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Course of studies in the language arts for the Willard B Atwell Junior High School in Wakefield, Massachusetts

McRae, Gordon J

Boston University

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A Thesis

COURSE OF STUDIES IN THE LANGUAGE ARTS
FOR THE WILLARD B. ATWELL JUNIOR HIGH SCHOOL
IN WAKEFIELD, MASSACHUSETTS

Submitted by

Gordon J. McRae
(B.S. in Ed., Salem Teachers College, 1948)

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FIRST READER: Miss Olive S. Niles, Assistant Professor of Education

SECOND READER: Dr. Stanley P. Wronski, Associate Professor of Education
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CHAPTER I

THE BACKGROUND AND PURPOSE OF THE STUDY
Any decision to change the complete organization of a school system must necessarily create problems peculiar to the local situation. School housing difficulties in Wakefield were alleviated by a shift in midyear, with the four senior high school grades moving to a new building in January, while the nucleus of a junior high population (grades seven and eight) entered the former high school building. Tentative organization for a three-year junior high program became an immediate necessity.

The principal and his staff of twelve teachers set about the task of constructing a curricular framework upon which teacher committees might build in future years.

For guiding principles the group turned to the general aims of the Wakefield School Department, published in a report of the Aims-Objectives Committee.¹

"We must try, then, to utilize these suggestions:

1. To give pupils some understanding of the great thoughts of the past in history, science, and literature.

2. To give to pupils the special skills and knowledge needed now and in later life.

3. To prepare for enriched living through 'worthy use of leisure time.'

4. To develop power of thought needed for intelligent citizenship.

5. To bring to youthful but responsive minds new horizons through study of art mediums and varied types of literature.

6. To aid pupil expression through work in SPEECH ARTS.

7. To guide the teen-agers' challenging questions to some acceptable solution, or suggest some possibility.

8. To provide an enriched curriculum for the gifted child."

With the above general secondary school objectives in view, a statement of four objectives for the junior high school was formulated:

1. To provide the proper opportunities for the development of a healthy body and an understanding of the rules necessary to maintain it.

2. To develop through social activities a consciousness of the basic importance of getting along with others.

3. To train in terms of scholastic skills each individual in order that he may be as fully equipped to meet the challenges of everyday living as his capacity permits.

4. To provide that harmonious atmosphere which helps every person to grow in terms of his own opportunities.

The general plan of organization of the school provides for four levels within each grade to most fully realize the aims listed above. Each pupil is free to climb within his own grade accordingly as his performance and apparent capacity shall indicate.

As a basis for grouping, the curriculum planners accepted the premise that language is the principal key to most of our learning. ¹/ The language factor is, therefore, given major consideration in determining

the individual placement of pupils. Three measures have been accepted as determinants.

1. The child's language ability as determined by the results of achievement tests expressed in grade levels.
2. The previous teacher's estimate of the pupil's language ability.
3. The latest mental test data available for each individual (taken from the individual's cumulative record folder).

Careful evaluation of these measures should make possible the scheduling of each pupil in learning situations where he has the greatest chance for the progress and development necessary to feelings of success and happiness.

In the overall plan of studies the language arts program has been scheduled in a block with social studies, both subjects to be taught by the same teacher. Since the class periods allotted to the two subjects appear as a block of time in the daily schedule, several advantages should be gained:

1. The double period gives pupil and teacher a situation near the elementary school organization, while the more specialized subjects remain fully departmentalized. This should permit a smoother transition from elementary to high school organization.
2. The teacher is allowed greater freedom to use the technique of instruction he finds most successful.
3. Greater opportunity is provided for unit or theme-centered approaches to learning.
4. Desire for success in social studies assignments may serve as
motivation for greater pupil effort toward improvement of language skills.

5. By eliminating much duplication of activities, the integration of the two subjects should save time within the curriculum.

(The justification for this type of organization will be discussed in chapter two, Growth and Development of the Language Arts Program in the Junior High School.)

The purpose of this thesis is to establish a guide for the language arts department of the Willard B. Atwell Junior High School. In implementing the organization described above, the English program must be designed to facilitate integration within the total curriculum.

The course of studies for the language arts presents an organized series of acceptable goals to be attained through activities built around the framework of subject matter areas as outlined. No attempt is made to regulate method. Each teacher is free to use those techniques which he finds most successful in achieving the aims of the program.

Some illustrative materials are presented in the appendix as possible integrations of English and social studies. A partial list of evaluative instruments is included.

The writer hopes that this course of studies will, by its nature, invite controversial criticisms, revisions, and developmental improvements from the teachers concerned.
CHAPTER II

GROWTH AND DEVELOPMENT OF THE LANGUAGE ARTS

PROGRAM IN THE JUNIOR HIGH SCHOOL
Forty-five years have elapsed since the inception of the junior high school as a distinct part of the American educational scheme. Various reasons were given for the birth of this innovation, including a school housing shortage, desire for smoother articulation from elementary to high school, and economy of time - since the new arrangement permitted the earlier introduction of some of the high school's more specialized courses.

The pioneer enthusiasts who experimented with the 6-3-3 plan, however, were looking forward to a functional revision of the whole school system. The superintendent of schools in Berkeley, California, said in 1910 that the two schools set up in his community were designed especially to meet the needs of early adolescents. 1/

Many revisions in the general construction of the junior high program have occurred since 1910, but the underlying principle of a separate organization, specifically designed to provide for the awkward age of rapid maturation, still exists.

2/ Noar warned that this fact must be kept in mind in discussing the growth of the modern junior high school.

The facts of human growth and development provide the base upon which tomorrow's junior high school is being constructed. A firm foundation for the new school is possible only when those concerned with developing its curriculum are


guided by sufficient information about the basic needs and drives that motivate their pupils. Unless the work and activities of the school are planned to meet those needs and to satisfy those drives, the junior high school's ultimate survival is doubtful.

Gruhn and Douglass formulated a tentative statement of the functions of the junior high school and submitted it to a selected group of specialists in the theory and philosophy of the junior high school. On the basis of the criticisms and evaluations received from this group, six functions are presented:

1. Integration.
2. Exploration.
4. Differentiation.
5. Socialization.
6. Articulation. 1/

The task of carrying out these functions is the lot of the curriculum, in its construction and implementation.

Gwynn gives six statements regarding the role of the curriculum. In substance he states:

1. The curriculum should be the means of attaining the aims of education.

2. It represents a slow growth over the years, not a mushroom growth.

3. The curriculum shows and should continue to show evidence of conflicting educational theories. 2/

1/ Gruhn and Douglass, op. cit., pp. 59-60.

4. The wide variance in needs, skills, and abilities of a school population which is tremendously larger and more heterogeneous than in the past will require gradual curricular changes for some time to come.

5. The curriculum belongs to the public, not primarily to the professional educators.

6. If normal development takes place, the curriculum cannot be the same in each school.

The school has a tremendous task before it in helping to shape the thinking of the young who must soon take their places in world relationships. In order to do this, it must study the learner carefully and then provide experiences which will help him to develop toward maximum effectiveness in a democratic industrial world. 1/

Within the changing curriculum the English program must find its proper relationship with other areas of learning. Man's dependence upon a means of communication for the transfer of knowledge and skills implies the tremendous importance of language in the educational scheme.

Mastery of the tools of expression and communication as represented by such school subjects as composition, language usage, grammar, spelling, and handwriting unquestionably constitutes the most fundamental of school outcomes. 2/


The language program, therefore, has always borne the responsibility for carrying out the first function of the curriculum.

The curriculum should be the means of attaining the aims of education. 1/

Those changes in times and people reflected in the total school program demanded sweeping revision of the language department's general outlook.

Probably no beliefs have changed more widely in the last hundred years than those about the role of language. 2/

Whereas grammarians formerly held that language was a fixed and unchanging set of rules governing man's outward expression of his thoughts and ideas, the present view tends to accept change and adaptation to the times as definite functions of the medium of communication.

The Commission on the English Curriculum of the National Council of Teachers of English presented five basic concepts evolved by linguists who have studied the English language over the last half century.

These concepts are, or should be, the foundation of the current attitude toward any teaching of the English language today:

1. Language changes constantly.
2. Change is normal.
3. Spoken language is the language.
4. Correctness rests upon usage.
5. All usage is relative. 3/

1/ Gwynn, loc. cit., p. 52.
The modern responsibility of the language arts program emerges. School children, growing up in an era of rapid change, at a time when our language is rapidly being loaded with a new vocabulary of technological, political, and social terms, must have guidance toward adopting a useful, functional language, if they are not to wander hopelessly through a maze of contradictory rules and bewildering standards of usage.

Current trends in the organization of courses of study in English indicate that providing such guidance has, in general, become a basic aim for curriculum planners. Much has been written in support of, and in clarification of newer concepts of the elements of grammar and usage.

Pooley defined usage:

Good English is that form of speech which is appropriate to the purpose of the speaker, true to the language as it is, and comfortable to the speaker and listener. It is the product of custom, neither cramped by rule nor freed from all restraint; it is never fixed, but changes with the organic life of the language. 1/

Spears criticized the secondary school for its indefensible standards of grammar.

There is no research to show that the most promising way to improve one's written or oral expression is through the continued study of formal grammar, yet the secondary school holds to the practice and permits the public to think it a false step to minimize this emphasis. 2/


From all the evidence available, the study of grammar in itself has practically no effect on usage habits, at least in the junior high school. 1/

It may be stated as an axiom for the junior high school: grammar alone does not establish sound usage habits. 2/

Possibly much confusion has resulted from the fact that few people agree or are even clear in their own minds about the exact meaning and limits of grammar. In The English Language Arts appears the following definition of grammar:

Grammar is (a) the description of the formation of English sentences, including the relationships of words, phrases, and clauses to each other, and (b) the explanation of choices in these inflectional forms which still survive in modern English. 3/

One outgrowth of the controversy about grammar has been the increasing use of the expression, "functional grammar." According to Mirrielees, functional grammar means the teaching of only those grammatical forms without a knowledge of which the pupil is unable to know whether a sentence is or is not correct. 4/

Functional grammar means the teacher must pledge himself to three things:

1. Eliminate much of the formal grammar that has cluttered and confused the brains of past generations of pupils. 5/

1/ Pooley, op. cit., p. 196.
2/ Ibid.
3/ The English Language Arts, op. cit., p. 284.
5/ Ibid.
2. Change grammar drill from a process of memory to a process of thinking.

3. Show pupils at the end of each drill period how the grammar work for each day can and should function in their own speech and writing.

Acceptance of modern thinking about language has been very difficult for many teachers.

Many of them have failed completely to understand the basic concept of changing language. Generally they tend to split into two groups. One group wishes to return to a stern and rigid observance of the old rules. Their opposites feel that, since some of the rules are obsolete or invalid, they should discard the teaching of usage entirely. 1/

Indecision and wavering have not been confined to problems of usage and grammar. In many other areas there exist confusion, disagreement, lack of correlation and coordination, and other disturbing circumstances.

Literature as an area of the language program has long stood as the citadel of classical learning. As the Roman boy learned from the words of great orators, so the secondary school student has been expected to gain from a careful study of the great writers of English literature. LaBrant describes the growth of a standard list of "classics" during the nineteenth century when college entrance boards were setting up admission requirements. 2/

The influence of these lists of "classics" has been on the wane for several years. Gradually, more attention was paid to the needs and

1/ Pooley, op. cit., pp. 5-6.
2/ LaBrant, op. cit., pp. 226-229.
interests of the pupils who had no hopes or desires for college training. This change in viewpoint is discussed by Gruhn and Douglass.

Not many years ago the study of literature was confined to a few classics chosen by the teacher or required by a course of study which every teacher was expected to follow with little or no modification. In the choice of selections little attention was given to the interests of the pupils. Today the classics are still read in the junior high school, but they are read with a minimum of analysis and dissection. There is also considerable emphasis on current literature, not only on current fiction but on magazines and newspapers as well. The reading and careful analysis of a few teacher-selected classics has, therefore, been largely replaced in the junior high school English class by the reading of a variety of literature, both of the past and of the present, selected in terms of the interest and understanding of the particular group of pupils. 1/

Mirrielees advised instructors not to discourage readers by plunging them into material that is too difficult for them at the outset. 2/

Smith stated, "High school pupils are mentally and emotionally immature for great literature." 3/

As a corollary to Smith's statement it may be supposed that junior high people are even less ready for the works of classic writers. They must first be guided toward appreciation of and delight in reading by satisfying their own interests.

Rose supported the plea of many librarians to let the junior high school pupils read teen-age books as a bridge to more adult novels. 4/

1/ Gruhn and Douglass, op. cit., p. 145.

2/ Mirrielees, op. cit., p. 473.


Mirrieles said, "Literature is a laboratory in which pupils may see life analyzed." 1/

The junior high school child should extend experience, appreciations, and interests through reading. During junior-high-school years, the child's world expands rapidly. Books make up for limitations in his physical environment, and he should learn to use them to take him out of his country, his times, and himself. 2/

The starting point for the junior high school literature program was very well defined in An Experience Curriculum In English.

The pupil should be given experiences that have intrinsic value for him, now. But not all pupils in a class, or all classes even of the same grade in the same school, are ready for the same experiences. The course in literature, perhaps more than any other, must be flexible so that the teacher may choose material to suit the personalities and the social situation in each class. Types of experience rather than specific titles should furnish the outline of the curriculum. 3/

Much of the difficulty in handling literature problems stems from a source common to most subject areas. Reading difficulties cause trouble in nearly all phases of the junior high program. 4/

For better or worse, many children who cannot read or who read poorly are now in the junior high school. Teachers who know that, regardless of reading scores, these pupils belong in the school, are seeking ways of reaching and teaching them. Although reading is only one way to learn, it is an exceedingly important tool for effective living. New emphasis is therefore being placed on the development of techniques of teaching.

1/ Mirrieles, op. cit., p. 335.


reading in the secondary school. This instruction is not limited to the retarded readers. The gifted pupils need to learn how to increase the speed and effectiveness of their reading skills.

Even the poorest readers should achieve a standard of reading ability sufficient to meet the common needs of daily life. Five basic accomplishments for all secondary school students were outlined by Mirrielees:

1. How to read directions or instructions.
2. How to glean a specific fact from a mass of print.
3. How to get a correct general impression from a single paragraph or from a book.
4. How to read fiction at some level, even though they can never cope with adult fiction, and to read it with enjoyment.
5. How, even though the selections are most elementary, to enjoy verse.

Billett noted that the place of reading and literature in the curriculum has changed from a form of pure art to a form of social and ethical interpretation.

Reading Experiences Not Primarily Literary. Reading in better-than-average secondary schools today is not limited to materials which are primarily literary. Pupils must become efficient in using reading as a tool for study in all subject-matter fields.

The teaching of writing, or composition, has inspired a great deal of controversy. Teachers seek to avoid suggesting topics for writing. The topics should be products of the pupil's own desires and interests. This approach has led many teachers to question the standards of ex-

1/ Mirrielees, op. cit., pp. 343-344.

cellence involved. Many of them believe that lack of formal discipline is harmful to the student's general development in written work.

This problem was discussed in the foreword to a curriculum for general English students by Dorothy Potter:

We believe in functional grammar rather than formal. Our objective, however, is identical with the objective of the grammarians of old: the teaching of clear, correct and interesting English. Only the method differs. We suggest much drill of all kinds in the correction of common mistakes, with the emphasis on using the correct form, not on learning rules and terminology. 1/

Martin, in "How The American Boy Learns To Write", gave three major faults in the practice of teaching English which were, he said, responsible for the breakdown of standards.

1. Teachers despair at the outset of doing their job.
2. They try to do more than they can possibly accomplish.
3. They do not insist that anything be done thoroughly and well. 2/

Martin goes on to promote writing as the proper basis for all language arts programs. He believes that teachers themselves should do some writing to get the actual feel of what they are trying to teach to the children. 3/

Rounds also endorsed this point of view. He advised teachers to write too, in order to broaden their critical outlooks.

You will be wise not only to write but also to submit what


3/ Ibid.

you write to your pupils for their frank criticism. If they look upon your writing as upon their own, you have every reason to be very proud. You are accepted as one of them.

LaFrant pointed out that a teacher, by sharing his personal thoughts and experiences with the pupils, might encourage them to write about their own feelings more honestly. 1/

The idea of writing as a basis for all language activity has been incorporated in at least one junior high school English textbook. Bryant, Howe, Jenkins and Munn constructed a ninth grade text with fourteen unit themes.

Each of the first fourteen chapters of this book may be taught as a single unit. In each chapter the student meets, first, in "Writing Your Ideas", thought stimulation on several levels of difficulty. These ideas are designed to set him thinking and writing. 2/

In the past educators have concentrated on the reading and writing aspects of language.

Rankin's study showed that people commonly listen more than they speak, speak more frequently than they read, and write least of all. Emphasis in the school program proved to be 52% to reading, 30% to writing, 10% to speaking, and 8% to listening. 3/

Although school programs today show far more emphasis on speaking and listening than commonly prevailed at the time of Rankin's study, literature and composition still constitute the bulk of the language activities.

In the junior-high-school grades of better-than-average secondary schools, reading commonly receives about two fifths

1/ LaFrant, op. cit., p. 165.
2/ Bryant, Howe, Jenkins, and Munn, English at Work, New York: Charles Scribner's Sons, 1953, p. v.
3/ The English Language Arts, op. cit., p. 191.
4/ Billett, op. cit., p. 188.
of the total time allotted to required English, and composition receives the remaining three fifths.

The need for intelligent listening, for example, has markedly increased since 1928, particularly in view of the increased role of radio in the lives of most people. 1/

While it is true that radio has increased the importance of listening, the schools have lagged behind in developing skilled listeners.

"Radio listening like other language and skills requires continuous teaching." 2/

However, the increased awareness of the need for better listening offers hope that this area will receive more attention in the future.

Another evidence of change in the school program is displayed by the modern, functional use of the library prevailing in many junior high schools today.

Junior high libraries are or should be created specifically to serve:
1. The needs of the junior high school pupils.
2. The needs of the junior high school staff. 3/

Four essential services of the modern school library:
1. To collect and house suitable books, supplementary and illustrative materials.
2. To promote skill and general pleasure in general reading.
3. To promote the reference and research use of the library by pupils and by teachers.
4. To coordinate the instructional resources of the school so as to promote the general usefulness of the library to teachers, pupils, and administrators in regular and in class activities. 4/

1/ The English Language Arts, op. cit., p. 192.
2/ LaBrant, op. cit., p. 200.
4/ Ibid., p. 271.
Johnson found that the three most important functions of the secondary school library were:
1. To enrich the curriculum and supply reference material.
2. To provide for the worthy use of leisure time.
3. To train pupils in the use of books and the library. 1/

Investigations in the field of spelling have proved the necessity of close attention to the words to be mastered and the desirability of "multiple sense appeal," i.e., the use of eye, ear, voice, and hand, in study. 2/

Many writers in the field have advocated the selection of words for study in the secondary school from lists of pupil errors. The tendency to avoid prescribed lists has grown during recent years. Hatfield recommended a program testing, teaching, and retesting the most troublesome words:

Most words missed in the pretest may be studied independently by the pupils, but a few of the "demons" must still be taught as class work from which those who did not miss the words are excused. This teaching should not be concentrated on the hard spots and should emphasize the right letters without suggesting what others might be substituted. 3/

Pupil responsibility for and personal pride in correct spelling were cited by Mirrielees. She stated that the compilers of popular spelling books are agreed on four points concerning the teaching of spelling:

1. Each pupil should keep a list of his individual errors, and this list should form the basis for much of his spelling work. 4/

2/ Hatfield, op. cit., p. 258.
2. Reviews should be given at specified times and at varying intervals.
3. Individual progress charts should be kept.
4. If individual lessons are to be given in the form of dictated paragraphs, these paragraphs should contain interesting material. They also agree that pupils must be awakened to a pride in spelling before spelling can be taught effectively.

Some methods of measuring progress in spelling were offered by Green, Jorgensen, and Gerberich. In the same volume, the authors discussed imperfect pronunciation and faulty articulation of words as contributing factors to spelling disability:

It is interesting in this connection to note that improper pronunciation by the pupil himself is even more likely to cause errors in spelling than such mispronunciation by the teacher in presenting the word either in teaching or testing. Pupils should pronounce the words to themselves in learning to spell them. It is therefore very important that they form proper habits of pronunciation and enunciation. 1/

The teaching of vocabulary has been forced to keep pace with the changing aspects of instruction in the language. Words and meanings are no longer taught in isolation from other subject matter. Shades of meaning have been given more consideration as teachers have attempted to lead pupils to realize that one word may create different pictures for different people; that words have a way of changing with time. "We are seeing, however, that knowledge about what a word used to mean does not explain what it means today." 2/

In conjunction with a new and analytic outlook upon the subject

1/ Greene, Jorgensen and Gerberich, op. cit., p. 322.
2/ LaBrant, op. cit., p. 42.
matter of the language arts program, its position within the curriculum has shifted.

Koos' summarization of curriculum trends in the junior high school reported a reorganization of the language program:

One of the most pronounced trends in the junior-high-school program of studies is the displacement of specialized courses by more general courses. In English this displacement is reflected by the rapid disappearance of courses with such names as "grammar," "composition," "reading," "spelling," and "penmanship" and the emergence in their places of courses reported simply as "English" or, at most, of courses in the two main phases, language and literature. 1/

The place of English in the total curriculum has been outlined by Hatfield:

The place of English in this program is obvious: to provide the communication (speaking, writing, listening, reading) necessary to the conduct of social activities, and to provide indirect (vicarious) experiences where direct experiences are impossible or undesirable. Perhaps no other subject gains so much as does English from the integration of the school with everyday life. 2/

Billett laid a definite responsibility upon the language program:

As a general rule—each pupil gives at least one period of each school day to some required course in English throughout his secondary-school career; and, in many secondary schools he may elect additional courses in English in one or more years. No other subject-matter field is equally favored in the secondary-school program of studies. Consequently it seems fair to expect teachers of English to shoulder a responsibility, proportionate to their opportunity, for a constantly improved program of secondary-school education. 3/


2/ Hatfield, op. cit., p. 4.

3/ Billett, op. cit., p. 188.
Acceptance of this responsibility created a problem in balance for the teacher of English. Teachers' attempts to include all types of language experiences, in the allotted time, were discussed in The English Language Arts. 1/

Some schools considered the possibilities of integration as a means of providing more experiences with language. Use of English as the core activity became quite common. Other subjects were correlated with English, often as a step toward integration of the whole program of studies. The most feasible combination seemed to be English and social studies. Burns reported that English and social studies were given to the same teacher in many schools. 2/

In summarizing the history and development of the language arts program, certain conclusions may be drawn:

1. The English language is highly responsive to the changing life and times of the modern world.

2. Carefully planned, developmental teaching of language is fundamental to successful implementation of the school curriculum.

3. Language learning activities must be functional: they must serve the immediate needs and build for the future success of each pupil.

4. Recent trends show increasing emphasis on integration of the language arts program within the school curriculum.


2/ Burns, D. C., "A Survey of Junior High School Programs of Study", The Commonwealth of Massachusetts, Department of Education, Division of Elementary and Secondary Education.
5. The social studies have been frequently joined with English, to a greater or lesser degree, as a means of integrating or correlating the total program of studies.

The course of studies outlined in the next chapter is based upon these conclusions and the implications contained therein.
CHAPTER III

A COURSE OF STUDY IN LANGUAGE ARTS FOR JUNIOR HIGH SCHOOL

A. Introduction and Course of Study

B. The Wakefield Elementary School Language Arts Program

C. Minimum Requirements Language Arts Program, Wakefield Memorial High School

D. Sample Language Materials Available to Teachers in Atwell Junior High School
INTRODUCTION

The Place of the Junior High School in the Educational Scheme:

1. The junior high school must provide for the smooth articulation of the whole learning process for the children within its particular age group.

2. The junior high school has six basic functions to be carried out in fulfillment of its place in the educational world.
   a. Integration.
   b. Exploration.
   c. Guidance.
   d. Differentiation.
   e. Socialization.
   f. Articulation. 1/

Two steps were taken to create a smooth articulation of the learning process among the three school levels.

The Wakefield elementary schools were surveyed to determine the language arts material generally taught in grade six. The Syllabus for the Department of English, Wakefield, in Wakefield Memorial High School was consulted and minimum requirements were extracted.

With upper and lower strata thus established, the junior high school course of studies was designed to fit smoothly into the overall program.

The results of the survey and the high school minimum requirements may be found in the appendix to the course of studies.

Gruhn and Douglass, loc. cit.
The Responsibilities of the Curriculum:

1. To provide the means for carrying out the functions of the school.
2. To aim for the development of the child from the level at which he finds himself and in terms of the environment in which he is located.
3. To recognize the changing and developmental character of the present industrial-democratic way of life.
4. To permit each child to be placed as nearly as possible in learning situations which will enable him to maintain that progress necessary for feelings of accomplishment and happiness.

Successful teaching of the English language is fundamental to the success of the entire school curriculum. It is difficult to envision many learning situations which require no communication.

The Obligations of the Language Arts Program:

1. To broaden and develop the pupils' interests in and appreciations of the written and spoken language of their environment.
2. To develop the pupils' power to organize their ideas in clear orderly terms and express them effectively for others.
3. To make provision for the constantly changing nature of the English language, as it is spoken and written today.
4. To instigate and encourage the carrying on of literary and linguistic activities beyond the limits of the language arts program.
5. To determine and maintain acceptable standards of oral and written expression which will serve as guides for all language activity in the school.

6. To provide activities which will permit each child to explore his own interests and develop his own capabilities within a guided program of development of future members of society.

In the Atwell Junior High School social studies and English are scheduled together with the same instructor teaching both subjects. This course of studies is intended as a guide for these teachers.

The writing, speaking, reading and listening skills used in social studies activities require a high degree of language ability. Because of this, suggested integrations are included with each phase of the program.

Some illustrative materials have been appended to the course outline to demonstrate further possibilities for integration. Each teacher is free to make such adaptations as he finds necessary.

The grade placement of content must be regarded as tentative and subject to changes which actual experience will dictate.

Learning activities are grouped under five headings: Immediate Social Needs, Speaking, Writing, Listening and Reading. No special sequence is indicated, but the "Immediate Social Needs" is recommended as a starting point.

Each area is introduced by statements of basic concepts to be developed.
THE COURSE OF STUDY IN LANGUAGE

ARTS FOR THE JUNIOR HIGH SCHOOL

I Language as a Social Necessity.

A series of activities designed to arouse an awareness of the importance of language in daily life is recommended for the beginning of each year.

Objective: To provide experience and training in language which will serve each pupil's immediate social needs.

Basic Concepts to be Developed:

Language provides the basis for all exchange of ideas in human society.

Certain courtesies in the use of the spoken and written language have evolved as customs of society.

Compliance with these customs generally makes a more acceptable member of the community.

A person is frequently judged in the adult world by his ease and fluency with language.

Areas for Concentration:

Grade 7.

Activities should deal with orientation in new surroundings and acquaintanceships with new classmates, teachers and ideas.

Materials:

Customs of the community, social courtesies and the use of public communications.

Social studies integration: a study of the local community.

Suggested text: Pollock - Rounds, Words and Ideas.
Grade 8

Activities are centered around extending knowledge of areas surrounding the community.

Materials:

Transportation schedules, travel information, general practices in socio-economic group activities.

Newspapers and magazines ("Readers Digest" and "Current Events").

Social studies integration: a study of public transportation or public communication.

Suggested texts: Herzberg, Guild and Hook, Better English, 8, Pollock, Milligan and Loughlin, Thought and Expression.

Grade 9

The central theme should be social practices in an adult world.

Employer relationships and dealings in business should prove interesting topics.

Materials:

Newspapers, "Readers Digest", business advertising, books and articles on etiquette.

Social studies integration: a study of a controversial labor question, a study of part time opportunities for young people.

Suggested texts: Wolfe and Geyer, Enjoying English, Pollock and others, Our English Language.
Evaluative Measures for Teachers:

Do the pupils display more courtesy towards each other?

Do discussions appear more orderly and purposeful?

Do pupils notice and discuss news?

Do pupils show gains in self-reliance?

Is any improvement in group work apparent?

Is there any evidence of increased poise and self assurance?

II Speaking Objectives:

1. To provide speech experiences which will contribute to his later needs in life.

2. To develop each pupil’s ability to take a thoughtful part in discussion as a group activity.

3. To train students further in the use of those language skills which contribute to effective speech, so that he may build upon the foundation of previous learning.

4. To provide opportunities for corrective measures whenever they are necessary to student progress.

Basic Concepts to be Developed:

Speaking varies with its purpose. The language and mannerisms used in casual conversation differ greatly from those employed when a large group is addressed.

Conversation forms the chief part of a person’s daily communication. It is generally the medium by which people judge him. He must, therefore, be constantly striving towards smoother expression of his thoughts.
An individual's speech frequently serves as an indication of his level of maturity.

He who is able to say things interestingly and clearly is generally a welcome member in any group.

The ability to discuss matters intelligently and arrive at amicable settlements of differences is a basic requisite of democratic living.

Throughout man's history rules or customs regulating group discussions have been developed to permit orderly analysis and solution of problems. Without them we would frequently have a "Tower of Babel" situation.

Spoken language, by its constant growth and change, is a flexible mirror of the times.

Proficiency in the use of language depends upon constant practice with principles previously learned, and adaptation to new and changing ideas.

Careful analysis, personal recognition of difficulties and perseverance can enable a speaker to overcome many of his faults.

Areas for Concentration:

Grade 7

Emphasis should be placed on orderly procedure in class discussions, pronouncing words correctly and enunciating clearly. Interest may also be built around finding new descriptive words.

Materials:

Classroom discussion topics, choral speaking exercises and reports of pupils.
Social studies integration: reports of places pupils have visited, descriptions of historical figures or events.

Suggested text: Pollock - Rounds, *Words and Ideas*.

Grade 8

Further emphasis on organization and conduct of meetings and committee work. How to hold listeners' attention may be used as a central theme. Pupils should search for new and interesting ways to say things. Correct speech is stressed at all times.

Materials:

Student reports, stories to be told, choral speech exercises, poems to be read, and one act plays.

Social studies integration: dramatizing famous events, reporting on studies of other lands, reciting speeches of historical significance.


Grade 9

Special attention paid to techniques of good platform speech. Study the rules of procedure for meetings. Longer dramatic presentations are frequently used. Some pupils may want to learn debating.

Materials:

Classroom and assembly presentations, audio equipment, anthologies of plays.

Social studies integration: controversial topics for debating or discussions, polls and election, dramatizations of customs in other lands.

Suggested text: Pollock and others, *Our English Language*. 
Evaluative Measures for Teachers:

Do the pupils talk more about the places they have visited?
Do student speakers hold class attention?
Do pupils speak more clearly to each other?
Are rules of procedure observed by pupils during discussions?
Can any improvement be noted in oral usage?

III Listening
Objectives:

1. To aid the students' growth in ability to evaluate and analyze the ideas of others.
2. To develop the idea of careful listening as a preliminary to careful thought.
3. To create an awareness of the need for discriminative listening when dealing with radio, television and speakers.
4. To build a concept of good listening as an important phase of courtesy and social living.

Basic Concepts to be Developed:

Before one can comment intelligently on the opinions of others, he must be a good listener.

Accuracy in listening is important because of the difficulties which arise from incorrect quotations and misunderstandings.

In this modern world of rapid and varied communications people are listeners by force of circumstances. Radio, television and public address systems enable speakers to reach far larger numbers of people than ever before possible. People who were not careful, discriminating listeners, have often become blind followers of authority.
Many opinions are formed from listening. More critical listening can prevent rash judgments and prejudiced opinions.

In any kind of discussion arguments cannot be answered intelligently unless they have been listened to carefully.

Areas for Concentration:

Grade 7

Listening for special sounds which build impressions should be developed. Listening to stories for retelling should also be taught.

Materials:

Descriptions of people, places and things. Poetry containing onomatopoeia.

Social studies integration: Listening to news reports about American affairs to be reported in class.

Suggested text: Herzberg, Guild and Hook, Better English, 7.

Grade 8

Emphasize the importance of quoting others correctly. Listen for special topics for discussion in class. Listening for unusual expressions or phrases should be practiced.

Materials:

Radio broadcasts, oral reports by pupils, prose and poetry with especially expressive language.

Social studies integration: Summarizing reports of foreign commentators, comparisons of differences of opinions voiced by national and international leaders.

Suggested text: Pollock-Milligan and Loughlin, Thought and Expression.
Grade 9

Continue emphasis on precise listening. Practice should be given in listening to select points for argument and discussion. Propaganda expressions that influence people make a worthwhile topic.

Materials:

- Broadcasts, pupil statements, speeches by politicians.
- Social studies integration: Class discussion on political speeches, a study of the use of propaganda in totalitarian states.
- Suggested text: Pollock and others, Our English Language.

Evaluative Measures for Teachers:

- Do pupil answers show evidence of careful attention to statements made?
- Are assignments which are given orally accurately carried out?
- Are there any noticeable evidences of discrimination in pupils' choice of radio programs?
- Is there any noticeable improvement in classroom discussion or debate?

IV Writing.

Objectives:

1. To develop to a higher degree those elements of composition which were taught in the elementary schools.

2. To increase the pupils' facility with grammar and usage in making his thought and ideas known.

3. To provide that practice and experience necessary for clear, concise language in written expression.
To develop a greater knowledge and appreciation of the words of the English language.

5. To train the pupils in the use of acceptable or preferred forms for punctuation and capitalization.

6. To develop as far as is possible in each student the ability to use and spell words correctly and to write legibly.

7. To offer opportunities for imaginative, creative writing.

Basic Concepts to be Developed:

Writing varies with its purpose. The wording of a friendly letter differs greatly from the language of formal presentations.

Written expression must be more exact than oral communication, because the writer is not always present to clarify his meaning.

Lasting impressions of a person are often formed by those who read what he has written before meeting him.

Correct use of language in writing is accepted as a mark of an intelligent capable individual.

Grammar is important as a means to clear expression. It enables the writer to indicate his meaning accurately.

Writing is often a method of distributing or retelling information and ideas about any given topic.

Writing to express ideas is necessarily developmental. Each sentence must be a clearly developed thought. Each paragraph must be a logical arrangement of thoughts about a single idea. Each piece of writing must be an orderly sequence of related ideas.

Humans respond through the senses to rich, flavorful language.
Describing things in writing requires an endless search for new, interesting, eye-catching ways of recreating in the reader's mind, the pictures seen by the writer.

Ability to express thoughts is not the same in all individuals, nor can each person be trained to the same degree of attainment in written expression.

Areas for Concentration:
Grade 7

Sentence and paragraph development should be stressed. Descriptive writing forms a good central theme. Emphasis should be placed on saying what is meant. Special attention should be paid to usage, spelling, punctuation and capitalization. The pupils' errors should form the basis for teaching and drills on these aspects of the work. Handwriting should be neat and legible.

Materials:

Workbooks for corrective drills, study reports from all subjects, personal experiences or experiences of others retold.

Social studies integration: Written work for social studies should be considered as material for language correction and improvement.

Grade 8

Continued sentence and paragraph development. Pupils should begin to write longer papers based on material they have read or heard about a central topic. Taking notes and summarizing them should be done by the upper sections. Encourage the use of new and different expressions. Usage, grammar, punctuation, capitalization and spelling drills should be derived from pupil errors.

Materials:

All written work from all subjects, practice exercises as needed for usage, sentence sense, punctuation and spelling, encyclopedias and resource books.

Social studies integration: All written work, graphs, charts and maps should be checked for spelling, capitalization, punctuation and usage; social studies topics provide motivation for composition work.


Grade 9

The amount of written work should be increased and a greater variety of topics introduced. Continued review on grammar, usage, punctuation, capitalization and spelling should be conducted as pupils' work shows need. Précis writing should be introduced. Writing of opinions and
discussions of the ideas of others should be encouraged. Handwriting should be clear and legible before papers are accepted.

Materials:

Resource books should be increased in number and variety, newspapers and magazines as sources of controversial opinion, remedial exercises for pupils who have trouble with mechanics of language.

Social studies integration: The greater variety in social studies courses provides much more material for written work, longer more detailed reports and written discussions should be expected of pupils, controversial questions and international news should be urged as a basis for writing.

Suggested texts: Pollock and others, Our English Language, Tressler and Shelmadine, Junior English in Action, Book 3, Wolfe-Geyer, Enjoying English, Burnham, Basic Composition, Jenkins, English at Work, Course One, Miller, Word Wealth Junior.

Evaluative Measures for Teachers:

Is an improvement in written work generally noted in all areas of the curriculum?

Are errors in usage, spelling and punctuation appearing with less frequency in pupil work?

Does the handwriting of the pupils show any improvement?
V  Reading and Literature.

Objectives:

1. To improve study skills.
2. To provide remedial help wherever needed.
3. To create an awareness of human values in literature as applied to personal and social problems.
4. To build a better understanding of literature's role as a source of understanding of other people, times and places.
5. To give further impetus to the idea of reading for pleasure.

Basic Concepts to be Developed:

Reading includes the every-day use of the printed word in signs, advertisements, newspapers, directions, etc.

Some people read and understand faster than others. The ability to read accurately precedes ability to follow directions or carry out written instructions.

Reading ability is trained and developed in the individual. Much of the developing he must do for himself. Everyday reading activities may be used to increase reading skills.

Readers must realize that every author has a message to deliver, a mood to establish, a thought to express, a picture to create, or, possibly, combinations of any of these.

Knowledge of the world and its peoples can be greatly expanded through reading. Books extend the individual's horizons.

Literature must be accepted as a reflection of other times, places and people. Knowledge and understanding of the struggles of other
people to solve their problems can increase the reader's sensitivity and heighten his perceptions.

Books provide many and varied sources of information. Knowing how to use these sources is often more important than a large knowledge of facts.

Reading for fun can lead to a genuine liking for literature. Appreciation of books is always a developmental process. The reader should start at his own level of understanding. Introducing students to literature which is too mature for them may seriously harm the development of appreciation in reading.

Areas for Concentration:
Grade 7

Regular drills should be conducted for increasing rate and comprehension. Library orientation should take place early in the year. Pupils should have opportunities to read aloud. A great variety of short adventure stories can be read at this level. Dictionary skills and vocabulary development need emphasis.

Materials:

"Junior Scholastic", newspapers and textbooks for other subjects. (See sample materials.)

Social studies integration: Much of the reading matter for this grade can be directly connected with the social studies area as enrichment material; study skills are developed by reading to fulfill assignments.
Suggested texts: Murphy, Miller and Murphy, Let's Read, Orr, Holston and Center, Discovering New Fields in Reading and Literature, Knolle, Palmer, Adventures in Reading, Thorndike-Barnhart, Junior Dictionary.

Grade 8

Continue regular drills for increasing rate and comprehension. Further instruction and encouragement in the use of the library are needed by the pupils to enable them to carry out assignments in other subjects. Many short stories about people, especially those of an inspirational nature are provided for grade 8. At least two or three longer selections from literature, both prose and poetry, are desirable for the top classes. Reading aloud is continued. Vocabulary and research skills are developed.

Materials:

Newspapers and magazines, "Current Events", "Readers Digest".

(See sample materials.)

Social studies integration: Eighth grade social studies tend to deal with world affairs; thus wide reading, fiction and non-fiction, about people and places around the world should be motivated (note optional related activities in a specimen unit at the end of the chapter).

Suggested texts: Murphy, Lundgren and Miller, Let's Read, Orr, Holston and Center, Progress in Reading and Literature, Bailey and Leavell, Worlds of People, Thorndike-Barnhart, Dictionary (for upper groups), Thorndike-Barnhart, Junior Dictionary (for slower groups).
Grade 9

Much more outside reading is usually required for grade nine. Exercises for increasing rate and comprehension are continued for those who show need. Many and varied book lists should be presented to facilitate pupil selection of books for outside reading. Some of the literary forms may be introduced (ex. short stories, narrative poetry, romantic novels and drama). Reading poetry for appreciation and reading study materials for analysis are usually required. Word study should be continued.

Materials:

Romantic novels: Ivanhoe (abridged), The Black Arrow, Johnny Tremaine.

Narrative poetry: The Lady of the Lake.

Anthologies: Stars to Steer By.

Short stories: Short Stories of Today.

(The above constitutes a small sampling of recommended reading.)

Social studies integration: Similar to grade eight; but with added emphasis on biographies of famous people and the economic aspect of world affairs.

Suggested texts: Pooley and others, Good Times Through Literature, Bailey and Leavell, Worlds to Explore, Thorndike-Barnhart, Dictionary (for upper groups), Thorndike-Barnhart, Junior Dictionary (for slower groups).
Evaluative Measures for Teachers:

Are the books in the library showing evidence of use?

Are influences from recommended reading sources evident in the pupils' written work?

Do the students refer to literature materials in discussions of human affairs?

Is there a noticeable general improvement in reading comprehension?

Is it apparent that the reluctant readers are actually reading more?
THE WAKEFIELD ELEMENTARY SCHOOL

LANGUAGE ARTS PROGRAM
1. Sentence sense: Types of sentences.
   Subjects and predicates.
   Outlines of topics.
3. Capitalization: Proper names.
   Churches and religion.
   Buildings.
   Deity.
   Departments of government.
4. Punctuation: Comma, colon, semicolon.
5. Parts of speech and
   parts of sentences: Nouns, pronouns, verbs, adjectives and adverbs.
6. Usage: Comparative adjectives.
   Collective pronouns.
   Possessive pronouns.
   Complete sentences.
   Cheer up.
10. Telling stories: Written and oral.

   Fun and fancy.
   Young Americans.

   Phonetics.
   Spelling difficulties.
A LIST OF MINIMUM REQUIREMENTS
IN ENGLISH FOR GRADES X-XII,
WAKEFIELD MEMORIAL HIGH SCHOOL
Grade 10

COMPOSITION:

1. Emphasize short themes, chiefly expository in nature; give some practice on simple narrative and descriptive forms.

2. Letter writing -- all phases treating of situations correlated with pupil interests.
   Emphasize business forms.

3. Summarizing of simple expository passages.

4. Outlining.

5. Club reports.

6. Paragraph development.

DRILL: Mechanics:

1. Shifting tenses.

2. Misplaced modifiers.

3. Punctuation of non-restrictive clauses and long sentences.


5. Avoidance of "is where," "is because," etc.

6. Indefinite antecedent.

GRAMMAR:

Review: FUNCTIONAL use of verbs, nouns, pronouns, adjectives and adverbs.

MAGAZINES: Readers' Digest, Practical English, and Senior Scholastic are effective in class work.
Grade 11

COMPOSITION:
1. Review of all types of composition with emphasis on expository.
2. Practice in writing of informal essays.
3. Précis writing.
   Correlate assignments with pupils' needs in life.
5. Opportunity for creative writing in special projects.

DRILL WORK:
1. Review punctuation as needed.
2. Correct use of tenses.
3. Sentence structure.
4. Unity, coherence, and emphasis in the sentence, the paragraph, and the theme.
5. Spelling.

COLLEGE BOARD: FOR COLLEGE PREPARATORY and TECHNICAL DIVISIONS ONLY.

Constant practice on forms used by College Entrance Examination Board.
Grade 12

REQUIREMENTS IN COMPOSITION:

1. Analyzing and summarizing selections from prose literature; précis writing.
2. Review of forms of discourse with emphasis upon exposition and argumentation.
3. Consideration of the formal brief. (College groups only.)
4. Special projects suggested by, and of interest to, class members.
5. Emphasis placed upon paragraph in commercial and general sections.

DRILL:

1. Remedial exercises based upon errors in themes.
2. Review of fundamentals.
   Punctuation, sentence structure, paragraphing.
3. Spelling: Attempt to master difficulties.

MAGAZINES:

   Senior Scholastic, Atlantic Monthly, and Readers' Digest are effective in reading units.
SAMPLE LANGUAGE MATERIALS AVAILABLE TO
TEACHERS IN ATWELL JUNIOR HIGH SCHOOL

Reading Ladders:

1. American Folklore
2. Geography and International Understanding
   a. Historical Fiction
   b. People of Other Lands
3. Human Understandings
   a. Sports
   b. Heroic Men
   c. People of Other Lands
   d. Sciences
4. Learning About Our World Neighbors
5. Pals for Summer Reading
6. Sports - An Aid to Character Building
7. Sports Experiences
8. Sport Stories
9. World History (Teacher Prepared)
   to be used for: Integration of Reading and Science with Social Studies Unit in World History
10. World History (Pupil Prepared)
    to be used for: Integration of Reading and Science with Social Studies Unit in World History

Units:

1. Choral Speaking
2. Choric Speaking
3. Growing in World Understanding (Resource Unit)
4. Living With Our World Neighbors
5. Surveying the Library

Teaching Aids:

1. Job Sheets for Increasing Comprehension in Reading
2. Organizational Skills
3. Reporting on Recreatory Reading
4. Some Materials for Improving Speed, Word Attack, and Comprehension in Reading

Bibliographies:

1. "Bibliography of Workshop Materials" - Warren Service Project, Boston University
2. Books Prepared for Slow Readers
3. The Reading Program - Professional books and publications for teachers.
Miscellaneous:

1. Films Related to Literature Recommended for Junior High
2. Notes on Integration of English, Art and Science
   With a Social Studies Unit on World History (1918-1952)
3. Play List (Three-act plays recommended for reading
   in junior and senior high schools)
4. Selected Bibliography of Recordings Suitable for
   the Secondary-School Language-Arts Program
TEACHERS' REFERENCES FOR TEACHING COMPOSITION


Ferebee, June, et al., They All Want to Write, New York: Bobbs Merrill Co., 1939.


Mearns, Hughes, Creative Youth, New York: Doubleday, Doran and Co., 1925.


CHAPTER IV

ILLUSTRATIVE MATERIALS

A. "Reading Through the Americas"

B. Reading Ladders
   "Geography and International Understandings"
   "Human Understandings"

C. Specimen Unit
   "The Land of the Dragon"

Some Possibilities for Integration with Language Arts Found in the Specimen Unit
READING THROUGH THE AMERICAS

One Method for Motivating the Reading of American Literature
In the Junior High School

To The Teachers:

Introduction: Here is one way to use pupils' pride in their own progress as motivation for more extensive reading. The materials contained herein are set up to deal with literature related to the American continents. The method could be easily transferred to any particular area, specific or general.

Source: The germ of the idea lies in the lament of social studies teachers who maintain that far too few pupils know anything about our American heroes, shrines, folklore and traditions. There seems to be some justice in the complaint.

Secondary factor is the delight of nearly all students, from nursery to High School, in work of their own which is on display.

Procedure: Each pupil is presented with a set of outline maps and a list of suggested readings chosen to fit his interest and reading levels. Each set includes maps of New England, The United States, North America, and the Western Hemisphere. He allots his own tasks. This is not a rigid contract. A student may decide to limit himself to the United States proper, or he may wish to read about people and places all over the hemisphere.

As each book is read, the general location of the action is entered upon the map he wishes to use. This is not to be considered a
"book report" of any kind. The teacher will use the system which best fits her needs for checking on actual reading.

The maps merely provide stimulus for reading.

Any boy or girl may do as much as he or she pleases to make the map attractive and enterprising. Colors, small drawings, pictures and symbols may be suggested as various ways of handling this situation.

Ideally, all of the Reading Record maps for each class would be on display at all times, save when the pupils are recording on them. Undoubtedly, space limitations will prevent this in many schools. This difficulty may be overcome in part by requesting the pupils to keep the maps in their notebooks. The teacher may check them at intervals and display those which show the greatest progress over a given period of time.

Book List: The list of books presented with this paper is by no means all inclusive. It is the teacher's duty to make available as many book lists as possible from which the pupil may select his choices. The selections given here should constitute a starting point.

The suggested readings are pointed for the eighth grade level.

Older American favorites may be added at the teacher's discretion, since one of the outcomes sought is a deeper appreciation of American literature and a richer knowledge of our national heritage.

Variations: Pupils may wish to include the birthplaces of favorite authors or indicate the places which they themselves have visited on family automobile trips. Sometimes this scheme has repercussions when
a parent demands to know when he may again decide the destination for his Sunday rides.

**Suggestions For Follow Up Activities:**

1. Generally some type of card file or other brief report should be used with the Reading Record maps.

2. The book lists are necessarily limited by the existing library facilities.

3. Book discussion days provide an excellent follow up activity for this type.

4. Some members of the class may wish to construct a large wall map to show the reading travels of the entire class. (Use colored ribbons for each child.)

5. An opportunity is provided for closer integration with the social studies.

**The map of New England has been partially filled in as a sample. The places marked on it could easily have been visited by boys and girls who live near Boston.**
To The Pupils:

What you have: Here is a way to keep a record of the places you have visited in books. You now have a series of blank maps covering your section of the country, the whole nation, the continent of North America, and the western hemisphere. With the maps is a list of books about adventure, sports, mysteries, people, animals and many other topics. The scenes of action cover many areas.

How to use it: Decide which places you would like to visit. Select the map which includes them. As you finish a book, mark the location of its action on the map by using a name, a symbol or a picture. Locate your home town and put it on the map.

If your travels carry you farther than you expected, you may wish to switch to a different map. Go ahead and do it - but let your teacher know what you are doing.

How to improve it: Your map will probably be placed on display at some time. You may use as much artistic ability as you desire to make it more attractive. Pictures, drawings, a color key and neat lettering help to improve a map's appearance. Start reading now and be the first in your class to travel from Cape Horn to Point Barrow.

You may wish to make some special mark for places you have read about and actually visited.
SUGGESTED READINGS IN AMERICAN LITERATURE:

Aviation:

EIGHT HOURS TO SOLO - Henry Lent
Learning to be a pilot

FLY IT AWAY - Henry Lent
A visit to a modern airplane factory.

OUR FIGHTING PLANES - Reed Kinert
Descriptions and full page drawings of all U. S. military planes.

FLYING POWER - Clarence Nylander
The internal combustion engine and the principles of flight.

Adventure: (Boys)

COWBOY HUGH - Walter H. Nichols
A story of true ranch life, and the great west.

MOUNTY IN A JEEP - T. Morris Longstreth
An exciting tale of the modern Canadian Mounties.

THE TIGER WHO WALKS ALONE - Constance Lindsay Skinner
High adventure in South America.

GALLOWS ROCK - T. Morris Longstreth
High adventure along the Gaspe Peninsula in which the Fraser boys capture a band of smugglers.

Adventure: (Girls)

CURTAIN CALL - Adele De Leeuw
A story of amateur dramatics that will fascinate all stage-struck girls.

SHANTY BROOK LODGE - Fjeril Hess
A troop of Girl Scouts vacation in the Adirondacks.

THE WINDS IN THE WEST - Ella W. Porter
A story of a young girl's vacation adventures in Arizona.

Biography:

SIX GREAT MEN OF BRAZIL - Vera Kelsey
The story of the lives of six men who worked for the advancement of Brazil.
Biography (Continued)

FIRST LADIES - Kathleen Prindiville
Biographies of all the Presidents' wives through Mrs. Roosevelt.

BOY'S OWN BOOK OF ADVENTURERS - Albert Britt
Brief biographies of heroic men.

BOY'S OWN BOOK OF FRONTIERSMEN - Albert Britt
Lives of such men as Kit Carson and Davy Crockett.

CRAZY HORSE - Shannon Garst
The story of the heroic Indian chief, Crazy Horse.

Mechanics:

MACHINES - Gertrude Hartman
A history of industry and the men who contributed.

HENRY FORD, ENGINEER - Louise Neyhart
The complete story of the man who made "the Fords go by."

THE BOY'S OWN BOOK OF GREAT INVENTIONS - Floyd L. Darrow
Discoveries in aviation, railroads, radio, television, etc.

Discovery and Exploration:

GOLDEN NORTH - Marie McPhedran
The irresistible lure of gold in Canada is vividly portrayed.

SHIP BOY WITH COLUMBUS - Meadowcroft
A boy who sailed with Columbus on the Santa Maria, and all that happened on the voyage.

THE VIKINGS - Elizabeth Janeway
Leif Ericson's adventures, first with his father and later with his own company of explorers and colonists along the shores of North America.

Dogs:

DOG SHOW - Whilhelmina Harper
A selection of favorite dog stories.

CODE OF A CHAMPION - Litten
The magnificent courage of a loyal dog restores a man's faith in himself and his friends.
Dogs (Continued)

IRISH RED, SON OF BIG RED - Kjelgaard
Story of the bullheaded, unteachable son of a champion Irish Setter, and how his championship qualities are brought out.

SURTIAN - Meek
The adventures of a fearless Chesapeake retriever and his master.

Horses:

THOROUGHBREDs - C. W. Anderson
How to recognize the good and bad in thoroughbred horses.

BIG RED - C. W. Anderson
The thrilling biography of Man O'War.

BLACK HORSE OF CULVER - Helen Orr Watson
The story of a boy's fight for success at Culver Military Academy and of the horse he turned into a champion.

CAPTURE OF THE GOLDEN STALLION - Montgomery
The story of a boy who had the courage to tame wild horses and learned another kind of self-control.

Indians:

JOE PANTHER - Ball
A tense, dramatic story of a Seminole Indian boy.

HICKORY LINO - Margaret Ann Hubbard
A young girl makes friends with upper New York State Indians.

BETWEEN THE FOUR MOUNTAINS - Flora Bailey
A summer of mystery is spent among the Navaho Indians.

THE TALKING TREE - Alice Curtis Desmond
A Tlingit Indian boy earns his place in his tribe.

Legends and Myths:

PECOS BILL, TEXAS COWPUNCHER - Felton
The story of the great superman among cowpunchers.
Mystery:

SCOUTING ON A MYSTERY TRAIL - Leonard K. Smithe
Boy Scouts on a camping trip solve a mystery.

MYSTERY AT LAUGHING WATER - Dorothy Maywood Bird
Fun and excitement at a girls' summer camp.

MYSTERY OF THE HAUNTED CLIFF - Chapman
Little description and lots of action in this story.

MISSING BROTHER - Robertson
A young boy becomes involved in a thrilling mystery in Iowa.

Nature:

OUR EARTH AND ITS LIFE - Mary Geisler
A simple science book beginning with the building of the earth through the gradual ascendance of mammals.

WILD ANIMALS OF THE SOUTHWEST - George Cory Franklin
True animal stories, fascinating, humorous, some so extraordinary they are hard to believe.

ANGRY RIVER - Reynolds
The story of a great flood, dike reinforcement, rescue work and salvage.

Pioneer and Frontier:

PIONEERS OF PUERTO RICO - Muna Lee
Lively stories of boys in a typical family descended from the soldier-settlers of Ponce de Leon.

HEARTHSTONE IN THE WILDERNESS - Erick Berry
An upper New York State pioneer story with a mystery.

RIDING WEST - Charles L. Skelton
Two boys join the Pony Express at the time of the Civil War.

SILVER WOLF - Allen
The story of young Kit Carson and a Santa Fe wagon freight train.

Sea:

TWO YEARS BEFORE THE MAST - R. H. Dana
Two young college boys learn about sailing the hard way in the days when only sailing ships traveled the oceans.
Sea (Continued)

OFFSHORE GOLD - Pedar Larssen
Some high school boys find commercial shark fishing a lively occupation.

PIRATES, PIRATES, PIRATES - Fenner
A collection of the best stories about the pirates who sailed the Spanish Main.

WHALER ROUND THE HORN - Meader
The tale of a whaling expedition in the South Pacific.

Sports:

GIANT QUARTERBACK - Frank Waldman
Here is an action-packed football drama about the men who "play for pay".

SHOTGUN SHAW - Keith
Fast-moving story about a prep school baseball star.

HICKORY WINGS - Philbrook
How two boys resolve their differences when the glory of their school is at stake.

SHIFT TO THE RIGHT - B. J. Chute
Ten high school sport stories.

Travel:

ALL ABOARD FOR ALASKA - De von Mchurray
A schoolboy wrote this story of his vacation in Alaska.

DONALD DUCK SEES SOUTH AMERICA - H. Marion Palmer
This amusing story gives a realistic picture of life in South America.

Western:

WILL ROGERS, THE BOY ROPER - Donald and Beth Day
This is an authentic biography of the western cowboy.

TREASURE MOUNTAIN - Eric P. Kelly
Two boys hunt treasure in New Mexico in 1895.
Western (Continued)

RIVER RANCH - Gates
The story of Ben and his sister who help to recover cattle stolen from River Ranch while their parents are away.

PRAIRIE PRINTER - Medary
Tom leaves Ohio for the Iowa frontier to look for a newspaper job in 1866.

WILL JAMES' BOOK OF COWBOY STORIES - James
Collection of Will James outstanding stories, arranged to give a picture of year-round life on the ranch.

BOYS AND GIRLS -- REMEMBER

This is only a beginning. There are many, many more books about this part of the world.
A READING LADDER IN
GEOGRAPHY AND INTERNATIONAL UNDERSTANDING
(Jr. High School)

HISTORICAL FICTION:

**Sunrise Island**  
Charlotte Baker  
McKay  
1952

Long before the white men came to America, many of the Indian tribes kept slaves to work for them. A slave boy's life was not easy. Young Slave, the hero of the story, had to obey his master's orders at all times. By overcoming his fear of darkness, the river spirits and enemy waters, he rescued his master and found a new place in life.

Comment: Sunrise Island may fill an oft-found need. For the slow reader in a seventh or eighth grade dealing with human relationships or international understandings, the book presents a full set of values written in language easy enough for a fifth or sixth grade reader.

All references in the story are taken from the museum records of the Pacific Coast Indians. The theme of futile, senseless war is deftly expressed when the Indian boy asks, "Why have our people always fought?" and the wisest men in both villages cannot answer. The loyalty of the slave and his sense of fairness toward his former masters provide a lesson in human understanding.

**King of the Wind**  
Marguerite Henry, Illus. by Wesley Dennis  
Rand McNally  
1948

Man-O-War's ancestors came from the far off land of Arabia. No one is absolutely sure how the first Arabian horse came to England. Here is a story of how it might have happened. The forefather of the great racehorse had many adventures before he was finally accepted as a racer. Agba, the boy who could not speak, stayed with the horse and shared all his sufferings.

Comment: The book is written for children in grades five to eight, but its subject matter might easily capture the attention of older pupils who like horses.

Agba, the mute horseboy from Morocco, personifies loyalty to duty.

Readers can experience his feeling of utter desolation alone in strange lands. Occasionally extremes of human brutality, indifference and kindness are seen.
Some years ago a farmer in Minnesota found a stone carved with Norse writing. It might have been put there by some Vikings searching for a lost colony from Greenland. In this book the story of these searches is told. With them traveled a young man seeking to prove his courage by facing the dangers of a new world. Indian fights, wolf packs and dangerous sailing test his bravery before the search is ended.

Comment: The story is based on a partly authenticated theory. An old Swedish document, found several years ago, was translated as a king's authority for such an expedition as that described in the story.

The struggle of the boy for recognition as a man is an experience shared by many young men. He has to know deep sorrow and personal loss before he emerges as a strong, trustworthy individual.

Many of the more imaginative pupils may find new fields of speculation about early America opened for them. Sr. high school pupils (ninth and tenth grade) interested in history would find the account accurate enough to provide a plausible background for the blue-eyed Mandan Indians. (The Norsemen are supposed to have met the early Mandans.)

Younger readers (junior high school), for whom the story is principally written, will find enough adventure to keep the story interest high.

PEOPLE OF OTHER LANDS:

The Adventures of Wu Han in Korea  Albert J. Nevins
Illus. by Kurt Wise Dodd, Mead and Co.  1951

Wu Han lived the hard life of an orphan in the Orient. He had little food and much hard work. A Christian family adopted him and gave him a happy home. When "One Eye", his former master, tried to ruin the family, Wu Han set out to spoil his plans. The story tells a great deal about the life of boys and girls in Korea before the war.

Comment: The picture of prewar Korean life is quite complete. Many things we hear about the Koreans are clearly explained as a natural part of the story.

The experiences of Wu Han read almost like those of a Horatio Alger story. They should help to develop the understanding that people in other lands are much the same as Americans and the differences lie on the surface in language, clothing, food and customs.

Both story interest and language difficulty place this book in grades six to eight.
Niko's Mountains  Maria Gleit, Illus. by Mimi Korach
Charles Scribner's Sons  1946

After the war the Swiss Red Cross took many hungry French children to Switzerland for food and rest. With them went Niko Khedi. Niko hated the trip. He wanted to stay in Paris and join a gang of boy bandits. The friendly Swiss people refused to let him fight against kindness. The Alps Mountains called to him and Niko gradually found a new reason to live. Finally he forgot the horrors of war and learned to like people again.

Comment: A whole range of emotional experiences lies in this little story. The hero is changed from an underfed, sullen, resentful cynic to a healthy, happy boy with normal hopes and desires. Suspicion and greed are finally overcome by plain, honest kindliness and trust. Children in grades six to eight will learn a great deal about Switzerland.

Even average readers should sense Niko's complete loss of faith in the grownups who smashed his world.

The Marble Fountain  Valenti Angelo  The Viking Press  1951
Andrea and Piccolo di Finna lost their parents in an air raid. When the war ended, the brothers went to live with Aunt Tina and Uncle Gigi in another part of Italy.

The people of Uncle Gigi's village did nothing to rebuild their homes until Piccolo found a very valuable statue. The statue gave them a reason for building up their world again.

Comment: This book is symbolic of Europe's need for inspiration to lead the rebuilding of war torn nations. Readers will find humor and sadness in the villagers who rebuild to match the statue they have found unearthed.

Piccolo's private struggle to conquer his war-born fears is typical of children all over the world.

The book should give young readers a deeper appreciation and understanding of the Italian people. The human relationship among the characters might be found in their own neighborhoods.

Respect for old fashioned virtues is maintained throughout the narrative.

Boys and girls from grades seven through college could enjoy the story. The more mature the reader, the more conflicts and resolutions he will see.

PEOPLE OF OTHER LANDS:  (Non Fiction)

The Land of the English People  Alicia Street  Illustrated by
(Portraits of Nation Series)  Lippincott  1946  Photographs

A clear easily read description of England and its people.

Short historical stories are frequently told about places
mentioned. There is very little attempt to glorify the country. Many English customs, which seem queer to us, are carefully explained.

Comment: This little volume should correct many misconceptions about Britain. The privations and struggles of England after the war are naturally woven into the vivid descriptions of the land. The readers should gain a truer appreciation of our English relatives, since the country's mistakes are freely admitted.

Factual geography mingles with human understanding. The book could be read in any grade from seven to twelve in whole or in part.

Ghandi, Fighter Without a Sword
Jeanette Eaton
Wm. Morrow & Co. 1950

Ghandi's life story is told from boyhood to death. His desire for better relationships among all humanity is stressed throughout. Each chapter in his life was a step toward Ghandi's program of non-violence as a resistance to English rule.

Comments: Readers in all secondary school grades should gain inspiration from Ghandi's story. His devotion to the cause of better international relations is the keynote of the book. Descriptions of South Africa and India teach a great deal of geography.

NATURAL RESOURCES:

The Sons of Vulcan
Thomas Hibben
Illustrated by Author
J. B. Lippincott 1940

The story of metals and machinery from the Stone Age to modern machinery. A great deal of information is told in a very interesting style. This book is written for people interested in metals and machines.

Comment: The Sons of Vulcan may serve many purposes. Basically a junior high school book, it can be used for slow reading senior high school boys with mechanical leanings. The author shows how the desire for metals has often disrupted international relationships. The book can often be used as a reference book, read only in specific sections.

THE AMERICAN SCENE:

Winter Wheat
Mildred Walker
Harcourt Brace & Co. 1944

A story of life on a Dakota wheat farm. Ellen Webb wondered how her Russian mother and New England father ever got along together. She had to suffer deeply before she learned that the great western lands weld people firmly together.
Comment: In its feeling for the mid-western plains this book approaches Giants in the Earth. In both stories the land is the dominant factor. Winter Wheat deals with people in the 1940's rather than the 1880's, but the struggle with the land is always the same.
A READING LADDER IN
HUMAN UNDERSTANDINGS

SPORTS:

Triple Play  Lochlons, Colin  Thomas Crowell Co. 1952  7-9
Baseball ability made the high school boys respect Willie
Baedecker, but his lack of confidence kept him apart from them.
He had a long struggle to get used to the bewildering customs
of American boys.

Comment: Very high interest level for junior high school boys and
girls. A very good example of the difficulties facing
refugee children in America.

HEROIC MEN:

It Took Courage  Rogers, Stanley  Holiday House, Inc. 1948  7-12
Tales of adventurous discovery fill this book. Stories are
told of explorations in the Arctic, the southseas, the deserts and
the jungles of Africa, on the floor of the ocean and in the unknown
areas of science. The deeds of brave men fill the pages.

Comment: The stories are inspiring tales of courage. They include
a great deal of enrichment reading for world history,
geography and science. The book may be used in whole or in
part.

He Wouldn't Be King  Baker, Nina B.  Junior Literary Guild &
1941  Vanguard Press  7-9
George Washington's deeds inspired Simon Bolivar to lead
South American patriots in revolution against the Spanish king.
Before his life ended, Bolivar became the father of many countries.
His struggles and leadership won him the name of "Liberator".

Comment: Bolivar's life story is highly inspirational. His person-
al life was somewhat glorified in this book, perhaps due to
the age level for which it is written. The loyalty and de-
votion given to Bolivar by his followers is beautifully
portrayed.

PEOPLE OF OTHER LANDS:

The Land and People of India  Modak, M. R.  Lippincott 1945  7-12
Mr. Modak has written about the two sides of India. He tells
the values that his country has and points out the unfinished
work to be done there. He gives you a very true picture of
India, not an exciting picture. The book includes much of the history of India.

Comment: This book will probably be read only in parts by the younger children. In places the style is somewhat difficult for them. India's great epics are presented in several chapters. Mature students could gain a real appreciation of India's problems in the world today.

The Lost Kingdom  Bryant, Chester Junior Literary Guild & 7-9 Julian Messner, Inc. 1951

Rodmika is a modern jungle boy. He knows the creatures and secrets of the great swamps of India. This knowledge saves his family from dangers and brings him to many strange adventures. He goes where no man has ever dared to go, and finds the secret of his ancestors.

Comment: The adventurous appeal of this story should hold young readers' interest, thus exposing them to a fine example of the value of self-reliance, responsibility, desire for knowledge and respect for all living things.

The style is simple and interesting. The vocabulary is suited to junior high pupils. It is one of the great stories of our time.

Teru, A Tale of Yokohama  Crockett, Lucy H. Henry Holt 1951

Japanese children heard dreadful things about the American conquerors who came to occupy their homeland. They called the soldiers "devil-brutes" and "foreign monsters". Teru, a young Japanese girl, gradually learned that the Yankee soldiers were friendly, pleasant people. Because the men were kind to her family, they tried to understand the strange American customs.

Comment: The story itself is a simple little tale, but the picture of occupied Japan is very good. The bad conduct of some American soldiers is shown beside the good influence of the others. Many Japanese virtues are displayed through Teru's respect for elders and love of beauty. Even the younger children and retarded readers should sense the tremendous confusion in Japanese minds as the people struggled to understand a kind of life as different from their own as that on another planet might be.

Thunder Country  Sperry, Armstrong Macmillan Co. 1952 7-12

Deep in the jungles of Venezuela lies an almost unknown section. It is the land of Indians who shrink human heads and the fierce Caribe fish, who instantly devour all flesh unlucky enough to come their way. Chad Poweel and his father traveled into this wilderness to collect rare animals for science. The only men who
would go with them were murderers and thieves from the jails. Danger and adventure fill the pages of this book.

Comment: A new and unknown world is offered in the story. The word "jungle" becomes more real in meaning to the readers. Courage and steadfastness are upheld throughout. The Indians of the jungle present a lesson in human fears and understandings. Students of all ages could read this book with equal enjoyment because of the simple style and high interest level.

SCIENCE:

**Quest on the Desert**  
Andrews, Roy Chapman  
The Junior Literary Guild & Viking Press  
1950  
7-12

When Jack Benton led his troop of scientists in Mongolia, the country was almost unknown by white men. Large groups of bandits roamed about, killing and raiding as they pleased. Benton kept his expedition safe in spite of battles with bandits and hordes of snakes. He became friendly with a Mongolian chief and helped him wipe out one group of raiders. At all times Jack had the help of his dog, Wolf, who often seemed smarter than a human.

Comment: Roy Chapman Andrews has told the story of his own 1920 expedition to the Gobi desert. The relationship with his dog, with the other men and with the Mongols he befriended display a great depth of understanding. Much scientific knowledge is revealed through the work of the scientists. World history is in the background, since the expedition witnessed the early attempts of the Russian Communists to bring Mongolia into the Soviet Union.

**Atoms at Work**  
Bischoff, George  
Harcourt Brace & Co.  
1951  
7-12

Here is the story of atomic power. The struggles and experiments of scientists for hundreds of years led up to our modern atom. The highlights of these years of study are told in the book. Nuclear fission is explained quite simply. This book is intended to explain, not entertain.

Comment: This would be difficult reading for the younger pupils, except those boys interested in science. Any pupil who reads even parts of the book, however, should gain in understanding as he realizes the tremendous amount of cooperative work that was necessary to bring on the Atomic age. From the standpoint of pure science, it is a very good book. The necessarily technical vocabulary would hamper many readers.
Pebble in the Sky   Asinov, Isaac   Doubleday & Co.   1950   7-12
Imagine a man transferred through time for many thousand years. He finds his own Earth an outcast and deserted land. The customs and language of the people are strange. Through a chance experiment he gains intelligence far beyond ordinary humans. He becomes the only man who can save the universe from destruction by evil men living on that "pebble in the sky" called Earth.

Comment: Interesting possibilities for the future are dreamed up here, but the great importance lies in the author's opinion of human nature. Greed, avarice and evil still exist in the world of the future. Humans remain human and still require deep understanding. Mr. Asinov paints a dismal picture of Earth's future after an atomic war.

The adventurous aspects of the story and its unusual setting should hold most of the readers. Only the more mature pupils will understand its full import, but the human values are obvious for all.
A SPECIMEN UNIT (Grade 8)

This unit is presented to demonstrate some possibilities for integration between English and geography.

Topic: Eastern Asia in the Modern World
Title: The Land of the Dragon
Approximate Time Limit: Four to five weeks

Statement:

Communist groups are struggling for political supremacy in many Asiatic countries. The strong feelings of nationalism, rising after World War II, provided these groups with a popular cause. The communist rise to power in China may have a significant effect on the future, since many of the Far Eastern national groups traditionally look to China for political and cultural leadership.

Delimitation:

1. China was, for thousands of years, the great power of Eastern Asia.
2. The land of the Chinese contains the natural wealth necessary for a strong leading nation.
3. The technical advances of the western nations left Chinese civilization far behind.
4. The Chinese Communists are seeking to raise their country to its former position of leadership.
5. The topography of China is varied and complex.
6. The people of China have endured and survived many upheavals of politics and nature.
7. China has had close relationship with the United States in the past.
8. The Communist government of China is not friendly with the United States.
9. The geography of Southeast Asia was a factor in the development of many cultures.
10. Most of these cultures show a strong Chinese influence.
11. Europeans in their quest for trade and wealth, established territorial rule over many of the Asiatic countries.
12. European nations tended to seize those areas which were geographically favorable.
13. The subject peoples resented the white man's assumption of superiority.
14. Many groups in Southeast Asia look to the Communists for leadership against the white man.
15. Many Asiatic nations which have gained independence are in peril of Communist domination.
16. Some Asiatic states were able to remain free by playing European powers against each other.
17. Japan held, briefly, a position of leadership in East Asia.
18. The United States faces the problem of supplying leadership against Communism without domination of the people involved.

The Unit Assignment:

A. Introduction.

For thousands of years the Chinese people have used the dragon as
a symbol of their land. Now, with the rise of Communist power in China, western people (meaning us) are wondering whether the dragon is planning to devour the world. The land itself is one of Nature's greatest collections of geographic wealth. Minerals, water power, fertile soil, good harbors, great rivers for transportation and irrigation, mountains for defense have been combined in one vast block.

With so much natural wealth the Chinese would seem to be the world's most fortunate people. This has not been true. Smaller, more modern countries have easily overcome China in the past. Today's Red rulers are trying to make this immense land into a world power. They have allied themselves with the Soviet Union. Let's explore the possibilities for the world in this new outburst of life in the land of the dragon.

B. Study Guide Questions. (For use with class text.) 1/

pp. 200 - 216

1. Name the three great rivers of China.

2. What reason can you give for the rise of civilization in the less covered lands before it started elsewhere in China?

3. List the six key areas of China and describe very briefly the location of each.

4. What are the five Chinese borderlands described in your book?

5. Your textbook gives three reasons why China became a united

---

country so early in history. List them and tell which reasons are geographic.

6. Explain the Chinese use of the words "face" and "squeeze".

7. Very briefly outline the history of China's government since 1911.

8. What are China's possibilities in terms of natural resources? (Name definite places and resources.)

9. What is the biggest question concerning China as far as the United States is concerned?

pp. 184 - 200

10. Why is Southeast Asia called a mixing bowl?

11. What natural resource in this area drew early invaders? What have been the attractions that brought invaders in modern times?

12. How have the peninsulas and islands of this region affected shipping routes?

13. List the present day "wealth of the Indies".

14. What is the greatest problem facing the Burmese Republic?

15. Why was Thailand (Siam) able to keep its independence while the European countries grabbed the other surrounding lands?

16. Explain why Bangkok has become so important in our day and age.

17. What is the explanation for Java's ability to support a large population?

18. How have the people in the Indonesian area tried to solve the problem of overcrowding on Java?

19. What seems to be the biggest single worry for the Philippine
20. Explain how Korea's position on the Asiatic coast throws it into the middle of international troubles.

21. How have Japan's outstanding natural resources aided the country's rise as an industrial nation?

22. Why did the Japanese find it necessary to expand their land area after they began to modernize their country?

23. How do the Japanese cities provide a perfect example of the greatest problem of these island people?

C. Activities.

1. Finding our way around. Where do we go?

On the blank map supplied to you put in the following locations.

<table>
<thead>
<tr>
<th>Cities:</th>
<th>Rivers:</th>
<th>Mountains:</th>
<th>Islands:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mukden</td>
<td>Saigon</td>
<td>Amur</td>
<td>Java</td>
</tr>
<tr>
<td>Harbin</td>
<td>Bangkok</td>
<td>Hwang Ho</td>
<td>Sumatra</td>
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<tr>
<td>Peiping</td>
<td>Rangoon</td>
<td>Yangtze</td>
<td>Borneo</td>
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<tr>
<td>Nanking</td>
<td>Palembang</td>
<td>Si</td>
<td>Celebes</td>
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<tr>
<td>Hankow</td>
<td>Jakarta</td>
<td>Tarim</td>
<td>Luzon</td>
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<td>Chungking</td>
<td>Manila</td>
<td>Mekong</td>
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<td>Canton</td>
<td>Tokyo</td>
<td>Menam</td>
<td>Hainan</td>
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<tr>
<td>Hong Kong</td>
<td>Seoul</td>
<td>Salween</td>
<td>Formosa</td>
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<tr>
<td>Hanoi</td>
<td>Singapore</td>
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<td>Honshu</td>
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<table>
<thead>
<tr>
<th>Seas:</th>
<th>Countries:</th>
</tr>
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<tbody>
<tr>
<td>South China</td>
<td>China</td>
</tr>
<tr>
<td>Japan</td>
<td>Korea</td>
</tr>
<tr>
<td>Formosa Straits</td>
<td>Thailand</td>
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<tr>
<td>Java</td>
<td>Burma</td>
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<tr>
<td>Philippine</td>
<td>Indo China</td>
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<tr>
<td></td>
<td>Indonesian Republic</td>
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<tr>
<td></td>
<td>Philippine Republic</td>
</tr>
</tbody>
</table>

Remember that this is a physical-political map and must be colored according to the height of the land.
2. How many people live on this part of the globe?

Make a population graph showing the numbers of people in the following countries. (A blank graph is provided.)

1. China  
2. Korea  
3. Burma  
4. Japan  
5. The Philippines  
6. Indo China  
7. Indonesia  
8. Thailand  
9. The United States  
10. The Soviet Union  
11. Pakistan  
12. India

3. What do these countries have and what do they need?

Fill out a resource and product chart for the first eight lands listed above telling what each has and what each needs. (A blank chart is supplied.)

4. How would we describe the position of these nations in world affairs?

Write a composition discussing the very touchy situation in the Far East at this time. (Use daily news reports as references.)

D. Optional Related Activities.

Because the area under discussion is so large, you may study one special part on your own. This will be a somewhat more detailed study. Make your choice from the places named below.

Korea  
Indo China  
China  
Japan  
Thailand  
Burma  
Republic of Indonesia  
Philippine Republic

Requirements for special studies:

1. A physical map of the region
   Put in important cities, mountains, rivers and seas.

2. A written description in three parts:
   The shape and description of the land itself.
   The people and their background and customs.
   The country's natural wealth and its needs.
3. Any one of the following:

Report on a fiction book which you have read about this place.
Build a relief model of the land.
Collect pictures and organize them under proper titles.
Construct any model or sample of the culture of the people
you are studying. (examples - costumes, music, dance,
art, houses, pottery, tools, or any others.)
Any similar project which you may dream up for yourself
(provided you can convince the instructor that it
is worthwhile).

Final Instructions. Remember that these assignments are planned
to go along with your classroom lessons.
They and your study guide questions will be
included in the final test. Try to space
your work so that you do not have too much
to do on any one night.
REMEMBER - planning your working time is
part of your assignment.
SOME POSSIBILITIES FOR INTEGRATION WITH LANGUAGE ARTS FOUND IN THE
SPECIMEN UNIT, "The Land of the Dragon."

Reading:

The study guide questions are constructed to develop certain
reading skills.

1. Reading for main ideas.
   Questions 1 through 4 contain keywords from bold face headings
   in the text. They are intended to develop skill in using
   keywords to find topic sentences.

2. Reading to find specific information.
   Questions 5 through 9 require the pupils to search paragraphs
   for information.

3. Drill on skills previously used.
   Questions 10 through 12.

4. Reading to form conclusions.
   Questions 13 through 23.

The problem solving activities include many unique reading skills.
Ex. Reading maps, graphs, charts and tables, abbreviations,
symbols, and cartoons.

The optional related activities include some research skills.
Ex. Reading to use a library catalogue, Reader's Guide,
encyclopedia, dictionary, timetable, atlas, index, table of
contents, title page, cross references, chapter headings, and
paragraph headings.
Other necessary reading.
Ex. Reading newspapers, magazines, and related books.

Writing:
Composition work on special reports.
Dramatic skits to illustrate customs of other peoples or historic events.
Reviews of pertinent books.
Descriptions of people and places.
Answering questions.
Making or filling in charts.

Speaking:
Oral reports from individuals and committees.
Discussions of controversial questions.
Panel discussions.
Dramatic presentations.
Summarizing news reports.

Listening:
Listening to news broadcasts or commentators.
Critical listening to reports of classmates.
Listening for arguments to be answered in discussion activities.

(Note to teachers: the local library can be a great help. In Wakefield the Beebe Library staff have cooperated by arranging special displays of materials relative to the unit. Advance copies of the unit assignment have been sent to the librarian in each case.)
The course of study presented in this unit represents an attempt to establish a basis for a functional, integrated language program in a junior high school. It is intended to serve as a guide for the curriculum committee which must analyze, adapt and expand the principles set forth. The writer believes that the following recommendations should be considered by the committee.

1. A library of professional references for teachers of English should be established, and a bulletin issued periodically to keep teachers informed of additions to the library:
   A. A file of 5" x 8" cards bearing the titles of these books could be provided.
   B. On these cards teachers may make comments concerning specific references which they believe will be helpful to other teachers.

2. An inservice program in the teaching of reading should be instituted.

3. There ought to be no general textbook adoption for the school. Classroom sets of several texts should be purchased and moved from room to room in order that each teacher may take advantage of the best elements of each book.

4. Teachers working together might build a series of integrated source units on topics common to all divisions of the curriculum.

5. There ought to be frequent consultations among the teachers of English and social studies and with the teachers of other subjects to further the continued growth of integration within the school.
6. Smoother articulation of the educational sequence (1-12) should result if junior high school language teachers have frequent communication and at least two conferences a year with the elementary and high school teachers.

7. The creation of a language workshop in which multi-sensory aids may be developed and constructed for use in language classes.

8. A recreatory reading room should be equipped to encourage reading for pleasure. Any such room may be an adjunct to the school library but should not be a part of it.

9. A remedial reading program should be instituted as a part of the regular school program.

10. The library should be fitted with special research areas where materials related to a specific unit may be reserved for the use of classes working on that unit.

11. A unified language testing program should be organized which will include the following measures:

   A. Diagnostic and placement testing for each child as he enters the school.

   B. Progress checks to determine growth in language ability.

   C. Achievement testing to measure the pupils against standard norms.

12. To determine the effectiveness of the program, a follow-up study of pupil progress through high school seems indicated.
BIBLIOGRAPHY


APPENDIX

A. A Partial List of Standard Tests for Junior High School English

B. A List of Sample Courses of Study Consulted for This Thesis
A PARTIAL LIST OF STANDARD TESTS
FOR JUNIOR HIGH SCHOOL ENGLISH

Achievement Tests:

1. National Achievement Tests
2. Stanford Achievement Tests

Grammar and Usage:

1. Cooperative English Tests
2. Davis Schrammel Elementary English Test
3. Essentials of English Tests, Forms A, B, C
4. Iowa Grammar Information Tests A and B
5. Kirby Grammar Test I & II
6. Leonard Diagnostic Test in Punctuation and Capitalization
7. Pressey English Tests for Grades 5 to 8
8. Public School Achievement Test in English Grammar
9. U.S.A.F.I. Tests Exam in English Bk. 2 Composition

Literature:

1. Carroll Prose Appreciation Test Junior High
2. Cooperative Literary Acquaintance Test
3. Cooperative Literary Comprehension and Appreciation
4. Davis-Roahen Schrammel, American Literature Test
5. Stanford Tests in Comprehensive Literature
6. U.S.A.F.I. Tests Exam in English Bk. 1 Reading and Interpretation of Literature
Vocabulary:

<table>
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<th>Test</th>
<th>Buros No.</th>
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<tr>
<td>1. Columbia Vocabulary Test</td>
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<td>2. Cooperative Vocabulary Test</td>
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</tr>
<tr>
<td>3. Cooperative Vocabulary Test, Short form</td>
<td>160b-B3</td>
</tr>
</tbody>
</table>
LIST OF SAMPLE COURSES OF STUDY
CONSULTED FOR THIS THESIS


Lynn, Massachusetts. An Aid In The Planning Of A Reading Program For Grades VII, VIII, IX. 1952.


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The Language Arts in Secondary Schools. 1952.