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Tentative curriculum guide for tenth-grade, non-college-preparatory English in Wilmington High School, Wilmington, Massachusetts

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PROJECT

TENTATIVE CURRICULUM GUIDE FOR TENTH-GRADE,
NON-COLLEGE-PREPARATORY ENGLISH
IN WILMINGTON HIGH SCHOOL
WILMINGTON, MASSACHUSETTS

Submitted by

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CHAPTER I
INTRODUCTION

"A modern industrial nation needs more than a few brains; it has to uplift talent at every level, --- a continuing insurance for the preservation of the vitality of free men." 1

Conant's statement has direct bearing on the education of the non-college-preparatory student. Despite current emphasis on the education of the academically talented in science and mathematics, no responsible suggestion has been made to disregard the non-academic pupil.

It is this group who form the greater part of our adult population, who will influence our laws, affect our domestic and foreign affairs, and partially control the direction and depth of our culture. It is, therefore, most important that the non-college-preparatory student in the secondary school become as proficient as his abilities will allow in preparing for his role in a democratic state whether it be one of leadership or not.

Power to communicate is essential to the life of every American citizen because it is essential to the democracy. Language is the means by which people think and communicate. The development of power and taste in language is the purpose of language arts.

1/James B. Conant, TIME, (September 14, 1959), pp. 70-79
The English curriculum should be based on a recognition of the importance of communication in the complex modern world and the significance of language arts in the life of every student.

A curriculum guide for language arts should state objectives and provide activities consistent with the general goals of education in a modern democratic society. It should also make use of information resulting from research and investigation in the field.

The depth and scope of the content of the language arts curriculum should be governed by the needs and interests of the students in the particular school and community where it is to be used.

PURPOSE

The purpose of this paper is to develop a curriculum guide in language arts for the tenth-grade non-college-preparatory students of Wilmington High School by suggesting objectives, experiences, and skills that will lead to more productive teaching and more profitable learning.

SCOPE AND LIMITATIONS

This paper is intended to be a flexible guide for the teacher of tenth-grade non-college-preparatory English at Wilmington High School in Wilmington, Massachusetts. It attempts to provide reading, writing, speaking, and listening experiences that will contribute to the student's mental and
emotional growth and fulfill many of the objectives of modern education. The guide is an outline of units for one year's work based on student needs and interests. The over-arching theme is The Individual and His Social Responsibilities. It is designed to broaden concepts and attitudes previously learned and increase skills in reading, writing, speaking, and listening. It is designed, in addition, to provide the student with deeper concepts, more mature attitudes, new skills, and to be a logical, sequential step to the eleventh grade. The guide is one person's work. It has not been evaluated. One unit is completed, but not tested.

JUSTIFICATION

The course of study for tenth grade non-college-preparatory students in Wilmington High School consists of minimum requirements in formal grammar, composition, and poems to be memorized. It makes no statement of objectives, activities, skills or desired outcomes. As a result it is not consistent with current trends in the teaching of English. It makes no provision for students with keen interests in literature and writing. It does not provide for the development of worthwhile permanent interests in these students whose high school English course will be terminal as far as language arts is concerned. The writer hopes that this curriculum guide will be the basis for a revision of the entire non-college-preparatory language arts curriculum in Wilmington High School.
DEFINITION OF TERMS

 Appreciation: an emotionally fringed awareness of the worth, value, or significance of anything.

 Attitude: a readiness to react toward or against some situation, person, or thing, in a particular manner.

 Curriculum guide: a substitute for a formal course of study in which desirable content is suggested rather than prescribed.

 Interest: A subjective-objective attitude, concern, or condition involving a percept or an idea in attention and a combination of intellectual and feeling consciousness; may be temporary or permanent; based on native curiosity, conditioned by experience.

 Language skill: demonstrated competency in the use of language.

 Pupil needs: the requirements for optional development of the pupil-intellectual, physical, moral, emotional, and social - both in relation to his present interests, abilities, and level of achievement and in relation to the probable future demands of the individual and of society.

 Social needs: dynamic entities motivating and directing individuals in a goal object.

CHAPTER II
REVIEW OF RESEARCH

EDUCATION IN THE AMERICAN DEMOCRACY

The American people have willed that all youth shall be educated to the limit of their capacity. This has offered the nation and the schools a great challenge. They have accepted it and have moved gradually toward a fulfillment of it. The resultant growth in school population is shown by Smith:

"Upwards of twenty five million children and youths now crowd the doors of the ever-expanding elementary and high schools of the country. At the same time, the colleges, which a generation or two ago counted their students in tens of thousands, also number them by the millions." 2/

Education for everyone was not merely a Utopian ideal nor a cherished golden dream transferred from Europe to America in the hearts of downtrodden immigrants. It was and is still an essential ingredient in the composition of democracy, in its growth, development and perfection. Cubberly expressed this integral role of education in a democracy as follows:


2/Ibid., p. 4
"...general education is an instrument of government, and is rightfully regarded as a prime essential to good government and national progress."

Democracy requires its citizens to participate in its affairs. A corollary to this is universal education. What shall be taught is a problem of education. What democracy needs from education must be established first. Before any satisfactory curriculum can be devised or revised there must be a clear statement of just what ideals, goals, or objectives are incumbent upon American education because it is an integral part of American democracy.

What are these educational goals or objectives, which have evolved from the nature of American democracy? The major purposes of American education as stated in the English Language Arts are in general:

"cultivation of satisfying and wholesome personal lives, social sensitivity and effective participation in the life of the local community, the nation, and the world, and preparation for vocational competence".  

American education, according to the Educational Policies Commission, aims to educate youth for self realization, for


human relationships, for economic efficiency, and for civic responsibility.

These goals are not new to American education; but as Smith has stated, the aftermath of two World Wars has forced this generation to reappraise these goals in the light of present conditions. We live and teach in a highly complex, accelerated society, and a sense of urgency intensifies the already rapid pace of our daily lives.

Anderson's statement of post World War II conditions revealed changes in the political and social atmosphere that had far reaching effects on teachers and teaching:

1. Freedom for peoples of the world is still not assured - minority groups and retarded peoples still exist. New alignments of interest and power have arisen.

2. Tremendous technological advancement and resultant mass production have had great effect on national economy and occupations.

3. Continual threat of destruction has intensified the quest for world government and awakened a consciousness of world citizenship.

4. The dynamism of society has been so accelerated that rapid change is essential for effective adaptation." 3/


Education cannot stand still in such an atmosphere, especially in a democracy that finds its very existence threatened and its progress hindered by antagonistic ideologies. In this atmosphere, it is imperative that education develop individuals to the limit of their capacity. It must, in addition, develop citizens who have a thorough understanding of democratic principles and a willingness to participate in democratic processes. Education must produce enlightened citizens with a sense of responsibility to their nation and a conviction in their country’s ideals based on a knowledge of its heritage.

Education for democracy is essential but individual needs of students are of greater importance, and providing for them is consistent with the democratic way of life. Ten imperative needs of youth are:

1. Saleable skills.
2. Good health and physical fitness.
3. An understanding of the rights and duties of citizens.
4. An understanding of the significance of the family.
5. A knowledge of how to purchase and use goods and services intelligently.
6. A knowledge of the methods of science and the influence of science on human life.
7. An opportunity to develop capacities to appreciate beauty in literature, art, music, and nature.
8. A knowledge of how to use leisure time well and wisely.
9. a respect for others and insight to ethical values and principles.

10. an ability to think rationally, to express thoughts clearly, and to read and write with understanding.

No one of these needs is beyond the scope of the language arts teacher. For example, certain reading experiences can bring about beneficial changes in student attitude toward physical fitness, science, and consumer economics, although they appear to be remote from the English class.

The teacher of non-college preparatory English is directly concerned with five of these needs, for every non-college-preparatory student needs: to acquire saleable skills, to develop the capacity to appreciate beauty, to know how to use leisure time profitably, to respect others, to gain insight to ethical values, to think rationally, and to communicate effectively.

LANGUAGE ARTS IN THE AMERICAN DEMOCRACY

To accomplish the two-fold goal of American education, the curriculum must be so planned that "...each individual has an opportunity to capitalize on his potentialities and...to make a maximum contribution to society's well-being."


All school subjects pursue these two goals. The role of language arts in achieving these goals is our concern here.

As Hook pointed out, English is a means of democracy in which students participate as social members to work out their own destinies and to recognize the importance of the individual. To do these things effectively each student needs emotional maturity, social adjustment, and communication skills. English can accomplish these tasks not only by teaching democracy, but by illustrating and demonstrating its meaning.

The subject matter of language arts is communication, and communication has always been an integral part of democracy. Anderson believes "the democratic way of life cannot function successfully if it can function at all, except through language communication - the ability on the part of all people to speak, to read, to write, and to listen".

Government by the people requires continuous, productive communication among these people and between these people and their government. Language arts are more important now than ever before in an atmosphere of accelerated activity, rapid change, and more sophisticated means of communication. Elicker.


statement on the significance of English in the curriculum is still appropriate:

"The greatest and most influential educational factor in the school life of all American youth is English. It is the basis of his first lesson in school, and the effective use of English carries through his entire school life and even thereafter. The effect of the study and use of English determines the degree of youth's attainment of the fullness of life. English is fundamental and essential in the curriculum of the American school." 1/

Language is a tool of democracy. Language arts seeks to teach each student to use the English language; "... as an effective instrument of thought expression, and communication.

To fulfill the democratic purpose of language arts, the National Council of Teachers of English has set ten major goals:

1. Wholesome personal development.

2. Dynamic and worthwhile allegiances through heightened moral perception and a personal sense of values.

3. Intellectual curiosity and capacity for critical thinking.

4. Effective use of language in the daily affairs of life.

5. Habitual and intelligent use of the mass modes of communication.


2/Dora V. Smith, Op. Cit., p. 8

3/Ibid., pp. 41-53

7. Effective habits of work.

8. Competent use of language and reading for vocational purposes.

9. Social sensitivity and effective participation in the group life.

10. Faith in and allegiance to the basic values of a democratic society."

Democracy requires a citizenry with deep convictions concerning its cultural heritage. This is an urgent need today as a result of two World Wars, "... which have brought us face to face with the problems of democracy and the meaning of our American inheritance".

What is our cultural heritage? MacLeish said, during the San Francisco Conference of the United Nations:

"Culture is one of the things you don't define. It is too close to life itself to be defined. You describe it. You begin by clearing your head of the notion which Webster's dictionary gives you that culture has something to do with taste and aesthetics. Maybe it did in the nineteenth century in the ladies' Browning societies. Actually what you mean by the culture of a people is the way of life of that people: its civilization - its contribution to common civilization - the things its people value and the things they don't value - the way they make music - the way they express themselves - their habits of life - their works of art - their novels - their history - the things they have learned in their effort to penetrate the common mystery and experience of mankind by the

\[Dora V. Smith, "The English Language Arts: A Link Between Yesterday and Tomorrow", English Journal, (February, 1953), 42:75\]
instruments of poetry and science - briefly, what they are, what they do, what they are like." 1/

It is clear that appreciation of our cultural heritage is developed through literature as Smith indicated:

"Through literature, it is imperative that our young people come to understand the ideas and ideals of our American heritage, that they see those ideas re-interpreted in the lives of each successive generation from Colonial and Revolutionary days through the impetuous march westward to the startlingly similar recurring problems of our life today: for the forces of freedom fight a never ending battle. We know that through literature our youth may come to appreciate the peoples who make up America: the contributions and peculiar backgrounds of South, East, West and Middle West." 2/

Language arts has a unique and important social role in education in a democracy. It has an even more important role in developing the individual within democracy.

LANGUAGE ARTS FOR THE INDIVIDUAL IN DEMOCRATIC SOCIETY

The personal needs of youth as well as the social needs are guiding principles in setting educational goals. The schools make a student conscious of what behavior society requires of him. At the same time, the schools try to satisfy


his personal needs.

As Tyler said, neither language arts nor any other subject meets the needs of youth directly, but school "can help them acquire understandings, ways of thinking, attitudes, interests, appreciations, skills, abilities, and habits which will be helpful in meeting these needs".

The newer language arts curricula are planned in terms of the common developmental needs of youth in a particular group in a particular community. The particular community for purposes of this paper is Wilmington, Massachusetts. Its effect on the curriculum will be discussed later in this paper.

Nine developmental tasks of adolescence, which have significance for the planning of the language arts curriculum, are:

1. Accepting one's physique and accepting a masculine or feminine role.
2. Becoming aware of new relations with age mates of both sexes.
3. Adjusting to increasing emotional independence of parents and other adults.
5. Selecting and preparing for an occupation.
6. Developing intellectual skills and concepts necessary for civic competence.


7. Desiring and achieving socially responsible behavior.
8. Preparing for marriage and family life.
9. Building conscious values in harmony with an adequate scientific world picture.\(^1\)

This list differs from the ten imperative needs of youth in focusing more on personal needs, on the changing relationships between adolescents and their peers, and between adolescents and adults. It recognizes youth's need to build values in a science-conscious world. It recognizes the adolescent's problem of adjustment to a changing world.

The teacher of literature aware of these needs of youth as he plans the curriculum can, according to Smith, help students to solve personal problems:

"Again through frequent discussion and through writing both realistically and imaginatively about their immediate concerns, students at all levels gain a growing awareness of themselves and an objective approach to their own experiences which lead to stability of mind and feeling. Literature selected with this end in view, can present to young readers characters of their own age who share their experiences, and who face and solve problems like their own." \(^2\)

To meet the needs of individuals and of society, the language arts curriculum has shown the following trends:

1. Wider experience with classic and contemporary writers.
2. Guidance on how to find literature suitable to each pupil's readiness.
3. Training in thinking about what is read.

\(^1\)Ibid., pp. 30-55
\(^2\)"English Language Arts", Op. Cit., p. 42
4. Associating words with firsthand experiences.
5. Extending real experiences through meaningful activities.
6. Grouping students on basis of interest and need.
7. Sharing reactions to what he has read.
8. Every teacher a teacher of reading.
10. Variety of instructional material and range of activities within the classroom.

Mirrielees' list of trends presented a similar picture of language arts adjusting to student needs and changing times:

1. Disappearance of many of the older classics.
2. Increase of wide reading rather than intensive study of single books.
3. Appearance of much modern material dealing with present day problems.
4. Recognition of teacher's duty to create a democratic atmosphere and to awaken students to the privileges and responsibilities of citizenship in a democracy.
5. Organization of all material around centers of interest.
6. Instruction in library use to further individual research.
7. Introduction of language study not primarily to secure correct usage, but to picture its numerous pitfalls for the uninitiated.
8. Instruction in the science of reading, in the last dozen years, perhaps the most universal change.

Thus, the language arts teacher centers the program about the needs of American youth to give him "fullness of experience


2/Lucia B. Mirrielees, Teaching Composition and Literature in the Junior and Senior High School, Harcourt-Brace, New York, (1952) Intro.
and enrichment of personal living". 1/

CHARACTERISTICS OF THE TENTH GRADE STUDENT

If the language arts program is to be based on student needs and interests, the following characteristics of students must be considered:

Physical, mental and emotional characteristics of students in 15 - 18 age group:

1. Great individual differences in intelligence, scholastic achievement, background and interests.

2. Have completed physical changes and aware of physical characteristics of others.

3. Strong feelings about their group's opinions and desire for acceptance by their group.

4. Feeling of insecurity often concealed by improper behavior or attention getting activities.

5. Growing independence of parents and other adults.

6. Have intense emotions and sensory impressions and subordinate intellectual drives to emotional and social needs.

Language characteristics of students in 15 - 18 age group:

1. Great variations in degrees of development in the language arts.

2. Extend language experiences in the treatment of mature problems.

3. Increase in power to think together in large groups.

4. Make considerable use of slang and swearing in their speech as a form of expression for emotions and to attract attention.

5. Desire to gain information on their special interests.

6. Have begun to see remote goals and are willing to go through experiences in language because of the values anticipated in successful accomplishments. 1

The great differences among tenth-grade students in intelligence, scholastic achievement, language development, background and interests indicate a need for broad units of instruction that provide for individual differences. The unit method is considered one of the most desirable for meeting the varied needs of students.

"A unit means that varied activities in the language arts are developed around a central theme or purpose, clear and significant to the student. It must be sufficiently broad to involve in some measure all four of the language arts and to permit each individual (1) to work in co-operation with his class and (2) to pursue certain specific interests in a wide range of materials and experiences suited to his ability. (The unit gives students) the opportunity for practicing many forms of speech and writing with direct attention to these skills as the need arises."

Characteristics of tenth-grade students indicate a need for units that emphasize the more personal aspects of living and units "concerned with people - their motives, values,


2/Ibid., pp. 69-70
oddities, virtues, weaknesses and strength". Also appropriate for the tenth grade are units on the physical environment, romance, thrills and adventure. Units that will help tenth graders to satisfy their need for self-adjustment in what is for them a trying time are suitable.

AIMS OF NON-COLLEGE-PREPARATORY LANGUAGE ARTS CURRICULA

The modern language arts curriculum makes provision for the wide range of abilities, interests, social background and achievement represented in the class. It provides for individual differences while it establishes common goals based upon common needs.

The traditional separation of high-school students into groups for English, ie: General English, Business English and College English, has tended to create different goals for each group. This distinction in aims results from an anachronistic view of the role of English in the student's life.

"As there are dangers of false assumptions in a college preparatory division of the program, so also are there dangers in creating a Business English division. Too often it is assumed that such a course can serve as terminal for all who are not going to college; yet within

such a terminal group will be many with keen interests in literature, in writing and in speaking."

Early showed that the non-college preparatory students she studied are well motivated towards acquiring most of the language skills and abilities presented in her questionnaire. These students wanted to increase their skill in communication, Early concluded that one single flexible curriculum should be adjusted to the needs of both vocational and college-preparatory students.

The basic needs of the college-preparatory student do not differ from those of the terminal student, nor do the teacher's basic objectives. The differences in teaching the two groups lie in methods, materials, depth and scope of study.

Many specialists see little purpose within the non-academic group for the anatomy of literature, formal composition according to type, or intensive grammatical analysis. The latter is especially fruitless for pupils whose IQ's are below 100.


2/Margaret J. Early, An Evaluation of the English Program by Non-College Preparatory Students in Grades Ten and Twelve, Boston University School of Education, Doctoral Dissertation, unpublished, Boston University, 1954, p. 190


Zorn pointed out the ridiculousness of having such students labor over the classical studies. He believed schooling in such general matters as newspaper and magazine reading, study of family relationships, etc. is more beneficial than knowledge of profound works of literature, especially where only one out of six students entering school go on to college.

Rather than tedious probing of a few classics, terminal students need experiences with literature which will enrich their understanding of themselves and others. They need experiences in all phases of the language arts which will promote wholesome attitudes, provide delight in language use, improve relationships with others, and enable intelligent use of leisure time.

Yet the values of a course in English for the terminal high-school student can be as noble, broadening and uplifting as they are supposed to be for the college student as Certner said:

"The improvement of English techniques, while important, is not so important as the spiritual values that the teaching of English affords in the highest degree. These values include; an understanding of the soul of man; and appreciation of the democratic and progressive heritage of our Western civilization;

1/John W. Zorn, "Vitalizing the High School English Curriculum with Reference to the Non-Academic Student", Education, (December, 1948), 69: 250-253

2/Lou LaBrant, "Place of English in General Education", English Journal, (May, 1940), 29: 356-365
perception of the special contribution of the American way of life based upon tolerance and equality of all mankind and for individual self-expression, with the emphasis always upon sympathy and understanding rather than critical evaluations of one's neighbors' short-comings and errors; lastly, the study of English communicates a readiness to express one's thoughts fearlessly and candidly before the fellowship of the class." 1/

Obviating any theories of an academic hierarchy, Certner believes that every pupil should receive; "... the entire heritage that the race has acquired in centuries of genius and creativity". 2/ It is unrealistic to believe that only the academically talented have capacity for aesthetic response, curiosity about the universe, or desire for personal fulfillment.

Too often the curriculum in General English makes only a limited appeal, i.e.; student's economic chances and future trades, or to the practical and useful, when it should recognize that this student too must live on a level of equality with others "in mastery of his world, life and time". 2/ This does not imply that the teacher of General English should ignore the fact that high school will be terminal in the formal education of most of his students; one of the overall goals of language arts in America is to prepare students for their role as wage

1/ Op. Cit., p. 82
2/ Ibid., p. 85
3/ Ibid., p. 87
earners and consumers within the economic framework of a democratic society. One general English course as reported by Potter takes the view, "... that a general curriculum should be extremely practical, giving the student the information and the skills he will need in life outside of school".

The goals of the non-college preparatory curriculum in language arts, are to be consistent with those goals already seen as the goals of all language arts activities in the American democracy with major emphasis on practical application and immediate use.

"An essential characteristic of the curriculum is that its focus is upon the gradual building of concepts, understandings and skills through experiences -- widely varied individual experiences which will nonetheless help individuals to realize the same basic understandings and abilities." 2/

The experience-based curriculum is offered, not only as a realistic adjustment of language arts to changing times, but as a means of developing and sustaining student interest in school life. When only fifty-percent of the seventy-three percent of youth of high-school age enrolled in secondary school are graduated, there is obviously some dissatisfaction with the school program on the part of the youngsters themselves. A curriculum that will enable the student to help himself to

satisfy his own needs and develop enduring interests in worthwhile activities is required.

Clark, among others, prefers an experience curriculum rather than the traditional subject-centered curriculum with its emphasis on accumulated facts:

"The teacher will attempt to provide opportunities for youth to acquire the skills of reasoning or problem solving. A student's knowledge of facts about a subject is no guarantee that he can solve problems in connection with that subject." 2/

Eiserer said that students must learn to extend their perceptions, differentiate cause-and-effect relationships among them, and generalize effectively from behavior based upon them.

Early enumerated student dissatisfactions with the traditional program in non-academic English and suggested making use of student preferences to sustain interest and produce more fruitful learning activities.

English is a low rated subject in elementary school and only slightly higher in secondary; sex is an important factor in this rating, girls tend to rate English higher.


3/Paul E. Eiserer and Stephen M. Corey, "How Youth Learn to Meet Their Needs", Ibid., p. 61
In writing, the topic is more important than the type of writing.

Students generally prefer unit teaching for its characteristics of self-direction, variety of text books, working individually and in groups.

Students tend to favor assignments in spelling, grammar and usage because progress can be objectively measured. 1/

Early's study indicated the following needs in the non-academic curriculum:

- A richer variety of purposeful writing activities.
- Teaching of study skills and reference skills.
- Variety in instruction.
- Use of teaching aids beyond text books.
- Study of mass media.
- Teaching on listening.
- Study of the growth and development of language rather than formal grammar. 2/

It is not a simple task to decide which topics, techniques and materials will provide motivation, sustain student interest and produce the best results; Clark offered the following criteria for assistance:

"Techniques are determined primarily by a teacher's conception of how learning takes place, by his ingenuity and skill and by his emotional maturity.

There must be a good classroom climate providing for development of a group spirit, recognition of the mutual responsibility of group and individual, group and individual tensions and pupil mores.

Learning experiences seem to be selected best by means of the cooperative planning of teacher and pupils.

1/Op. Cit., p. 41
2/Ibid., p. 199
Learning experiences are most effective when organized around the solution of problems.

Teaching materials should be selected according to their source, viewpoint, level of difficulty, variety, visual appeal, and opportunity for growth of pupil interests.

The teacher himself must be versatile and able to use a variety of procedures." 1/

There is, then, a clear need for experience-based curricula in language arts, and much support for such a program.

"The curriculum in the language arts will be thought of as including all the language activities growing out of school living in which pupils, teachers, and parents participate. The curriculum, therefore, is conceived of as a succession of experiences and enterprises designed to enhance and to enrich daily living." 2/

READING

Perhaps the most universal change in language arts curricula is in teaching the skills of reading, and since the range of reading ability within any tenth-grade class is likely to be from the third-grade norm to the level of superior teachers, the teaching of reading skills must be individualized.

Notwithstanding the emphasis on reading skills, the real goal of the reading program is "to lead every normal child to a permanent reading habit based on a love of reading". 1

Literature is the means by which each student can be led to a love of reading for its own sake. It is the lure which teachers can use to draw their students into the habit of reading for information, enlightenment and enrichment, as well as for pleasure, for interest is the most powerful factor in increasing reading skill and the reading habit. 2

If progress towards this goal has been slow, it may be due in large part to the failure of the traditional literature program to recognize student interest as one criterion for selection of materials. Much of the literary material being used is too mature, subtle and erudite to permit enjoyment by the majority of high-school pupils. 3

Such factors as age and sex influence student likes and dislikes. Both sexes react favorably to adventure, humorous poems, stories, and essays, poems and stories of patriotism. Boys like strenuous adventure, war, wild animal stories, science, speeches. Girls prefer romantic love, sentiment in general, poems and stories of home and family life. Neither

1/George W. Norvell, "Some Results of a Twelve Year Study of Children's Reading Interests", English Journal, (December, 1946) 35: 531
2/Ibid., p. 531
3/Ibid., p. 532
care for subtle humor; descriptive prose and verse; letters; didactic, philosophical, or nature poems.

The pupil should be given literary experiences that have value to him now. Reading material should not present experiences beyond the capacity of the student. This implies a wide variety of material and some freedom of choice by the student.

Students must really want to read in order to become better readers.

"The young reader must have the will to read or all the time he spends in learning skills is wasted. To have this will to read, he must learn that reading can be fun, profitable, and soul satisfying. As teachers we must bring the student and the right books together to prove these points." 2/

On vocabulary study, Mirrielees also urges that the teacher strive to create interest by arousing curiosity as to why words are what they are and evoking amused interest in their peculiarities and human qualities. She suggests language study as such, applied semantics, and simple etymology rather than word lists.

1/Ibid., p. 532
"Ours is the triple responsibility of helping our pupils cultivate their appreciation and use of language, first for self-revelation and the development of a rich inner self; second for social and public performance, so that they may live happily and effectively among their fellows; and third, for the sake of that larger vision of life in which they may share, no matter how humbly, by listening and paying heed to the voices that call out from above the street where they live." 1/

This three-fold objective is applicable equally to the non-college preparatory student. It realizes his need for immediate practical application of learning and his desire for skills to meet job requirements, at the same time it focuses on his right to personal enrichment.

WRITING

Cook applies this three-dimensional view of language to writing and differentiates between private, self-revelatory writing and writing for social purposes. 2/

In non-academic classes a tendency to overlook personal writing may stem from a sincere belief that the emphasis should be more on technical accuracy than on self-expression.

Cook urges that teachers give students more experience in private writing:

"...assurance is derived not only from actual experience using correctly the conventional forms of language, but from habits


2/Ibid., p. 247
of solitary reflection. Without a strong feeling of self - in the psychological sense of the term - one can be easily overwhelmed by circumstances and grow shy or combative from a sense of inadequacy. Much of our difficulty in getting pupils to write acceptably is due to just inner impoverishment, and the skills required to communicate effectively to others are vitally connected with the habit of communicating freely with oneself.1/

A humanistic evaluation of student writing, as stated by Eberhart, recognizes the social purpose of composition, but also recognizes the self-revealing aspect of private writing.

"It may be that one of our most important functions as readers of student writing is that of offering a word of advice in regard to a personal problem that has been presented, or a word of encouragement in regard to an ambition that has been revealed. The second implication that a humanistic kind of evaluation suggests is that a piece of writing should at some point be viewed as an organic whole, as the expression of the personality of a boy or girl at a particular moment. A composition is much more than a series of simple, compound, or complex sentences. It is, in addition, the reconstruction of an experience, real or vicarious, which has occurred in the life of a human being.

The third implication stems from the fact that composition is fundamentally a social act. While composition arises out of the experience of a single individual, it normally involves a sharing of that experience with others."

Eberhart also advocates the keeping of cumulative records of student writing to provide a comprehensive picture of progress, to provide information for succeeding teachers, and to alert the student himself to the close connection of

1/ Ibid., p. 248-249
language mastery to personality development.

Minton points out the importance of some factors other than motivation that are helpful in teaching composition. He writes of the "four fundamental acts" by which the teacher is able to teach the composition as a whole:

1. Formulating the purpose of expression in a given instance.

2. Gathering the material pertinent to the purpose.

3. Arranging the material.

4. Symbolization.

Finally, the student sees that certain basic concepts in composition are also applicable to reading and as a result, a unity between these two language skills is made apparent.

A systematic approach to instruction in composition joined with the personal, self-revelatory theme and a humanistic evaluation should appeal to the non-college preparatory student. The personal, self-revealing feature provides for his sense of self and his need for purposeful writing activities that eschew writing assignments according to type. The humanistic evaluation has obvious value for its deeply personal approach.

1/Wilfred Eberhart, "Humanizing the Evaluation of Written Composition", English Journal, (May, 1940), 29: 391-393

SPEAKING

The program in writing cannot be divorced from the program in speaking for both activities have the same purpose, the expression of ideas.

The speech program has a vital role in language arts education in a democracy:

"In a land that maintains freedom of speech, the schools must prepare boys and girls to speak with a sense of responsibility and to understand the ways in which language is used to sway opinion and to determine action. Young citizens thus equipped are not only able to resist the fallacious persuasions of others but are competent to think about problems with clarity and precision and to express their views in ways that win support. Such persons are leaders with a social conscience; they are intelligent champions of worthy causes. Without them, a democratic society is doomed." 1/

Smith gave the following as criteria of a sound speech program:

1. It should provide for all students - those with defective speech, poor speech, average speech, or superior speech.

2. It should be inclusive in scope and substantial and varied in offerings in the regular required courses in the language arts, in special elective courses and in extracurricular activities.

3. It should be taught by teachers whose program of preparation includes specific

training in the arts and science of speech. 1/ 

As in writing, motivation for speech activities should come from emphasis on actual communication of ideas. As Hook stated:

"The intention of oral English is not to make platform speakers, but to develop citizens who can participate satisfactorily in the everyday situations that demand spoken English".

The speech activities in which most students need to participate are: conversation, telephoning, giving directions, making introductions, telling stories, reading aloud, discussing informally. Hook suggested that it is best to allow most oral work to grow naturally out of other class activities. 2/

LISTENING

Mersand said that the most important goals in listening are to get students to focus attention on content and to react to what they have heard. He suggested work sheets for use with recording, films and tapes. 3/

Though listening as a language arts skill had been somewhat neglected until recently, its importance cannot be denied;

1/Ibid., pp. 236-237
2/Op. Cit., p. 397
especially when we realise that seventy-five percent of verbal communication is aural.

Some misconceptions concerning listening need to be overcome. Skill in listening cannot be achieved merely by paying attention to the speaker nor by martinet classroom discipline; nor will reading proficiency automatically assure corresponding improvement in listening despite the similarity of reading and listening skills.\footnote{Ralph G. Nichols and Thomas R. Lewis, "Listening and Speaking," Wm. C. Brown Company, 1954, Dubuque, Iowa, Forward IX}

Nichols presented ten components of effective listening, designed to lead students to profitable listening experiences. These components are characteristics of the good listener:

1. He has had previous experience with difficult material.
2. He is interested in the topic at hand.
3. He is able to adjust to the speaker's weaknesses and peculiarities.
4. He is willing to extend himself to get as much information as he can from the speaker.
5. He is able to adjust to the abnormal listening situation.
6. He is not distracted by emotion-laden words.
7. He is not distracted by emotion-rousing points.
8. He is able to recognize central ideas.
9. He makes use of notes.

10. He is able to reconcile his thought speed with speaker's speed. 

Knowing how to listen will contribute to knowing how to speak. This dove-tailing will assist the teacher in his goal of teaching the whole art of communication. For the non-college preparatory student, speaking and listening probably require more emphasis than reading and writing, which are not predominate means of communication for him after his school days are over.

Training in listening skills is of prime importance also in education for the mass media. In this regard, Nichols urges instruction in critical listening to combat the forces of propaganda:

"Today, more than ever before in history, our citizenry are assailed by a continuous stream of propaganda emanating from individuals whose living depends upon their salesmanship or from pressure groups trying to manipulate our beliefs. The tools used range all the way from comic books, newspapers, and magazines to soap operas, campaign speeches, news commentaries, radio and television commercials. All seek to move us in one direction or another, to sell us something, to control our beliefs, our actions, and even our value systems."

The teacher can influence his students' choice in mass media by guiding their interests and tastes and by helping them to evaluate and to criticize what they see and hear.

1/Ibid., pp. 11-23

2/Ibid., p. 72
In doing this the teacher is affecting the mass media itself by creating a citizenry of taste and discrimination which will force these media to high standards of performance.

"Only firm insistence and support from the citizenry will make it possible for these media to be forthright and this means support for them whether one agrees or disagrees." 1/

The effect mass media will have on an audience depends upon the situation within which it is received. Thus, experiencing mass media in the classroom situation should be able to influence favorably student reaction to mass media.

The goals listed by Stensland for the teaching of newspaper reading can be applied with some adjustment to the teaching of any of the mass media. Students should be taught to:

1. Check source of the stories.
2. Spot his own prejudices before judging people and statements.
3. Keep his own opinions separate from facts at hand.
4. Avoid assuming there is only one side to an issue.
5. Keep newspaper informed of his interest in job it is doing.
7. Remember than even the best newspapers cannot do the whole job. 2/


2/Franklin Fearing, "Social Impact of Mass Media of Communication", Ibid., pp. 165-197

3/Per B. Stensland, "The Classroom and the Newspaper", Ibid., pp. 211-212
SUMMARY

Goals of the English language arts curriculum stem from those of education in a democracy. Language arts teaches the whole area of communication; reading, writing, speaking and listening, in order to develop youth to the limit of their ability and enable them to participate in the democratic processes.

The non-college-preparatory curriculum is developed in the light of student needs and interests and society's needs. It provides practical learning experiences that develop permanent skills, enduring interests and worthwhile attitudes.
CHAPTER III

A CURRICULUM GUIDE FOR TENTH GRADE NON-COLLEGE-PREPARATORY
ENGLISH IN WILMINGTON HIGH SCHOOL

The six unit themes around which the following curriculum guide was constructed were selected on the basis of adolescent needs and interests as determined in Chapter II of this paper. The over-all theme is "The Individual and His Social Responsibility". One unit is complete, but untested.

Since this guide is to be used primarily for terminal students, the emphasis throughout is on immediate usefulness and future practicability.

This curriculum guide aims:

To present functional language experiences,
To provide information,
To develop understandings and concepts,
To develop further skill in reading, writing, speaking and listening,
To develop enduring attitudes and appreciations.
Unit I - You, Your School and Your Town

The town of Wilmington has its own unique characteristics that make it different from any other town. How do your town and its people affect your life? Why is it important to be well acquainted with your town, and your school? What problems, what opportunities are you likely to encounter just because you live here?

This unit should help us to see ourselves in relation to our school and our community and our responsibilities as students and future citizens.

Understandings

1. Our success in school depends a great deal on our obedience to school regulations and participation in school activities.
2. School is our place of work, and we should always do our best at our job as students.
3. Participation in organized activities within and outside of school can be helpful in developing our interests and contributing to our growth.
4. The Wilmington town meeting is democracy in action.
5. Local industries and businesses contribute to the town's progress and offer employment opportunities.

Attitudes and Appreciations

1. Increased awareness of the fact that we need the help of others to solve problems and get things done.
2. Realization that everyone cannot be the leader and that good followers are essential to the success of many ventures.
3. Appreciation of the value of speaking techniques in persuading others and gaining their support.
4. Increased awareness of the necessity of authority to prevent disorder and to achieve goals.
5. Recognition of the fact that the success of democracy depends upon the participation of each citizen.
6. Appreciation of the value of friendliness and respect for others to profitable discussion.

Unit II - Human Nature and You

You have your own problems to solve and challenges to be met. It may be comforting to know that others have them too. How can learning about others help you to know yourself better? In what ways can reading help you to solve your own problems?

This unit will help you to know a little more about the human animal. It should help you to adjust to the world around you if you know more about the people who make it up.

Understandings

1. Social contact is necessary to our way of life.
2. A knowledge of human nature is helpful in getting along with others.
3. Human beings are basically alike but have a variety of personality and character traits.
4. Literature provides insight to human activity and helps to explain human motives.
5. Reading contributes to mental and emotional growth because it provides vicarious experiences.

Attitudes and Appreciations

1. Increased awareness of the fact that stories of other adolescents can help us to see ourselves more clearly.
2. Appreciation of reading as a means of acquiring knowledge and increasing understanding.
3. Appreciation of the art of conversation as a means of sharing ideas and understanding others.
4. Increased awareness of the value of language skills to communication.
5. Increased awareness of listening skills as aids to communication.
6. Increased understanding of the
Individual and His Social Responsibility

Unit III - Your American Heritage

Americans are more aware than ever before of the need for strengthening national loyalties and maintaining individual freedoms. As bulwark of the Western tradition and the free world, the United States requires a citizenry firm in its support of democratic ideals and attitudes.

What is your American heritage? What does freedom mean? What responsibilities does freedom impose on you?

This unit will help you to understand and appreciate your country's ideals, traditions, and beliefs in the hope that you will become a good citizen of a great nation.

Understandings
1. Respect for individual liberty is an American tradition.
2. The defenders of liberty fight an endless battle.
3. America's greatness has depended on contributions from a variety of races and peoples.
4. Belief in the possibility of self-improvement has inspired Americans to great achievement through the years.
5. Knowledge of America's traditions and ideals can develop deep-seated loyalty to our country.
6. The lives of great Americans illustrate the spirit of democracy.

Attitudes and Appreciations
1. Increased awareness of the value of freedom.
2. Increased understanding of democratic ideals.
3. Increased desire to participate in democratic processes.
4. Increased awareness of the value of united effort to America's greatness.
5. Appreciation of American folk-lore as a well-spring of historical information and entertainment.
6. Appreciation of America's past and improved loyalty to its principles.

Unit IV - Toward the Future

How do you see yourself in the years to come? What kind of an image of yourself have you projected on the screen of the future? Do you see yourself in an heroic somewhat fantastic role? Are your goals for the future consistent with your abilities? What changes will you have to bring about in yourself to fulfill your plans for the future? What place does work have in our lives?

Understandings
1. Choosing a career is one of our major decisions in life.
2. This decision should be based on our individual abilities and our interests.
3. Real satisfaction with a job comes from work that serves as an outlet for our innate abilities.
4. For a sense of fulfillment, many people require work that satisfies their urge to create.
5. A frequent cause of unhappiness is being in the wrong kind of work.

Attitudes and Appreciations
1. Increased awareness of the fact that we seek the attainment of personal goals in our life's work, not worldly success.
2. Appreciation of the fact that the worker's dedication to his work is important to his success.
3. Tendency to seek a career consistent with interest and ability.
4. Appreciation of books as aids to knowledge of self.
5. Appreciation of reading as an enjoyable leisure time activity.
6. Increased awareness of the fact that good fiction gives a more realistic picture of a career than some movies and advertisements do.
Unit V - Newspapers and Magazines and You

Newspapers and magazines play an increasingly influential role in our lives. Many of us rely on them almost entirely for information and entertainment.

Why should we become intelligent and critical users of these media? How can we get the most out of them? What are the dangers of indiscriminate use of magazines and newspapers? What do we need to know about them?

This unit will help us to learn some of the technical aspects of newspapers and magazines. It will help us to distinguish between fact and opinion, and teach us how to recognize bias and prejudice.

Understandings
1. Democracy needs a well-informed populace.
2. The daily newspapers have become an important part of the life of most Americans.
3. Each newspaper has certain distinguishing characteristics.
4. Newspapers and magazines are necessary supplements to radio, television and movies.
5. None of the mass media is infallible or impeccable.

Attitudes and Appreciations
1. Appreciation of the public service performed by newspapers.
2. Desire to read only newspapers and magazines of high reportorial standards.
3. Increased desire to be well-informed through newspapers and magazines.
4. Recognition of these media as potential disseminators of propaganda.
5. Desire to avoid publications that emphasize the sensational and the emotional.
6. Increased awareness of slanted reporting, half-truths, and other devices of irresponsible reporting.

Unit VI - Your Brother’s Keeper

“No man is an island unto himself.” In modern democratic society we need the help of others to survive and prosper. Everyday we benefit from the guidance, protection, and material goods granted us by family and friends, school and church, local and federal government agencies.

Why have we become more socially conscious as a nation? Why is interdependence among people essential to democracy? How can we contribute to this social movement? How can we benefit by it?

Understandings
1. Everyone needs the help of others in most of his daily activities.
2. The Golden Rule is a principle that many Americans live by.
3. An improved standard of living for all peoples of the earth is a goal of modern man.
4. Much of government income is expended for goods and services for the citizenry.
5. Public support of worthwhile charities and institutions has improved our environment.

Attitudes and Appreciations
1. Increased sense of satisfaction from the experience of helping others.
2. Appreciation of the value of courtesy and consideration in gaining the assistance of others.
3. Tendency to perform acts of kindness out of unselfish motives.
4. Tendency to be tolerant of all races and religions.
5. Tendency to cooperate in organizations and movements for the benefit of the group.
6. Increased awareness of the necessity of language arts skills for understanding among people.
Skills and Abilities

I. Reading

   Informational

   A. Getting Meaning of Words Through Context
   B. Getting the Main Thought of a Paragraph
   C. Selecting and Gathering Reference Material
   D. Outlining and Organizing a Long Unit of Content
   E. Locating Information and Using Sources
   F. Using the Library As a Source of Information
   G. Skimming
   H. Understanding and Following Directions
   I. Reading with Discrimination Newspapers and Magazines

   Appreciational Reading

   J. Reading with an Active Mind
   K. Interpreting and Judging Character
   L. Finding Implications From a Selection
   M. Recognizing Setting and Mood of a story
   N. Following the Development of a Plot
   O. Recognizing the Special Features the Short Story

II. Writing

   A. Usage and Language Skills
      1. Mastering the sentence
      2. Writing varied and interesting sentences
      3. Using subordinate clauses to show the relationship of ideas to sentences
      4. Making smooth transitions from one idea to another
   B. Letter Writing
      1. Writing letters in accordance with social obligations
      2. Writing detailed letters of application
      3. Writing various types of business letters
Skills and Abilities

C. Paragraph Building
   1. Organizing paragraphs around central ideas
   2. Arranging sentences in paragraphs according to a logical plan

D. Expository Writing
   1. Writing reports limiting area of investigation
   2. Writing reports based on an outline
   3. Writing critically and analytically

E. Creative Writing
   1. Writing on personal experience
   2. Writing description with vivid sense impressions

III. Speaking

A. Selecting for conversation and discussion topics suitable to participants
   I-II-III-IV
B. Speaking courteously and relevantly in discussion
   I-II-III-IV
C. Arranging facts and illustrations in a logical order in informal reports
   I-II-III-IV
D. Discriminating between fact and opinion
   IV-V
E. Using reliable authority for supporting evidence of statements
   IV-V-VI
F. Keeping discussion lively and to the point
   I-II-III
G. Asking intelligent and relevant questions
   I-II-III
H. Using simple parliamentary procedure in committee and other group meeting
   II-III-IV
I. Persuading others to read a particular book
   II-III-IV
J. Adjusting volume and tempo according to audience reaction
   I-II
K. Reading aloud to express a mood
   III-V-VI
L. Making introductions
   I-II
M. Answering the questions of an interviewer confidently and directly
   IV-V
N. Making announcements clearly
   II-III-IV
O. Conducting a meeting fairly and orderly
   II-III-IV
P. Taking part in dramatic performances
   IV-V-VI
### Skills and Abilities

#### IV. Listening

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CHAPTER IV
PREFACE TO THE UNIT

Wilmington, Massachusetts, is approximately 15 miles northeast of Boston. On January 1, 1959, it had a population of 11,725. It is primarily a residential area but in the last ten years has experienced tremendous industrial growth. The construction and expansion of several plants have increased local employment opportunities and offered new resource material for local schools. The following companies now operate in Wilmington: Avco Manufacturing Company, Charles River Breeding Laboratory, Hayden Mica Company, Greer Machine Tool Company, National Polychemical Company, New England Gas Products, Raffi and Swanson Company.

The high school houses grades seven through twelve. The total enrollment in grades nine through twelve was 696 in 1959. The five-year projected enrollment for grades nine through twelve is 1026. Of the 104 graduates of the class of 1959, 18 are presently enrolled in four-year colleges; 12 are enrolled in two-year or three-year institutions. At present over 60 per-cent of the students are enrolled in non-college-preparatory courses. The rate of drop-outs in 1959 was slightly less than 3 per-cent.

Educational resources for high-school students are limited. The local library is expanding its facilities, however, as a
result of an increase of 22 per-cent in total circulation in one year. The high school has a library, but many students still find it necessary to use the library in Woburn, a larger city nearby.

Industrial expansion is changing Wilmington from a semi-agricultural, rural town to a thriving suburban community. Technical and professional people taking residence here to be near their places of employment are increasing the school population and affecting the character of the schools.

The language arts curriculum in Wilmington High School must adjust to a changing school population by providing greater variety in methods and materials. At present no special program exists for the gifted. A remedial reading program began three years ago in the high school, but only ninth and tenth grade pupils have been accepted. This needs to be expanded to include pupils in every grade level.

The following unit is planned primarily for use with tenth-grade commercial course students. In Wilmington High School these students range in ability from seventh grade level to college sophomore. An average English class contains approximately thirty students. The time allotment for the unit is three weeks.

The fact that the majority of students in Wilmington High School do not plan to go on to four-year colleges after graduation indicates a need for a unit of this type, which focuses on occupational interests rather than academic ones.
UNIT ORGANIZATION OF THE TOPIC: TOWARD THE FUTURE

Living and Earning a Living

Rws I

I Introduction

How do you see yourself in the years to come? What kind of an image of yourself have you projected on the screen of the future? Do you see yourself in an heroic somewhat fantastic role? Are your goals for the future consistent with your abilities? What changes will you have to bring about in yourself to fulfill your plans for the future? Is the kind of work you will do your only concern as you look to the future? What place does work have in your life? In what ways does work provide more than monetary reward?

Some of the people, real and fictional, you will meet in this unit will show you how important it is to choose the right career. You will see how they had to change and develop and how they made use of their abilities to achieve their goals. Does achievement depend only on ability or hard work? What other qualities are requisite for success? What is job satisfaction? How is it attained?

What do we mean when we say, "He is a man of character"?

Perhaps this unit will not help you to decide on a career, but it will help you to know yourself a little better.

You may want to change that image of your future self or change yourself to fit the image. This unit is more concerned
with you in your work, not with the work itself.

II PUPIL OBJECTIVES

A. Understandings

1. Choosing a career is one of our major decisions in life.

2. This decision should be based on our individual abilities and our interests.

3. Real satisfaction with a job comes from work that serves as an outlet for our innate abilities.

4. For a sense of fulfillment, many people require work that satisfies their urge to create.

5. A frequent cause of unhappiness is being in the wrong kind of work.

6. Biographies of outstanding men and women reveal the qualities that made them great.

7. Many short stories and novels reveal people changing and developing just as they do in real life.

8. Often the people in stories, poems and biographies, set examples worthy of our emulation.


   b. Books show us how people overcome handicaps to succeed.

   c. Books show us people who needed to change
their attitudes completely to succeed.

d. Books show us people who succeeded after many failures.

e. Books show us people who failed in one career but succeeded in another.

10. People we meet in books often illustrate actions to be avoided.

11. Books are a source of pleasure and delight for the reader.

12. The stories of men's struggles to achieve goals are exciting and inspirational.

13. Books give us insight to many careers and occupations.

14. Command of the English language is a prerequisite for many higher level positions.

15. The sooner we set a goal in life the greater the likelihood we will achieve it.

16. The most successful people in any field are those who like what they are doing.

B. Attitudes and Appreciations

1. Increased awareness of the fact that we seek the attainment of personal goals in our life's work, not worldly success.

2. Appreciation of the fact that the worker's dedication to his work is important to his success.
3. Tendency to seek a career consistent with interest and ability.

4. Appreciation of books as aids to knowledge of self.

5. Appreciation of reading as an enjoyable leisure time activity.

6. Increased awareness of the fact that good fiction gives a more realistic picture of a career than some movies and advertisements do.

7. Increased desire to improve language arts skills for success in job and advancement in job.

8. Increased effort to work toward a beneficial goal in adult life.

9. Increased awareness of situations where mastery of writing and speaking skills is essential to achievement.

10. Increased awareness of qualities needed for job success such as: ambition, competitive spirit, self-confidence, and self-respect.

11. Appreciation of the qualities that make men great, such as: dedication, desire, innate ability, inspiration, nobility of purpose, strength of character, and tenacity.
C. Abilities

Reading

Information Skills:

1. Skimming Unrelated Material for Pertinent Information
   a. selecting ideas pertinent to a topic (Core 1-2-3-4-6, Optional 7, Culminating)
   b. Distinguishing between relevant and irrelevant material (Core 1-2-3-4-6, Optional 7, Culminating)

2. Using the Library as a Source of Information
   a. gathering material from reference books (Core 4)
   b. using the card catalogue (Core 4, Optional 7)
   c. applying locational skills previously learned:
      i. using table of contents and index (Core 4)
      ii. using titles, headings, and other typographical aids (Core 4)

3. Recognizing Patterns of Organization
   a. understanding the purposes of outlining (Core 7)
   b. distinguishing between main and subordinate ideas (Core 7)

Appreciation Skills

1. Reading With an Active Mind
a. visualizing
(Core 2-10, Optional 9)

b. comparing with something previously known
(Core 1-2-3)

2. Interpreting and Judging Character
a. recognizing clues that reveal character
(Core 1-2-3)

b. recognizing changes in character
(Core 1-2-3-5)

c. finding motives for character's actions
(Core 1-2-3)

3. Finding implications in a selection to revise opinions and attitudes
a. recognizing the moral of a story
(Core 1-2-3)

b. comparing with personal experiences
(Core 1-2-3)

c. forecasting results and drawing conclusions
(Core 1-2-3)

Writing

Sentences

1. Increasing mastery of sentence form: compound and complex sentences
(Core 1-2-4-5-9, Optional 3-8-10)

2. Writing varied sentences and interesting sentences: appositives and verbals
(Core 1-2-4-5-9, Optional 3-8-10)

3. Using subordinate clauses to show relationship of ideas in sentences
(Core 1-2-4-5-9, Optional 3-8-10)
4. Using transitional words and phrases
(Core 1-2-4-5-9, Optional 3-8-10)

Paragraphs

5. Writing unified paragraphs according to a
logical plan
(Core 1-2-4-5-9, Optional 3-8-10, Culminating 3)

6. Writing descriptive paragraphs with vivid
sense impressions
(Core 1-2-4-5-9, Optional 3-8-10)

7. Making requests and ordering materials
(Culminating 5)

8. Writing a report limiting the areas of inv-
estigation
(Core 4, Optional 1-10, Culminating 1)

Creative Writing

9. Writing on a personal experience
(Optional 8)

10. Writing fables or short short stories that
reveal a moral
(Optional 8)

Speaking

1. Using simple parliamentary procedure in
committee and other group meetings
(Core 3, Optional 10, Culminating 2)

2. Practicing courtesy and relevance in dis-
cussion
(All oral activities)

3. Discriminating between fact and opinion
(Core 3-7)

4. Using reliable authority for supporting
evidence
(Core 3-7, Culminating 2-4)
5. Adjusting content to audience  
   (Optional 4-7-8-9, Culminating 4)

6. Persuading others to read a particular book  
   (Core 4, Optional 7)

Listening

Purposive

1. Relating what is heard to what is already known  
   (Core 4)

2. Framing questions to explore unclear areas  
   (Core 8)

3. Following the pattern and progress of a discussion  
   (Core 5-8-10)

4. Focusing attention on a specific question to provide an answer  
   (Core 6)

5. Taking notes  
   (Core 4-8)

Appreciative

6. Visualizing and anticipating  
   (Core 4-10, Optional 9)

7. Detecting clues to character  
   (Core 4-10)

III ACTIVITIES

A. Introductory Activities

1. Teacher reads and discusses with class "The Road Not Taken" by Robert Frost to dramatize the importance and the difficulty in choosing life's work.

   a. Why does the poet hesitate at the fork?
b. What do the roads represent?

c. Which road did the poet choose? Where did it lead him?

2. In what ways is high school a fork in the road of life for you?

a. What are the dangers in taking the wrong road?

b. What are the implications of taking the road "less traveled by"?

3. Show the film Choosing Your Vocation (Encyclopedia Britannica Films) for discussion.

a. What problems did this high-school boy face?

b. What adjustments did he have to make?

4. Discussion of language arts skills needed for various jobs.

a. What language arts skills are basic to achievement in almost all fields of endeavor?

b. What opportunities are available to people who write well or speak well?

5. Formation of committees to develop a program of guest speakers, to contact local industries for occupational information and materials, and to contact other agencies for occupational information.

6. Distribution of study guide and discussion of theme and purpose of unit.

7. Pretest on skills in English usage.
8. Discussion of results of Kuder Interest Inventories to assist in self analysis and tentative choice of career.

B. Core Activities

1. Read Jack London Battles Against Odds by Irving Stone (Prose and Poetry for Appreciation - L. W. Singer) and write a short paper which describes the kind of person Jack was. Use evidence from the story to support your statements.
   a. For class discussion: What natural ability did Jack Have? How did he put it to use?
   b. Even though Jack had talent, he had to make adjustments to succeed in his chosen field. Be prepared to discuss these adjustments in class. What changes would you have to make in yourself to become a writer or reporter?

2. Read First Job As A Reporter by Frank B. Gilbreth, Jr. Take special notice of Frank's boss and prepare to give a short description of him orally. How do you visualize him?
   a. Compare your mental image of Frank's boss with those of your classmates. What do the differences among reactions to a reading experience show? What value does this have
for discussion and communication of ideas?

3. Read *Wings on My Feet* by Sonja Henie and *Adventure Came Early* by Roy Chapman Andrews and make a list of the qualities that contributed to their success and the obstacles they had to overcome.
   a. Compare your list with a group's and discuss the validity of each other's conclusions.
   b. Which person made the greater achievement? Prepare to state your case in orderly parliamentary discussion.

4. Listen to the recording, *Great Moments in Sports*. Select one of the sports figures, whose achievements interest you, to look up in the library.
   a. Gather your information from at least three different sources in the library.
   b. Prepare to introduce your subject to the class as a "friend from the world of sports". Present the most interesting facts about the person in the hope that your classmates will want to read more about him.
   c. As you listen to the reports make notes about the subject and ask questions of the speaker if you want more facts. Compare your notes to see which speaker gave the best information.

5. Choose a biography from the reading list or one
suggested by a classmate's report.

a. Prepare to write a report which traces the significant changes in the person's life and the reasons for them.

b. Prepare to use the subject of your biography as illustrative material and supporting evidence in the discussion, "The Qualities That Lead To Achievement".

6. Read a "career" pamphlet from one of the Armed Services with a view toward selecting the Service as a career.

a. What information and insight about service life is lacking?

b. Where could you get such information and insight?

7. Choose from the reading list a book about a career that interests you and prepare to participate in a panel discussion or to write a report on the book. Include reference to the following:

a. How does such a book give better information than a "career" type of book?

b. In what ways is this a more fruitful reading experience than you get from Twenty Modern Americans (Harcourt, Brace and Company)? Consider the following points
as you compare the two books:

i. scope of the book
ii. depths to which it probes human nature
iii. insight to the person's profession or occupation
iv. proximity to real life experiences
v. personal enjoyment

8. Guest speaker from one of the local industries will discuss job opportunities for high-school graduates.
   a. Prepare three questions to ask our guest speaker.
   b. Are your questions relevant, purposeful and within the scope of the speaker's knowledge?
   c. Submit your questions to a committee who will check them for duplication and suitability.

9. Choose a writing partner and exchange letters in which you express your tentative choice of career and the reasons for your choice:
   a. Write an answering letter, agreeing or disagreeing with your partner's choice. Be fair; be considerate; but be honest. Consider the following questions in your criticism:
      1. Does your partner have the ability to perform the work he has chosen?
ii. Does he seem to have a realistic picture of the work? Of himself?

10. Read *Man with the Hoe* by Edwin Markham to discuss the effect man's labor has on man.
   a. What satisfactions that can come from work and honest labor are lacking in "the man with the hoe"?
   b. What social conditions were responsible for the man's situation?
   c. How is it possible for modern man to experience similar dissatisfaction in his daily life?

C. Optional Related Activities

1. Make a list of businesses and industries and the kind of work they do in and around Wilmington. Prepare to give a five to ten minute report to acquaint the class with local employment opportunities. Your report should answer the following questions:
   a. What are the advantages and disadvantages of working locally?
   b. Which jobs require specialized training?
   c. Which jobs require schooling beyond high school? Which do not?

2. Make a poster or display on an occupation that interests you. Include the following:
   a. Illustrations of the work being performed.
b. List of character traits and qualifications the job requires, eg: a person in this job must: enjoy working with hands, prefer routine type of work, be willing to accept slow but sure advancement, etc.

3. Bring to class a copy of the Help Wanted section of the newspaper and prepare a list of those jobs that can be filled by high-school graduates directly and those that require further training.
   a. Prepare a display or oral report on this topic as an aid to your class in choosing part-time jobs and preparing for full-time employment.
   b. Write a letter of application in answer to one of the advertisements. Use correct business letter form.
   c. If you really want part-time employment, write the letter with the intention of mailing it. Choose a job that will keep you close to your field of interest if possible. Why?

4. Prepare a talk on the subject "My Hobby Can Lead to A Career". Use demonstrations, exhibits or illustrations as aids to explanation. Try to persuade others to pursue your hobby by emphasizing its potential value in adult life.
5. Invite a guest speaker to talk to the class about his work if classmates have shown interest in it. Your own parents, relatives or neighbors may be willing to appear.
   a. Be sure the speaker's occupation is one the class is interested in.
   b. Introduce the speaker properly giving a preview of his talk. You should prime the class a few days ahead of time to allow them to prepare questions.

6. With a group of classmates present an original dramatic skit suggested by one of the stories in your anthology.
   a. Your drama may elaborate on an incident that is only mentioned in the story.
   b. It may be an imaginary conversation between two of the characters in a story.

7. Participate in a committee to present a small book fair with emphasis on books that give insight to careers to aid your classmates in career choice.
   a. You may display book jackets or write short, original "blurbs" about some of the books to persuade students to read them.
   b. Several short talks by committee members on books of special merit may be included. Try
8. If you like to write, write a short story that reveals a character faced with the problem of changing his attitude to succeed.
   a. Make the character come alive by vivid description and revealing actions.
   b. Your own personal experience may be the best source of material and is easily disguised to make it appear to be someone else.

9. Read "Chicago" a poem by Carl Sandburg that seems to glorify the modern industrial city and the nobility of working America.
   a. Prepare to give a solo reading of the poem or join with several classmates in a choral reading to dramatize the dignity of labor and the vitality of modern industry.
   b. If you have talent for art, draw or paint a human figure that symbolizes the city -

   "Bareheaded
   Shoveling
   Wrecking
   Planning
   Building, breaking, rebuilding
   Under the smoke, dust all over his mouth,
   laughing with white teeth."

10. How will your environment affect your future?
   a. Write a paper on this question or prepare to participate in a panel discussion on the
question.
b. How will your family, friends, and community influence your future?
c. In what way have the books you read illustrated the effect of environment on a character?

11. You may want to perform some activity not listed in the study guide. Consult the teacher for approval.

D. Culminating Activities

1. Display and evaluation of folders on "My Occupation"
   a. Folders should contain:
      i. A glossary of terms used in the occupation
      ii. personal qualities or traits that the work demands
   b. The folder should provide a readable source of quick information for anyone interested in this career.

2. Presentation of a panel discussion of the topic, "How Books Can Help Us To Change" including illustrating ideas and supporting statements.

3. Reading by pupils of selected themes on "The Qualities that Lead to Greatness" or a similar topic.

4. Pupils who have tentatively decided on a career tell the class the reasons for their decision
including reference to:

a. Forces that influenced the decision.
b. Reading experiences that contributed to the decision.

5. Presentation of a table display of information and catalogues from local training schools including:

a. Criteria used for selection of the material.
b. Advice to classmates on which schools would be suitable to their particular interests.

IV BASIC MATERIALS

A. Teacher's Bibliography

1. Kremen, Benjamin G., Recreational Reading list of Books which Present Occupational Information, West Virginia State Board of Education, Charleston, West Virginia, 1949


3. Roos, Jean Carolyn, Patterns in Reading, American Library Association, Chicago, 1954

4. Bond, Guy L. and Handlin, Bertha, Adapting Instruction in Reading to Individual Differences, University of Minnesota Press, Minneapolis, 1948


B. Pupil's Bibliography


4. Stolz, Mary, *The Seagulls Woke Me*. Sixteen-year-old Jean Campbell, considered an outsider by her contemporaries, makes the transition to maturity when she learns to make decisions. She takes her place in a congenial group of young people while working at a summer resort. A clearly written book about a girl your own age trying to adjust to life's complexities. Harper, 1951.

5. Felsen, Henry G., *Hot Rod*. Bud Crayne questions his own wisdom when his boast "Speed will get you anywhere" brings tragedy to two younger boys. A valuable lesson for young drivers is wrapped in an exciting story of youth behind the wheel. Dutton, 1950.

6. Carlson, Esther E., *Milestone*. Working during the summer to pay for damages to her father's car, Janet Lee comes to a new understanding of herself and of what she wants from life. This is not an adventure story as we know it, but it gives a clear view of a young girl's efforts to assume responsibility and achieve maturity. Abelard, 1952.

7. Brown, Bill, *Roaring River*. When Roger Fenwick learns to face the dangers and accept the responsibilities met on a field trip in the Himalayas with Dr. Allen Grove, geologist, his dislike and resentment of his teacher turn to appreciation and acceptance. Outdoor adventure and character conflict are blended in this exciting tale. Coward-McCann, 1953.

8. Steffens, Lincoln, *Boy on Horseback*. Boyhood experiences in the 1870's in California where the author's desire to own a pony is finally realized. Riding over the country, he makes friends with cowboys, Chinese farmers, ranchers, and jockeys. Changing ambitions and new enthusiasms are a part of normal growing-up. This is a book that has stood the test of time because of its realistic view of life through a boy's eyes. Harcourt, 1935.
9. Bialk, Elisa, Marty. Business reverses make it necessary for pretty, pampered Marty to postpone college and continue her vacation job on the local newspaper. Though separated from her old crowd, she gains new self-reliance and a new boy friend. This story presents a rather stereo-typed situation, but one that often appeals to the girls. World Publ., 1953.

10. Bro, Margueritte Harmon, Sarah. Sarah is faced with a difficult decision - whether to follow her father's wish that she become an artist, or develop her greater ability in music. Here is a clear-cut analysis of a problem that we all experience to some degree at some time. Doubleday, 1949.

11. Moore, Ruth, Candlemas Bay. An adolescent boy learns to take his share of responsibility when he helps his grandfather with the fishing that supports the family. A common problem of youth is interestingly mingled with the family relationships theme. Morrow, 1950.

12. Moody, Ralph, The Man of the Family. After his father dies, Little Britches strives with courage and resourcefulness to make a living for the family. It is a rare person who does not enjoy Mr. Moody's autobiographical accounts of his youth. He is a master of readability. Norton, 1951.

13. West, Jessamyn, Cress Delahanty. Growing up on a ranch in California, thirteen-year-old Cress hopes to gain a place for herself in school by inventing "The Delahanty law," only to be dubbed "That Crazy Delahanty" and treated accordingly. In her travels from twelve to sixteen years she gains maturity of judgement, progressing from crushes to acceptance in the crowd, from hero worship to sympathy and understanding of adults. She learns about relations between people; she becomes a more understanding daughter. The dreamy, self-centered, self-assertive young girl gives promise of a fine adjustment to her adolescent problems. Reading this story should help to clarify your own problems and perhaps help to solve them as well. Harcourt, 1953.
14. Dahl, Borghild, *The Homecoming*. Lyng, the daughter of a Norwegian family, values her heritage but is able to adjust to American ways. As a young teacher she inspires in her pupils an appreciation of their native America. Dahl presents an adjustment problem that may make your own seem less difficult than you thought. Dutton, 1953.

15. Annixter, Paul, *Swiftwater*. When his father breaks his leg, adolescent, idealistic, courageous Bucky Calloway takes the responsibility for setting trap lines in the backwoods of Maine and works against the opposition of the town folk for the establishment of a sanctuary for wild geese. This story will draw you out of yourself and into the vast world of nature, but the theme will hit close to home. Wyn, 1950.

16. Gilbreth, Frank B., Jr., and Carey, E. G., *Belles on Their Toes*. Mother's advice and sympathetic understanding help each of her eleven children to meet the problems of growing up, through college and careers, to marriage. This book is more realistic than television's family comedies and the situations are closer to your own experiences. Crowell, 1950.

17. Shore, Evelyn B., *Born on Snowshoes*. When other girls are thinking of dates and parties, three sisters are faced with a hard life of hunting and trapping in Alaska. Their only entertainment is provided by the humor and excitement of mishaps and narrow escapes. Excitement and reading pleasure are blended in a strange world that seems unreal. This is your chance to live for a while in Alaska. Houghton, 1954.

18. Ferber, Edna, *A Peculiar Treasure*. An ambitious American Jewish girl tells of the struggle and hard work that began with her first reporting job at the age of seventeen and brought her recognition as a writer of short stories and novels. Whether a writing career is your goal or not, you will enjoy watching Edna Ferber face up to the challenges of the working world. Doubleday, 1939.

20. Cronin, A. J., *The Citadel*. A doctor faces a difficult choice - whether to adopt the easier, lucrative way, or to live up to the highest ethics of his profession. This is another mature book, but not a difficult one. The struggle is exciting and the outcome inspirational. Little, 1937.

**Career Books**

**Armed Forces**


**Aviation**


**Coaching**


**Farming**


**Forestry**

Journalism

32. Sevareid, Eric, Not So Wild a Dream, Knopf, 1946.

Nursing


Police Force


Secretary


Selling


Teaching

41. Patton, Frances, Good Morning, Miss Dove, Dodd, 1954.

Veterinarian

44. McClaren J. K., Mexican Assignment, Funk, 1957.
General Biography

45. Baruch, Bernard, Baruch: My Own Story, Holt, 1957. Whenever Bernard Baruch concentrated on a problem, the results ranged from making a fortune for himself to steadying the ship of state for a worried President.

46. Berrill, Jacquelyn, Albert Schweitzer: Man of Mercy, Dodd, 1956. A feeling for the helpless led this man to his destiny; that of a doctor ministering to Africans.


48. Bontemps, Anna, We Have Tomorrow, Houghton, 1945. Short, inspiring biographies of a group of young Negroes who have succeeded in breaking through the color barrier to become successful army officers, lawyers, engineers.

49. Brooks, Van Wyck, Helen Keller: Sketch For a Portrait, Dutton, 1956. Brooks bases his brief story of Helen Keller on his 21-year friendship with the outstanding woman, who is both deaf and blind.


52. Daugherty, Henry James, Marcus and Narcissa Whitman, Viking, 1953. An exciting retelling of the lives of these great missionaries who did such an outstanding job in frontier Oregon.

54. Gibson, Althea, I Always Wanted To Be Somebody, Harper, 1958. Althea Gibson tells of travelling the rough, tough road from the back streets of Harlem to the royal courts of Wimbledon and Forest Hills.

55. Graham, Shirley, Booker T. Washington: Educator of Hand, Head and Heart, Messner, 1955. Booker T. Washington rose from slavery to become a great teacher and to found Tuskegee Institute. His aim was to teach Negro citizens to become self-sufficient.

56. Grover, Eulalie Osgood, Robert Louis Stevenson: Teller of Tales, Dodd, 1954. Because of his weak lungs, Stevenson spent much time in bed and amused himself by telling stories to himself or his cousin.

57. Heyerdahl, Thor, Aku-Aku: The Secret of Easter Island, Rand, 1958. "Mr. Kon-Tiki" sets out to prove that Easter Island's giant statues were originally set up by a red-haired race from Chile.

58. Heyerdahl, Thor, Kon-Tiki, Rand, 1952. Sailing on a raft built of balsa logs, the author and other anthropologists crossed the Pacific Ocean from South America to the South Pacific Islands in order to prove a hypothesis in science. This is probably the greatest adventure story of our time.

59. Hubler, Richard, Lou Gehrig, Iron Horse of Baseball, Houghton, 1941. A story which shows the character and skill which won Lou Gehrig a place as a baseball immortal.

60. Hunt, Sir John, Conquest of Everest, Dutton, 1953. An unemotional man give the detailed account of the planning and final assault on the world's highest mountain. He attempts to explain why men climb mountains.


63. Prochnow, Herbert V., (Editor), *Great Stories From Great Lives*, Harper and Brothers, New York, 1944. Excerpts from several dozen biographies of prominent men, selected by the authors themselves.

V EVALUATIONS

1. Observations by teacher and pupils of changes in pupils' attitudes toward themselves, their work and their future.

2. Pupil observation of changes in class behavior resulting from practice in listening and speaking.

3. Observation by teacher of the amount and quality of pupil's voluntary reading.

4. Pupil self-evaluation of improvement in reading taste and appreciation as determined by reactions in cumulative reading records.

5. Class criticism and evaluation of folders, oral reports, and written work based on criteria developed throughout unit.

7. Check lists for reading, writing, speaking and listening skills.

8. Informal tests on reading skills and abilities - progress recorded on check list. (see p. 70)


10. Teacher-made test to be given, corrected, and discussed.

11. Class discussion of reactions to unit method.
SAMPLE CHECK LIST FOR SKILLS

Check List for Reading Skills

<table>
<thead>
<tr>
<th>Informational Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Skimming</td>
</tr>
<tr>
<td>a. selecting pertinent ideas</td>
</tr>
<tr>
<td>b. distinguishing relevant and irrelevant</td>
</tr>
<tr>
<td>2. Using the Library</td>
</tr>
<tr>
<td>a. reference books</td>
</tr>
<tr>
<td>b. card catalogue</td>
</tr>
<tr>
<td>c. typographical aids</td>
</tr>
<tr>
<td>3. Recognizing Patterns of Organization</td>
</tr>
<tr>
<td>a. outlining</td>
</tr>
<tr>
<td>b. distinguishing main and subordinate ideas</td>
</tr>
<tr>
<td>c. relating details to main points</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Appreciation Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reading with an Active Mind</td>
</tr>
<tr>
<td>a. visualizing</td>
</tr>
<tr>
<td>b. anticipating</td>
</tr>
<tr>
<td>c. comparing with previous knowledge</td>
</tr>
<tr>
<td>2. Judging Character</td>
</tr>
<tr>
<td>a. recognizing clues to character</td>
</tr>
<tr>
<td>b. recognizing changes in character</td>
</tr>
<tr>
<td>c. finding motives</td>
</tr>
<tr>
<td>3. Revising Opinions and Attitudes</td>
</tr>
<tr>
<td>a. recognizing a moral</td>
</tr>
<tr>
<td>b. comparing with personal experience</td>
</tr>
<tr>
<td>c. forecasting results and drawing conclusions</td>
</tr>
</tbody>
</table>

Key: ✓✓ Pupil demonstrates extreme difficulty in skill
✓ Pupil demonstrates some difficulty in skill
Blank Pupil demonstrates acceptable competence in skill
SUGGESTED TEST ITEMS

All pupils will answer the following questions on paper to be submitted to the teacher:

1. What are three questions we should ask ourselves when considering a career?
   Answer: Does the work interest me? Am I capable of performing the work? What must I do to meet the qualifications?

2. What two qualities do people outstanding in their field generally have?
   Answer: Interest in the work. A basic ability to perform the work.

3. In what four ways can our jobs offer us satisfaction?
   Answer: They provide an outlet for innate skills and creative desires. They provide a sense of accomplishment. They provide a feeling of independence and self-respect. They provide us with the means of obtaining material goods.

4. Choose one person from real life who seemed to have job satisfaction and give evidence of this fact.
   Answer: (Sample) Albert Schweitzer's outstanding career as missionary is a fulfillment of his youthful interests and desires. His
profound devotion to God is shown in his service to man. Only a person who has deep faith in the purpose of his work and finds great personal reward in performing acts of mercy would spend a lifetime in Africa among the natives.

5. What fictional character whom you met in this unit had to change or adjust himself in order to succeed? Why were the changes necessary? How did the character accomplish them?

Answer: (Sample) Dr. Chisholm (The Citadel) had succeeded as a money-maker but not as a dedicated physician. He lives a life of frustration and unhappiness, because he had sacrificed his ideals for income and prestige. After assisting at a bungled operation by a society-doctor colleague, he realizes the hypocrisy of his position and joins a research group who seek a cure for tuberculosis.
BIBLIOGRAPHY


Norvell, George W., "Some Results of a Twelve-Year Study of Children's Reading Interests", English Journal, (December, 1946), 35: 531-536.


COURSES OF STUDY CONSULTED FOR THIS PAPER

Battle Creek, Michigan, Tentative Guide for Teaching Language Arts Skills, 1949


Long Island City, New York, Successful Experiences in English, 1951

New York University, English Curriculum, The Milne School, 1950

Oakland, California, The Language Arts Guide Second Progress Report - Grades 10, 11, 12, 1951