can appreciate art only by using the same faculty which creates it. That which is awake in the artist in the act of production must be awakened in the beholder, or there can be no genuine realization. . . .

Imagination makes the individual a citizen of the world, an heir to all the ages; it enables him to appreciate not only the art of his own age and his own country, but that of all other lands and times. . . .

Unless it is developed there can be little improvement in the ideals of a man or a nation. No man has ever become great without an ideal, and the faculty which gives birth to ideals is imagination. This is the prophetic faculty of the soul, which gives hope, and which enables us to see a new and better world in the midst of the old, a new life in the midst of death, a new character in the midst of degradation. No man can ever rise higher than his ideal, but without an ideal, no man can ever rise
at all. No age, no individual, can ever be elevated except by elevating its ideals.

Imagination is the faculty which enables us to enter into sympathy with our fellow-men. By its power alone can we appreciate the point of view of those different from ourselves. Without imagination, each of us would be alone; each of us would be cold and selfish.

Imagination gives us the power to penetrate to the heart of Nature; it is the faculty which sees beauty and loveliness; which discovers grace in the motion of the storm; 'that leans her ear in many secret places,' until 'beauty born of murmuring sound shall pass into her face.'

Imagination is the faculty which enables man to realize eternity. The ordinary conceptions of the mind cannot embrace infinity, or God. Imagination alone enables man to transcend the fetters of time and space, to see the eternal through the temporal, the spiritual beneath the physical, the soul underlying all.

The imagination should be trained because the whole man should be trained, because it is the fountain-head of all noble feeling, and upon its discipline depends any true education of the emotions. 45

To show the application of some of these principles, various examples of student writing were given in the unit. These included original poetry, personal essays, almost poetic in the intensity of feeling. Quotations from poets were also included in the unit to illustrate imaginative thinking.

The primary purposes of this unit were as follows: (1) to increase the students' appreciation and understanding of creative writing; (2) to present some of the enjoyable poetry of the eighteenth, nineteenth and twentieth centuries; (3) to help students see the difference between romantic and realistic poetry; (5) to increase students' ability to appreciate imagery; (6) to give students an opportunity to express themselves creatively in poetry, narratives, or lyric-like personal essays;

45S. S. Curry, op. cit., p. 8-9.
(7) to create interest in creative projects as a personal activity to pursue on their own time; (8) to stimulate unassigned creative writing for *Scribblings*, the creative magazine for the high school English classes; (9) to encourage free reading of poetry, narratives, and personal essays.

The secondary objectives were as follows: (1) to increase skill in proofreading, (2) to continue skill-building practices in spelling and vocabulary, and to write a book review.

Special emphasis was placed on getting acquainted with *Roget's Thesaurus of Words and Phrases* as a means of improving word choice. Effective combinations of words and relationship of word forms were illustrated as follows: nouns and verbs (multitude lingered); adjectives and nouns (unshakable pride); verbs and adverbs (laughed hollowly); characters and character traits (extrovert, amiable); emotional reactions (loquacious, taciturn); abstract nouns (adversity, depression); action (inflict, escaped); result of action (destruction, construction), and communication (manifest, evident).

The evaluation of the student's response to the unit was revealed by his interest in the unit, understanding of creative writing, and ability to create. Discussions in class, criticism, oral interpretation and contributions to the "Poet's Corner" and to *Scribblings* furnished

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*46 English Department, Bozeman Senior High School, *Scribblings* (Bozeman, Montana).

*47 Peter Mark Roget and others, *Thesaurus of Words and Phrases* (New York: Grosset and Dunlap, 1947).

*48 English Department, Bozeman Senior High School, loc. cit.*
some means of appraising each student's accomplishment of the primary objectives. Evaluation of the secondary objectives was based on achievement and skill-building practices as follows: (1) improvement in choice of words used in writing; (2) increased skill in expression, (3) accuracy of proofreading, (4) use of "idea cards," (5) correction and filing of returned papers, (6) spelling improvement, and (7) achievement on tests.

Unit VI: Understand Persuasion.

The subject presented in Unit VI was based on the hypothesis that seniors in high school need to use reasoned judgment to defend their philosophy and to recognize the tactics used by others to control their minds. In this last unit, they became increasingly aware of the "power of words," the beauty of expression and the uplifting effects of thoughts created by others; the dangers involved in communication; and the methods used in expressing their thoughts and feelings.

Accordingly, the primary objectives of the unit were as follows: (1) To further develop an awareness of the power of language; (2) to help seniors develop some means of defending their philosophy and to recognize the tactics used by others to control their minds; (3) to arouse student interest in the value of argument and persuasion; (4) to teach elementary principles of argument and persuasion; (5) to maintain interest in constructive and critical thinking; (6) to encourage the choice of genuine respectability as opposed to the veneer of respectability; (7) to improve speech habits through a review of colloquialisms, idiomatic phrases, hackneyed expressions, vulgarisms, slang, improprieties,
troublesome nouns, pronouns, and verbs; (8) to pursue Victorian and modern literature to discover changes in the meaning of "respectability" as interpreted by various circles of society; (9) to arouse interest in the thought process by explaining the scope of logic and psychology in dealing with thought; (10) to help students develop some skill in solving their personal problems reasonably and convincingly; and (11) to present some argument in defense of international understanding.

Secondary objectives were as follows: (1) to teach such formal writing as business letters, reports, and formal essays; (2) to provide experience in original oratory and debating; and (3) to continue skill-building practice.

Motivation consisted of an overview of the unit—a discussion of "respectability" as interpreted by the Victorians and by contemporary society. Following a statement of the unit objectives, students were referred to specific readings to help them understand and appreciate the persuasive power of others, the art of thinking, and the meaning of "respectability." The following books were placed on the reserve shelf:

Robinson, Donald. The Day I Was Proudest to Be an American

Dimnet, Ernest. The Art of Thinking

Goldsmith, Oliver. The Vicar of Wakefield

Montagu, Ashley. The Cultured Man

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49 Donald Robinson (editor), The Day I Was Proudest to Be an American (Garden City, New York: Doubleday and Co., Inc., 1958).
51 Oliver Goldsmith, The Vicar of Wakefield (New York: Pocket Books, 1956)

**Selections:**

Dickens, Charles. "Sketches of Young Couples"

Callaghan, Morley. "The Snob"

Bennett, Arnold, and Edward Knoblock. "Milestones"

Hope, Anthony. "Sport Royal"

Shridhorani, Krishnalal. "Other Lands, Other Ways"

"Success in English," a section included in each unit, furnished direction and incentives for building positive attitudes toward the study of the language arts. Among the subjects presented under "Success in English" were the following: (1) the need for accepting themselves as individuals striving for self-improvement; (2) the necessity for good study habits; (3) the need for self-direction and self-discipline; (4) the value of persevering; (5) the development of a desire to observe, to listen, to read, to write, and to speak; (5) the importance of choice in their lives; (6) success as a way of daily living and working; (7) creativity as an important means of developing individuality; (8) recognition of "truths of the heart" and ideals of democracy; (9) the meaning of "respectability" from the standpoint of language and personal living; and (10) their progress in the language arts as reflected by their reading, thought, speech, writing, and actions.

Preparation for activities consisted of the following: (1) a discussion of the meaning of criticism, organization, and reporting; (2) directions for writing topical and essay reports; (3) directions for

writing inductively and deductively; (4) directions for writing business letters, emphasizing the letter of application in particular; (4) a discussion of the correct use of argument and persuasion; and (5) the presentation of the films, *Is There Communication When You Speak?* (Number 4722)*54*—explaining the need and practice in good articulation, pronunciation, gestures, movement, and visual aids—and *Your Voice* (Number 249)*55*—explaining the four elements of voice production—clarified some of the technicalities of good speech practice. The reference, *Practical Business Speaking,* furnished additional background for effective speaking.

Proofreading consisted of practice in recognizing and using language suitable to the subject or the occasion. The differences between formal and informal language were presented with emphasis on the recognition of colloquialisms, idiomatic phrases, trite or hackneyed expressions, slang, vulgarisms, improprieties, correct usage, troublesome nouns, pronouns, verbs, and the correct pronunciation of some commonly mispronounced and misspelled words.

Evaluation of the program consisted of an estimate of the students' progress in the following: (1) critical reading, thinking, writing, and speaking; (2) ability to speak convincingly; (3) ability to present ideas clearly using acceptable English; (4) insight into the connotation of

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54 State Department of Public Instruction, *Montana Educational Film Directory* (Supplement No. 1), op. cit., p. 2.


respectability; (5) belief in the democratic ideas of the United States; (6) courage to defend these beliefs; (7) ability to write criticism and reports; (8) ability to think inductively and deductively; (9) evidence of a constructive philosophy as revealed in their final composition, "Truths of the Heart as Revealed in History and Literature;" (10) progress in skill-building; (11) completion of a creative project introduced in Unit V, "Be Creative"; (12) marks made on tests, and (13) progress indicated by scores on the Cooperative English Test for college freshmen.57

II. CLASSROOM MANAGEMENT AND PROCEDURES

Following the organization of classes for academic work, committees were formed to assist with routine affairs. Each student wrote his name on a 3 x 5 card and listed three committees on which he would be willing to serve. Using these cards as a reference, the teacher appointed an executive committee consisting of one member from each class. Membership on the various committees was changed every six weeks. Responsibilities of the various committees were as follows:

The Executive Committee

1. To appoint all other committees from among the names listed on cards.
2. To see that committees functioned.
3. To submit a written report at the end of the six weeks.

57Clarence Derrick and David P. Harris, loc. cit.
The Materials Committee

1. To bring needed material to the classroom and return it.
2. To make arrangements for audio-visual aids.
3. To assist with the typing of materials for class use.
4. To pass out papers.

The Bulletin Board Committee

1. To be responsible for the bulletin board displays.
2. To change the bulletin board at least every two weeks.

The Show Case Committee

1. To be responsible for show case displays.
2. To change the display at least every two weeks.
3. To keep the show case window clean.

The Welfare Committee

1. To assist any student who needs direction for making up assignments missed.
2. To inform the teacher of any extended illness among classmates.

The Courtesy Committee

1. To interview and introduce new students.
2. To answer knocks at the door.
3. To offer seats to guests and provide them with any necessary material to make observation more pleasant.

The efficient performance of these duties was considered a regular part of class participation. Pictures and descriptions of some of these activities are presented in Appendix B.

Following the organization of each class, the purpose and nature of the course were explained and directions were given for securing necessary materials—ball-point pen, pencil, loose-leaf notebook, and folder for filing corrected papers, tests, individual vocabulary study, and unassigned creative writing. Following a buzz session, students introduced one another.
Motivation.

The preliminary buzz session and introductions helped to eliminate the tense atmosphere often experienced at the beginning of the school year. This made the introduction of the unit less difficult. After spending part of a period reading the introduction to the unit and the first assignments, committees were formed to discuss the meaning and significance of the unit theme. These committees were not ability groups, but rather groups that had established rapport. Those without particular friends were included in the group most congenial from standpoint of the particular student. An attempt was made to include one recognized leader in each group by appointing him as the chairman of a group before the group was actually formed. This helped to break cliques and to prevent a concentration of leaders in a particular committee. The committees were instructed to choose one member, in addition to the chairman, to sit on a panel before the class and to present the meaning and significance of the theme; to give suggestions for individual investigation, and to offer suggestions for show case and bulletin board displays.

Following this motivation of the entire class, the students were better prepared to work independently on their own level. As mentioned previously, they had the responsibility of choosing their level of study with only limited direction and advice from the teacher.

Motivation did not solve all problems; it only created a working basis for classroom unit, interest, and student participation in unit development. Problems in communication are so individual that any
attempt to describe specific methods of motivation are necessarily limited. Perhaps the first undertaking in teaching is to convince the students that no matter how skilled or unskilled they may be in communication, improvement can be made.

**Skill-building.**

During the school term of 1956-57, ten minutes at the beginning of most class periods was devoted to special skill-building practices as listening exercises, vocabulary development, spelling, or the study of sentence structure. The listening exercises were generally excerpts from some famous speech or philosophy that required critical thinking. Other practices—vocabulary development, spelling, and sentence structure—were related in some way to the unit. This practice is not described in the units since it was generally an outgrowth of the immediate needs experienced in a particular class.

Subsequently, however, a revision was made in the units as described in Unit I, to incorporate developmental reading skills, spelling, and vocabulary.

**Subject Matter.**

As pointed out previously, revisions in the units included the addition of skill-building material. Likewise, some subject matter was included in the units to make integration of the various facets of communication more realistic. Suggested audio-visual aids are included in Appendix C; aids for making objective tests are given in Appendix D; and developmental workbooks, textbooks, and references useful in teaching seniors in high school are given in Appendix E.
To clarify the practices used in teaching literature, composition, grammar, spelling, vocabulary, speech, critical listening, and critical thinking, a brief explanation may be helpful.

Since the primary purpose of teaching literature is to increase the appreciation of good literature, to develop habits of discriminating choice, and to promote human understanding, anthologies on various levels were used to meet the needs of the individual and to develop interest in current affairs. Among the magazines used by the students were the Reader's Digest, Saturday Evening Post, New York Times Magazine, the Atlantic Monthly, Harper's Magazine, and Vital Speeches. Occasionally, specific assignments were given in particular magazines.

During the study of Unit II, an extensive study of the resources of the library and the writing of a research paper provided many opportunities for independent study. During this time the students became acquainted with the reference books in the library that could make their study of mass communication more profitable.

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58 De Whitt Wallace and Lila Acheson Wallace (editors), The Reader's Digest (Pleasantville, New York: The Readers Digest Association).

59 Ben Hibbs (editor), loc. cit.


61 Atlantic Monthly Company, loc. cit.


Composition, in many instances, was an outgrowth of study in literature and was related in some way to critical thinking. Instruction was given in the unit to help students organize and develop specific types of composition. A different type of writing was emphasized in each unit, but an attempt was made to maintain previous skills in writing. At least one composition was written each week except when research was in progress. At least part of the writing was done under supervision—generally the writing and proofreading of the first draft. Emphasis each six weeks period was on a different skill—faulty sentence structure; unity and coherence; sentence structure and patterns; the idea, voice, agreement, connectives, and punctuation; and colloquialisms, idiomatic phrases, hackneyed expressions, slang, vulgarisms, improprieties, troublesome nouns, pronouns, and verbs. Proofreading was of major importance since themes that were not acceptable were not marked. Effective writing was determined by the value of the idea, effectiveness of the organization and development, unity and coherence, correctness of mechanics, and the appearance of the paper.

The spelling lists were placed in the units as a challenge to those who were interested in increasing their efficiency in writing. One week was devoted to skill-building in this area, mostly on the student's own time. Words were pronounced in a test the last three days of the week. Students took the tests for which they were prepared. None of the students complained because they chose the amount of studying they wished to do. Every student kept his own list of misspelled words which were compiled at the end of each six weeks and became a test, pronounced and checked by those who made the fewest errors the first time.
In addition to this practice, students were encouraged to pursue a vocabulary hobby of some kind all year; the purpose of this hobby was to develop an awareness of words and the habit of self-improvement. A variety of hobbies developed such as, "A Modern Teenager's Vocabulary Improvement," "Idioms Used by Millions," and "Define Your Terms."

Closely related to vocabulary study was a limited study of diction, semantics, and logic. This included the pronunciation of words, diction, correct usage, figurative language, fallacies, importance of context, inductive and deductive reasoning, and the meaning of such terms as opinion, prejudice, inference, proof, analogy, criticism, comparison, contrast, and evaluation.

Critical listening and thinking naturally followed such discussion. These skills were emphasized at the beginning of class, in note-taking, group discussions, and class discussions. The use of audio-visual aids followed by some written criticism helped to develop these skills. Much was accomplished by a method of questioning used to arouse students to observe, defend, define, criticize, explain, and evaluate. This practice was reinforced by specific directions in written composition.

Elements of speech were practiced in some form every day. Effort was made to include all students in class discussion, group discussions, and reporting. Special assignments in speech included preparing speeches that were creative, inspirational, and persuasive. Tape recording of the best speeches and an opportunity to deliver them in a student assembly were major incentives. These speeches were related in some way to the theme of the entire course whose unifying force was human understanding.
with critical thinking.

Library books listed in the units were found in the Bozeman Senior High School Library, *Catalog for High School Libraries*, 64 *Books for You*, 65 *Gateways to Readable Books*, 66 *Good Reading*, 67 *Reading Ladders for Human Relations*, 68 *Patterns in Reading*, 69 *Book Bait*. Both undirected and directed library reading were tried. Directed reading, with emphasis on quality rather than quantity, was considered more desirable and was consequently considered in the revision of the units, although on two occasions objections to the books included in the list were made. To avoid monotony and to stimulate thinking, students were asked to give their reports in various ways—by panel, by book talks between two readers, by “sales talks,” by individual book reviews, and by written book reviews. Directions for doing this were included in the units. One book each six weeks was required reading for the average student except during periods of research or during the assignment of plays for extra reading. Honor students generally read a book every six weeks in addition to regular assignments.


67 Committee on College Reading, *Good Reading* (Chicago: NCTE, 1941).


Assignments.

Four major problems were considered in preparing assignments for seniors. These were to eliminate rigid assignments as far as possible, to improve attitude toward English, to build better study habits, and to promote a greater degree of independence and individualism.

The first problem—that of rigid assignments directed to the average student—seemed to produce a regimentation that limited initiative, creativeness, independence, and pride in accomplishment. To partially solve this problem, assignments were made on two levels and divided into weekly allotments. This did provide some flexibility, but the final revision of the units in 1961 eliminated the weekly allotments, which interfered with creative impulses and suggestions made by the classes during the motivation period when a new unit was introduced. As the units now stand, they provide suggestions and directions for a six weeks period which are more flexible because time limits are not established within the unit. Final directions for the work of each week were posted on the bulletin board and discussed in class as necessary. The divisions in the unit are suggestive of the general order in which the study of the units progressed and descriptive of the type of assignments usually given. Time limits originally used were not satisfactory because it was impossible to control other school activities which interfered with regular class work. The personal problems, needs, and limitations of students in the classes was another obstacle which brought about this revision in the units.

The second problem—the improvement of attitude—was largely
psychological. For this reason, it seemed imperative that the units be
directed toward this area first so that the students would become more
receptive to the subject matter. Since this adjustment cannot be made
in a few days, each unit provided some constructive thought on the mat­
ter which was later discussed in class. The theme of each unit, the
subject matter, and instruction were directed toward this end.

The third problem—the improvement of study habits—is vital to
the success of every student, regardless of his mental capacity. To
prepare the students for increased emphasis on study habits, each unit
contained an introductory section of "Success in English." Supervised
study in the classroom and in the library helped to eliminate some poor
habits of study, but the degree of success in this area was limited.
However, it did help the student to realize the cause of his failure and
to accept the responsibility for it.

The fourth problem—the development of independence and indivi­
dualism—was perhaps the most difficult. Although the group is still
very important to seniors in high school, they recognize their need and
desire for independence, recognition, and individuality. Freeing them
from rigid conformity in class assignments, stimulating them to be cre­
avtive, urging them to discuss and suggest suitable activities were some
methods used to solve this problem. Many of the activities described in
the units were included for this purpose.

III. SUMMARY

The development of the Experimental Program followed a limited
survey of materials related to the teaching of the language arts. Imple-
mentation of the program was based on the philosophy that its success would depend partially on the establishment of good rapport, mutual respect, and confidence in the classroom. Seniors desire firmness with courtesy, independence and responsibility with security, and fairness with understanding.

Accordingly, the stimulation of interest and the building of confidence received priority as each unit was introduced. Perhaps, equally important was the letter to parents informing them of the program and subsequent visits with many of them at PTA meetings.

Committees appointed to assist with routine affairs in the classroom provided opportunities for creativeness, for the development of responsibility and initiative, for cooperative citizenship, and for leadership. In addition, committee activities created interest and were an important part of motivation. Special committees were used also to introduce each new unit, since this procedure established unity among the students, a better understanding of the unit, and provided an opportunity for students to make suggestions for the development of the unit.

In addition, each unit provided integrated experience in reading, critical listening and thinking, speaking experience, depth appreciation of literature, instruction in writing, and spelling and vocabulary development. The individual needs of the students were met by flexible assignments, the use of several anthologies, more homogeneous grouping, and many opportunities to work independently as well as in group situations.

The Appendix contains the following materials: Appendix A, the "Preface," "Table of Content," Unit I, entitled "Build a Constructive
Philosophy,* which are parts of Thoughtful Communication, the title given to the entire collection of six units described in this chapter; Appendix B, pictures and descriptions of some activities, outgrowths of unit development; Appendix C, audio-visual aids that may be used in teaching the units described in this chapter; Appendix D, directions to the teacher for making objective "English" tests; Appendix E, references used in building the Experimental Program and suggested developmental textbooks and workbooks for those unable to do regular assignments for seniors.
CHAPTER IV

APPRAISAL OF THE EXPERIMENTAL PROGRAM

The appraisal of the Experimental Program was based on the followings: (1) a statistical appraisal of the means in "Total English," Iowa Test of Educational Development,¹ based on scores made by Experimental Group I and Control Group I, Class of 1960, Bozeman High School; (2) a statistical appraisal of the means in "Total English," Cooperative English Test² for college freshmen, based on scores made by Experimental Group II and Control Group II, Class of 1961, Bozeman High School, and (3) a subjective report of conferences with students, parents, and administrators.

I. STATISTICAL ANALYSIS OF ITED SCORES IN 1960

The first appraisal of the Experimental Program was based on a statistical analysis of a sampling of total language arts scores on the ITED, made by Bozeman High School seniors, Class of 1960. This class consisted of 160 students divided into seven classes, five of which participated in the Experimental Program under the instruction of the writer and two under the instruction of another teacher.

Analysis of "Total English" Scores, Iowa Test of Educational Development.

Table I, page 119, shows a sampling of 26 seniors having matched

¹E. F. Lindquist, loc. cit.
²Clarence Derrick and David Harris, loc. cit.
IQ scores chosen from the total enrollment in each of two divisions, namely the writer's enrollment and her colleague's. The sampling groups were designated as Experimental Group I and Control Group I. The mean achievement in the language arts as measured by the ITED given in March, 1960, was found for each group and the significance of the difference determined.

In evaluating these data, the null hypothesis was tested: that the difference between the mean achievement of the Experimental and Control groups were so small that it could be explained by sampling error or that \( M_E - M_C = 0 \).

\[ r = \text{Correlation coefficient between intelligence scores and ITED scores.} \]

\[ M_E = \text{Mean of "Total English" ITED scores for Experimental Group I, March, 1960.} \]

\[ M_C = \text{Mean of "Total English" ITED scores for Control Group I, March, 1960.} \]

\[ S.E._E = \text{Standard Error of the experimental distribution of "Total English" ITED scores for Experimental Group I, March, 1960.} \]

\[ S.E._C = \text{Standard Error of the control distribution of "Total English" ITED.} \]

FORMULA: \[ t = \frac{M_E - M_C}{\sqrt{\left(S.E._E^2 + S.E._C^2\right)(1 - r^2)}} \]

\[ = \frac{22.7 - 20.8}{\sqrt{\left(.69^2 + .63^2\right)(1 - .5^2)}} \]

\[ = \frac{1.9}{.65} \]

\[ = 2.37 \]

---

Entering the \( t \) table\(^4\) with 49 degrees of freedom, \( .01 = 2.01 \) and \( .05 = 2.63 \), the \( t \) of 2.37 is, therefore, significant at the .05 level. Hence, there is reason to believe that the Experimental Group did better in total English than did the Control Group, thus suggesting that the methodology and curriculum factor or factors in the Experimental Group were superior to those in the Control Group.

Comparison of Means of Senior Scores with the Standard Median, ITED.

The class mean of both the Experimental Group and the Control Group were compared with the Standard Median of the ITED test for seniors. These percentiles are shown in Figure II, page 120. The percentile mean of the Experimental Group was 84; that of the Control Group was 75. This suggests that both the Experimental and Control Groups made greater achievement in "Total English" than the Standard Median for seniors indicated.

\(^{4}\text{Ibid.}, \ p. \ 449.\)
TABLE I

SAMPLING OF SENIORS, CLASS OF 1960, BOZEMAN HIGH SCHOOL, MATCHING IQ SCORES, "TOTAL ENGLISH" SCORES (CORRECTNESS OF EXPRESSION, READING LITERATURE, AND USE OF SOURCES OF INFORMATION), IOWA TEST OF EDUCATIONAL DEVELOPMENT.

<table>
<thead>
<tr>
<th>Student</th>
<th>Matching IQ Scores</th>
<th>Control Group</th>
<th>Experimental Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>123</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td>2</td>
<td>118</td>
<td>16</td>
<td>27</td>
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<tr>
<td>3</td>
<td>117</td>
<td>26</td>
<td>26</td>
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<tr>
<td>4</td>
<td>117</td>
<td>26</td>
<td>26</td>
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<tr>
<td>5</td>
<td>116</td>
<td>25</td>
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<td>6</td>
<td>115</td>
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<td>7</td>
<td>115</td>
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<td>8</td>
<td>111</td>
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<td>9</td>
<td>111</td>
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<td>25</td>
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<td>10</td>
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<td>21</td>
<td>24</td>
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<td>13</td>
<td>108</td>
<td>21</td>
<td>24</td>
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<tr>
<td>14</td>
<td>108</td>
<td>20</td>
<td>24</td>
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<tr>
<td>15</td>
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<td>16</td>
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<td>19</td>
<td>22</td>
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<tr>
<td>18</td>
<td>105</td>
<td>19</td>
<td>21</td>
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<tr>
<td>19</td>
<td>104</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>20</td>
<td>103</td>
<td>19</td>
<td>20</td>
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<tr>
<td>21</td>
<td>102</td>
<td>18</td>
<td>20</td>
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<tr>
<td>22</td>
<td>101</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>23</td>
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<td>17</td>
<td>19</td>
</tr>
<tr>
<td>24</td>
<td>99</td>
<td>16</td>
<td>19</td>
</tr>
<tr>
<td>25</td>
<td>97</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>26</td>
<td>94</td>
<td>16</td>
<td>13</td>
</tr>
</tbody>
</table>

Mean 108 20.8 22.7
### Correctness of Expression

<table>
<thead>
<tr>
<th></th>
<th>Average Standard Scores</th>
<th>Control Group Standard Scores</th>
<th>Experimental Group Standard Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17.1</td>
<td>21</td>
<td>22.4</td>
</tr>
<tr>
<td>Reading Literature</td>
<td>15.7</td>
<td>18.2</td>
<td>21.7</td>
</tr>
<tr>
<td>Use of Sources of Information</td>
<td>17.2</td>
<td>23.7</td>
<td>24.2</td>
</tr>
<tr>
<td>Composite Score</td>
<td>16.6</td>
<td>20.8</td>
<td>22.8</td>
</tr>
</tbody>
</table>

**FIGURE 2.**

PROFILE OF PERCENTILE RANKS OF GROUP AVERAGES, ITED, SENIOR CLASS SAMPLING, BOZEMAN HIGH SCHOOL, MARCH, 1960.
II. STATISTICAL ANALYSIS OF CET SCORES IN 1961

The second appraisal of the Experimental Program was based on a statistical analysis of scores made by Bozeman High School seniors, Class of 1961, on the CET for college freshmen. This test was chosen rather than the one customarily given to seniors because past experience indicated that the measurement of some seniors was not adequate.

Analysis of "Total English" Scores, Cooperative English Test.

The Class of 1961 consisted of 168 seniors, 15 of whom did not participate in the program because they were reading at eighth and ninth grade levels and, consequently, were sectioned in a remedial class. The balance of these students were divided into five classes, four of which were taught by the writer and two by her colleague. The sampling of 60 seniors, 30 from the Experimental classes and 30 from the Control classes, had a matched IQ mean of 112.6 and matched initial CET score means of 156.5 for the Experimental Group and 156.9 for the Control Group. See Table II, page 122. Except for the same general outline in reading, the methods, procedures, assignments, and time given to the various facets of the language arts were different in the Experimental and Control classes.

The mean achievement in "Total English" (vocabulary, level of comprehension, speed of comprehension, total reading, and English expression), as measured by the CET given in April, 1961, was found for each group and the significance of the difference determined. In this evaluation, also, the null hypothesis was tested: that the difference between the mean achievement of the Experimental and Control Groups were so small that it
TABLE II

SAMPLING OF SENIORS, CLASS OF 1961, BOZEMAN HIGH SCHOOL, MATCHING IQ MEANS AND "TOTAL ENGLISH" SCORES (VOCABULARY, LEVEL OF COMPREHENSION, SPEED OF COMPREHENSION, TOTAL READING, AND ENGLISH EXPRESSION), COOPERATIVE ENGLISH TEST FOR COLLEGE FRESHMEN.

<table>
<thead>
<tr>
<th>Student</th>
<th>Matching IQ Scores</th>
<th>Matching Scores Total English Sept.</th>
<th>Total English Scores April</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Control Experimental</td>
<td>Control Experimental</td>
<td>Control Experimental</td>
</tr>
<tr>
<td>1</td>
<td>130 130</td>
<td>175 173</td>
<td>176 177</td>
</tr>
<tr>
<td>2</td>
<td>122 122</td>
<td>160 154</td>
<td>166 163</td>
</tr>
<tr>
<td>3</td>
<td>120 120</td>
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<td>117 117</td>
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<td>5</td>
<td>117 151</td>
<td>151 151</td>
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<td>117 117</td>
<td>165 166</td>
<td>171 173</td>
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<td>7</td>
<td>116 116</td>
<td>164 167</td>
<td>166 172</td>
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<td>8</td>
<td>116 116</td>
<td>161 161</td>
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<td>115 115</td>
<td>163 163</td>
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<td>114 114</td>
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<td>113 113</td>
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<td>162 171</td>
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<td>156 150</td>
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<tr>
<td>15</td>
<td>112 112</td>
<td>160 156</td>
<td>163 166</td>
</tr>
<tr>
<td>16</td>
<td>112 112</td>
<td>146 150</td>
<td>155 159</td>
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<td>17</td>
<td>111 111</td>
<td>161 158</td>
<td>164 164</td>
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<tr>
<td>18</td>
<td>111 111</td>
<td>156 158</td>
<td>163 166</td>
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<tr>
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<td>23</td>
<td>110 110</td>
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<td>160 166</td>
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<td>28</td>
<td>105 105</td>
<td>151 154</td>
<td>157 157</td>
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<td>29</td>
<td>102 103</td>
<td>150 155</td>
<td>153 156</td>
</tr>
<tr>
<td>30</td>
<td>101 101</td>
<td>151 150</td>
<td>158 155</td>
</tr>
<tr>
<td>Mean</td>
<td>112.6 112.6</td>
<td>156.9 156.5</td>
<td>159.5 162.8</td>
</tr>
</tbody>
</table>
could be explained by sampling error or that $M_E - M_C = 0$.

$N (30) =$ Number of seniors in the sampling.

$r (.77) =$ Coefficient of correlation between intelligence scores and CET scores.

$M_E (162.8) =$ Mean of "Total English," CET scores, Experimental Group II.

$M_C (159.5) =$ Mean of "Total English," CET scores for Control Group II.

\[
\sigma_E = \sqrt{\frac{X_E^2}{N_E} - M_E^2} = 6.9
\]

\[
\sigma_C = \sqrt{\frac{Y_C^2}{N_C} - M_C^2} = 3.7
\]

$S.E. E =$ Standard error of experimental distribution of final test, "Total English" CET scores.

$S.E. C =$ Standard error of control distribution of final test, "Total English" CET scores.

\[
S.E. E = \sqrt{\frac{\sigma_E}{N_E}} = \frac{6.9}{5.48} = 1.26
\]

\[
S.E. C = \sqrt{\frac{\sigma_C}{N_C}} = \frac{3.7}{5.48} = .68
\]

FORMULA: $^5$

\[
t = \frac{M_E - M_C}{\sqrt{\left( S.E. E^2 - S.E. C^2 \right) (1 - r^2)}}
\]

\[
= \frac{3.3}{\sqrt{(1.26^2 - .68^2)(.41)}}
\]

\[
= \frac{3.3}{\sqrt{.84}}
\]

\[
= 3.6
\]

$^5$Ibid., p. 449.
Entering the "t" table, the "t" of 3.6 is significant at the .01 level. Hence, there is reason to believe that the Experimental Group did better in total English than did the Control Group, thus suggesting that the methodology and curriculum factor or factors in teaching the Experimental Group were superior to those in the Control Group during the 1960-61 school term.

**Comparison of Means of Senior Scores with the Standard Median, CET.**

A comparison of the CET score means made by Experimental Group II and Control Group II with the Standard Medians for college freshmen is favorable for both groups; however, the means for the Experimental Group were higher. See Figure III, page 125.

**III. SUBJECTIVE APPRAISAL**

After preliminary adjustment, most seniors in the Experimental classes seemed content. However, some problems were experienced during the period of adjustment. The rather sudden responsibility of evaluating themselves and choosing their own course of action came as a shock to some students, especially for some girls. These seniors wanted the teacher to tell them exactly what to do and when to do it. In other words, it was difficult for them to break the "daily assignment" routine, the familiar procedure. In general, the boys accepted the idea of responsibility, individuality, and accomplishment measured by ability more readily.

The problem of adjustment involved the parents, also. The discussion of the program with some parents on "Parents' Night" at PTA and the
FIGURE 3

A PROFILE OF CET MEANS ON SCORES MADE BY CONTROL GROUP II AND EXPERIMENTAL GROUP II, A SAMPLING OF SENIORS, CLASS OF 1961, BOZEMAN HIGH SCHOOL, COMPARED WITH THE STANDARD MEDIAN FOR COLLEGE FRESHMEN.
letter of explanation given to them as explained in Chapter III, prevented many problems from arising, but later some parents who did not attend the meeting believed their sons or daughters to be at a disadvantage because the amount of work was not limited to one general assignment. This was also a problem for students of high ability who were engaged in many extra-curricular activities and had previously maintained honor grades by completing average assignments well.

Such problems were discussed in the classes and individually. All seemed to accept the following explanation: students who participate in community activities or extra-curricular activities have the satisfaction of developing socially; those who earn money gain practical experience and have the pleasure of supplying at least part of their needs; and those who devote more time to their lessons may find their reward in greater academic achievement. Since the interests and abilities of students are unique, it seems reasonable to believe that flexibility in class assignments is both fair and desirable for academic and individual growth.

By the end of the first semester, most students had adjusted to the program and seemed enthusiastic. The students who had the most difficulty in making adjustment expressed their appreciation and suggested that the program should be used all through high school. During the second semester, creativeness increased; self-direction, self-discipline, and enthusiasm made teaching a pleasure. Evident pride in successful achievement, even on a most humble level, made the program worthwhile. Encouragement, understanding, and recognition of effort helped to establish harmony in the classroom both during and after
adjustment was made. Students who attended college later said that adjustment to college was really made in their senior year.

In addition, the use of teacher-prepared units appeared to simplify classroom direction, increase the students' efficiency in study halls, and provide direction for home study. The remarks, "Everything is done," or "I didn't know the assignment," or "What do I have to do for make-up?" so often heard in study halls or classrooms, were practically eliminated as far as senior "English" was concerned.

The value of class observation, individual conferences and appraisal by parents and administrators as a means of evaluating a program is necessarily limited and subjective. However, the Experimental Program was used in a limited way by a second teacher of senior "English" in the Bozeman High School during the 1957-58, 1958-59, and 1959-60 school terms. A comparative study of a sampling of scores made by seniors on the ITED with the Standard Medians showed that the means of both Experimental and Control Groups were higher. During the school term of 1959-60, the same teacher instructed the Control Group. Except for a similar reading program, his use of the Experimental Program was incidental. His emphasis was on literature; the instructor of the Experimental Program used a more balanced program. The statistical appraisal showed that the achievement of the Control Group was especially good in "Level of Comprehension," "Speed of Reading," and "Total Reading," but that achievement in "Vocabulary" and "English Expression" was lower. On the other hand, the achievement of the Experimental Group was noticeably higher in the latter two areas. The difference in "Total English" was probably due to these two factors and the fact that more independent
reading of literature increased the "Total Reading" scores for the Experimental Group.

The response of the administration to the program has been favorable. The principal, Mr. Hiney Lund, who has visited the Experimental classes many times, has voiced his interest and appointed the writer coordinator for the English Department in the Bozeman Senior High School and has recommended the building of a curriculum for sophomores and juniors which follows a similar pattern. Superintendent John Shively has listened to a tape recording of class instruction and has expressed his approval.

Dr. Milford Franks, School of Education, Montana State College, in Bozeman, who has had two sons in the Experimental classes, has also expressed his interest in this program. Other parents have, on numerous occasions, expressed interest and approval.
CHAPTER V

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, AND COMMENTS

The Experimental Program in Twelfth Grade Language Arts was an attempt to apply the psychology and philosophy of modern education to improve the writer's teaching of English and to contribute to the research and experimentation in progress in the language arts field. Many suggestions have been made for improvement in subject matter content, organization, methodology, and procedures, but the problem has not been solved, as indicated by the recent "project English" being promoted by Dr. McMurrin, Office of Education, and the publication by the National Council of Teachers of English, The National Interest and the Teaching of English.  

I. SUMMARY

The problem involved in this study was to investigate the history of the problem, the problems encountered in teaching "English," the criticism of present programs, the findings reported in research, the recommendations of various state departments of public instruction—the Montana State Department of Public Instruction, in particular—the recommendation of the National Council of Teachers of English, the National Policies Commission, and the recommendation of various educators

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2 Ibid.
and teachers engaged in teaching teachers or in teaching secondary language arts.

Specifically the problem was ninefold: (1) to re-examine the problems involved in teaching the language arts; (2) to search the available literature for ways and means of improving twelfth-grade language arts; (3) on the basis of those practices which seemed promising, to set up a twelfth-grade language arts program; (4) to use the program in teaching the language arts to seniors in the Bozeman Senior High School, Bozeman, Montana; (5) to revise the Instructional Units following their use in the classroom; (6) to evaluate the Experimental Program in 1960 by statistical analysis of a sampling of scores made by Bozeman High School seniors, Control Group I and Experimental Group I, on the language section of the Iowa Test of Educational Development; (7) to evaluate the program in 1961 by a statistical analysis of the scores made by Bozeman High School seniors on the Cooperative English Test for college freshmen; (8) to make a subjective appraisal by noting the response of students, administrators, and parents, and (9) on the basis of the evaluations made, including an appraisal of recent research in the field of the language arts, to draw conclusions and make recommendations and comments on the building of a language arts curriculum and teaching language arts to seniors in high school.

Children entering school are generally categorized most frequently by grade level and age level with little thought given to their individuality and mental ability. It seems that children tend to adjust to the niche in which they have been artificially placed. Consequently, many of the best minds of our youth have not been challenged, nor has
this arrangement contributed to their psychological welfare. Students become frustrated because they cannot progress according to their ability or, perhaps, because they find themselves in a situation whereby failure, not success, is the expected outcome of their efforts.

In trying to make an adjustment, they tend to seek experience to satisfy their needs. Undirected experience may be detrimental to their psychological and social development. As a frustrated child matures, he tends to see the world in terms of the present and the future with himself the center of the universe. He sees others as obstacles in his path which must be overcome. The final result may be delinquency.

This situation is contradictory to the objective of education and to the needs of our youth, which may be summarized as follows: (1) to develop some sense of individual worth, (2) to understand his problems, (3) to find acceptable values, (4) to understand his relationship to others, (5) to become increasingly aware of the processes of thought—both logic and emotional association of ideas, (6) to understand the inconsistencies in his own nature and in the life of others, (7) to find his place in an inconsistent and political world, (8) to find an outlet for his own being in creativity, (9) to experience recognition, and (10) to understand the limits of communication.

For these reasons, the approach used in building the Experimental Program was psychological. Positive attitudes were to replace all negative attitudes for both teacher and students. To do this, motivation became an important part of the program. Instructional units were built around an idea significant to the student and broad enough to permit cooperation between groups and the exercise of initiative, individuality,
and creativity. Perseverance, responsibility, and dependability were promoted through choice of subject matter based on the students' appraisal of themselves, the encouragement of self-direction, critical thinking and listening, self-discipline, and leadership.

The six units described in this study are as follows: (1) "Build a Constructive Philosophy," (2) "Recognize the Power of Words," (3) "Consider Human Behavior," (4) "Defend Freedom," (5) "Be Creative," and (6) "Understand Persuasion." Composition was an outgrowth of the development of ideas with grammar, syntax, and spelling, vital adjuncts to effective presentation of ideas. Hence, proofreading and spelling were important parts of the program. Speech was of equal importance to reading and written composition. It also was an outgrowth of idea-building. Practice in explaining, defending and promoting ideas, noting similarities and differences, giving reasons, analyzing, and criticizing gave the seniors not only experience in thinking and speaking, but prepared a foundation for writing.

The educational philosophy basic to the Experimental Program includes the following factors. (1) Motivation plays a significant part in scholastic achievement. (2) Many students who are not limited by rigid assignments tend to expect more of themselves than the teacher would ordinarily. (3) Students learn more about English expression through speaking and writing than by drill in grammar. (4) Many seniors need practice in developmental reading skills. (5) Many average seniors and most advanced seniors enjoy the introduction to semantics and logic. (6) The dislike and fear of writing is often the result of barren fields of thought caused by poor observation and lack of stimulation and direc-
tion. (7) Creativity is a welcome and stimulating experience to seniors whether it comes in drawing, painting, constructing, dramatizing, writing poetry, narratives, or personal essays. (8) Many seniors are capable of reading with mature understanding, books and plays meant for adult readers. (9) Interest in reading and spelling can be developed. (10) More homogeneous grouping of seniors in high school makes a happier teaching and learning situation than heterogeneous grouping. (11) Seniors respond to confidence with confidence, interest with interest, and sincere teaching effort with sincere response.

II. CONCLUSIONS

The findings described in this study should be considered as applying to the senior classes in the Bozeman High School during the years of this study, 1956-1961, although they may be relevant to similar teaching situations elsewhere. Since no attempt was made to apply all possible procedures or techniques recommended for teaching twelfth-grade language arts, the program described may be considered as one plan, among others, for the accomplishment of the objectives in the language arts for seniors.

Appraisal of the Experimental Program consisted of the following: (1) a statistical comparison of "Total English" scores on the Iowa Test of Educational Development, made by seniors in Experimental Group I and Control Group I, Bozeman High School, Class of 1960; (2) a statistical appraisal of "Total English" scores on the Cooperative English Test for college freshmen made by a sampling of seniors designated as Experimental Group II and Control Group II, Bozeman High School, Class of 1961; (3)
a comparison of the means of ITED scores made by Experimental Group I and Control Group I with the Standard Median for high school seniors; (4) a comparison of the means on the CET made by a sampling of seniors designated as Experimental Group II and Control Group II with the Standard Median for college freshmen, and (5) a subjective appraisal of classroom observation, individual conferences, parental conferences, test results, and administrative response.

The conclusions are as follows: (1) that after the initial period of adjustment, most students believed the program helped them to improve their study habits, think independently, and to accept responsibility; (2) that both students and their parents were appreciative of the effort being made to improve the "English" program; (3) that most seniors and their parents seemed to be satisfied with the results of the program; (4) that the administrators approved the program; (5) that the statistical appraisal of ITED scores in "Total English," Experimental Group I and Control Group I, Class of 1960, showed that the difference between the means of the two was significant at the 5 per cent level; (6) that the means of "Total English" on the ITED were higher than the Standard Median in both groups; (7) that the statistical appraisal of CET scores in "Total English," made by Experimental Group II and Control Group II, showed that the difference between the means of the two groups was significant at the 1 per cent level, and (8) that the means in "Total English," "Level of Comprehension," "Total Reading," and "English Expression," on the CET were higher for the Experimental Group than the Standard Median for college freshmen.
III. RECOMMENDATIONS AND COMMENTS

The program presented in this study was an attempt to improve the teaching of language arts to seniors in the Bozeman High School. The fact that each succeeding year of teaching experience has necessitated revision in the program may give some insight into the need for continued study, experimentation, and research by other teachers in this field.

The full value of this Experimental Program cannot be ascertained until it has been used by teachers of senior English in other schools and statistically appraised.

The statistical appraisal of the Experimental Program used in the Bozeman High School, 1960-61, suggested that methodology curriculum factor or factors were superior to those in the Control Group, the difference being significant at the 1 per cent level. However, testing and appraisal should be continued in the Bozeman High School.

The program may be useful in other schools or to curriculum builders. According to recent research, the need is urgent. Citing from The National Interest and the Teaching of English, one of the latest publications of the National Council of Teachers of English, George B. Leonard, Jr., a staff writer for Look, pointed out that only about half the people now teaching high-school English have completed college majors in English; 59 per cent of the colleges preparing high school English teachers do not require future English teachers to take a course in advanced composition; and more than 61 per cent fail to require a course in grammar and usage. One-fourth of all elementary school teachers (and it is they who teach the fundamental skills in writing) are not college graduates; nine-
teen states do not require any course in English for elementary teachers; and the colleges that train elementary teachers require an average of only 10 per cent of the total program beyond freshmen English be spent on English or the teaching of English. Although every expert warns that a teacher of composition cannot possibly teach class and grade themes properly for more than 100 students at a time, the student load of the average high-school teacher of English is estimated to be upward of 150 students.3

In the same article George Leonard, Jr., said that the National Council of Teachers of English estimated that remedial English in U. S. colleges costs between 10 and 11 million dollars a year, and this program is not effective. Studies show that an overwhelming majority of the students who start in remedial English fail to graduate from college.4

He quotes the National Council of Teachers of English as follows:

... The mass assault of young humanity on colleges and schools holds more dangers for writing than for any other subject. The reason is that teaching writing takes time. ... According to experts, high-school students should write some sort of paper averaging at least 250 words, once a week. The papers should be marked to teach writing and thinking, a brain-taxing chore that takes an average of 8.6 minutes a paper, or 21.5 hours a week for 150 papers. If the students correct their papers, and the teacher checks the corrected papers, he adds 2.8 minutes a paper or a total of 7 more hours to his week's work. When this 28.5 hours of theme marking is added to classroom time and other regular duties of the English teacher, the total rises to almost 70 hours a week. This, it should be noted, does not include going to P.T.A. meeting, training debating teams, directing plays, sponsoring school papers, or keeping up with developments in the field of English. Nor does it include correcting the occasional 1,000-to-2000 word themes high-school students should write.5

3Ibid. 4Ibid. 5Ibid.
The result seems to be that, "excepting nervous exhaustion, the teacher assigns much less written work, hurries through the papers, sometimes merely marking them with a letter grade, does not demand that papers be corrected, and Johnny misses a chance to improve in writing." Teachers who are especially able in teaching composition become demoralized, and "when the English teacher's plight gets around, prospects are frightened away."  

As reported by George Leonard, Sterling M. McMurrin, Commissioner of Education, U. S. Office of Education, is asking for funds for "Project English," a research program on reading and writing. This is a new development in the Office of Education, according to Dr. McMurrin.

If Congress will give us the money—and I hope it will—we plan to research the entire problem of English teaching. From the knowledge gained, we shall construct a model curriculum in the subject. Finally, we'll finance a demonstration on the program in actual schools. Then, school systems through the nation may use the program as a guide if they wish. . . . We're making a major point in this program. English, our main instrument of communication, is the most important single subject in our schools, and, therefore, the logical place for us to begin.

Although much criticism has been directed toward the language arts curriculum, methodology, organization, and standards, evidence of improvement exists. Progress has been delayed because of a shortage of qualified teachers, large classes due to increased enrollment, the heterogeneity of students, conflicting philosophies of education, and insufficient community support, financial and otherwise.

If higher standards of achievement are to be realized, teacher

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6Ibid. 7Ibid.
training must be improved; in-service education of teachers of "traditional English" must be required to meet present needs; school boards and community must provide funds for curriculum building and adequate school supplies; the number of students assigned to each teacher of English must be limited to 100; teachers of English must be relieved of extra-curricular duties, and increased emphasis must be placed on academics in the school world rather than on extra-curricular activities. Improvement would also require regular attendance; more homework; more supervised study; more attention to guidance and testing; raising the standards of promotion for capable students; placing students in more homogeneous classes or dividing heterogeneous classes into more homogeneous groups for instruction; placing emphasis on problem-solving, critical listening and thinking, rather than on memorization of rules and facts; and building an awareness of the inconsistencies in the nature of man, his uniqueness, and inability to communicate completely with others.

The needs of adolescents need not be submerged by the needs of the democratic world. In many instances these needs are synonymous. For example, since increasing conformity threatens individualism, seniors in high school need to build self-reliance and initiative through creative experience and practice in reading, thinking, writing, and speaking. Studying about such skills rather than experiencing them is one of the major problems in education. Seniors in high school should be aware of the patterns of fallacious thinking, the misunderstanding involved in the connotation of words, and the tactics used in subversion and propaganda. The study of the language arts in high school at the senior
level should include some provision for resisting the "battle for men's minds" promoted by Communism or any other form of totalitarianism. Civic responsibility, economic efficiency, and social success are out-growths of such experiences.

In a recent survey of fifty-five American high schools across the United States, James B. Conant discovered that the academically talented students, as a rule, are not challenged and do not work hard enough. The able boys specialize in mathematics and science, exclude languages, and neglect the study of English and social studies. Correction, he believes, will depend on altered attitudes in the community and on action taken by the school boards and administration. Since the flash of Sputnik around the earth, still more attention is being directed toward mathematics, science, and foreign languages. The problem posed is that educators may be unable to keep a firm hand on a well-balanced curriculum with equal opportunities for all children and sufficient emphasis on the humanities.

For this reason, the need for a more comprehensive course in language arts for students in high school is greater than ever before. The adolescent needs to keep abreast of a rapidly changing world. To do this, he must develop adequate powers of judgment and expression, limited only by his capacity to learn. He must be acquainted with his own culture and that of other countries around the world. The language arts can do much toward building wholesome personalities and the necessary skills for more advanced learning.

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Since the language arts should meet the needs of students whose abilities are from one to six grade levels apart, instructions must be flexible at each grade level. In addition, individualization is necessary to meet the needs of some students. Several recent courses of study, including the outline of Montana's proposed course of study, recommend ability grouping in the language arts, especially in the twelfth grade. If this is not practical in the small high schools, grouping within the heterogeneous class, as used in some classes in the Bozeman High School, may be advisable. Such groups may be organized by permitting each senior to make a personal appraisal of his own ability, with advice from the guidance office, and to choose the course or assignment in "English" most suitable to his ability.

Equally important is the methodology of teaching which should be based on a recognition of the basic needs of adolescents to understand the world in terms of the twentieth century, to understand themselves in relation to a world of misunderstandings, and to build some kind of order in their own lives. In addition to the recognition of adolescent needs, a teacher needs psychological skill in teaching adolescents and knowledge of subject matter—semantics, logic, reading skills, modern literature, world literature, grammar, composition, and history. Hence, one of the gravest problems in improving the language arts curriculum is the adequate training of teachers. Teachers in secondary education are often too specialized in either education or some limited area of subject matter—literature, or grammar, or composition, or speech—when in fact they need to be well versed in all, if the subject matter is to be integrated skillfully in a language arts course for seniors.
Among the various possible plans offered by educators to improve the teaching of the language arts to seniors, the proposal made by the NCTE—unit teaching to homogeneous groups—has won the widest approval. The time seems favorable to meet the challenge posed by critics. Teachers of English in secondary schools, who have not done so, should plan a co-ordinated curriculum in the language arts to meet the particular problems of their schools. On the senior level, the NCTE suggests that the high schools and colleges should work cooperatively to solve the problem of articulation.

Probably the most important consideration in this changing educational scene is the responsibility of curriculum-makers. Dr. Dora Smith, a nationally known authority on the teaching of high school English, has said:

We are besieged these days from every direction by critics of the schools who would have us make drastic changes in our program according to the whim of the moment or peculiar predilections of the individual concerned. "Import Europe's school system," we are told, "and get results." "Aim your program at the gifted and let others get what they can—or get out." "Look at Russia. Get some of her order and discipline into our schools." "Why can't 'they' use the English language?" we are asked. "But of course nobody teaches grammar any more!" Then comes the final thrust, "Let the humanities take care of themselves. We need our money for science and mathematics!"

Dr. Smith has reminded those who are re-evaluating their curricula that the principles of education in the United States have not changed. She quoted John Hersey as follows:

Just now, the gifted child is in fashion—and in a little danger, too. School systems all over the country, sensitive to

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fierce pressure from our society for technicians and experts of every kind, are rushing headlong into programs to produce highly efficient, skilled, dependable, ready-made cogs for a scientific economy. . . . Our problem is how to help every child realize his maximum potential that he may take part in the endless drive for progress.10

She also quoted Paul Halverson:

Sputnik has not changed the laws of learning nor the principles of child growth and development, nor has it altered our beliefs in freedom and human dignity, nor the basic values of our civilization.11

She pointed out that "effective communication at home and abroad is the chief instrument of such understanding." She emphasized the need for harmonious living and faith in the worth of the individual by quoting Norman Cousins:

Suppose we succeed in our frantic quest. Suppose we devise not only super intercontinental ballistic missiles, but a master switchboard that is the final triumph of war by automation. What then? We have the biggest problem of all still with us—to find a means of living together around the world in harmony with our faith in the worth of the individual.12

Since attitudes in the classroom, in the school, and in the community are often shaped by cooperative effort, or lack of it, the first step in the reorganization of school or curriculum should be a united effort by administrators and teachers to win the approval of the students and parents by pointing out the need and the plan for accomplishing

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12 Ibid., quoting Norman Cousins, Editorial, Saturday Review, XLI (December 14, 1958).
change. The writer found parents most cooperative and understanding during the years of the development of the Experimental Program, because they believed, right or wrong, that the teacher was sincerely trying to improve the education of their children.

Too often curriculum effort is a half-hearted attempt to get something down on paper which has little meaning to the teacher, students, or administration.

If financial support is adequate, curricular adjustments made, and adequately trained teachers are available for teaching secondary language arts, improvement can be made. The State Committee for the Curriculum in English recommends that the twelfth grade be divided into ability groups:

It is recommended that the twelfth grade, especially, be divided into homogeneous groups whenever it is possible. In guiding students into groups the following factors should be considered:

1. Ability, as shown by past performance, achievement tests, reading tests, and intelligence tests.
2. Desire to complete a certain program.
3. Future plans.13

The State Committee recommended that students who are capable of completing the academic course should not be allowed to take the terminal course which is provided for those pupils who are unable to meet regular requirements. However, they suggest that no student should be denied the right to take the academic work, but he should be warned that he will be expected to meet the regular requirements.

This committee and the NCTE recommends that the unit method of teaching is most suitable for presenting the subject matter to students:

... it recommends that each teacher select a plan of organization that correlates—inter-relates—all phases of the language arts. The "unit plan" is highly recommended by the National Council of Teachers of English. ... All that is meant by the term here is that varied activities in the language arts are developed around a central theme or purpose, clear and significant to the student. It must be sufficiently broad to involve in some measure all four of the language arts and to permit each individual (1) to work in cooperation with his class and (2) to pursue special interests in a wide range of materials and experiences suited to his ability.\textsuperscript{14}

If the teachers in high school are to construct units of study for their language arts courses in high school, perhaps the best method would be to give such teachers a ten months contract so that they could plan their courses without undue hardship. If teachers needed assistance in doing this, perhaps a curriculum advisor could direct in-service training for teachers who needed credit. The problems of direction, finance, time, organization, and construction would require the cooperative efforts of the community, the school board, the administration, and the teachers.

To use such units of instruction effectively, a testing program should be a regular part of school procedure to determine more accurately those students who need corrective and accelerated instruction. This could be under the direction of the guidance official.

Recognizing the needs of the students is the next major problem.

\textsuperscript{14} The State Committee for the Curriculum in English, op. cit., p. 1.
A recent article by Charles E. Bish, director of the Project on the Academically Talented Student, National Education Association, has pointed out what he describes as "liabilities" and special needs of talented pupils.

(1) They learn easily and quickly. Therefore they have free time which they have difficulty in managing.

(2) Without the pressure to work they develop poor study habits, and many do not learn the habit of sustained effort.

(3) They dislike drill and repetition, even as much of it as they need.

(4) When they are required to do tasks which they already understand, they often respond by disliking the teacher, the subject, the school, and even react negatively to the whole "formal process of learning."

(5) They think faster than they can write, and they frequently turn in work of varying degrees of "sloppiness."

(6) Because of their natural curiosity, alertness, and ability to do relational thinking, they often appear to teachers and classmates to be conceited or overaggressive.

(7) They become interested only in perfection, or bog down because goals are beyond present attainment.

(8) They come to dislike their superior abilities because they do not gain appropriate recognition or approval when they use them.

(9) They do not understand their potential or capacity, nor do they perceive it in relation to social responsibility.

(10) They may find it difficult to be tolerant of others or to be critical of self.15

Subject matter and procedures which help these students develop a wholesome philosophy, psychology, and communication skills are good. Dr. Bish emphasized that improper motivation has caused approximately 40 percent of these young people to discontinue their education at the completion of their high school course. Other factors which tend to prevent

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complete development of their potential are the negative attitudes of family and friends toward the value of education, the negative pressure of their peers, and lack of social confidence. Dr. Bish recommended that the usual objectives be studied since they may "constitute tasks, but not challenges" and "circumscribed activities—not creative adventures."¹⁶

The needs of the "below average" students must also be considered. Perhaps the problem is even greater because they are so dependent on the teacher for understanding and instruction. Frequently, material at their level of understanding is not available. Consequently, they may be rebellious, brooding or indifferent. They, too, will become citizens. Since each one may need individual help in one or several areas, the best way a teacher can prepare to handle the situation is to be aware of sources of material and to know the techniques of elementary teaching. Some developmental workbooks and other helpful references are given in Appendix E. If the need were great enough in the high school, the addition of a corrective and developmental reading department under the direction of a specialist might pay dividends.

Perhaps one of the most controversial and persistent issues in teaching the language arts in high school is the place and importance of grammar in the total picture. Walter Kaulfers has pointed out that scientific study has shown that sentence analysis, diagramming, parsing, or nomenclature drill does not benefit a person's own personal writing.¹⁷

¹⁶Ibid., p. 516.
In a recent study made by Robert C. Pooley relative to the teaching of grammar in today's schools, he found that structural grammar was still widely taught in grades three through six, with a considerable part of the total grammar of English required of students in the sixth grade. Pooley's conclusion was that not much change has occurred in the teaching of grammar in the last ten years and there is not much evidence of a change in the near future, although such men as Whitehall, Fries, and Roberts have done much toward building a better understanding of grammar. He discovered that this is due largely to recommendations made in courses of study, to subject matter included in textbooks, and to the practice of teachers who teach as they were taught. It is interesting to note that in an unpublished thesis written in 1932 following a study of English in the Ashland, Oregon, schools, Frances Guy Martinson pointed out that the dislike for the subject "English" came at the sixth grade level. The writer has also experienced this dislike of English, which may be described as "fear of English" in the twelfth grade. Consequently,

22Ibid.
much effort must be directed toward "selling English" as a reasonable and interesting course which is much more than grammar. Until teachers are taught more about the structural approach to grammar, perhaps the recommendation of Pooley, made in his most recent book, *Teaching of English Grammar*, would be a realistic adjustment.

The NCTE has pointed out that traditional grammar as taught in secondary schools generally has been justly criticized as "not a scientific analysis of the English language, not adequately descriptive of the English language, too prescriptive and authoritative in attitude, and tending to interfere with careful study of the actual structure of English." Since there is no one analysis of the grammar of English universally accepted, experimentation will probably continue with both the traditional and new structural approach.

The practice of teaching grammar skills as a part of theme writing is not new. Generally speaking, it is a realistic approach, provided the actual writing of themes is done in a laboratory period under the direction of the teacher. One of the gravest dangers is to plan this instruction and then forget. Consequently, the actual development of skill in writing and proofreading is never accomplished. The importance of controlled writing, and application of the rules of syntax, grammar, usage, spelling, punctuation, and capitalization, have increased since many colleges and universities have abolished remedial English courses and are beginning to use their English placement examinations,...

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Pooley, *op. cit.*

instead, to select candidates for admission. This means that the responsibility of teaching skills in writing lies in the elementary and secondary schools. Other colleges and universities have given up the idea that the elementary and secondary schools will accept this responsibility; hence, they are increasing their efforts to develop literacy. Apparently, the greatest need at the present is the co-ordination and understanding between the two kinds of institutions.

Before acceptable composition can be taught, some system of identifying it must be found. A promising plan for co-ordination of composition between high school and college was described by Dr. Alfred H. Grommon, associate director of the NCTE's Commission on the English Curriculum. The Advanced Placement Program of the College Entrance Board, details of which are available in the College Board's Advanced Placement Program Syllabus, operates in the following manner:

High school students enrolled in Advanced Placement English Courses, for example, may qualify for not only Advanced Placement in college English courses but also college credit. In many schools, this accelerated program begins in the tenth grade and continues through the twelfth. Hence, senior English is considered by the colleges to be equivalent to a college freshman English course. Thus, the writing program and standards of evaluation must correlate closely with the level of competence expected in college courses.  

In a recent analysis of the content of placement tests in English used by one hundred thirty colleges and universities, David M. Litsey concluded that:

In the final analysis, therefore, it may be stated confidently that colleges no longer are interested in whether an entering student knows technical grammatical terminology, punctuation

rules, evanescent pronunciations, or the like, but rather colleges are concerned with proof that a student can actually use language to good effect. 27

This study indicated that emphasis on the various categories of English included on placement tests is as follows: (1) punctuation and capitalization, 31.86 per cent; (2) grammatical usage, 29.62 per cent; (3) spelling, 18.11 per cent; (4) vocabulary, 13.15 per cent; (5) sentence structure, 4.15 per cent; (6) technical grammar, 2.34 per cent; (7) pronunciation, .01 per cent; (8) punctuation rules, .00 per cent; (9) miscellaneous, .76 per cent. Although the essay examination has been found valuable, its use is limited because of its "uneconomical nature plus the difficulty of securing qualified readers." Most teachers of high school English interviewed by the writer are in general agreement that the teaching of sentence structure, which includes correct punctuation and capitalization, should receive the greatest emphasis. Next in order of importance are grammatical usage, spelling, and vocabulary.

One of the greatest difficulties in teaching composition is to integrate basic grammar and syntax with writing in such a way that students are able to see the relationships. Using the board to demonstrate proofreading is one useful procedure. Having something to say is also important. Hence, ideas formed from criticism of literature or from problem solving may be written on the board in paragraph form to teach sentence structure, unity, and coherence. Students seem to respond also, if their attention is directed toward ideas expressed well in

literature and if they are given models of well written paragraphs or composition.

If a teacher is able to keep his vision on teaching the students to write thoughtfully and interestingly on some significant subject within their experience, to organize their compositions by combining clear sentences in well developed paragraphs that are both unified and coherent, and to recognize the importance of accuracy and neatness, progress can be made by making proofreading a regular part of class instruction.

Although much progress has been made, actual practice is not current with research. The following problems are still unsolved in many high schools, making the effectiveness of language arts programs doubtful. (1) What is the reading ability of each student? (2) Are skills taught in the language arts from the junior high school through the senior high school co-ordinated to prevent "gaps"? (3) Are all the high school teachers trying to teach all the grammar so that little is learned well? (4) Are teachers still following one workbook, one grammar book, or one literature book through from beginning to end for each of their courses? (5) Are teachers of English requiring at least 18 compositions per semester? (6) Is adequate attention given to speech in the language arts? (7) Are teachers keeping abreast of research so that they can apply recommendations? (8) Can some arrangement be made between high schools and colleges to improve articulation? (9) Are teacher training institutions preparing teachers of the language arts sufficiently? (10) Does the administration lessen the teaching load to meet standards of accreditation and then increase the extra-curricular assignments? (11)
Is the statement, "No longer do we need a high-school curriculum centered around the traditional language arts program," true?

Perhaps now, more than ever before, attention needs to be given to the literacy of high school students. Certainly the ability to think critically, to read, to write, and to speak is crucial to living in the Atomic Age. The current emphasis on science and mathematics is necessary but should not become a method of escape to submerge the need for improvement in the language arts skills, the necessity for human understanding, and the need for critical thinking in a world divided by prejudice, propaganda, and atomic power. Rather, the curriculum in high school language arts should be improved to bridge the gap between the humanities and science, between technical and creative writing, and between emotive and referential language.

The Experimental Program was an attempt to challenge students and to meet the needs of the students as enumerated in this study. The results seem promising. However, continued study and experimentation is needed. It is hoped that the suggestions offered in the Experimental Program may provide some direction for those who have similar problems in teaching the language arts.

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Horn, Ernest. *A Basic Writing Vocabulary, 10,000 Words Most Commonly Used in Writing.* Iowa City: University of Iowa, 1926.


B. BOOKS: SERIES OR PARTS OF A SERIES


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D. PERIODICALS


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E. UNPUBLISHED MATERIALS


F. NEWSPAPERS


The Denver Post, July 17, 1961.
THOUGHTFUL
COMMUNICATION
APPENDIX A

UNIT I: BUILD A CONSTRUCTIVE PHILOSOPHY
PREFACE

Your course in language arts entitled Thoughtful Communication consists of six units of study, each of which is your work assignment for six weeks. The titles of the units are as follows: "Build a Constructive Philosophy," "Recognize the Power of Words," "Consider Human Behavior," "Defend Freedom," "Be Creative," and "Understand Persuasion." The purpose of this course is to help you realize your capabilities, to improve your communication skills, and to develop your awareness of responsibilities to yourself and others. As a citizen in a democracy, you must look forward to promoting and defending the ideals that American people have found good -- Christian principles, democratic principles, economic principles, and social principles. To do this job well, you need to build a constructive philosophy, to recognize the power of words, to consider human behavior, to defend freedom, to be creative, and to understand persuasion.

The general plan of all six units is as follows: (1) an overview of the theme and purpose of the unit, (2) preparation for development, (3) review of old skills, (4) study of new skills and subject matter, (5) speech activities, (6) application of new skills, and (7) evaluation of learning.

For the purpose of this course you may consider communication as an interchange of thoughts by symbols or actions, comprehension of ideas read or heard, and the expression of thought. Generally speaking, the three principal purposes of communication are to entertain, to get or give information, and to convince or to be convinced. Names have been given to four types of expression -- narration, description, exposition,
and argument. In most expression, more than one type is used. For instance, description may be cleverly interwoven in narrative, exposition, or argument. This is one of the challenges in writing.

Thoughtful Communication implies considered communication. One of the purposes of this course is to help you identify the blocks, remove them, or detour around them. Your units should help you to develop constructive ideas, recognize fallacies, increase your knowledge of word symbols, help you interpret human behavior, and improve your expression and comprehension.

Your first unit will help you determine just where you are now in your communication skills. Since there may be a difference of several grade levels in ability and accomplishment among students in the senior class, assignments are given on two levels with the possibility of individual "stops" along the way, or, if necessary, other assignments may be made to meet your needs. Everyone will do the regular assignments unless excused, and those students who are capable will also do "additional assignments for honor students."

If English has been difficult and you are not sure of your ability to choose the right assignments for you, ask for a conference to discuss your problem. Regardless of the assignments you choose to do, remember that THE QUALITY OF YOUR WORK IS MORE IMPORTANT THAN THE QUANTITY. Judging your own capabilities realistically is a difficult task. To do this, you must think of yourself primarily as an individual rather than as a member of a group. Some students may excel in athletics, art, music, science, or mathematics, but find English difficult. Others may excel in English but find some other subject difficult. Usually students who consider school an important job do better than those who do not.
For best results, you should not think in terms of how much or how little someone else is doing. Your duty is to examine your own needs and capabilities. Some students who have always received A marks in classes where one assignment was required of everyone, may find they cannot do all the "honor assignments" well because they read or work more slowly than some others. This may mean that the students who work both rapidly and well will have higher marks. You should recognize the fact that there are students whose work is superior in both quality and quantity. The real measure of your own accomplishment is your ability to accept yourself as an individual as well as a member of a group and to improve your skills and knowledge of subject matter within the level of your ability.

One of the first requirements for improving yourself in the language arts is to examine your attitude toward the subject. Your success depends largely on your will to learn.

The importance of communication skills is often underestimated. Did you know that your success in most careers is dependent on your ability to communicate well? Your popularity, your own self-respect and true worth are often measured by your ability to communicate in an acceptable manner. Furthermore, your success in the pursuit of all studies depends largely on your skill in communication. Educators think that the study of English skills is so important that four years of study are generally required in high school. Through literature you may enrich your life by association with some of the greatest minds. Through this association, you can if you will, develop a philosophy that will help you to understand others, to make decisions wisely, and to serve.
your family, your community, and your nation intelligently. May you have an enjoyable and profitable year!
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UNIT I

BUILD A CONSTRUCTIVE PHILOSOPHY
THE THEME OF UNIT I

Learning without thought is labor lost; thought without learning is perilous.—Anonymous.
I. OBJECTIVE AND SUBJECTIVE THINKING

A constructive philosophy is one of the essentials of a mature, healthy, and purposeful life. Philosophy is defined literally as a love of wisdom. In actual usage, it is the science which investigates the facts and principles of reality, human nature, and conduct. It comprises logic, ethics, aesthetics, metaphysics, and the theory of knowledge. This sounds rather difficult, but to explain philosophy in simple terms one may think of it as "wise living." If you have not given much thought to the meaning and understanding of life, now would be a good time to do so.

Socrates, an ancient Greek philosopher, once said, "Know thyself." Building a constructive philosophy will help you to know yourself. In addition, you will develop the habit of thinking reflectively and critically about your own beliefs and the beliefs of others. Very few people ever become philosophers in the real sense of the word, but successful people try to establish worthwhile values by which they are able to develop a better understanding of themselves and their fellow men. However, few men experience
enough to build an adequate philosophy without the aid of others. Even though philosophies may differ widely and change from time to time as people mature or have new experiences, constructive thinking builds maturity. Hence, the theme of this unit is "Learning without thought is labor lost; thought without learning is perilous." The following poem expresses the philosophy of one senior as she contemplated the meaning of life.

The Meaning of Life

Life is the best that past ages can offer,
A wondrous gift that only God can proffer,
A gift given likewise to pauper and king,
A promise of all that the future might bring.

Life is the sunshine, the flowers, the trees,
The peace of the forest, caress of the breeze,
Life is the songbird at breaking of day,
The laugh of a child engrossed in his play.

Life is a silvery, bubbling brook,
The undisturbed calm of a shady nook.
Life is the rustle of leaves as they fall,
The coming of winter, the wild bird's call.

Life is the quiet that follows the storm,
The touch of a lamb, so woolly and warm.
Life is a blanket of fresh fallen snow,
The hope of the new-born beginning to grow.

Life is the faith of one man in another,
The love of a family, of sister for brother.
Life is the love of woman for man,
The desire to do for him all that she can.

Life is a prayer at the end of the day,
A thanks to our Lord for showing the way.
Life is a gift meant for pauper and king,
A promise of all that the future might bring.

--Mary Iverson, Bozeman, Class of 1957.

To "know yourself," "be yourself," and "accept yourself" -- these are the personal maxims of those who strive to build a constructive
philosophy. To find joy in the simple things in life, to give service, to find joy in others, and to find happiness and success in small daily tasks are maxims for living each day while you reach for your star.

Did you ever take a look at your thought processes as you faced a problem and arrived at some conclusion? Many times people fail to look at their problems objectively, to consider the facts, to weigh the alternatives, and to arrive at a decision through a careful analysis of the problem. Perhaps it seems easier to base a decision on hasty, emotional action; but in the end, the results are far from satisfactory to all concerned.

Both thinking and feeling play an important part in the lives of people. Both are so entwined that the ordinary person can see little difference. It is very easy to confuse the various meanings of "feeling" when using the word out of context. It may mean the sensation one receives from the senses, or it may mean appreciative recognition of emotions, experiences, or thoughts of others. Sometimes "feeling" means unreasoned opinion or an emotional state. On the other hand, you may see a beautiful sunset or hear delightful music which arouses in you a sympathetic aesthetic response. This is "feeling" also. Others may think of "feeling" as "intuition." Noting all these differences does not make the meaning of "feeling" clear, for the intensity of "feeling" varies. For instance, affection, love, and passion may be called degrees of feeling. But then there is dislike, hate, anger, jealousy, and fear -- other kinds of feeling. The dictionary says that feeling, affection, emotion, sentiment, and passion mean a partly mental and partly physical response that is "painful or pleasurable or both in some degree." A mature person is able to develop a social sensitivity
or awareness of thoughts and feelings of others.

From the time a person is a small child until he becomes an adult, he is cautioned to control his emotions. Our culture of civilization permits inherent drives but little, if any, unrestrained action. However, some people are able to make adjustments better than others. Have you ever examined your attitude toward your home, community, state, school, and school subjects? Attitudes are reflections of your experience. If you have experienced failure repeatedly, you may feel sullen and resentful as you look forward toward more failure. Your feelings may get so out of hand that you even dislike anything of a similar nature.

Have you ever thrown stones in the water and watched the ripples grow wider and wider until they engulfed the surface as far as you could see? Attitudes are like those stones. If the stone is large and heavy, it sinks into the dark depths with a noisy splash; but if it is light, small, and the right shape, it will send beautiful ripples across the surface. Likewise, if your feelings are bitter, sullen, and mean, they send out -- not ripples, but dark, heavy, and noisy splashes that threaten to engulf everyone and everything in their path, including you, because no one can get close
enough to lend you a helping hand. Besides, others are busy trying to escape the destructive force coming from you. On the other hand, if you can think of each failure as a stepping stone to success, and each mistake as a fact learned, you will stop feeling sorry for yourself. Become a little stone instead of a boulder! You will be happy to see the ripples of delight that may start from you.

Figure 1, illustrating controlled and uncontrolled thinking, may give you a clearer perspective of objective thinking and uncontrolled subjective thinking. Objective thinking, as used in this unit, means thinking which is unprejudiced and constructive. It is a means of seeking truth by questioning all "knowledge," some of which may be based on ignorance, prejudice, and gossip. As illustrated in Figure 1, objective thinking begins with controlled feelings and an alert mind, followed by organized thinking, critical thinking, mature attitudes. Uncontrolled subjective thinking may begin with uncontrolled emotional feelings and mental laziness, followed by rambling thinking. Controlled subjective thinking may be creative or may help you to understand yourself and others. It may give you pleasure or happiness by enhancing your appreciation, increasing your desire to learn, and your ability to love or be loved. The point is that unless subjective thinking -- that which is colored by a personal bias -- is controlled, it may be harmful.

Thinking has been defined as the manipulation of signs and symbols, many of which are words. The meaning given to such signs and symbols is based on each individual's knowledge or experience. However, a person's knowledge and experience may not be interpreted accurately. Very often people perceive that which they wish to perceive or that which
FIGURE 1
CONTROLLED AND UNCONTROLLED THINKING
someone else wants them to perceive. This may result in fallacious thinking. Objective thinking or reasoning is the putting of ideas and facts together without letting the emotions interfere. Another obstacle to objective thinking is to determine the truth of ideas and "facts." One of the major problems in mastering the language is to become aware of the many connotations given to words, fallacies, and figures of speech.

You are fortunate to be living in an age of newspapers, radio, television, magazines, and books if you are able to maintain control over them rather than to be controlled by them. It is more important to remember how to think and to express your thoughts than to accept unchallenged all you read and hear. In the following poem by W. H. Auden, a modern English poet, you may see how one man envisioned the average citizen who has ceased to think. Perhaps Auden could see radio, television, and motion pictures as dangerous forces warping individuality and creativeness through conformity and uniformity. Perhaps Auden's purpose in writing this satire was to awaken the public to the dangers of apathy. It is true that people living in the twentieth century are barraged with information, propaganda, opinions, wholesome sights and sordid sights, pleasant sounds, and eerie noises. At the same time, it is becoming more difficult for people to express approval or disapproval. The only response an individual can make is to refuse to listen or to learn how to listen and think critically.
The Unknown Citizen

(To J5/07/M/378)

THIS MARBLE MONUMENT IS ERECTED BY THE STATE

He was found by the Bureau of Statistics to be
One against whom there was no official complaint,
And all the reports on his conduct agree
That, in the modern sense of an old-fashioned word, he was a saint,
Except for the war till the day he retired
He worked in the factory and never got fired,
Yet he wasn't a scab or odd in his views,
For his Union reports that he paid his dues,
(Our report on his Union shows it was sound)
And our Social Psychology workers found
That he was popular with his mates and liked a drink.
The Press are convinced that he bought a paper every day
And that his reactions to advertisements were normal in every way.
Policies taken out in his name prove that he was fully insured,
And his Health Card shows he was once in a hospital but left it
cured.

Both Producers Research and High-Grade Living declare
He was fully sensible to the advantages of the Installment Plan
And had everything necessary to the Modern Man,
A phonograph, a radio, a car, and a frigidaire.
Our researchers into Public Opinion are content
That he held the proper opinions for the time of year.
When there was peace, he was for peace; when there was war, he went
He was married and added five children to the population,
Which our Eugenists say was the right number for a parent of his generation,
And our teachers report that he never interfered with their education.

Was he free? Was he happy? The question is absurd:
Had anything been wrong, we certainly should have heard.

--W. H. Auden, Another Time,
Random House, Inc., and
Faber and Faber Limited,
1940.

One of the principal requirements for building a constructive
philosophy is to realize your limitations and the limitations of others.
Do not accept unchallenged all that you hear and read. Learning to
listen critically and to read with understanding infers that you can
explain the meaning or interpret what you hear and read in terms of your own experience. These skills are of primary importance in this world of propaganda, emotional reaction, and blind acceptance of half-truths.

Furthermore, critical listening and critical reading will help you to write intelligently, for writing is the handling of ideas, too. When confronted with any subject for investigation or exposition, the first step is TO STATE THE PROBLEM AND THE PURPOSE FOR SOLVING THE PROBLEM. From there, effective thinking includes defining terms, stating the key ideas, and defending or supporting key ideas by details, example, statistics, or logic.

The best thinking includes not only objective thinking, but also controlled subjective thinking. The combination of the two acts as a balance. Hence, the greatest perceptive powers of man might include the reasoning ability of the scientist united with faith in God and ideals of democracy. This is necessary because the actual perception of man is limited. With this thought in mind, seek to understand the truth as far as possible and keep an open mind toward the possibility of new developments.

One of the most challenging ideas was expressed in a recent article by Susanne K. Langer who said, "My aim is to put psychology and the social sciences on a firm and free philosophical basis."¹ She explained that the purpose of philosophy was to clarify concepts, not to state facts. Every thinking senior should read this article.

Purpose of the Unit

Unit I is an introduction to your senior course Thoughtful Communication. The primary purpose of this unit is to provide an opportunity for you to develop a "Constructive Philosophy" and mature judgment by (1) examining your thoughts and actions critically, (2) developing a questioning mind, (3) evaluating your study habits, (4) using judgment in the selection of assignments in accordance with your ability, (5) considering your concepts and the concepts of others on such abstractions as happiness, misery, success, failure, security, fear, courage, cowardice, privileges, responsibilities, wisdom, knowledge, individuality, conformity, democracy, and totalitarianism, (6) writing explanations, criticism and a final paper, "My Philosophy of Life" to consolidate your thoughts on significant concepts in your personal life.

The secondary purpose is to increase your knowledge and appreciation of literature and to improve your skill in communication by (1) introducing you to various types of literature--novels, short stories, poetry, and essays, (2) providing practice in reading, writing, listening, and speaking.

Success in English

To achieve success in school, you may find it helpful to examine your study habits. The following suggestions may help you:

1. USE YOUR TIME EFFICIENTLY: (1) Listen. (2) Do as much of your studying in school as possible.

2. PLAN AND PROOFREAD ALL COMPOSITIONS. (1) Write a brief outline to guide your thinking. (Write the composition as thoughts come to you, thinking of the idea rather than
structure.  (2) Proofread your composition, thinking about neatness, accuracy, unity, and coherence. (Unity is writing within the limits established by the title and the topic sentences of the paragraph. Coherence is the "connectedness of thought" between paragraphs and the title and between sentences in a paragraph.)

3. REMEMBER ESSENTIAL KNOWLEDGE AND SKILLS: (1) A willingness to learn and interest in a subject are prerequisite for remembering. (2) Come to class prepared to work. (3) Review frequently. (4) Associate ideas. (5) Work regularly on long assignments. (6) Read more than is required each week. (7) Prepare for examinations by asking yourself what questions you would ask if you were the teacher. (8) Face your examinations honestly.

4. CHOOSE A GOOD STUDY ENVIRONMENT: (1) Study at a table or desk with plenty of light. (2) Study by yourself in a quiet place. (3) Have the assignment and necessary material at hand.

5. SURVEY THE ENTIRE UNIT: (1) Read the "Table of Contents" and "Preface" to your unit. (2) Use more than one source for information. (3) Use the index for special references.

6. COMPREHEND ALL READING ASSIGNMENTS: (1) Read the entire assignment, noting in particular any questions you are expected to answer. (2) Skim the material the second time, writing important thoughts and supporting detail in outline form. (3) Look up words you do not understand.
7. TAKE NOTES AS YOU STUDY AND LISTEN: (1) Head your paper properly, giving both subject and date. (2) Listen while you write. (3) Do not write everything. Choose key ideas. Sometimes one word is enough to help you recall the information. (4) Translate your notes in permanent form as soon as possible.

II. PERSONAL DEVELOPMENT

On the following page is a chart which should help you to evaluate your appearance, study habits, behavior, courtesy, judgment, group relationship, speech, and leisure habits. Follow the directions on the chart. Look up the meaning of any words you do not understand. Master them as part of your vocabulary study for this period.

A man is known by the books he reads, by the company he keeps, by the praise he gives, by his dress, by his tastes, by his distastes, by the stories he tells, by his gait, by the motion of his eye, by the look of his house, of his chamber; for nothing on earth is solitary, but everything hath affinities infinite....


The film you will see called the Face of Abraham Lincoln reflects the growth of one man's character.
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<td>rowdy</td>
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<td>rough</td>
<td>plebeian</td>
<td>wholesome</td>
<td>artistic</td>
<td>cultured</td>
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Introductions

Since people who work together should become better acquainted, you may enjoy interviewing and introducing one another to the class. Perhaps the best way would be to interview the student across the aisle or back of you. Find out how long he has lived in this community, places where he has lived, traveling he has done, his hobbies, occupational interests, and work experience.

Regular assignment. (1) Introduce your classmate and tell something of interest about him; he will respond by telling how he spent the summer months. (2) To introduce yourself to your teacher more personally, submit the following compositions by the end of the first week: "The Kind of Person I Am," and "Someone Important in My Life." Be sure to develop each paragraph by giving detail, examples, reasons, etc.

III. PHILOSOPHY REVEALED IN LITERATURE

Literature is an expression of life. Therefore, by reading literature, you may learn about life. In the words of Carlyle: "All that Mankind has done, gained or been is lying as in magic preservation in the pages of books." Your understanding is in terms of your direct or indirect experience. It is by sympathy and imagination that you may enter into the lives in story, biography, or history. The realization of universal experience, that which is common to all men, will widen your horizon of appreciation. A review of the following films may broaden your horizons: (1) Our Inheritance from the Past, (2) Man and His Culture, (3) Major Religions of the World.

In the September, 1960, issue of the Atlantic Monthly, Herbert Gold comments on the "Fiction of the Sixties":
The writer of the sixties will have to thread his way through interlocking loneliness of contemporary America. If he accepts the ticket for the Fun House maze, where all he can make out is his own reflection in thousands of mirrors, he fails. Part of the novelist's purpose has always been to present possibilities to judge, to decide, and to give weight, assurance, style, and energy to these decisions. The first question is moral, philosophical, metaphysical, religious; the second, linked with it like a Siamese twin, has political roots. How does a man place himself as a person in the coming new world? How will Americans accommodate to this world as a people? Fiction in the sixties will be bent to celebration of a world magnificently on edge, at the limit; while perhaps free in fact of economic crisis and war, we will remain under ultimate threat, with implications of being chastened for error by the disappearance of man from the earth. --Herbert Gold, "Fiction of the Sixties," Atlantic Monthly, September, 1960.

The Novel

The novel became the greatest literary form of the western world during the nineteenth century. Such novelists as Dickens, Scott, Balzac, Stendahl, Dostoevesky, Tolstoy, Melville, and Hawthorne greatly influenced modern novelists in portraying man in society. Perhaps the greatest change in recent years is the acute awareness of time and the individual's self-consciousness. The best novels appeal to both the mind and the heart of their readers. Through the setting, point of view, and style, the writers provides a frame of reference for understanding the philosophy of the characters they create. The film Literature
Appreciation: How to Read Novels may provide some direction.

Regular assignment. Much of your education comes from the books you read. Those who read quality books regularly enhance their ability to think, to understand, and to appreciate. Some colleges and universities emphasize the reading of the "Great Books" as one means of a liberal arts education. In this unit the books are listed in three groups (see page 201.[22]). If you are still finding reading difficult, choose a book from the first list; if you are an average student, choose one from the second list; if you think you are above average, select one from the third list. The following suggestions may help you write a book review: (a) purpose of the author, (b) his qualifications for writing the book, (c) comments by literary critics, (d) type of book—historical novel, psychological, novel of manners, etc., (e) point of view of the author—first person, third person, omniscient, limited omniscient, (f) setting (importance), (g) reaction of minor characters to principal character, (h) forces that brought about major conflicts, (i) history and society revealed, (j) philosophy of protagonist and antagonist, (k) quotable quotes, (l) style of writing, (m) comparison of characters in the novel with those in real life or in other novels you have read, (n) your reaction to the characters and their philosophy of life. You need not use all of these suggestions, but do use some to direct your writing. Remember that narrating the story is not a critical review.

Idea Cards

As you read your book, ask specific questions about concepts or ideas that are philosophically important. Use 3 x 5 cards to comment
on the philosophy of the principal characters (see Figure 2 [below] and Figure 3, page 199 [20]). This will help you to write a criticism of the book and to participate in a panel discussion later. It may also help you to consolidate your thinking so that writing your final paper, "My Philosophy of Life," will be less difficult. Plan to submit ten "idea cards" a week (see Figure 3, page 199 [20]). These will be kept on file until you are ready to write your criticism.

Choose one generalization from each of the note cards on which you have expressed the philosophy of the protagonist. Using these statements in some form as topical sentences, write a paragraph defending or contradicting the idea expressed.

**Ethics:** What is loyalty? What is the basis for loyalty?

Loyalty between men is the reward of mutual respect and perspicacity.

1. Loyalty is allegiance or bond between two people. It is the reward of mutual respect and perspicacity. Its basis is mutual honor.

FIGURE 2

"IDEA CARD"

**Criticism**

All men need the respect and recognition of another to feel secure. Anteror Sanchez knew this. By his friendly encouragement and determination, he won the confidence of his cattle drivers. Although he was their boss, Anteror called each man by name, reassuring him when occasion demanded. By his honest and generous actions, he inspired his men to greater effort. The loyalty and perspicacity reflected in his serious brown eyes was returned by the eyes of his gauchos as they urged the cattle forward. Each man knew he was needed, knew he was part of a team, and knew that the boss respected his
FIGURE 3

"IDEA CARDS"
fitness for the job just as they knew him to be a better man than any of the other gauchos. Mutual respect gave security to men who needed to concentrate on the perilous journey over the mountains with 1000 head of longhorns.

**Additional assignment for honor students.** (1) When you have completed your novel, write a carefully organized essay in which you state the philosophy of the protagonist and compare or contrast it with your own. Develop generalizations concerning the protagonist by giving quotations from the novel, dialogue, and resumes of significant incidents in the novel; develop your philosophy by quoting from literature or by specific experiences you have had that are relative to the subject. (2) Be prepared to discuss the ideas you have expressed on the cards during the sixth week. Panels will be selected and specific areas for discussion will be given at that time. Explore the meaning of ethics, aesthetics, and metaphysics in the *Great Books* and references on the reserve shelf in the library.

**Book Lists**

Choose one or more books for home reading from the list beginning on the following pages. Be sure you select from the list most suitable to your ability. These lists may be used during other six weeks periods unless you are directed to read from another source.
Allen, M. P.  Johnny Reb
A Civil War story of a man in a southern cavalry regiment.

Red Heritage
The hero of this Revolutionary War story is seventeen years old.

Sun Trail
The hero of this western story is a boy of eighteen who accompanies the first white man across the country to California.

The White Feather
A seventeen-year-old boy plays an important part in this story of the Civil War.

Annixter, Paul.  Swiftwater
This novel tells about trappers in Maine and the hostility of their neighbors.

Barry, Henry M.  I'll Be Seeing You
A veteran, blinded in the war, learns to accept his handicap and to become a self-sustaining citizen.

Berger, Josef.  Subchaser Jim
Counterspy Jim
These stories relate the adventures of an eighteen-year-old boy who acts as a counterspy in the U. S. Navy during World War II.

Bialk, Elisa.  Silver Purse
Melanie Dawes, a shy young girl, learns to adjust to new people and situations.

Brown, Bill.  Roaring River
Roger Fenwick learns to face danger and to accept responsibilities as he works with a geologist in the Himalayas.

Brown, H. P. M.  Walk in the Sun
This story is about the service of an American platoon in World War II.

Callahan, C. W.  Gabriella
This is a romantic story of young people during a summer vacation.

Cavanna, Betty.  Girls Can Dream
This high school girl wanted to fly.

Davis, Clyde B.  The Newcomer
This story shows a boy's need to be included in the crowd, his problems, and adjustment.
Douglas, J. S.  
Secret of the Undersea Bell  
This is a good mystery story about deep-sea diving.

Emery, R. G.  
Adventure North  
Two boys hunt for uranium with their father in Alaska.

Gunther, John.  
Death Be Not Proud  
A true story of the author's seventeen-year-old son's battle against a fatal illness.

Hahn, Emily.  
Francie  
The story of a seventeen-year-old American girl in an English boarding school.

Harkins, Philip.  
Road Race  
A boy learns the danger of road stunts when he is arrested, but finally matures enough to see the value in the correct handling of cars.

Harrer, Heinrich.  
Seven Years in Tibet  
A true story of the author and his friend's escape from a British internment camp in India during World War II, their trek across the Himalayan Mountains, their disguise as Indians, and the author's experience as tutor to the young Dalai Lama.

Heyerdahl, Thor.  
Kon-tiki  
This story tells about the adventures of six scientists who cross the Pacific from Peru to Polynesia to prove the theory that the islands were populated from South America.

Huggins, Alice M.  
The Red Chair Waits  
The story of a Chinese girl who revolted against the traditional customs of her people and became a teacher.

Lewiton, Mina.  
A Cup of Courage  
A brother and sister face their father's problem, alcoholism, with wisdom.

Mallette, G. G.  
Unexpected Summer  
The romance of a girl who makes and sells candy to earn money for college.

Saroyan, William.  
The Human Comedy  
Young Homer works as a Western Union messenger to help support his family.

Wayne, Richard.  
Clutch Hitter  
Mike Tracy overcomes his disappointment when he is sent back to play on the minor league.
Average Difficulty

Aldrich, B. S.  
White Bird Flying
Laura Deal, a co-ed, chooses between marriage and a career.

Austen, Jane.  
Pride and Prejudice
Elizabeth Bennet's pride proved to be her greatest asset in overcoming Mr. Bingley's prejudice.

Sense and Sensibility
Some people have sense; others have fine sensibilities but little sense.

Butler, Samuel.  
The Way of All Flesh
Harm may result from improper relationship between parents and children.

Conrad, Joseph.  
Lord Jim
A young man attempts to regain self-respect.

The Nigger of the Narcissus
A Negro who brought Death aboard a ship caused the crew to reveal their courage or cowardice.

Costain, Thomas.  
The Moneyman
A king's moneyman attempts to find an intelligent woman to succeed Agnes Sorel, a former power behind the throne.

The Silver Chalice
Basil, the artisan who fashioned the silver chalice to hold the sacred cup from which Christ drank at the Last Supper, is pursued by the enemies of Christianity.

Cronin, A. J.  
Beyond This Place
Paul Burgess investigates the case in which his father was convicted of murder and discovers contradictory evidence.

The Citadel
Seeking immediate success, a young doctor discovers that he is sacrificing honesty and integrity for the veneer of respectability.

Dickens, Charles.  
Great Expectations
Vindictiveness, gratitude, pride, and love play an important part in Pip's great expectations in life.

Douglas, Lloyd C.  
Magnificent Obsession
A young doctor rediscovers a living Christian faith.

The Robe
Christ's Robe had a tremendous influence on a wealthy Roman soldier who won it at dice.
Eaton, Jeanette.  
David Livingstone gave himself to the African people

Eliot, George, pseud.  
Adam Bede 
The story of a young Englishman living in nineteenth century England.

Mill on the Floss 
The tragic story of a brother and sister caught in a web of affection and antipathy.

Emery, Anne.  
Senior Year 
Sally faces many personal problems during her senior year.

Going Steady 
A sequel to Senior Year.

Freedman, Benedict.  
Mrs. Mike 
It took much courage for Catherine O'Fallon to become the wife of Mike Flannigan of the Mounties and live in the far north.

Goldsmith, Oliver.  
Vicar of Wakefield 
This story tells how a minister faced the trials of rearing a family.

Kipling, Rudyard.  
Captains Courageous 
An American boy learns about life and living on board a fishing schooner.

Kim 
Kim, the orphan son of an Irish soldier, becomes involved in secret service in India.

Longstreth, Thomas.  
Doorway in the Dark 
A story of "East-West conflict in Berlin."

Low, Elizabeth.  
Hold Fast the Dream 
Blithe Moreland gains a deep understanding of herself and of people in other lands when she spends a year in Europe working and studying to be a sculptor.

Means, Florence (Crannell).  
Great Day in the Morning 
"The story of a Negro girl's adjustment to the many problems that beset her in her search for a career."

Michener, James Albert.  
Bridges at Toko-ri 
The story of a naval task force operating off the Korean shore.

Nordhoff and J. N. Hall.  
Mutiny on the Bounty 
Because of his abusive treatment of his crew, Captain Bligh and part of his crew were set adrift in a small boat.
Nordhoff and J. N. Hall. Men Against the Sea  
A sequel to Mutiny on the Bounty. Hunger, thirst, and hostile savages threaten Captain Bligh and his men.

Orwell, George, pseud. Animal Farm  
A political satire on communism.

Sabatina, Rafael. Scaramouche  
A young lawyer seeking revenge for the death of his friend becomes a leader of the French Revolution.

Selinko, Annemarie. Desiree  
One of Napoleon's first loves becomes Queen of Sweden.

Sienkiewiez, Henry Quo Vadis  
A story of early Christian martyrs under Nero.

Tarkington, Booth. Alice Adams  
Alice, a small town girl of the Middle West struggles for a place in society.

Seventeen  
The story of the first love affair of William Sylvanus.

Thackeray, William. Vanity Fair  
The story of a girl's struggle for power and wealth.

Wilder, Thornton. Bridge of San Luis Rey  
An investigation into the lives of five people who perished when the bridge, on which they were standing, collapsed.

Honor

Bunyan, John. Pilgrim's Progress  
An allegory in which Christian strives to pass through the trial of life without submitting to Sin so that he may reach the Celestial City (Heaven).

Cronin, A. J. A Thing of Beauty  
The story of a man who endured ridicule and hardship to become an artist.

Dostoevsky, Fedor. Crime and Punishment  
Raskilnikov, a poverty-stricken university student, commits murder to prove his superiority.

Brothers Karamazov  
The "soul of old Russia" is revealed in the story of three brothers.
Forster, E. M.  
* A Passage to India  
The tension between Englishmen and Indians is explored in this philosophical novel.

Galsworthy, John.  
* Forsyte Saga  
This is a story of Soames Forsyte, an English businessman, and his family, who are greatly affected by his materialistic philosophy.

Hardy, Thomas.  
* Mayor of Casterbridge  
Henchard, an impulsive, domineering man, finds little peace and happiness in his life as Mayor of Casterbridge, although he had taken an oath not to touch liquor for twenty years and had searched many months for the wife and child he had sold to a strange sailor for five guineas.

* Return of the Native  
Fatal misunderstandings between relatives and the yielding to temptation lead to crime and death.

Hight, Helen.  
* Pray for a Brave Heart  
William Denning uncovers a plot against the freedom of several persons who have escaped from behind the iron curtain.

Hugo, Victor.  
* Hunchback of Notre Dame  
Although man may be imperfect in the eyes of his fellow men, he has the power to transcend his limitations and achieve spiritual greatness.

* Les Miserables  
Jean Valjean is sentenced to prison for five years because he stole a loaf of bread to feed his starving sister and her family.

Maugham, Somerset.  
* Of Human Bondage  
The story of a youth handicapped by deformity who struggles to find security.

Orwell, George.  
* Nineteen Eighty-four  
What would England be like in 1984 under a totalitarian regime?

Pasternak, Boris.  
* Dr. Zhivago  
People move like shadows through the Russian Revolution and its aftermath, accepting all decrees or suffering death.

Paton, Alan.  
* Cry the Beloved Country  
Human kindness and faith gave a Zulu preacher courage to face tragedy.
Tolstoy, Leo. Anna Karenina
A tragic story of woman's hatred for her husband, love for her son, and fear of losing the man she loved.

War and Peace
A chronicle of the lives of two families during Napoleon's invasion of Russia.

Wharton, Edith. Ethan Frome
A story of the tragic love of Ethan Frome for Mattie Silver.

Mortimer J. Adler has written, "...even reading the great books well is not an end in itself. It is a means toward living a decent human life, the life of a free man and a free citizen." What are "Great Books"? Adler has defined them as "the most potent civilizing forces in the world today..." They reveal the fundamental human problems of man which Adler pointed out "remain the same in all ages." Some people call this quality "universal meaning." Reading "Great Books" should help you build a constructive philosophy.

Book Discussion and Criticism

Fiction.

I. Author: qualifications for writing the book, purpose, and style.

II. Content: type of novel, setting, impression, plot, and character development, point of view, style.

III. Evaluation: criticism of the author's purpose, point of view of the protagonist, significance of the novel, application of values presented to similar situations in life, comparison with other novels, application of values to one's individual experiences.
Non-fiction.

I. Author: date of publication, qualifications for writing the book, purpose, point of view, subject matter, and style.

II. Contents: summary of ideas presented.

III. Evaluation: significance, literary criticism, application to personal knowledge and experience.

Crime and Punishment—Dostoevsky

Dostoevsky, the protagonist in the novel, was an intellectual who had known poverty and imprisonment in Russia. In Crime and Punishment he traced the psychological degeneration of Raskolnikov, a university student, whose sensitivity caused him extreme mental suffering. As a child, Raskolnikov was over-protected by his mother and sister. Perhaps this contributed to his delusions of greatness and power, which persisted in spite of dire poverty. As he grew older, he became proud and defiant. Hunger or any other physical suffering was mild compared to the mental torture of having to accept money from those back home who had already sacrificed too much for him. Without faith in God, Raskolnikov found it easy to rationalize. Proving himself finally became an obsession. His premeditated murder did not end his suffering, but increased it many times.

Thus, Raskolnikov became a fugitive, a hunted man without hope and without the freedom that was so necessary for his self-realization. It was not until he had spent a year in Siberia following his sentence that he was able to see and feel beyond himself. He had gained this power from his association with Sonia, a girl who had suffered extreme mental
anguish also. Her love and understanding taught him humility and gave him a new aim in life, although he still had to remain in prison many years.

Perhaps Raskolnikov's life may have been a normal one if he had been taught independence at home and had shared in the sacrifices made for his education. Many parents are making the same mistakes today. Parents should realize that extreme, possessing love can destroy their loved ones or contribute to their delinquency. Young people who have a distorted view of their own importance may find it difficult or even impossible to adjust to reality in the social world.

The Short Story

A short story is a distinct form of fiction. However, the vital qualities are the same in both the novel and short story. Human nature, a distinctive style, insight and depth of thought or feeling, dramatic force of plot, and imaginative richness are the chief qualities of good novels and short stories. A short story has been defined as a brief, imaginative narrative, unfolding a single predominating incident and a single chief character. In general, the short story may be classified as realistic, psychological, or historic, the same classifications as are commonly used for novels.

To understand a short story, you must determine the cause of conflict. Sometimes the conflict is psychological (within the protagonist), with an outside force such as nature or society, or it may be with a single person who opposes the protagonist. The short story may begin with an inciting moment, an incident that begins the action of the story. Succeeding incidents build up the action to a climax. The
denouement may be given or left to the reader.

Characterization may be revealed by action, dialogue, description, reaction of other people, reaction of the protagonist, influence of other people on the protagonist, and thoughts of the characters. Behind every act of a rational being is a motive. These motives must be discovered if the story is to have meaning.

As you read the stories in this unit, comment on the philosophy of various characters on your "idea cards." Give your reaction to their philosophy and how this philosophy affected their lives or the lives of other people.

Regular assignment. (1) Read as many of the following short stories as you can for class discussion. As directed previously, keep your idea record on 3 x 5 cards.


  Maugham. "Mackintosh"
  Bjornson. "The Brothers"
  Kneale. "The Putting Away of Uncle Quaggin"
  Steinbeck. "Molly Morgan"
  Lewis, Sinclair. "Land"
  Cather. "Neighbor Rosicky"


  Tolstoy. "God Sees the Truth But Waits"
  Chekhov. "The Bet"
  Vercours. "The Silence of the Sea"


  Forster. "The Machine Stops"
  Stevenson. "Markheim"
Additional assignments for honor students. Read the following stories for class discussion. Follow the same directions as given above.


Conrad. "The Secret Sharer"
Hardy. "The Three Strangers"


Tolstoy. "How Much Land Does a Man Need?"
Saint-Exupery, Antoine de. "Prisoner of the Sand"


Thackeray. "Becky Sharp" (from Vanity Fair)

Cerf, Bennett A. Great Modern Short Stories.

Conrad. "Heart of Darkness"
Galsworthy. "The Apple-Tree"
Huebesch. "I'm a Fool"
Mansfield. "Miss Brill"

Storytelling

Storytelling is an art enjoyed by young and old alike. In ancient times it was probably one of the most enjoyable recreations. A returning hero might draw his family and friends about him and tell of the dangers he had encountered, the trials he had endured, and the victory he had won. Storytelling is still popular today. Many grade schools, high schools, and colleges celebrate National Book Week by having a storytelling program. One way of telling a story effectively is to dramatize a "cutting" from a story that you like.
A good storyteller is sensitive to the life around him. He learns to visualize, evaluate, and interpret people in the characters he creates. He enhances his own personality, deepens his appreciation of life and art, and gives enjoyment and understanding to others. By dramatizing, the storyteller may express the emotions experienced by most all people—courage, fear, faith, hope, love and hate. Perhaps people enjoy stories because they experience brotherhood in them.

Even though certain literary type tales are said to have originated in a particular country, the most important fact is that literature is universal. Stories reveal the thoughts, feelings, and experiences common to people around the world—happiness, courage, love, fear, anger, compassion, etc. If you read the background of world literature and British literature, you may understand this better.

Regular assignment. (1) Read pages 1-19 "Classical Beginnings of Literature" in Student's Handbook for the Study of Literature, Book VI, by Hollingsworth, Hueston, and Barrows, Henry Holt and Company. (2) Read "The Short Story," page 42, in the same reference. These reviews will be discussed in class. (3) Be able to tell one myth from ancient times, a Chaucer tale of the Middle Ages, or a story from the Bible.
Be able to give the significance of the tale. In what way do the stories you read reveal the philosophical meaning?

Additional assignment for honor students. (1) Select a short cutting from a story you enjoy, memorize and present to the class, or present it as a dramatic reading. Choose a section that has philosophical overtones.

In Chaucer's Day

To appreciate the literature during the latter part of the Middle Ages, you should know something about the history of the times and the conditions under which people lived. During the early part of this period, most people lived in constant fear of death. Since life expectancy was about thirty or thirty-five years, men's thoughts turned to religion, to the salvation of their souls, and to the promised life to come. The colorful and dramatic church services, the introduction of religious drama, the building of great cathedrals and schools, the Crusades, and the pilgrimages to holy shrines were some of the manifestations of people seeking strength and courage to face their problems. As noted previously, such literature as the mystery plays, the morality plays, metrical romances, and The Canterbury Tales reflected this imminent fear of death also.

The security of the people was also threatened by feudal lords who controlled the churches. Corruption entered the various institutions, intolerance had a strangle-hold on progress, and interest in scientific knowledge was a dangerous business. In spite of all these difficulties, a fusion of the various nationalities in England resulted in unity and a certain national pride. However, during Chaucer's
day some people began to question the powers of the king and the rights of the church. Although war, famine, and pestilence still had a hold on the people, fear was losing his grip. Thus it was that Chaucer, living during the fourteenth century, saw a change from the romanticism of chivalry to the realism of the common man's belief in himself. He was able to look at people around him, to recognize their foibles and to laugh at their idiosyncrasies. Being directly in the service of the royal household, he was in a position to witness the life of the people as they engaged in industry, in church activities, in education, and in pleasure. Thus his *Canterbury Tales* is a pageant of life in Medieval England.

For one hundred years following the death of Chaucer, England was torn by conflict among the nobles for the place of royalty. These conflicts, known as the Wars of Roses, ended in 1485 when the House of Tudor, with Henry VII as king, restored peace. The film, *English Literature: Chaucer and the Medieval Period* may help you visualize the people of this century.

*Canterbury Tales*

In Chaucer's *Canterbury Tales* you may meet a cross-section of people who lived in the fourteenth century—a knight, a squire, a yeoman, two nuns, three priests, a monk, a friar, a merchant, a clerk, a sergeant of law, a franklin, a haberdasher, a carpenter, a weaver, a dyer, a tapestry maker, a cook, a shipman, a physician, a wife of Bath, a parish priest, a plowman, a miller, a purchaser of provisions, a bailiff of a farm, an official of an ecclesiastical court, a pardonner, and Chaucer. The need for mutual protection against robbers had caused
these pilgrims to gather at Tabard Inn to begin their journey to Canterbury, the shrine of Thomas á Becket. Although Chaucer never completed the stories he intended to have the pilgrims tell, he did write several.

The characteristics of each traveler and often subtle meanings in their tales revealed the individuality of each pilgrim and something of the philosophy of the people during those times. Because of the universal quality of these characters, Chaucer has been described as the first great English story teller, although The Canterbury Tales are written in verse. A review of the film, Chaucer and the Medieval Ages may help you visualize these pilgrims. A recording may also increase your appreciation.

Regular assignment. (1) Read the prologue to Chaucer's Canterbury Tales and the "Nun's Priest's Tale" for class discussion. (1) To direct your reading, be prepared to discuss the following questions: (a) Why were pilgrims going to Canterbury? (b) Where is Canterbury? (c) What time of year was the pilgrimage made? (d) Can you find passages that reveal Chaucer's humor? (e) Which character do you think Chaucer admired most? Why? (f) Was Chaucer a satirist? Give reasons for your answer. (g) Find passages to illustrate Chaucer's use of figures of speech. (h) Some of the tales told by the pilgrims were fables, allegories, and parables. What is meant by each of these terms? (2) Identify the following pilgrims:

a. _______ had fought in the Crusades and was honored for his ________, ________, and ________.

b. _______ was an agile and strong man who had seen service
in the cavalry and who entertained the pilgrims by singing and fluting.

c. __________ weighed two hundred and twenty-four pounds.
d. __________ could break a door with his head.
e. __________ was a boaster who could win a ram at any wrestling show.
f. __________ was well versed in astronomy and could make charms and magic effigies to cure all manner of disease.
g. __________ was the poorest of the pilgrims and rode a horse as lean as a rake.
h. __________ preferred educational books to religion.
i. __________ wanted the English Channel protected from pirates at any cost.
j. __________ pretended to be a successful business man but was heavily in debt.
k. __________ ate very daintily, never dipping her fingers in the sauce too deeply nor dropping her food on her breast.
l. __________ was dignified, charitable, and kind.
m. __________ had been married five times.
n. __________ wore a ten-pound headdress on Sunday.
o. __________ was a learned and good man who conscientiously preached the gospel.
p. __________ wore red stockings.
q. __________ was a portly, keen-eyed man with bold speech.
r. __________ was a kind of church policeman.
s. __________ sold pardons to sinners.
(3) Read an additional story from the *Canterbury Tales* from these listed below:

- The Knight's Tale
- The Prioress's Tale
- The Merchant's Tale
- The Second Nun's Tale
- The Pardoner's Tale
- The Summoner's Tale
- The Clerk's Tale
- The Parson's Tale

Write a criticism in which you point out the significance of the tale as far as society during the Middle Ages is concerned.

(4) You may enjoy listening to a recording of the "Prologue" in "Old English" and attempting to do some experimental reading in "Old English."

Additional assignment for honor students. (1) In the manner of Chaucer, write a fable, allegory, or parable to portray foibles of modern society, or (2) write a modern satire criticizing the behavior of some individuals—scientists, educators, farmers, politicians, businessmen, or students—as Chaucer might do if he were living today. (3) Be able to explain in panel how fables, myths, parables, allegories, short stories, and novels reveal the philosophy of people.

**Poetry**

People around the world are basically pretty much alike. They want to live, to love, to achieve, and to be accepted by others. Poetry may reveal man in narratives like Chaucer's *Canterbury Tales* or may reveal the truths of the human heart in song. In this unit you may
enjoy reading some lyric poetry—sonnets, odes, elegies, or songs from which you may gain some philosophical concepts.

PRAYER

God, though this life is but a wraith,
Although we know not what we use,
Although we grope with little faith,
Give me the heart to fight—and lose.

Ever insurgent let me be,
Make me more daring than devout;
From sleek contentment keep me free,
And fill me with a buoyant doubt.

Open my eyes to visions girt
With beauty, and with wonder lit—
But let me always see the dirt,
And all that spawn and die in it.

Open my ears to music; let
Me thrill with Spring's first flutes and drums—
But never let me dare forget
The bitter ballads of the slums.

From compromise and things half-done,
Keep me, with stern and stubborn pride;
And when, at last the fight is won,
God, keep me still unsatisfied.

--From Challenge, by Louis Untermeyer,
Harcourt Brace and Company, in
Literature of the World Around Us

Regular assignment. (1) Make a list of the attitudes or thoughts expressed in each poem. Express briefly on 3 x 5 cards and file. (2) Read the following poems from books on the reference shelf in the library. Follow the same directions.

Rudyard Kipling. "If." See Poetry Index.


Emily Dickinson. "We Never Know How High We are" in Prose and Poetry of the World.


Additional assignment for honor students. (1) Follow the directions given in the regular assignment when you read the following poems.


(2) Find a poem that expresses some thought or philosophy that you like and present it to the class or write an original sonnet.
patterned after one of Shakespeare's sonnets.

Essays

Like poetry, personal essays contain thought that is stimulating to one attempting to build a constructive philosophy. Perhaps they may be called the lyrics of the prose family. The film, How to Read Essays, may help you in your reading.

Regular assignment. As directed before, question some of the principal concepts you read and write a statement of the ideas gained in the essay. You may add your own personal concept any time. Use your 3 x 5 cards.

Lessing, Doris. "A Sunrise on the Veld."
Riis, Roger William. "I Admire the Human Race."
Bryan, Julien. "Friendship is a Passport."
Faulkner, William. "Man Will Prevail."
Carson, Rachel. "The Surface and Below."
Clarke, Arthur. "The Spaceship."
Michener, James. "What I Learned."
Castro, Josue De. "The Gamut of Hunger."
Overstreet, Harry and Bonaro. "The Indispensable Emotion."
Toynbee, Arnold. "Why History Offers Hope."
Russell, Bertrand. "Mahatma Gandhi."
"The Downs"
"Modern Moralities"
"Friendship"
"A Lost Friend"
"A Friend's Grave"
"Identity"

Parker, Elinor. I Was Just Thinking, New York: Thomas Y. Crowell Company.

Smith, Alexander. "On Writing of Essays."
Bacon, Francis. "Of Studies."
Lynd, Robert. "The Pleasures of Ignorance."
Webb, Mary. "The Beauty of Shadow."


Shridharani, Krishnalal. "Other Lands, Other Ways."

Additional assignment for honor students. (1) Look up references in the Great Books that deal with one of the following subjects: justice, happiness, beauty, love, good, and evil. Read the summary you find in Syntopicon before you turn to other references. The Great Books of the Western World were edited by Robert Hutchins and Mortimer J.
Adler. These books covering more than twenty-five centuries are arranged in chronological order. The Bible was omitted from the collection because it is already widely distributed. References to the Bible, however, are made under appropriate topics in the Syntopicon. Authors and works of the twentieth century are not included because the editors did not feel that they or anyone else were capable of judging the merits of contemporary writing. However, possible candidates for inclusion from the twentieth century may be found in the “Bibliography of Additional Reading” which is appended to the Syntopicon, Volume 3. In the “Great Conversation” you will find all dogmas and points of view. Hence, you will have to decide “great truths” and recognize “great errors.”

(2) The old Greek philosophers pose interesting problems for reflection such as (a) Do you believe that the greatest good for man is happiness? (b) What is happiness? (c) Are pleasure and happiness synonymous? (d) What is beauty? (e) Does character and philosophy change with age? Read the following selections for panel discussion. You may also like to add thoughts to your “idea cards.”


Ross, W. D. “Ethics,” The Pocket Aristotle, pp. 160-274. (Note: this reference may be found in the Great Books.)


IV. PROOFREADING: FAULTY SENTENCE STRUCTURE

Proofread for faulty sentence structure.

Appositive phrase

Wrong: We finally finished the lesson. A difficult one if you ask me.

Right: We finally finished the lesson, a difficult one if you ask me.

Participial phrase

Wrong: We went to the ball game early. Hoping to get a good seat.

Right: Hoping to get a good seat, we went to the ball game early.

Participial phrases are not always placed at the beginning of a sentence, but if you find a phrase that bothers you, try placing it at the beginning of the sentence. Generally, there is extra storage space there. Be sure that the ing phrase placed at the beginning of the sentence is about the subject of the sentence.

Prepositional phrase

Wrong: Before Mother could answer the knock, Bob and Mary bounded into the room. With four new puppies.

Right: Bob and Mary bounded into the room with four new puppies, before Mother could answer their knock.

Infinitive phrase

Wrong: When I was a child, I had but one thought. To be a pilot like my father.

Right: When I was a child, I had but one thought -- to be a pilot like my father.

Note: This infinitive phrase is used as an appositive. Since there is
already one comma used in the sentence, the dash makes the sentence easier to read.

**Subordinate clause**

Wrong: Mother bought me a new formal. Which I didn't appreciate at the time.

Right: Mother bought me a new formal, which I didn't appreciate at the time.

Wrong: We had to leave early. Although several of the boys stayed.

Right: We had to leave early, although several of the boys stayed.

Note: Subordinate clauses have subjects and verbs like independent clauses but they carry a crutch, an introductory word, that makes them depend on an independent clause. The most common introductory words for adjective clauses are who, whom, which, and what; the most common introductory words for adverb clauses are when, although, if, since, because, as if, while, before, and after.

**Run-on sentence**

Wrong: A few of the boys went out for football practice, the rest decided they were too light.

Right: A few of the boys went out for football; the rest decided they were too light.

Wrong: The damage had been done, all we could do now was to report it.

Right: The damage had been done. All we could do now was to report it.

Wrong: Bill knew that he had little chance to win, nevertheless, he played a good game to the end.

Right: Bill knew that he had little chance to win; nevertheless, he played a good game to the end.

Note: Run-on sentences or two sentences written as one are common errors. Look for subjects and verbs. See if the subject and verb are preceded by an introductory word as mentioned in "Subordinate clause." A semicolon precedes such connectives as however, moreover, consequently, hence, now, nevertheless, then, so, and accordingly if they are followed by a subject and verb.

**Dangling phrase**

Wrong: A young lad sat on the bank of the river watching the fish wearing only shorts.

Right: Wearing only shorts, a young lad sat on the bank of the river watching
the fish.

Wrong: When only a few steps from the pool, a sudden push sent us sprawling into the water.

Right: When only a few steps from the pool, we were sent sprawling into the water by a sudden push.

Note: Remember that sentences have organization. Most of them follow some pattern of construction. If you pay no attention to the structure, you may find the bedroom closet in the kitchen.

Parallel structure

Wrong: Henry was not only friendly and sincere, but also was a very trustworthy person.

Right: Henry was not only friendly and sincere, but also very trustworthy.

Note: Parts joined by the conjunctions and, or, but, also, should be of like construction. Friendly, sincere, and trustworthy are adjectives. In the first sentence person, a noun, was joined with two adjectives -- friendly and sincere.

Wrong: A skillful ball player must have good balance, a sharp eye, and he must be able to move fast.

Right: A skillful ball player must have good balance, a sharp eye, and an agile body.

Note: Balance, eye, and body are nouns; thus, they are parallel in structure. In the sentence above, balance and eye are joined by a conjunction to an independent clause; hence, the structure is not parallel.

Sentence reduction

Wrong: Judith, who is my aunt, is only twelve years old.

Right: Aunt Judith is only twelve.

Wrong: Always write down the important essentials.

Right: Write the essentials.

Wordy sentence

Wrong: The author tried to express his opinion about how children seem closer to nature than adults.

Right: Children seem closer to nature than adults.
Ambiguous Reference

Wrong: Bill told Ned he was needed in the projection room.
Right: Bill said to Ned, "You are needed in the projection room."
Wrong: They say spring is here.
Right: The weather reporters say that spring is here.

V. READING AND LANGUAGE DEVELOPMENT

Skill-building practices in critical thinking, vocabulary development, reading comprehension, spelling, and writing should be continued during the entire term. Secure a notebook of the pressboard variety which can be expanded to hold all your compositions and other skill-building practices. This notebook file will serve as a ready reference for questions concerning papers and marks. Include the following papers in your notebook unless they are included in a special collection: (1) "Self Evaluation Chart" (see Figure 4, page 228 [49]), (2) "Magazine Reading Record" (see pages 229-232 [50-53]), (3) pronunciation blacklist, (4) spelling tests, (5) spelling blacklist, (6) dictation exercises, (7) tests, and (8) all final compositions.

The manner in which you keep your notebook will be considered as part of your semester grade. In addition, each student should contribute something creative as an individual project for the year. These should be completed as soon as possible after the beginning of the second semester. The following projects are among the most interesting ones submitted by previous classes: (1) "An Anthology of Poetry Written by Seniors," (2) "My Favorite Books," (3) "My Thoughts in Poetry," (4) "A Study of My
Favorite Author," (5) "Interpretation of Poetry in Art," (6) "The Globe Theatre," (construction project), (7) "The Globe Stage," (construction project), (8) essay contests, (9) original oratory, (10) original one-act play, (11) radio script, (12) declamation from an original cutting, and (13) oral interpretation of poetry.

Reading Improvement

First of all, you must recognize that regular practice is necessary for reading improvement. You must make a habit of reading titles, scanning, watching for key words, noting topic sentences for key ideas, and using the dictionary when necessary. The following practices should improve your reading skills:

1. Reading and Comprehension Charts: The speed and comprehension charts shown on page 228 (149) were developed by Thornton C. Blayne in an experimental study. Make two similar charts for your own use, one to record your own reading and testing practice as you proceed with magazine reading and one for scores made on tests in class.

2. Magazine Reading: Each six weeks you should read one article or story found in school magazines or one that is acceptable to the teacher. Honor students should read from Harper's Magazine, Atlantic Monthly, Saturday Review of Literature, New York Times Magazine, Saturday Evening Post, Scientific American, National Geographic, or Holiday. Have someone time your reading for three minutes. Close the magazine and see if you can write five sentences telling WHAT YOU READ, not ABOUT WHAT YOU READ. Divide the total words read by three to discover your reading rate per minute. It is not necessary to count every word. Count the number of words in one line and multiply by the total number of lines. Give
TABLE II:
READING-RATE TABLE FOR GRADE-LEVEL MATERIAL

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Words Per Minute

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Comprehension

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</table>

FIGURE 4
SELF-EVALUATION CHART

yourself twenty points for each sentence that gave definite and correct
information. Mark your scores on your READING AND COMPREHENSION CHARTS.
Now you are ready to continue reading the article. When you have fin-
ished, write a précis of your reading as illustrated on pages 224-225
(50-51). In addition, write five questions that require reasoning
rather than a repetition of facts—questions that require you to look up
additional information or to react from your own experience. Answer
your own questions in essay form. Begin with a topic sentence and support
or defend your answer. This practice should improve your comprehension
and writing ability. Hints on questions and directions that require
critical thinking are as follows: (1) Why...? What was the reason...? What
caused...? (2) What do you think would happen if...? (3) Compare
...; contrast...; criticize.... (4) Evaluate...; explain.... (5) De-
fine...; classify...; describe.... (6) Interpret the following state-
ment.... (7) Give the cause...; give the effect.... (8) Give the ad-
vantages of...; give the disadvantages of.... (9) Name the kinds of....
(10) What is the relation between...? (11) What circumstances brought
about...?

Name_________________________
Period_________________________
Date__________________________

MAGAZINE READING RECORD

Title of Article: "Bird of Freedom"
Author: Edwin Teal
Precis: On June 20, 1782, the Continental Congress selected the bald
eagle as the emblem of the nation. Its image has appeared since on United States currency and on the Great Seal of our nation. The bird, a symbol of dignity, power, and freedom, may be found from Florida to Alaska, but these two places are its favorite haunts. Little was known about this bird until after the 1920's when Francis H. Herrick, a professor at Western Reserve University, began recording notes and taking photographs of the bird's activities on the shore of Lake Erie. It is now thought that the life span of the eagle may be as much as one hundred years. Mating is for life. Eagles return to their same nests year after year, making needed repairs before nesting time. Some nests have been found which weigh two tons and are twelve to twenty feet high. Usually two eggs are laid and are incubated by both eagles for five weeks. However, the young eagles need the protection of the parents for twelve weeks or more. Because they were thought to be destructive, a bounty was placed on their heads until recently. Now they are protected to prevent their extinction.

Thought Questions and Essay Answers: (1) Why was the bald eagle chosen as an emblem of the American nation?

The bald eagle was probably chosen as an emblem of the American nation because it is unique to the American continent and because it is the most powerful and independent bird in the sky. Like America, it is slow to anger, but confident of its strength when danger threatens. The bird gives an impression of majesty, watchful waiting, power, and freedom that symbolizes this nation.

(2) Why has the bald eagle been destroyed in such large numbers?

Many men enjoy the sport of eagle-hunting or nest-robbing. Such
trophies as the mounted eagle or the egg and nest of the eagle bear testimony to their adventures in the wilderness. Also, some areas have offered bounties on eagles because they were thought to destroy small animals, to rob the streams of fish, and to kill many smaller birds. In Alaska, the eagle was thought to destroy many salmon at spawning time.

(3) Why are the bald eagles protected by law today?

The number of eagles is decreasing rapidly. Many of the birds that are left are too old to have young so that there is real danger of extinction. Also, the government believes that the bald eagle feeds largely on dead or weakened animals and fish. The harm that they actually do is far less than that done by harmful practices of man.

(4) What factors still operate against the survival of the eagle?

It is becoming increasingly difficult for the eagle to find suitable nesting places and food on which to survive. Many areas have cleared the natural habitat of the eagle, thus changing the environment to such an extent that the eagle must migrate or die.

(5) Explain the purpose of the National Audubon Society, founded in New York City in 1905.

The purpose of the National Audubon Society is to provide protection for birds on a number of sanctuaries whose locations are changed from place to place and from time to time as special needs are felt. Some societies are local in nature and offer protection to small birds in the area. Of particular interest as far as the bald eagle is concerned is the Hawk Mountain Sanctuary in Pennsylvania, supported by private contributions, which protects both hawks and eagles at a place where they concentrate when migrating.
New Words Added to My Vocabulary:

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>revered in image</td>
<td>re ver' ed</td>
<td>honored as a symbol</td>
</tr>
</tbody>
</table>

The likeness of the eagle is revered in image, a symbol of American freedom.

2. paradoxical             | par' a dox' i cal | contradictory                   |

Paradoxically, the eagle is honored as a symbol of American freedom, and yet destroyed for its destructive ways.

3. impressive size         | im pres' sive   | unusually noticeable            |

The impressive size of the eagle makes it a king of birds.

4. cosmopolitan            | cos mo' pol i tan | belonging to the world          |

Unlike the bald eagle, which is found only on the North American continent, the golden eagle is cosmopolitan.

5. propensity              | pro pen' sity   | having a natural inclination    |

Eagles have a propensity for nesting in lofty places.

Vocabulary Improvement

Have you ever searched for a word to express what you intended to say and couldn't find it? If so, perhaps one of your ideas died before it was born.

Words are keys to the expression of thought. Although all communication does not depend on words, it does depend on some kind of symbol or signal. Words are the most universal symbols of expression because they provide the best means of expressing shades
of meaning, abstract ideas, and relationships. To improve your vocabulary, practice each new vocabulary hobby as it is introduced to you.

**Spelling Improvement**

Each of your six units will have three lists of spelling words: (1) a minimum list, (2) a list for seniors doing average work, and (3) a list for honor students. You should progress through these lists as best you can, mastering the minimum list before you try to master the second list and both the first and second lists before you attempt the third. Use each list as a pre-test. You should work with another student for this testing -- pronounce the words, check the spelling, make a list to study, retest after study. Add to this list all of your spelling errors from composition papers.

Each six weeks, four tests in spelling will be given for a mark. Everyone will take two -- his own black list given by a classmate and the minimum list. Those doing average work will take three; those doing honor work will take four. In addition, honor students will

QUALITY IS MORE IMPORTANT THAN QUANTITY
Take a dictation test. Correct spelling is necessary for well-written papers. Remember the quality of your work is more important than quantity. Choose your spelling lists realistically.

**Minimum spelling list:** The words in this list are among the first 2,000 words most frequently used in writing.

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<th><strong>beginning</strong></th>
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<tbody>
<tr>
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<td>advantage</td>
<td>answer</td>
<td><strong>believe</strong></td>
<td>character</td>
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<tr>
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<td>anxious</td>
<td><strong>benefit</strong></td>
<td>chief</td>
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<tr>
<td>*accept</td>
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<td>*appear</td>
<td>between</td>
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<td>complaint</td>
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<td>*before</td>
<td>certain</td>
<td>completely</td>
</tr>
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</table>

**Spelling list for average students:** The following words are among the 3,000 to 10,000 words most frequently used in writing.

| abandon | *accidentally | adequately | aggressive | angry |
| abilities | *accommodate | adhere | agricultural | anniversary |
| abode | *accompanies | adieu | *alcohol | annoyance |
| abominable | *accompaniment | adjacent | alleged | anxiety |
| *abroad | *accompanying | adjustable | alliance | *apparatus |
| abrupt | *accomplish | administrator | allotment | apparel |
| absolute | accordance | admirable | allusion | *apparent |
| abstract | accountant | admitting | altar | *appearance |
| *absurd | accredited | adorables | alter | appetite |
| abundance | accrued | advancement | *amateur | applause |
| abundant | accumulate | advantageous | ambassador | appliance |
| *abused | accuracy | advertisement | ambulance | applicable |
| academic | *accustomed | advertisers | amiable | *appreciative |
The single-starred words are among those most frequently missed by college students in a recent study conducted by Professor Thomas Pollock, former president of the National Council of Teachers of English. The double-starred words are those most frequently missed by seventh, eighth, twelfth graders, and college students, as indicated in his research.

Spelling list for honor students. 1. Spelling. Look up the meaning and pronunciation of any of these words that seem difficult. Learning these words will increase your writing vocabulary. Use them in sentences.
Dictation for Honor Students

1. His abasement (shame) brought social ruin to his family.
2. She was not abashed (embarrassed) by his admiration.
3. The storm did not abate (lessen) for several hours.
4. The aberration (wandering) of his troubled mind brought only failure.
5. The sentence was held in abeyance (suspended action).
6. His father abhorred (hated) my friend's bigotry.
7. He abjured (renounced) his affiliation with the Communist party.
8. His ablution (cleansing by religious rite) brought peace of mind.
9. Her abortive (unsuccessful) attempts at crime destroyed her chance for success.
10. An abridged dictionary is a shortened form.
11. The old code was abrogated (annulled) by the enemy.
12. No one believed that the clerk would abscond (steal away) with the funds.
13. His absolution (forgiveness) gave him peace of mind.
14. Most athletes believe that abstemious (moderate) habits promote good health.
15. Milton read abstruse (profound) works on religion.
16. My friend was an accessory (helper) to the crime.
17. I could not follow the car up the acclivity (sharp ascent).
18. An "Oscar" is a coveted accolade (award of merit).
19. Her acidulous (sharp) remark seemed out of character.
20. Few people reach the acme (summit) of success they desire.

VI. UNIT ROUNDUP

Building a constructive philosophy is a lifetime task for those desiring to live a meaningful life. In a way, then, this unit is an introduction to all the units which follow. In America, democratic principles provide the framework for such a structure. As seniors, you are learning the importance of good work habits, independence, the benefits of self-direction and self-discipline, the meaning of communication, and the importance of choice in your life. Those who have practiced these concepts regularly have increased in stature.

Building a Constructive Philosophy

If you have learned that constructive attitudes are valuable,
you will find satisfaction in learning. From literature you will continue to learn something about people—those who are honorable and those who are dishonorable. These thoughts, added to your own experience, should help to clarify some ethical concepts. If you have some idea of the sociological and psychological problems that have arisen in the wake of scientific advancement and can think in terms of doing something about them, you are beginning to build a constructive philosophy. If you are able to question concepts such as cause, effect, and seek an understanding, you are thinking philosophically.

Evidence of your "building a constructive philosophy" will be measured by your performance: (1) attitude toward your personal problems as related to your study, (2) an increased understanding of abstract terms or concepts, (3) thoughts expressed in your final theme, "My Philosophy of Life," (4) six weeks test.

Scholastic Achievement

Evaluation of your scholastic achievement will be measured by the following: (1) assignments chosen, (2) quality of daily work, (3) correcting and keeping returned papers on file, (4) quality of "idea cards," (5) response in class, (6) active participation in group activities, (7) spelling and vocabulary attainment, (8) book review, (9) use of the library, (10) attainment on tests.
APPENDIX B

ACTIVITIES
ACTIVITIES

Unit teaching provided a natural setting for various kinds of creative activity. Seniors seemed to enjoy creating for the bulletin board, the show case, and for their individual projects. Those pictured are among many which were developed through the years. Although most of the projects were completed at home, some were completed in the Art Department under the direction of Gay Winsted. Sometimes parents became interested in a production and assisted with the project.

Creative activities included not only construction, paintings, molded figures and poetry but, also, tape recordings of original ballads and lyrics sung by students; declamations; original oratory; radio scripts, motion pictures produced from original scripts, using original sound effects; murals; short stories; illustrated booklets for children; posters; carved figures; copper etchings, tiled pictures, and many kinds of booklets illustrating characters.

The students did the work individually, in groups, or in committees. Part of the creative work was done in response to bulletin board and show case assignments. During the study of Unit 1, creative activity increased. Every senior chose his own individual activity.

The most popular bulletin board displays consisted of written work done by the seniors—essays, stories, and poetry. If the work were displayed, it had to be free from errors and especially well done for the particular individual. In other words, all students could expect something to be displayed if they were conscientious about their productions. The same policy was followed in publishing Scribblings, the school magazine.
FIGURE 12
BUILDING A CONSTRUCTIVE PHILOSOPHY
Charleen Edgbert
FIGURE 13
REPRODUCTION OF SOUND
Class of 1959
FIGURE 14
BEOWULF SAILS TO DANELAND

Gail McBee
Henry Hahn
FIGURE 16
CANTERBURY PILGRIMS
Howard Rose
FIGURE 17
QUEEN ELIZABETH I
La Rita McLaughlin

FIGURE 18
ELIZABETHAN COSTUMES
Class of 1960
FIGURE 19
MEMORABLE FIGURES IN LITERATURE
Class of 1960

FIGURE 20
QUEEN ELIZABETH I AND SIR WALTER RALEIGH
Marjorie Christensen, Lin Lewis
FIGURE 21

SHAKESPEARE

Virginia Crabtree
FIGURE 22
GLOBE THEATER
Dean Epier

FIGURE 23
GLOBE THEATER
Dean Epier
FIGURE 24
LONDON BRIDGE
Bruce Thompson

FIGURE 25
DUNSINANE CASTLE
Dixie Ferguson, Sandi Cattrell
FIGURE 26
THE THREE WITCHES
Class of 1960

FIGURE 27
THE THREE WITCHES
Ann Krause
FIGURE 28
GHOST OF LADY MACBETH
Class of 1960
FIGURE 29

RELIGIOUS FREEDOM

Paul Bunyan
FIGURE 30
BOOKLETS OF ORIGINAL POETRY
June Dieruff, Terry Long
FIGURE 31
KUBLA KHAN
Bill Hansaker
FIGURE 32
THE ART OF SPEAKING
Melvin Schultz
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<tr>
<td>3531</td>
<td>600</td>
<td>The Medieval Castle</td>
<td>The development of castles is traced, showing the changes in design made necessary by changing methods of warfare.</td>
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<td>3593</td>
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<td>Literature Appreciation: How to Read Novels</td>
<td>Encourages students to find out about the author, to study characterizations closely, and to visualize the setting and action of the story.</td>
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<td>3675</td>
<td>900</td>
<td>Shakespeare's Theater: The Globe Playhouse</td>
<td>J. G. Adams' theories of production in the Globe Theater are illustrated with animation and models of the stage. Excerpts are from Julius Caesar, Hamlet, Macbeth, Twelfth Night, and Romeo and Juliet.</td>
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<td>3746</td>
<td>1400</td>
<td>Man Without a Country</td>
<td>Excellent for discussion group. Character values.</td>
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<td>3843</td>
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<td>The Coronation Ceremony</td>
<td>A thousand years of coronation history is followed by the entire ritual of the coronation of Elizabeth.</td>
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<td>400</td>
<td>English History: Tudor Period</td>
<td>Presents English history from 1485 to 1603. Shows the growth of England as a national state under Henry VII and Henry VIII and the rise of England as a world power during the reign of Elizabeth and the influence of England in America.</td>
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<td>English History: Norman Conquest to the 15th Century</td>
<td>A review of medieval England. Covers the Norman Conquest in 1066 to the decline of feudalism about 1400, during the time of Henry V. Traces the growth of limited monarchy and the beginning of democracy as expressed in trial by jury, Magna Charta, and other individual rights and liberties.</td>
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<td>3871</td>
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<td>English in History: Earliest Times to 1066</td>
<td>Includes historical material from 1900 B. C. to 1066 A. D. Traces the building of Anglo-Saxon England, with emphasis on the many different peoples and cultures that were assimilated in the making of early England.</td>
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<td>American Literature: The Realists</td>
<td>Shows the development of realism as an outgrowth of the late 19th and 20th centuries. The writings of Upton Sinclair, Theodore Dreiser, Hamlin Garland, Stephen Crane, Jack London, Booth Tarkington, and Sinclair Lewis are discussed. The theme of realism is associated with modern novelists, poets, essayists, and dramatists. This film is useful in making a comparative study of English and American authors today.</td>
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<td>How to Write Your Term Paper</td>
<td>Reviews how to select a subject, gather the necessary information, organize it, and develop the actual report. Checking sources of references, working from an outline, and using correct form, grammar, and footnotes are emphasized.</td>
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<td>3964</td>
<td>400</td>
<td>Successful Scholarship</td>
<td>Presents complete schedule of good study procedures and routines.</td>
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<td>4028</td>
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<td>Literature Appreciation: English Lyrics</td>
<td>Lyric poetry is read as the picture reveals the thoughts of the poet.</td>
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<td>4060</td>
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<td>Man and His Culture</td>
<td>An imaginative &quot;Report from Outer Space&quot; shows how the earth might appear to visitors from another planet. It examines the many different cultures on the earth and the reasons for the differences. It considers the things which most cultures have in common, the ways in which cultures are transmitted from one generation to another, and the ways in which they change.</td>
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<td>4079</td>
<td>1000</td>
<td>Mightier Than the Sword</td>
<td>A story of Peter Zenger, a printer who dared to believe in freedom of the press.</td>
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<td>4138</td>
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<td>English Literature: The Romantic Period</td>
<td>Dramatized selections from Burns, Wordsworth, Coleridge, Blake, Byron, Shelley, Keats, and Scott show the spirited independence of the romantic writers.</td>
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<td>4520</td>
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<td>English Literature: Chaucer and the Medieval Period</td>
<td>Uses <em>The Canterbury Tales</em> to present the three classes of medieval society.</td>
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<td>4559</td>
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<td>Charles Dickens: Background of His Works</td>
<td>Background for the study of David Copperfield, Pickwick Papers, Oliver Twist, A Tale of Two Cities, Great Expectations, and The Old Curiosity Shop, and others. Comments are made on many of his famous characters.</td>
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<td>4584</td>
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<td>Should I Go to College?</td>
<td>Helps students decide whether or not they should go to college. Lecture by Dr. Harvey White.</td>
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<td>4593</td>
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<td>English Literature: The Eighteenth Century (color)</td>
<td>Discussions in an eighteenth-century coffee house reveal the literary trends of the times. Neo-classicism of the 1700's illustrated by excerpts from writings of Addison, Steele, Pope, Swift, Johnson, Fielding, Goldsmith and others.</td>
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<tr>
<td>4594</td>
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<td>English Literature: The Elizabethan Period (color)</td>
<td>A visit to an Elizabethan theatre reveals the social living of the times and the effect of expansion, trade, taste, and study on literature.</td>
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<tr>
<td>4597</td>
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<td>The Major Religions of the World</td>
<td>Objective survey of the origins, rituals, and symbols of the major religions of the world today—Hinduism, Buddhism, Christianity, and Islamic.</td>
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<td>4604</td>
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<td>Absolutism and Civil War</td>
<td>Shows conflicts during the reigns of James I and Charles I, the Civil War and Commonwealth period, and the restoration of the monarchy.</td>
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<tr>
<td>4605</td>
<td>400</td>
<td>English History and the Glorious Revolution</td>
<td>Shows conflict between Parliament and the Crown, the establishment of a constitutional monarchy, and provides background for understanding the restoration of Charles II, the succession of James II and the coming of William and Mary.</td>
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<tr>
<td>4622</td>
<td>500</td>
<td>English Literature: The Seventeenth Century (color)</td>
<td>Excerpts from writing of Cavalier poets such as Jonson, Herrick, and Lovelace, and Puritan writers such as Milton and Bunyan. Donne, Marvell, Pepys, and Dryden are also represented.</td>
</tr>
<tr>
<td>4624</td>
<td>800</td>
<td>Origins of the Motion Picture</td>
<td>Gives a history of the motion picture from the suggestions of Leonardo de Vinci to the perfected picture by Edison. Includes scenes made in 1880 and of nineteenth century marines.</td>
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<tr>
<td>4625</td>
<td>400</td>
<td>The Face of Lincoln</td>
<td>Shows a sculptor forming the face of Lincoln as he relates the story of his life. Character changes are revealed in facial contours.</td>
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<tr>
<td>4670</td>
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<td>English Literature: The Victorian Period (color)</td>
<td>Conflicting ideas of the Victorian period are revealed in a nineteenth century bookshop when customers become interested in the writings of Macaulay, Carlyle, Darwin, Huxley, Newman, Dickens, the Bronte sisters, Hardy, Arnold, Ruskin, and Carrol.</td>
</tr>
<tr>
<td>4722</td>
<td>700</td>
<td>Is There Communication When You Speak?</td>
<td>Emphasizes good articulation, pronunciation, gestures, movement, and visual aids.</td>
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<tr>
<td>4758</td>
<td>400</td>
<td>Communication in the Modern World</td>
<td>Portrays importance of communication in a historic setting. Gives significance of books, newspapers, radio, telephone, recordings, television, and motion pictures in society and explains some recent technological improvements.</td>
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</table>
## FILMSTRIPS

### COURSE OF STUDY IN ENGLISH FOR SECONDARY SCHOOLS

(A PROGRESS REPORT) BULLETIN 280, DEPARTMENT OF PUBLIC INSTRUCTION

<table>
<thead>
<tr>
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<tr>
<td><strong>The Literature of Freedom</strong></td>
<td>Shows how freedom has been the inspiration of many writers. Tells of heroic deeds in the name of freedom (36 Frames).</td>
<td>Popular Science Publishing Co., Audio-Visual Division, 353 Fourth Avenue, New York 10, N. Y.</td>
<td>$</td>
</tr>
<tr>
<td><strong>Propaganda Techniques</strong></td>
<td>Use and examples of propaganda—glittering generalities, name calling, etc. (10 min.).</td>
<td>Cornet Instructional Films, 65 East South Water Street, Chicago 1, Illinois</td>
<td>$</td>
</tr>
<tr>
<td><strong>Introduction to the Romantic Age in English Literature</strong></td>
<td>Explains the Romantic Age in English Literature as a period when writers believed if they spoke from the heart, they could reach humanity (36 Frames).</td>
<td>Society for Visual Education, 100 East Ohio Street, Chicago 11, Illinois</td>
<td>$3.00</td>
</tr>
<tr>
<td><strong>Introduction to William Shakespeare</strong></td>
<td>A survey of the life and times of Shakespeare (41 Frames)</td>
<td>Young America Films Inc., 18 East 41st St., New York 22, N. Y.</td>
<td>$3.50</td>
</tr>
<tr>
<td><strong>Introduction to the Victorian Age in English Literature</strong></td>
<td>Gives the background for the writers of this period and scenes in England in those days (41 Frames).</td>
<td>Society for Visual Education, 100 East Ohio Street, Chicago 11, Illinois</td>
<td>$3.50</td>
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<tr>
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<td>Macbeth</td>
<td>Gives a pictorial synopsis of the play based on scenes from the Orson Wells' screen version (41 Frames)</td>
<td>Young America Films Inc., 18 East 41st St., New York 22, N. Y.</td>
<td>$3.50</td>
</tr>
<tr>
<td>The Macbeth Country</td>
<td>Includes scenes of Cawdor Castle, Inverness, Dunsinane, and MacDuff's castle (58 Frames).</td>
<td>Morthole E. L., Morthole, 2216 Greenwood Ave., Evanston, Illinois.</td>
<td>$5.50</td>
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<tr>
<td>As You Like It</td>
<td>A pictorial synopsis of the play (50 Frames).</td>
<td>Young America Films, Inc., 18 East 41st St., New York 22, N. Y.</td>
<td>$3.50</td>
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<td>Hamlet</td>
<td>A pictorial synopsis of the play based on Lawrence Olivier screen version (60 Frames).</td>
<td>Young America Films, Inc., 18 East 41st St., New York 22, N. Y.</td>
<td>$3.50</td>
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<tr>
<td>Henry V</td>
<td>A pictorial synopsis of the play based on Lawrence Olivier screen version (36 Frames).</td>
<td>Young America Films, Inc., 18 East 41st St., New York 22, N. Y.</td>
<td>$3.50</td>
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<tr>
<td>Introduction to Seventeenth-Century England</td>
<td>Shows the strife between the Cavaliers and the Puritans and the wide divergence in literature of the period (36 Frames).</td>
<td>Society for Visual Education, 100 East Ohio Street, Chicago 11, Illinois</td>
<td>$3.50</td>
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## Recordings

### Title: Masterpiece of Literature

Three albums are available. There are six, ten-inch, 78 r. p. m. records each accompanied by a teacher's manual. These records are produced by Columbia Recording Corporation and are priced at $5.90, retail. Robert C. Pooley was the chairman of the committee that prepared the manuals and chose the readers.

### Title: Appreciation of Poetry

Read by Norman Corwin: Boots; Boots and Saddle; Sea Fever; A Red, Red Rose; Break, Break, Break; Kubla Khan; The Song of Chattahoochee; From the Santa Fe Trail; Lost Silver; The Runaway; A Wet Sheet and a Flowing Sea; The Fog; The Railway Train; Deserted; In Time of the Breaking of Nations; Crossing the Bar; Ozymandias; The Tiger; She Walks in Beauty; Dover Beach; Encouragement to a Lover; On His Blindness; In Flanders Field; When I Hear the Learned Astronomer; To Althea; From Prison; November Night; The Man With the Hoe.

### Title: Our American Heritage

Wesley Addy reads these thirteen prose selections: The Mayflower Company; From "The Pennsylvania Charter of Privileges"; The Declaration of Independence; Selection from the Farewell Address of George Washington; From the First Inaugural Address of Thomas Jefferson; A Selection from "Sacred Obligations"; The Gettysburg Address; From "The History of Liberty," Patriotism; From "A Pan-American Policy"; From "Our Responsibilities as a Nation"; From "Americans of Foreign Birth"; From "The Promised Land."
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<th>Description and Remarks</th>
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<tr>
<td>Great Themes in Poetry</td>
<td>Basil Rathbone reads twenty-one poems, arranged under thirteen themes: God's World; Loveliest of Trees; The Vagabond; Ode on a Grecian Urn; Abou Ben Adhem; Shakespeare's Sonnet XXIX; The Arrow and the Song; Sonnet XLIII (E. B. Browning); The Passionate Shepherd to His Love; Go Lovely Rose; To the Virgins to Make Much of Time; The World is Too Much With Us; Travel; On First Looking Into Chapman's Homer; Ode to the West Wind; From &quot;In Memoriam F. A. S.&quot;; Sonnet (Rupert Brooke); Prosprime; The Waste Places; Say Not the Struggle Nought Availeth; Invictus; The Old Women of the Roads; My Own, My Native Land; America: Hate.</td>
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Special linguistic recordings are listed by the NCTE. These are ten-inch, 78 r. p. m. records. Membership price, $1.25.

- **Beowulf**: Harry M. Ayres reads selections in "Old English" diction with explanations.
- **Chaucer**: Harry M. Ayres reads selections from the Prologue to the Canterbury Tales, and Nun's Priest's Tale; explanation of "Middle English" sounds given.
- **Macbeth**: A Columbia recording by Orson Wells.
- **Merchant of Venice**: A Columbia recording by Orson Wells.
- **The Art of Good Speech**: The correction of pronunciation; Russel Press, New York.
- **American English**: Vowels and diphthongs; Linguaphone Institute, Rockefeller Institute, New York.
<table>
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<th>Title</th>
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<td>Better Speech Course</td>
<td>The Advancement and Placement Institute, Box 99, Brooklyn 22, N. Y. This is a forty-lesson course recorded on four 33 1/3 r. p. m., high-fidelity records. Course covers pronunciation, voice training and control, public speaking technique, conversation, and proper usage. Two manuals included: Manual of Correct Speech, and Manual of Correct Usage.</td>
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APPENDIX D

OBJECTIVE TESTING
COMPLETION TESTS

Directions: Write a WORD or a PHRASE on each line. Be sure to write each answer on the line that has the same number as the missing word in the paragraph.

A short story deals with few characters in a limited number of incidents which create a single impression such as fear, mystery, courage, and ___________. In addition, many stories have ___________ or central action made of incidents and episodes. Time order, often called ___________ order, may be the plan of organization, or a ___________ may be used in which the writer begins with the heart of the story and refers later to the events which preceded the action. A device known as the ___________ is used by some writers to follow the thought of one character throughout a short period in order to gather an impression of the whole life of a character.

Directions: Write on the lines to the right, synonyms of the words underlined in the following paragraph.

The use of dialogue to establish atmosphere ___________ or set mood is an intrinsic function of spoken lines. Well written dialogue reveals character, often imperceptibly to a novice reader.

ALTERNATIVE-RESPONSE TESTS

The true-false test is the most frequently used test of this type. At least fifty to seventy-five items should be used in the test. Generally, this type of alternative-response test has been over-used
in the classroom, but it does have its place in informal testing. It is especially valuable in testing popular misconceptions, superstitions, and fallacies in reasoning. "Specific determiners" such as "all," "always," "never," "no," "none," "nothing," "may," "some," "sometimes," "often," and "as a rule" should not be used in writing statements for a true-false test. A disproportionate number of either true or false statements should be avoided. Statements which place too much emphasis on rote memory should be avoided also, according to Gilbert C. Kettelkamp.

True-False Test

Directions: Write T or F at the first of each statement to indicate if a statement is true or false.

1. Language, thought, and behavior are closely related.  
   
2. A few examples are adequate proof for making a definite statement.  
   
3. Credit is the same as money in the bank.  
   
4. An inference is a statement about the unknown made on the basis of the known.  

Same-Different Test

Directions: If the two words have the same meaning, write S on the blank to the left of the words. If they are different, write D.

1. wise sagacious  
   
2. accept except  
   
3. obesity corpulence  

Yes-No Test

Directions: Read each question. If the answer is yes, put a cross under yes at the right of the statements; if the answer is no, put a cross under no.

1. The Anglo-Saxons introduced Christianity into England.
Yes-No Test (continued)

2. The Druids were Roman conquerors in England.  
3. King Alfred was the greatest of the Anglo-Saxon kings.

Classification Test

Directions: Classify the following underlined words, phrases, and clauses according to their function in the sentence. Place a check mark in the proper column to indicate your answer.

1. Fishing on the Madison is a popular sport in Montana.  
2. Having finished his homework, Bill went to the show.

Correct-Wrong Test

Directions: Place an X in one of the boxes to the left to indicate the correct usage of words in parentheses.

Correct  Wrong

1. Everyone brought (their) lunch.  
2. One of the boys (have) a ticket to the game.

MULTIPLE-CHOICE TESTS

A multiple-choice test is made up of items with four to five responses, one of which is correct or definitely better than the others. This type of test is generally regarded as the most valuable form in many testing situations. It is especially valuable in testing judgment. The following types of questions are often used:
1. Definition
   a. What means the same as...?
   b. What conclusions can be drawn from...?
   c. Which of the following statements expresses this concept in different form?

2. Purpose
   a. What purpose is served by...?
   b. What principle is exemplified by...?
   c. Why is this done?
   d. What is the most important reason for?

3. Cause
   a. What is the cause of...?
   b. Under which of the following conditions is this true...?

4. Effect
   a. What is the effect of...?
   b. If this is done, what will happen?
   c. Which of the following should be done (to achieve a given purpose)?

5. Identification of error
   a. What kind of error is this?
   b. What is the name of this error?
   c. What recognized principle is violated?

6. Evaluation
   What is the best evaluation of... (for a given purpose) and for what reason?

7. Arrangement
   In the proper order (to achieve a given purpose or to follow a given rule) which of the following comes first (or last, or follows a given item)?

8. Incomplete arrangement
   In the proper order, which of the following should be inserted here to complete the series?

9. Common principle
   All of the following items except one are related to a common principle:
   a. What is the principle?
   b. Which item does not belong?
   c. Which of the following items should be substituted?

10. Controversial subjects
    Although not everyone agrees on the desirability of _____, those who support its desirability do so primarily for the reason that _________.

Directions: In each sentence, choose the word or group of words that makes the best sentence. Place its number on the line at the right.

1. If I (was, were) you, I would stay home tonight. ___

2. I might (have, of) gone if you had asked me. ___

Directions: Select the one correct spelling in each line and put its number in the parentheses at the right.

1. receive recieve receeve resieve (___)

Directions: Write the letter that precedes the correct response in the parentheses at the left.

(____) 1. An episode that advanced the plot in Macbeth.
   a. Lady Macbeth keeps the candle burning at night.
   b. Macbeth sees a bloody dagger.
   c. Macbeth employs two men to murder Banquo.
   d. Macbeth visits the witches.

Directions: Read each of the following descriptions of English poets. Identify them by placing the number of the correct answer in the blanks at the left.

Answers

2. Samuel Coleridge 4. Lord Byron
   etc.

_____ 1. This poet loved freedom so much that he felt akin to the unconquerable ocean.

_____ 2. This poet wrote in Scotch dialect.
BIBLIOGRAPHY

BOOKLISTS


Books useful for thematic units are listed.


This is an annotated booklist for leisure reading. Primary sections are entitled "I Read to Laugh," "I Read to Look in a Mirror," "I Read to Find a Hobby," "I Read to Venture Forth," "I Read to Live Many Careers," "I Read to Find Romance," "I Read to Know Adults," "I Read to Test Values," "I Read to Understand Society's Problems," "I Read to Taste Tomorrow's Dreams," "I Read to Dust Off History," and "I Read to Feel the World's Life." An unusual feature is the "reading menus."


Includes over 100 reading interests of teenagers. Of special interest to teachers of senior English are: (1) "Novels--Characters to Remember," (2) "Romance in England," and (3) "Romantic Elizabethans."


This booklist is primarily for pupils whose reading ability falls below grade level in high school. Most books are of fifth, sixth, and seventh grade level of difficulty.

The Committee on College Reading. Good Reading. Chicago: NCTE, 1941.

This list of books is especially valuable for advanced seniors in high school; however, it is particularly intended for college students and adult readers. One hundred significant books, beginning with the ancient world and including twentieth century America, are listed; seventy-seven books significant for interpreting today's world are listed at the beginning. Each book is annotated. An index is provided.


Adult books, popular with young people, are annotated in some detail to help the librarian or teacher select books for students.
BIBLIOGRAPHY

REFERENCES FOR VOCABULARY STUDY


REFERENCES, TEXTBOOKS, AND WORKBOOKS FOR REMEDIAL READING

There are three workbooks in this series. Book 1 is for pupils in grades seven or eight, Book 2 for pupils in grades nine or ten, and Book 3 for pupils in grades eleven or twelve.

Designed for senior high school students. The book is self-teaching, having all necessary directions, tests, and answers in the text itself. Practice is given in interpreting one's own reading problems, accepting responsibility for improvement, interpreting pictures, learning to speak, write, spell, outline, take notes, and use indexes and tables of content.

This workbook is useful for high school pupils whose reading abilities are about the fifth or sixth grade level. Two diagnostic reading tests are provided if five or more copies are purchased.

This workbook is intended to improve the reading skills of regular or retarded pupils in junior high school or senior high school. Two standardized reading tests are included with each workbook if five or more copies are ordered.

This series of four texts was prepared for reluctant readers in high school. The subject matter is written on ninth, tenth, eleventh, and twelfth grade level. Reading tests, teachers' manual and answer key to tests are available.

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Provides drill on basic reading skills as follows: main idea, word form and meaning, relationships, context clues, word analysis, dictionary, emotional reactions, story problem and plot structure, author's purpose or viewpoint, summarizing and organizing. Survey tests, book lists, and reference material are included.


This is a developmental program for seventh graders whose reading ability is at the fourth or fifth grade level; eighth graders who are two or three years retarded in ability; ninth graders who are two or three years retarded in ability; and tenth, eleventh, and twelfth graders whose reading ability is at the level of the eighth or ninth grade.


This is a student-administered developmental reading program built around 300 graded, multi-level, reading selections with comprehension, word study, vocabulary, and rate-building exercises. Reading Laboratory IIIa contains 30 reading selections at each of the levels from grade three through twelve; Reading Laboratory IVa is intended for intensive practice in developing reading skills needed in high school and college.


This is a textbook for remedial reading classes in grades eight, nine and ten. However, it can be used effectively to help retarded pupils above these levels. The material in the book is designed to be used with other reading textbooks.

Phrase reading is emphasized.


These books were designed for the student who is a slow reader and does not care to read. Although the books were written on about the fifth and sixth grade reading level, the content is interesting to slow or reluctant readers in high school.
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