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A study of all high school English work and a tentative outline course for freshman year

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Thesis

A STUDY OF ALL HIGH SCHOOL ENGLISH WORK and
A TENTATIVE OUTLINE COURSE FOR THE
FRESHMAN YEAR

Submitted by
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BOSTON UNIVERSITY
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A STUDY OF ALL HIGH SCHOOL ENGLISH AND A TENTATIVE OUTLINE COURSE FOR THE FRESHMAN YEAR.

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INTRODUCTION.
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The science of today has placed our educational practice under the microscope. We are becoming dissatisfied with mere precedent. Everywhere educators are digging into their pet subjects and finding their particular service in the curriculum. They state the reasons for the existence of their subjects and then proceed to use new methods of teaching them, that their values may be realized.

English is the subject in which principals and parents are most vitally interested, for it is not only the groundwork of all other studies, but the foundation of culture. The problem of this paper is that of studying High School English with a view to obtaining certain principles or guiding posts in the way of method, by which the teacher may make the English course most effective, and one that will function forever in the lives of the students. English is the study of our native language. Why should not the perfection of its use on our part be an important, if not the most important business of the schools?

The Procedure.

I shall begin by bringing together certain principles and points of view, both regarding education in general and concerning High School English particularly. From these I shall derive my philosophy of teaching. I shall then proceed to an analysis of three State courses of study and draw from them their underlying principles.
the methods which they employ in order to obtain a course that proves effective and vital to the lives of the pupils, and lastly their subject matter. The last part of the work will comprise an outline course which I myself would set up for the freshman year in High School English. Much of this study will be the basis of actual classroom observation and practice work, although the course I suggest has had no real foundation in experiment. The grammar included is what it has been found necessary to teach in the Revere High School.

The Business of Education.

In starting such a treatise one must ask, what is education? It is a difficult question, and men do not think the same concerning it. The confusion of terms is hindering our consistent thought regarding what the real business of our schools should be. The same expression is used with many interpretations. We need sane, logical thought on the subject, before we shall be sure of our problem. We want men clear-headed enough to see both sides of an experiment and to test its real value.

Ingles says, "Education is production, direction and prevention of changes in human nature." Certain it is that a change is what we want. All educators are agreed that in some way or another improvement of the individual must be included in the process of education. Change is the very essence of learning and progress. The neurons of the individual must be capable of change that education may take place. Education has been behind the times all along up to a few years ago. However, the schools cannot have what society does not desire. The dominant ideas of society must after all prevail in the school. By the school society maintains itself. Thus before our education can be what we want it, we must start by educating society. We must get people thinking in terms of the needs of our modern life and impress upon them certain educational ends in terms of these needs.
In general, the business of the education which obtains in most places today is that of imparting certain knowledges and skills more or less for the sake of these same knowledges and skills themselves. The idea of this knowledge merely as a means to human development and improvement is only distantly connected with the actual teaching process. The main business of the classroom procedure is to have the pupil get this or that block of knowledge merely for the having. The function of each particular piece of learning in the growth and improvement of the student is not made plain to him. In other words, teachers are not adequately prepared to state specifically why they are teaching a certain thing and what is its use to the pupil in his development.

I would like to see education engaged mainly in the business of finding out what pupils can best work at in life and training them to do that thing as best they can. It would be a broadening process. In this way we might call education service; that is, it fits one for work in the community for which he is best suited. It is the control of one's emotions and the best exercise of one's abilities. This education helps one to find what he can best work at, in order that he may best serve society and himself toward greater ends. It enables the individual to use his powers to best advantage in his environment.

Educational Objectives

To form an ideal of what the process of education should be is not enough. We must in addition set up certain large aims or objectives which we want to obtain through this process of education. These aims ought to be determined by the needs of society. Dewey's aim as assumed in the past was for continued capacity and growth. It will do as far as it goes, but we need more specific aims. Educational aims must be founded upon the intrinsic activities and needs of the given individual to be educated. Dewey also resorted to nature as a standard. By nature he meant the capacities and dispositions which are inborn.
The natural development of the individual is emphasized in this aim, thus regarding health and the principle of individual differences as important. The opposing emphasis on this aim said that the business of education is to supply what nature fails to assure — habituation of the individual to social control and subordination of natural powers to social rules. Civic efficiency or good citizenship would function here. Culture is another aim which Dewey adopted, and interpreted as cultivation with respect to appreciation of ideals and broad human interests.

With regard to aims Snedden says our old aims do not enable us to choose among possible subjects of study, to adopt new methods of instruction and to test the accomplishment of these methods. He thinks we are on the way toward working out an analysis of the specific ends of teaching all subjects in the curriculum. The educational values of subjects are to be seriously questioned in the future and the subject of English will be one of the first to be obliged to prove its worth and furthermore to show how it functions in the lives of the students.

Goals in Teaching

The powers and capacities of the thoroughly socialized individual at maturity will suggest the final goal of education. Thus the needs of society shall be the criterion. There are now four large goals or educational aims, according to the four present recognized needs of society. They are:

1. Health
2. Vocation
3. Citizenship
4. Culture

Health education is meant to prolong life. The Vocation side is engaged with the business of getting a living. Education for citizenship wants people to live together peacefully and happily, while cultural education seeks for a rich, full, and graceful life.
Coming back now to our English field, can we not make our subject relate directly or indirectly to every one of these goals? Certainly, English points first of all to the cultural aim. The right and effective teaching of English ought first of all to produce a man of refined tastes and enjoyments. From there we might pass to the citizenship aim. It is safe to say that such an individual as described above would make a good citizen. He might not be particularly active in civic affairs, but he would represent a fairly good citizen. This teaching of English would arouse some to pursue it as a special vocation and finally, all these previous conditions referred to above would make for good health indirectly. Thus our four big needs of society can be realized in English teaching. However, it is the work of the teacher to make them function and only the best methods will bring the desired results.

Educational Philosophy

In these days we are defining and making articulate for ourselves what we call an educational philosophy. It is shown in many varying attempts to make education an interesting and vital factor in the life of the child, fulfilling his needs and satisfying his ambitions. It is a democratic device whereby nature may cooperate with nurture to secure the best results possible for each individual as well as for society at large. It is the spirit of something for all. It is the new democracy — the idea that every human being has a place in our life. It is the educational philosophy of William James: "In this more or less socialistic future towards which mankind is drifting, we must still subject ourselves collectively to those severities which answer to our real position upon this only partly hospitable globe. Intrepidity, contempt of softness, surrender of private interests, and obedience to command must still remain the rock upon which States are built."

Students should begin to take international relations
and obligations to democracy more seriously. The future social education will do this. America has failed to make articulate a philosophy and has believed that democracy in the abstract would somehow mysteriously work out our individual and national problems. This new broader viewpoint denotes design in our educational organization and administration. Something other than tradition is working. It means flexibility and science in the manipulation of our school plants. We might call it an educational realism which is coming into all school work. It is trying to transform our present somewhat formalized institution into life.

It believes that knowledge is a real process, a real method of expressing and hence that all school exercises, reciting, studying, and student activities must be real. It is an attempt to think of educational values in terms of democracy. The keynote of this entire philosophy is an experimental attitude toward all educational practice - an attempt to work out by experiment new methods and aims. Pupils interests are discovered, their intelligence is tested, and their abilities are exploited, all with the end of discovering what a pupil can do best with his life.

Outcomes of Teaching process in English.

Somewhere I have heard it said that real education is what one remembers after he has forgotten everything which he learned in school. This idea has its basis in a sound psychology. The law of effect carries into every walk of life. The things which make an impression upon us are the things which stay with us. The other things, learned once, and frequently used, soon drop away from us. The more vital things which function through life are those which stand outside the actual subject matter and they are the things which count. They may go with a particular teacher or they may comprise the appreciations bound up in studying a certain masterpiece. They are the outcomes of the teaching process, and their direction, character, and value are in the hands of the teacher. It is inevitable that she should represent them. They are bound up in her methods and even in
her personality. These outcomes consist in the main of certain knowledges, skills, appreciations, habits, attitudes and ideals. Education must concern itself with the purposes, standards and ideals which children should acquire. The ideals function as concomitants of learning.

The best by-products come when all conditions are right, that is, when the contents of subjects are on a needs basis and when the teaching process contains the right seasoning. Concomitants are not knowledges in the abstract; they are concrete truths which core as a result of much abstract data. While the direct and immediate attention of teacher and student in the school is upon intellectual matters, the student learns indirectly the unity of school and social ethics, for all school subjects teach moral principles. Proper school life recognizes the larger objectives as concomitants of learning. These must produce ideals that will function as judgements; thus the subject matter must be subservient. An important question raised in planning all new curricula is "Will intrinsically useful material form the basis for the development of ideals?" The answer lies in the inspiration of the teacher and good methods of teaching. Specific habits to be developed are:

1. Honesty
2. Initiative
3. Patience
4. Perseverance
5. Thoroughness
6. Straight thinking

Such school training will be a preparation for citizenship, a stimulus to social service, and a training for self-direction and leadership.

There is no subject in the curriculum which lends more to the development of this large objective of ethical character, than English and especially English in the High School. Everyone of these specific habits can be emphasized in the reading of great characters and in discussing the characteristics which made them what they are. The subject of English is simply filled with ideals, appreciations, and attitudes. We merely need a teacher filled with the realization of the opportunities of her subject, and blessed with the inspiration
and methods with which to make these opportunities alive.

Specifically the School objectives included in High School English may be listed thus:

1. Minimizing incorrect usage in grammatical form and expression.
2. Producing directness of expression essential to conviction yet not without rhetorical effect.
3. Correlating into a working vocabulary such grammatical forms as are products of various occupations and environments beneficial to the students.
4. Creating of a taste for English as a means of improvement in position and also as a broadening influence on culture.
5. Creating social civic attitude of ideal citizenship through interest in parliamentary procedure and community needs. (By social literary clubs, excursions, etc.)
6. Supplanting the formal by the informal in the English period.
7. Insuring as far as can be hoped, the greatest expression of efficiency for all graduates for their vocation and for their leisure.

The objectives of English training in a modern up-to-date High School should be the raising of standards of man's mode of living educationally, morally, and socially: in a word, ideal citizenship. These objectives embrace these points:

1. Recognition of tastes, ability and disability.
2. The incorporation in the course of subject matter useful in such a way as to spell constructive progress with the recognized language essentials as a background.
3. Through motivation - the pupil by this time knows the rules and can play the game constructively.
4. A lessening of the factors hindering progress - thinking and expression is closely bound up with life and its different situations.
5. Correlation of the free initiated "expressions" of the pupil, thus obtaining subject matter possessed of originality, energy, and rich in stores of added facts.

In a democratic socialized school, thoroughly motivated English plus correlative work in all fields will conduce towards ideal citizenship.

An educated citizenry of the best type gains the largest part of its culture and efficiency after school days are over. For this valuable advancement English is the fundamental of fundamentals, the one element absolutely indispensable. English in school days must therefore be set down as a failure unless it succeeds in furnishing two essentials; a desire for this continued improvement and accomplishment and effective tools with which to build upon the foundation of this desire.

This desire for an increasingly worthy rank in the citizenship of our state may spring from diverse sources, many of which lie within the strict limits of English. Among them are these: the influence of ideals in character building, the instinct for self-expression, the desire for fellowship and leadership and the desire for continued improvement. These sources will also lead from English into other subjects such as history, industry, art, religion and service.

The second indispensable element is English as a tool. Silent reading, reading aloud, speaking, written composition—all are tools of everyday usefulness. The courses in English must beget these tools and must train the owner in the processes of keeping them in order. Frequently dull tools and a bad job result in failures. The remedy is more training and less instruction. We have made the sciences of grammar and formal rhetoric the end and aim. We should put the whole emphasis upon training in elemental habits. Childhood is
the habit forming period of life. If good habits of reading, speaking, and writing are not then established, it will naturally follow that bad habits are established. The task for the High School has then become more difficult, for wrong habits must be replaced by right, at a time when habit forming is not so easy. Also the pupil, having traveled the wrong track so long, has lost some of his mental alertness and may develop indifference towards improvement in his habits.

Courses of study in English must give an intellectual alertness to means of possible development and develop suitable powers to accomplish this development. Let us pull ourselves up with a 'erck'; let us acquire some of that mental alertness that our youngsters display and that we wish to perpetuate. Such mental alertness will teach us surely, to get back to fundamentals, to the fundamentals of all fundamentals, language. Let us make sure of these, that other accomplishments may be the more speedily and more abundantly added.
MAIN BODY

COMPARISON OF THREE STATE COURSES OF STUDY

("New York State Course" - "Montana State Course" - "Washington State Course")

Underlying principles

The New York Course

The New York Course is designed for schools under widely varying conditions, consequently each school is expected to use it as a basis in working out its own detailed syllabus. Four hours a week is its minimum time requirement. In general, it is understood that throughout the first three years fully two-fifths of the time is given to the study of literature and the same amount to the study of practice of composition and oral expression, and one-fifth of the time to drill in grammar. In the fourth year no time is given to the specific study of grammar; the time in that year is divided up about equally between literature, composition and oral expression.

However, the course states that the question of time allotment should be decided according to the needs of the individual school. It suggests that it would be profitable for the oral composition to precede and serve as a preparation for the written composition and that the classroom work may be divided into periods of several days or weeks devoted alternately to the study of single, definite portions of the course in literature or composition, with the grammatical drill carried on in a few minutes at the beginning or end of the periods. The course seemingly would quite separate the two phases of the work.

This course states that the three years examination in English is intended to test three things: the power to write clearly, correctly, and forcefully; the ability to appreciate and understand books of the kind read in class; and the ability to apply the fundamental principles of grammar and composition. Topics for composition will not be drawn from the prescribed texts but from the pupil's other studies, from his
personal experience apart from reading and from such general information as he can reasonably be expected to have. This course, then gives room for adaptation to pupils interest and needs. Other than this, there is no further commentary on English in general, except at the end of the course, where there are a few words regarding correlation between English work and other branches of school activity. There is a note to teachers to promote systematic use of the library as an aid to pupils in the study of literature and to give them practice in collecting data. There is also a statement that throughout the course pupils should be taught incidentally how to use dictionaries, encyclopedias and general works of reference. All other items in the course pertain to subject matter of method of treatment.

The Montana Course

Turning to the Montana course, there is an introductory statement to the effect that the present trend of education is distinctly towards reorganization of education. It states that there are numerous tendencies of this evident in secondary education. As regarding reorganization of special subjects, it implies that more progress in English has been made than in any other subject. But even English the ground has barely been touched. The determination of objectives has been the principal accomplishment.

The course elaborates to some extent on the aims of English in general. First, there is a broad statement which is borrowed from an older course concerning the purposes of the English teacher. It is; "First, to quicken the spirit and kindle the imagination of the pupils, open to them the beauty and significance of life, and develop habits of weighing and judging human conduct and of turning to books for entertainment, instruction, and inspiration, as the hours of leisure may permit;
second, to supply the pupils with an effective tool of thought and of expression for use in their public and private life, that is, the best command of language which, under the circumstances, can be given them." Of course we understand that this is setting merely a high ideal for the use of the teacher to have before her.

The two specific aims of High School English are then set up. In substance, they are; command of the language, and a thoughtful, appreciative power of reading. There is also a detailed statement regarding abilities to be developed under the separate heads of expression in speech, expression in writing, and a knowledge of books. This discussion is very valuable and helpful and yet no where else in the course are aims mentioned. There are no definite goals set up for each grade. The teachers must, in some haphazard way, divide up the aims between the four years, or strive to attain them both at once.

The skills enumerated in this course are brought down to the level of the large educational objectives of culture, vocation, and social and ethical character. "The cultural aims to open to the pupil new and higher forms of pleasure; the vocational, to fit the student for the highest success in his chosen calling; and the social and ethical character, to present to the student noble ideals, aid in the formation of his character and make him more efficient and actively interested in his relations with and service to others in the community and in the nation."

There is, in addition, a broad statement regarding the English course in general which contains some good ideas. It relates the course to the lives of the pupils in aiming to include those things which pupils need for use in the outside world after graduation. Its
point of view on the inspiration of English I have adopted in my own course. It makes the fourth year of High School English entirely elective, and like the New York course places the emphasis for a number of days alternately on composition and literature in order to allow completion of a definite portion of the subject.

The Montana course advocates the teaching of English by the laboratory method of requiring the pupils to work with the language concretely. That is, the pupils must be given exercises which they themselves correct, and their attention is called to their mistakes in speech and in written work.

Correlation and cooperation of other departments with the English department is stressed somewhat more in this course than in the New York course.

The Washington Course

Lastly, under this topic, the Washington State Bulletin for English work, constitutes a course in every detail more thoroughly organized and worked out, more systematically arranged, and more convincing in many ways.

In two short paragraphs at the start, it sets up once and for all, in plain and concise language, the aims of all English teaching. It is no long drawn out, high sounding dissertation which merely inspires; but a straight from the shoulder, frank, neat statement of what it aims to do both in teaching of English composition and in the teaching of literature. These aims I am adopting in my course, because they seem to me to come nearer to the possibility of attainment, and at the same time allow for any further advance or improvement, which the teacher may be able to incorporate into her work.
Cooperation in English is also given a great deal of importance in the Washington course. It is emphasized as a valuable requisite in the functioning of the English work in the lives of the pupils. The point that the English is used in the teaching of all other school subjects is strongly brought out.

There is a simple, open statement of the business of the English course in furnishing the two essentials, of the desire for improvement, and effective tools to build upon this desire. No other course emphasized the point in quite this way - the idea that the English work should in some way or another act as a spur to pupil development, growth, and above all, improvement. This takes us back to our educational objectives, and it places English on a firm pedestal of honor when it actually promotes this improvement.

The High School library development and standardization is definitely worked out in this course, with an actual scheme for instruction in the use of books and libraries. Twelve hundred titles for a High School library, exclusive of fiction, are included. There are reference books, general works and books under the subjects of philosophy, religion, science, useful arts, fine arts, literature, travel and description, and biography and history. The study is made to suit both the large and small high school.

One of the most interesting and at the same time worthwhile contributions of this course of study to the field of English is its organization of a so-called "Better Speech Week" in all the schools. From Saturday to Saturday, each day is set apart, on which something in the way of eradicating gross English errors is accomplished. Talks are given the pupils, suggestions are made and practical exercises to be prepared from day to day, are outlined. It seems that the spirit of better speech attainment could be grasped by pupils in no better
way. Some such actual and definite program is needed. Reading it, is enough to cause even us older ones to look more carefully to our speech.

Methods

Motivation and projects.

The New York Course

Under motivation the New York course includes one short statement to the effect, that to be understood is the primary purpose of all writing; to be interesting is a close second. Since either purpose presupposes something to convey and someone to receive, an adequate motive is to be created or imagined for every assignment. An example is cited here:

"Our city streets"

Purpose - to show why the streets should be improved.

Point of view - that of a resident.

Audience - the tax-payers.

"Sir Launfal's Story"

Purpose - to show why anyone should read the Vision of Sir Launfal.

Point of view - the first year pupil.

Audience - a class that has not read the poem.

Without incentive, writing is strained and unnatural. A real incentive is best; an imagined incentive is better than none. When the motive is to explain, the course states that exposition is the type of writing to be employed. This is logical reasoning, but how seldom are the pupils supplied with a real motive in dealing with this otherwise dry and difficult branch of composition. I find many pupils who hate the subject. However, there is a constant call for explanation in every walk of life - a call to which the pupil can and should be trained to respond easily and naturally. Local industries and occupations offer opportunities for practical first-hand information. Even local civic problems require exposition.
When the motive is to interest, other types of literature are emphasized. If the reader or hearer is curious to know how an event will turn out or what are the incidents that have produced the results, then a story or narrative is required. Although in narration and description much practice with a great variety of subjects is desired—subjects ranging from the simplest objects, the most commonplace experiences and scenes, to the portrayal of big moments in human life—it is undoubtably true that the more largely this writing can center around the life and activities of the pupils in the home or the school, the more successful it will be. The goal sought in this course is not the so-called "fine writing", but naturalness, simplicity and forcefulness of style. This is a very significant statement and a valuable one if adhered to in actual practice.

The New York course relates the motive of convincing to argumentation. It believes that subjects for arguments should range from propositions of school and local interest to the simpler topics of State and National importance. In Indiana there is under State supervision a Public Discussion League for High School pupils, the purpose of which is the discussion of state-wide issues. This furnishes a powerful motive for constructive composition work. At this point composition naturally links itself with oral expression. However I do not think it is wise to allow even high school pupils to discuss to any great extent the most vital national questions and topics. There are some sore spots in many of these issues, which might cause the purpose of the discussion to be defeated.

On the subject of dramatization it is stated here that the impulse to portray life and character by means of imagined persons or by placing real persons in imagined circumstances, is one of the elemental motives for writing. The construction of simple plays based on school or social life, the portrayal of historic events for festival occasions, the adapting of
scenes of a novel to the dialogue form for a school or class play are suggested as profitable exercises in oral expression, which are founded on a natural impulse and easily find an ample and convenient motive. There again the composition work naturally blends with the exercises in oral composition.

Reference is here made also to the school paper as a vital force in English work. It deserves the earnest support of the composition teacher. If well conducted, its influence on the editors and the school in general may be helpful in maintaining worthy standards of expression.

Revision of Work by Pupils

This course lays emphasis on the practice of teaching each pupil to criticize his own work and to correct his own errors. It says that as a general thing a teacher should not read a pupil's composition or correct its errors until the latter has had time and opportunity to make such changes in his work as his second thought may suggest. However, it will be found that few high school pupils are capable of detecting during one reading the various kinds of errors that creep into their compositions; errors in sentence structure, in the use of words, in spelling, in composition, and in paragraphing.

Spelling and Punctuation

Throughout this course instruction is to be given in spelling and punctuation as the need arises. Spelling should include proper names occurring in literature read, words misspelled in composition, and in general the words which are actually in the pupil's vocabulary. As for punctuation, the course believes that at first only a few of the more important principles be reviewed; but by the close of the fourth year, every pupil should have received such instruction as will enable him to punctuate accurately.

Individual Differences

Under methods I find a statement in this course which tells me that in so far as is possible the course aims to make provision for
individual differences. After naming several methods of teaching com-
position, which are called the initiative, inductive and deductive
methods, it is added that one method may be best for one pupil,
another for another, or all may be effective at different stages of the
pupil's development. The teacher should employ any means that will serve best
the needs of the individual pupil.

The Vocational Side

On the vocational side, there is reference in this course to
the fact that vocational work is of great importance to pupils because
it stimulates them to know themselves and their opportunities. It is also
of no little value to the teacher because of the interest that it may
bring to the composition work. Several topics are given as suggestive
of the kind of material available to this purpose. Some of them are
the following:

"How I Could Earn My Own Living Were I to Leave School Now".
"Some Employments of Boys and Girls of My Own Age."
"The Business Assets of Personal Appearance, Good Manners,
Cheerfulness, etc."
"The Most Healthful Employments."
"My Fitness for a Particular Occupation or Profession."

The Montana Course

The Montana State Course in speaking of the co-operation
of the English Departments with other departments states that this
correlation must be mutual. It then says that material which the
pupil uses in other departments could be employed to motivate his Eng-
lish work. There is a wealth of such material, most of it social in nature.
A consistent use of pupil experiences, both in and out of the school,
gives a basis of actuality to the activities of the English depart-
ment. The pupil is made to feel that the thing he is doing in Eng-
lish is vital and worth while on the content side --it is not merely
another exercise in English.
I find no other direct reference to motives in English in this course. However, in certain other places throughout the pamphlet, it is indicated, by a particularly recommended practices, that the pupil's interests and needs are sought as a basis for the work. For example, the following: "The choice of theme subjects is one of the problems that arise in English teaching. Pupils should be made to feel the utility of the material with which they work in composition. The majority of English teachers fall into the error of assigning too frequently composition based upon the literature being read. A certain amount of composition on literature subjects is desirable providing pupils are interested in literature. In general, if pupils are allowed to write upon subjects in which they are vitally interested the problem is solved; to only a few pupils will subjects have to assigned.

The Washington Course

The Washington State Course has the following regarding motivation: "Back of pleasurable and beneficial activity lies an actuating motive. Composition work can be motivated and vitalized, and even rid of many of the blunders arising from carelessness, if it is projected into the pupil's life and environment—into his enthusiasms, his aversions, his ambitions, and, in short, into his peculiar intellectual and emotional domain, which, after all, is a compound of his environment and personality. Touch him at a live point of his social contact in the home, in the school, or in the community and his ideas will readily take shape and find expression in lovely form.

"The sound psychology underlying the project methods, or the purposeful act in education, should be utilized in giving motives, interest and creative pride to all composition work even if the method as such is not advisable or practicable. To accomplish this an audience must be provided at all times, whether that audience be a correspondent, the school paper or magazine, the school assembly, judges of a contest,
the class, or the teacher himself. No student should be compelled to write a theme merely to learn or to exemplify the art of writing or primarily to test his knowledge of a given subject. In addition to the enlivening motive an interesting audience will supply, the student is always entitled to have judgement passed upon the product he has purposed, planned and executed."

I may quote one more excerpt from this course. It is on the subject of interesting articles. It says: "Interesting articles in current periodicals may sometimes be judiciously used if the interests of the pupil appear to be narrow, or when his experiences seem to him to be limited or prosaic. Such subjects, however, should be timely and pertinent, and an effort should be made to relate them to the pupil's past or present interest. Experience taken at second hand is of value only when it is thoroughly digested. A hurried hunt through the paper or magazine for material for "that old oral or written theme" is unprofitable sport for everybody concerned."

At once we know that this is just what we want to find in our courses -- a consideration of pupils interests and abilities and an attempt to make the English class a vital part of the pupil's school life. Yet we want not to soar too loftily in the clouds, but to stay on earth and really follow our purpose in the classroom procedure itself. We want pupils to have a purpose in writing, a real motive for expression and in many cases it will be our business to supply this motive ourselves. The right start is necessary and gradually the pupils will get into the game and before long will show signs of real interest and enjoyment in English.

**Project and Drill**

Project and drill are treated here together. In a few short statements this course points out that the art of writing can be taught most expeditiously if motivated habit-producing practice is accompanied by pertinent drill exercises in capitalization, punctuation, diction and sentence formation. Students do not ordinarily learn to write well merely
by writing; separate drill is necessary. This drill, to be effective, must be related to the immediate mistakes of the pupils, and, so far as possible, should take in the actual errors which are made in their composition work. The teacher's earnestness and patience, her ingenuity and inventiveness, and her acquaintance with a large number of text-books as sources of drill material must all be employed if satisfactory results are to be obtained. The project method alone is not likely to achieve even correct writing in the time available in the schools for composition work; the mechanics can only be mastered, if they are mastered at all, by the repeated practice which the drill method makes possible. We will add that so long as the drill is upon the errors actually made, we agree. When purposeless drill creeps in, the course is deadened.

The Laboratory Method

The laboratory method of teaching composition is also strongly emphasized in this course. These people think it is a method which affords more advantages than any other, since it permits the provisioning, the composing, and the revising of themes during regular class periods. Most themes should be planned, written, and after being corrected by the teacher, revised in the classroom under the teacher's supervision. Frequent and invaluable personal conferences with all the students are thus made possible. If lack of time appears to be the drawback, a re-composition of the technical study of literature will provide a wise and expedient solution. Themes written in class, according to this course, are more likely to represent the original work of the pupil than those written outside, and unless the pupil's powers of self expression are brought into play the teaching of composition will be of little avail. Besides, the larger constructive side of writing, which must not be overlooked in the effort to secure correctness, can be best developed by means of personal conference.
Methods in teaching literature

As to methods of teaching literature, this course suggests a few much needed changes. Among them these facts are uppermost: The close analytical treatment of literary masterpieces is giving way in the face of just criticism to a method related to the chief ends to be attained; literary history should be incidental and informal in the teaching of literature; she should keep in the background matters of the authors' domestic infelicities and the court life and manners of his age; notes for high school literature course should be few and simple; lastly, the teacher should distinguish between types of literature and their different methods of treatment.

Memorizing

These people believe that memorizing should be definite and regular, that a body of selected passages of high worth should be required in each year. They choose passages that are short but which must be rigidly insisted upon each year. "The habit of memorizing can in most cases be trained by practice so that the task becomes easier; and the result, a body of good poetry and prose permanently in the mind, is perhaps the best thing pupils can get out of their study of English. The passages may be assigned by the teacher or selected by the class as a whole, or left to the choice of the individual members of the class".


This course says further that the method of memorizing is important, learning a selection one line at a time; repeating the lines previously learned with each new one acquired, sometimes called "the-house-that Jack built" method, is wasteful and uncertain. The "whole" method of memorizing is much better. This is done by the pupil reading thru the entire passage, or some reasonable division of it, several times. Then,
without the aid of the text, he repeats as much as he can of the selection. The memorizing should follow not precede, a clear understanding of the thought of the selection. It is all very well to include memorizing in the English course of study, but I do not think we want to fix a body of certain definite and selected passages, whether they be of high worth or not. Just the idea that this work is fixed and prescribed and not modifiable to the likes of the pupils ruins our ideal course of study. The New York Course on this subject says: "The influence of great literature can be extended indefinitely by the memorizing of choice passages." "Choice", that is the word we want there. We will require pupils to memorize a considerable amount of poetry and prose during their High School course. But, as far as possible, pupils shall be permitted to make their own selections.

The Washington course believes that dramatizing is sometimes valuable as an aid to more attentive reading and clearer visualization, but that the work should not be too frequent, and that the material should not be too much involved as to demand excessive reference work.

The Problem in Literature Study

To the problem method they attach considerable value in giving motive to certain phases of the work in literature, if it is rightly employed. They want definite, stimulating problems that will make the pupils feel they have something definite to do and let them quickly feel the results of their efforts. Yet they included a note of warning with regard to the unlimited use of the project. It will prove valueless they think unless it contributes directly to the larger purposes of literary study. They recommend many smaller problems which may be quickly solved as more desirable than larger ones. This committee stresses problems which assist pupils to visualize more clearly the appearance, dress, actions and manners of the chief characters of dramas, novels, and stories.
Subject Matter

Basis of Selection

In the statement of specific topics for instruction in composition, both the Montana and the Washington State courses select their subject matter on the basis of Minimum Requirements or essentials which they want to obtain as a result of their course. The New York State Course, however, includes no statement which may lead one to deduce on what basis it has selected its subject matter, although it does state that the course is not intended to be detailed, but that each school is expected to use it as a basis in working out its own syllabus.

FRESHMAN YEAR

Oral and Written Composition

The New York Course sets up specific aims for each year under both oral and written composition and then lists certain things that should be taken up during the year. Only three or four simple items are included for each year. The Washington Course combines the oral and written work of each year by saying that both should be based chiefly on narration or exposition etc. It then states that to pass the pupil should meet certain definite requirements, which it outlines in some detail.

A list of commonly misspelled words are included. The most helpful spelling rules are written out. There are examples of words which children mispronounce; drill charts on cases of pronouns and their agreement, and the principle parts of difficult verbs as go, see, do, come, sit, pet, lie, lay, and eat, and the old bugbears, "It is I", It was he", "It was neither she nor I" are not omitted. The Montana Course for each grade lists a few things for oral and written composition in common, and then under two separate headings lists additional items for oral and written composition in the first year. It includes elimination of vulgarisms, common rules of syntax,
correct use of parts of difficult verbs, narration and description, a review of elementary school English as necessary for individuals or class as a whole and some others. Then in oral composition it starts with simple items in voice culture and correct pronunciation of difficult words as get, just, for, can, catch, etc. Under separate written composition it includes the form of the composition, rules of capitalization, punctuation, spelling and writing of the business letter. The New York Course includes some of the same items for the freshman year but not so many.

When it comes to subject matter, the Washington course is the most detailed, thorough, yet simple and convincing pamphlet I have studied. For the freshman year it has a practical exercise intending to aid in writing a legible hand, and under each of the heads of spelling, punctuation, verb parts, and letter writing, etc., it states simple helpful, suggestions as to what the teacher shall include under each; whereas the other courses merely state the headings.

Grammar

The Washington course advocates a functional grammar, or grammar that will assist in detecting and correcting errors and it shall be taught throughout the high school course in connection with oral and written composition.

Grammar should never be so taught that a student will feel that he is "through with it" or that it has no value in the improvement of his speech or his writing. This course states that to make the teaching of grammar function, drill exercises should be given on the errors most commonly found in the oral and written themes of the student. And this is just what these people do. Throughout the course grammar consists in and is interwoven with the oral and written work in composition.

There is no statement in the Montana course regarding grammar, except that the method to be used in obtaining correctness of speech and
writing "consists principally in eliminating ordinary errors in spelling, punctuation, Grammar, sentence structure, pronunciation, enunciation, and other items in the mechanics of composition." However, coming to the outline by years, we do find grammar incorporated into oral and written composition in a similar manner as the Washington course, yet not so thoroughly.

Now on the other hand, the New York Bulletin has a separate outline course in grammar. It believes the emphasis should be placed on training in understanding of the relation of the various parts of the sentence and the choice of correct form in constructions in which errors are frequently made. The errors upon which it advocates to drill are: verb parts; agreement of verb with subject in person and number; use of wrong verbs, as "can" or "may"; double negatives; lack of agreement of pronoun and antecedent; confusion of adjectives and adverbs; and the use of the wrong case. For the freshman year it includes sentence analysis; noun and pronoun inflection; agreement of pronoun and antecedent; transitive and intransitive verbs; active and passive voice; and correction of most common errors in pupils oral and written composition. This last sentence contains the only tying up. It is too stiff and definite a course in grammar. We prefer the type that is flexible, and more applicable to composition work and actual usage of the pupils.

**Literature**

Both the Montana and the Washington State course emphasize class reading of choice parts of literature. That is, an appreciative oral reading and discussion in class of noted selected extracts. It is one of the most effective means of "putting over" the proper teaching of literature, especially poetry. The Washington course says that the teacher should aim to interest all in correctly interpreting the thought of the writer rather than in developing specialized dramatic expression. A sympathetic interpretation is needed.
Supplementary Reading

Supplementary home reading receives attention in all three courses. The Montana Bulletin suggests that home reading of assigned books may be evaluated by a system of points. Each book would be given a maximum value in points, the number depending upon length and difficulty. A minimum of six ordinary novels a year is suggested. The New York course recommends the use of tact and skill in guiding and stimulating pupils into desirable reading channels but suggests no definite procedure. Again note the difference in the statement of the Washington Bulletin on this subject: "If rightly organized, the supplementary reading should prove the most valuable part of the work in literature, in view of the fact that it involves exactly what teachers are trying to get young people to do. Students should be permitted free choice from a well-chosen list of books. Personal conferences of teacher and pupil is the ideal way of handling supplementary reading. Long written reports should be avoided. Oral reports are better. The amount of this reading will depend upon the age and ability of the pupils and upon the length and difficulty of the work read. The minimum requirement has been placed at two books a semester, but many pupils will do more." The Washington course gives a list of narrative poems, a list of lyrical poems and ballads, and a list of short stories and sketches, for the freshman year, five of each list to be read as a minimum. For the same year the Montana course furnishes three very similar yet shorter lists, and in addition a home reading list. This latter is old and some more modern work should be included. The New York course includes longer and more difficult poems for the freshman year. It also requires that one of Shakespeare's plays, "As You Like It" or "Midsummer Night's Dream" be read. Supplementary reading is to be considered a part of the work of this course, although it is not stated how it is to be done. The Washington course requires one outside book read a semester. Its
suggested list includes more modern work.

Subject Matter Aims

The Montana course does not give separate aims under literature, which the other courses do. In these latter, the separate aims for literature are quite similar and represent the higher ideals in the teaching of literary selections. The Washington course states them more simply and specifically and in more understandable and everyday English. After all this is what we want. The course of many courses today is the high sounding terminology in which they are put. They might be a help, but many of them defeat their own purpose.

Teachers’ Helps

No one of these three courses contains suggestive hints and helps for teachers as such, although all three are helpful and valuable in one way or another. However, the Washington course is by far the most practical and helpful. It is more scientifically and yet simply worked out and includes much more valuable material than either of the other courses. Its schemes for library instruction and standardization twelve hundred titles for a High School library, better speech activities, and generally more detailed treatise is an indispensable tool for the teacher of English. She will do well to always have it on her desk.
THE COURSE OF STUDY IN ENGLISH

Generals under the head of English

Cooperation in English

We want to obtain a usage of English on the part of our students which will carry beyond the English class. One way of obtaining it is by the cooperation of the English department with other departments. Correct English should be insisted upon in all written work throughout the school, as proper speech should be emphasized in all recitations. It is a fact that English teachers have oftentimes been negligent in accepting the opportunities that other departments offer them; just as teachers in other departments are sometimes negligent in supporting the instruction in English. However, every teacher should be a teacher of English and supply her own kitchen work in the subject. Insistent watchfulness of the tools of English by all who are connected with the school is needed. There are plenty of detours in our English instruction at the best -- the street, the illiterate home, and the cheap theater. This being true, the responsibility that rests upon the entire teaching staff is a sacred one.

The usefulness of any course of study in English is to be measured not only by what it accomplishes in the language classes, but also by what it accomplishes in history, geography and arithmetic classes and so on. Our plea for better English teaching invariably includes this point, that English must be used all day, through the entire round of school activities. Whatever answers the English question will go far towards answering the question of benefiting other activities. For example, in this course, we wish to make a strong emphasis upon oral composition, as a means to obtaining good English throughout the school, where the teacher of English is also the teacher of history and of geography. The carry-over is much more difficult in the High School.
Recently I visited a Boston High School English class of third year boys. One lad gave a fine oral composition on the subject of "Diamonds". I gathered that he had been preparing the talk for some time and had done much reading and original research. In fact he presented a fine life story of the diamond. He did not give it from memory although he had his material very well in mind and well organized. The critical attitude of the class was good. Commenting briefly upon a few minor faults, the instructor highly commended the boy and suggested to him that he might like to give the same talk to a Chemistry class. The boy was pleased with the idea. Right then and there this wise English teacher called up the Chemistry instructor on the telephone and agreed upon a day for the boy to give the composition. It was easy to see that this sort of thing was not unusual in that school.

It is not only in the language class that the pupil should be taught to stand with easy uprightness, to think in whole sentences, to enunciate clearly and to become absorbed in what he is saying and accordingly forgetful of himself. These same skills and habits are just as valuable in the history and Latin class and every other class. For example, may not a mastery of the single-phase idea in composition help in the forming of one short summarizing paragraph of Jackson's administration?

There are several ways in which teachers can bring about this cooperation. English teachers in both oral and written composition will make free use of the material offered by the other departments. It is also an opportunity to supply our pupils with live topics. An interest already aroused is directed into an unsuspected channel. The English teacher will occasionally use the text of other departments, in language, history, science, or mathematics. Similarly, the non-English teacher can often find value in English textbooks. A reading of historical poems will bring the incident in history into a new light and add to the understanding of its significance. At teachers' meetings
and conferences we will have discussed the subjects of common, rec-
curring errors. All the teachers of the staff should co-operate in this
business. The time is not very far off, when school authorities will,
incising or retaining a teacher, carefully consider her individual
power in the use of oral and written English. It is the proper criterion,
but I fear it is one by which many of us would be in danger of losing our
positions. We merely need a habit of practicing good usage. The most exac-
ing requirements should be self-imposed. We must realize that our own use
of our language is going to have its insinuating effects upon the stu-
dents. If the teacher's mastery is unusual, the pupils will grasp some
of its power; if the teacher is lax, this laxity is going to endanger
the English of the entire school.

Weaknesses of High School English

We must reconstruct our English course, so that it will
rest on a firm educational basis. This basis will represent the weak-
nesses and needs of the boys and girls in English. Observation has
revealed the following present weaknesses obtaining in the High Schools
in general. I will state them first and explain afterwards.

1. Poor sentence sense.
2. Grammatical inaccuracies.
3. Indistinct utterance.
4. Poor spelling.
5. Insufficient vocabulary building.

(1) Poor sentence sense is present in both oral and written
work in the High Schools. Pupils ramble on with little connection be-
tween sentences or parts of sentences. In oral composition work students
stumble along in the same way. The "run-on" sentence is a common enemy
of the English teacher. It is recognized by a series of ands, buts,
and so's. We must get our pupils in the habit of talking and writing
properly. Correctness is a matter of habit formation. Psychology tells
us so. In some way or other we want to create a desire on the part of our pupils to speak correctly. We will not allow any error to go uncorrected in the classroom. In a kind and helpful way the correction will be made, so as to encourage more watchfulness on the part of the pupil.

(2) Grammatical inaccuracies are an unnecessary weakness in High School English. They should not be present. Unfortunately they appear all too often. I have known pupils entering the High School to be uncertain of the reason why they must say, "It is I." These subtle errors when present ought to be eradicated in the first year of High School. Teachers must ascertain the common errors of their pupils and work then to remove these. Good speech is a matter of habit. Much time is wasted in the High School by failing to focus on errors actually made. We want a cultured atmosphere in our schools, but the presence of such gross inaccuracies precludes this.

(3) Indistinct utterance, slovenly attitude, and hesitating questioning recitations are the nightmare of the schools and especially of the High School. The average teacher does not know what her pupils really say. She catches a few words and guesses the rest. Too many of us are accepting this slovenly English for acceptable English. Half statements seem to be popular in the High School. It is not only the teacher who does not hear, but the other pupils seldom get the benefit of an entire recitation. This carelessness is disgraceful. It is the general attitude that is wrong, as shown by the slouching in seats and bad posture. Furthermore, there is a physical connection indistinct utterance and bad posture. The English period ought to be one of mental and physical alertness and stimulation rather than one of indifference. Pupils ought to be wrapped in interest in the lesson. Instead they sit back as
if they were the audience and the lesson were going on up there where the teacher stands. The reason is that these habits are formed in the lower grades and thus they carry into the High School.

(4) Poor spelling is altogether too prevalent in our High Schools. It mars the written page as errors in speech mar the oral composition. We aim to know what are the particular words which trouble our students. Then we shall drill on these, so that they may write correctly the words they ordinarily use. Time is a serious drawback here. The teacher feels she cannot delay to stop and drill on these small things. However, we will make greater headway later, if we pay attention to spelling difficulties when they arise.

(5) Insufficient vocabulary growth is a serious hindrance in speaking and writing interesting English. Pupils lack the means to adequately express themselves. Wide reading done outside the school, as well as within, will tend to increase the student's mastery of the language. We do not want too long and detailed class analysis of our literature selections. We stress extensive rather than intensive reading and believe that in this way a truer conception of good literature is obtained for the student.

The proper development of vocabulary comes with extended experience with things and persons and the acquiring of words correctly related thereto, or by experience in the use of words and context. Discovery and naming differing experiences is the basis of vocabulary development. The greater the number of words really associated with their appropriate concepts, feelings, and the like, which are available, the greater is the possibility of organizing and expressing thought. The more limited the stock of words available, the more limited must be the possibility of thought and of adequate expression. Extensive thinking without extensive vocabulary is impossible. Extensive vocabulary without extensive thinking is quite possible and very common. It arises from the fact that
"passive vocabulary" tends constantly to outstrip the "active vocabulary". By "passive Vocabulary" is meant that portion of one's vocabulary which consists of words recognized as more of less familiar and carrying some meaning of a vague and general character when included in a context where other elements lend some clue to the meaning, but which carry little or no meaning in isolation and cannot be employed by the individual in handling or expressing his own thoughts. It is a task of education to prevent this "passive vocabulary" from remaining so and to make it a real instrument of thought and expression. We wish to do away with this mechanizing of language, but we do want to establish the proper relations between language and thought.

Accuracy in thinking and in the expression of thought is conditioned by accuracy in the use of words. Increase in the accurate use of words is just as important as the increase in the number of words at one's command. In fact, extensive vocabulary development comes from differentiation in discovering meanings. The pupils enter the secondary school with a fairly extensive vocabulary acquired. That is, he has come into contact with a certain number of words. But his vocabulary is characterized by generality and indefiniteness. However extensive his vocabulary may be, unless it is marked by accuracy and definiteness in use for thinking and expression, it must fail to be an efficient instrument to these processes, and will lead to looseness and error in thought.

(6) Independent straight thinking is seriously amiss in the students we send out of our High Schools today. It is also one of the most necessary things to success, and the lack of it is quickly felt in the English class. We want our students to have their own individual opinions about topics which come up for discussion
in the English class and we want them to be able to express these opinions in clear and forcible language. We want them to have opinions really their own and not be easily swayed from one to another. There is great chance for the teacher of English to develop this during the discussion of current events, in debates, and in the discussion of plots and characters in stories and plays that are read. If the teacher gets the pupils into the habit of freely passing opinions and comments and contributing to the general discussion, she will find that they will all catch the spirit of adding something, and soon there will be no one left out of the recitation.

**Aims in English Teaching.**

The basic aims and values in English teaching rest primarily upon expression and thought. This interesting and intimate relationship between language and thinking should consistently guide our thinking and should lead our students into a gradually maturing skill in power of interpretation and power of phrasing. The two pedagogical agencies are the courses in composition, oral and written, and the courses in literature. The **ultimate aims** of these are:

1. The aim of teaching composition shall be to help boys and girls of any particular grade to speak and write, whether for purposes of amusement or for business, as well as they should at that stage of their development. This implies at all times, actual production for an actual audience, as a means of getting pupils in touch with the real process. Only so much of the principles of grammar, composition, and vocal expression shall be taught as are necessary to secure these ends. Minimum requirements shall be carefully defined for each grade and rigorously followed. We shall ever be pushing on toward a finer craftsmanship in language and style.

2. The aim in the teaching of literature shall be to help boys and girls to learn to enjoy literature and to react independently to it. Most books including poetry, fiction, and the drama shall be read for enjoyment. A few, principally, of an expository or argumentative nature, shall be studied in more careful detail. In this part of our course we shall be seeking to obtain as a result of our work an enlargement of knowledge, an
expansion of ideals, a deepened emotion, and a perfected conduct. We want to form a taste for good reading and teach the pupils how to obtain this good reading for themselves. We want our pupils to find our course useful in later life in judging the value and quality of literature with which they come in contact. We want to increase the imaginative power of our pupils and to teach them to use their own experience in interpreting the author's thought. Lastly, we aim for independent straight thinking among our pupils, which at the same time shall present the qualities of clearness, connectedness and concreteness.

In setting up these aims, we have given due consideration to the aforementioned weaknesses obtaining in the High School English, and have tried to state the aims so as to include an attempt at removal of these weaknesses, and a fulfilling of the corresponding needs of pupils of English in the High School.

**Preparation for life.**

It should not be the only or even the main purpose of a High School course in English to prepare pupils for college. This is a fact almost as self-evident as some of those stated in the Declaration of Independence; still it is a just criticism of our English courses to say that college entrance seems to be the impelling motive behind much of the material taught to High School pupils. Since many of the pupils enter "life" immediately upon graduation from High School, the English course there should serve their personal and social needs, which are likely to be felt in the outside world. This gives our course an educational aspect. Time and economic factors should suggest to all teachers a margin or safety zone of essentials so that "real life problems" will not frighten our students. Our goal is citizenship and worth of the highest type. Thus we must fit for all phases of life. In this respect our course will have an important business significance. Dr. Eliott speaks "of the vocational force as a motivating means in the school."
The following specific elements may be included in meeting vocational requirements in its broadest sense:

Mechanics of writing:
1. Spelling:
   a. Keep error list obtained from written work.
   b. Develop the spelling sense by use of dictionary.
2. Grammar:
   a. Teach grammar as need is noted. (functional grammar)
   b. Cooperate with foreign language teachers.
   c. Possibly an elective course in higher technical grammar for prospective teachers.
3. Punctuation.
4. Penmanship: correlation with department of penmanship - keep writing up to standard.
5. Dictionary study as needed.

The Inspiration of English.

A cheerful atmosphere should pervade the English classroom. One of the prime purposes of the study of English is to provide pupils with such pleasurable experiences in reading, speaking, and writing that they will wish to continue these activities throughout life. Such a desire no doubt cannot be cultivated in all pupils, but a disposition on the part of the teacher to praise instead of condemn will go far towards establishing attitudes of correct English in the pupils. We wish to establish a general spirit of helpful, sympathetic and inspiring attitude on the part of the teacher - the attitude of working together under stimulating guidance. When it is necessary to call attention to defects, as happens in every English class, these faults should be pointed out sympathetically, and constructive suggestions should be given for their elimination; scolding and direful threats of coming examinations are fatal to results.

Use of the Library

The need for High School library standardization is very prominent at the present time. Jessie Newlon, Superintendent of Schools, Denver, Colorado says on the subject:

"In the building of High Schools in the past twenty-five years it has been the custom to provide adequately, or approximately so, for science and a little less generously for household arts and manual arts.

41.
But in planning our High Schools we have overlooked, with very few exceptions, the High School library.

"There are few well-planned High School libraries in the United States. Sometimes there is a large study-hall for the library—generally just one room with no work-room or conveniences of any kind for the library staff. Herein lies the importance of the report on "standard library organization and equipment for secondary schools of different sizes". For the first time administrators see that the library is the very heart of the High School. It will be possible now for those of us who believe in the importance of the library to talk in definite terms to Boards of Education when we are planning Junior and Senior High Schools. We can now offer Boards of Education a report that is official. This report represents the best thought of those who have studied libraries throughout the country. Great good will come from that!

The following is an excerpt from this report on libraries in the High School:

**The English Department and the library.**

**The English Department needs in the library:**

1. **Reference Books** — These include dictionaries, geographical dictionaries, and maps. Such sources for allusions as Brewer's Handbook, biographical and classical dictionaries, etc. Also, short readable lives of great men, authors and others, adapted to youngsters. Likewise such technical handbooks as grammars, debating manuals, rhetorics, and handbooks of poetics, etc.

2. **Supplementary Reading** — Anthologies of essays; selected poems of various authors; anthologies of short stories; orations etc. Books for supplementary readings in large schools should be purchased in
lots not less than ten copies each. Special collections of the poems of one author are more valuable than a variety of anthologies. However, a considerable number of copies of some one good collection, such as Manly, would be valuable.

3. Home Reading Books. — A considerable number of those listed in the home reading Suggestions should be carried. Pupils should be able to learn definitely whether books not owned by the school library can be obtained at the public library — without making a trip there to see.

4. Magazines — There should be a selection of current events and literary magazines, for the most part those the students are likely to read, or at any rate are able to read.

5. Some provision may be made to meet the needs of teachers, especially in towns where no good public library exists. This form of purchase should not mainly consist of educational books but when a recent, or newly edited version of some important book comes out — poetry, drama, biography, history, or what not — the policy of purchasing even one such book a year should help the pupils to keep alive, and should have the reflex effect on the students that a graduate school is supposed to have on undergraduates.

6. A classified file of pictures, for illustrative purposes. Lantern slides if the school owns any. Victrola records for the use of the English Department.

7. A series of bulletin boards, for notices, and other material.

8. Special libraries housed in art or domestic science or manual training rooms where they are not readily accessible to students in general should contain only the most technical books on those subjects.

9. If books were apportioned by teacher instead of by department, probably the distribution would be more nearly fair to the pupils.
If the English Department, instead of making random recommendations, in a desultory fashion, and as individuals, as is now done, were to devote a meeting in the library, with the librarian, to considering what books were to be secured for the English Department each year, knowing what money was available, probably we should get fewer "dead" books on the shelves, less scattering fire also.

**How the library can help the English teacher.**

1. It cannot unless she helps herself. Know your library first.

2. The second need is provision on the part of the teacher. The library cannot help last moment assignments. Plans must be made ahead.

3. Reserve lists. When the books are few and the classes large, a request for reserve, sent ahead of the assignment, will frequently keep the books circulating, and multiply their availability. Otherwise there may be exactly as many pupils prepared as there are books.

4. Advance notice, specifically stated, of reference assignments enables the librarian to collect available materials. It also saves half the pupils time.

5. If the librarian knows what you are doing, she can frequently call your attention to timely material, sometimes post matter on the bulletins.

6. In some localities arrangement with the public library is made for use of their books. When one wishes to spend a day or a week on some special matter, it is possible to get collections to use. Provision must be made ahead for these books.

7. It is impossible to list the services of the library, because the way to cooperate is to cooperate.
ORGANIZATION OF THE COURSE

All pupils shall be required to study English during the four years of the High School course; in special schools, where the instruction is unusually efficient, the fourth year may be made elective and its nature more professional. Fifty per cent of the time shall be devoted to the two kinds of composition, oral and written, and the other fifty per cent to the study of literature. Both phases of the work shall be studied each year. In some schools more stress may be placed on literature study in the fourth year. The best results are obtained by carrying the literature work along with the composition and giving half of the period to each.

There has been an argument for the complete separation of the two parts of the work so that the emphasis is placed on literature for a number of days and then on composition for another few days. These people complain that it is tiresome to read a classic piecemeal with intervals of two or three days between the readings. By carrying the two phases along at the same time there are no intervals between the readings and more variety is afforded the pupils at a time in their development when too much of any one thing becomes boring. This method makes the English period move faster and increases its appeal to pupils' interests. I do not say, that at certain times in the year, some period is not given up to literature or composition entirely. The teacher may want to drill on a difficult principle in composition work or may wish to finish up a literature selection within a certain time. In such cases she will use her own judgment how to proceed.
General Purpose.

The larger purpose of teaching oral and written composition in the High School is to establish a self-realization thru self-expression. Self-expression is one of the laws of life, and it is also one of the greatest sources of profit and pleasure. The teacher of composition has a valuable opportunity to develop in the student a body of ideals, skills and habits which will enable him to play his part in the world of leisure or of business with satisfaction to himself and with benefit to others.

"The purpose of oral composition is to give the pupils a command of clear, correct, strong, living speech which will serve in ordinary intercourse and be capable of expressing thoughts and emotions of men and women in other relations of life." Reorganization of English in Secondary School.

The purpose of written composition is to obtain on the part of the pupils a use of English that satisfies the ordinary needs of the everyday social individual in the everyday world, incentive and opportunity for self-expression being given to the talented few who shall be able to do more.

Composition is the phase of English work which is most frequently neglected. Pupils too often dislike it, and teachers fall easily into the error of requiring less and less of this work. The pupil should realize that speaking and writing are two forms of one mental act, and that consequently one should supplement the other and they should actually be learned together.

Use of text-books.

The teacher should use the text-books merely to facilitate her efforts and those of the class to attain the aims of the course. When they depart from the purposes of the work, they should be laid a-
The text should not determine the content of the course. The teacher rather should select, rearrange, and adapt the material and methods in the books to meet the requirements of the course and needs of the students. The teacher will find that she will use many texts to do this.

Oral Composition.

In ordinary life people express themselves more frequently in speech than in writing. Training in oral composition in the classroom should, whenever possible, precede that in written and should at least receive an equal amount of attention. Frequent one paragraph, two minute, oral themes should become a natural and easy procedure of the English period. More than anything else our pupils in the past have lacked the ability to express themselves thus easily and naturally. The fundamentals of voice cultivation should be taught in this connection. These oral themes should be prepared nearly always but never memorized. Criticism of these themes should be given by entire class directed by the teacher and should always be of the helpful and constructive type.

Written Composition.

Letter writing plays a large role in ordinary living, consequently it should figure largely in the composition of the school. Business letters of a clear, correct and simple nature; friendly letters of a more attractive style; and conventional types of social correspondence should all receive attention. Definite problems or projects in letter writing will make letters more interesting and effective. This provides that the letter be purposed, planned and written with a definite audience in mind.

Correction of the theme by the student should be made whenever possible. The teacher should encourage painstaking revision on the part of the pupil. In addition, however, the teacher must indicate errors in
spelling, grammar, and sentence construction, else the student will continue his faults.

Subjects for composition should be drawn chiefly from the student’s life contacts in the home, the school, and social environment, and his reactions to these experiences. Both oral and written compositions should be, with few exceptions, nearly always short. We stress short and frequent themes. The teachers must train the pupils to narrow their subjects to suit their abilities and the limitations of time and space. They should help their pupils in deciding upon suitable titles which will do away with vagueness in writing.

**Grammar.**

We include under the subject of grammar a knowledge of elementary facts which will function in the improvement of oral and written composition. It is a minimal amount. We do not desire grammar for its own sake, but that which will assist in detecting and correcting errors. We will drill on the errors most commonly found in the oral and written work of the students.

**Spelling.**

This subject is too often considered of minor importance in the high school. However, it has often proved a handicap in later life. We shall include spelling words in our course on the basis of frequency of use and frequency of error. We shall deal only with the pupils difficulties in actual usage. A notebook of misspelled words should be kept by every student. A few simple, helpful rules should be learned and understood.

**Use of Dictionary.**

The Dictionary habit should be emphasized in the freshman year and ability to use it correctly should be required. Individual dictionaries should be provided for the pupils.
Motivation and Projects.

Students learn better and remember longer when they are interested in their work. Pupils will be easily interested in improving in ability to use forceful, pleasing English, in communicating with others, or in preserving something in written form, if the teacher provides the proper incentive in each case. The school newspaper, handbook, magazine, song, hymn, history for an anniversary event, etc. are all aids in motivating English Composition. The Debating Club, the Current Event Club, and School Assembly are additional helps. The newspaper should be given a fixed place in the English curriculum. In the High School I would suggest that one English period a week be devoted solely to this work. The pupils may be asked to write something for the paper as a preparation for this period. These contributions can be criticised during the period. Projects in composition, such as letter-writing and newspaper work will result in a gain in effectiveness of expression, because of enthusiasm in the work; a better grounding in matters of form, because of principles discovered while working out a definite problem; and an improved speaking and writing which will go outside of school situations.
Outline for Freshman year

The composition work of the first year should be based chiefly upon narration and some description. We wish to obtain here a mastery of sentence form and an accuracy in spelling, punctuation and diction. We aim to establish the sentence sense. The grammar should be sentence building. Simple principles of punctuation should be taught. We will try to eradicate vulgarisms.

Throughout this course we are setting up our subject matter in terms of our minimal requirements in oral and written composition, including grammar, spelling, etc. as needed in these two phases of the subject.

To pass, the pupils should meet the following requirements:

A. Written.

1. Short weekly themes.
2. Write a legible hand, and be able to copy accurately ten lines of either poetry or prose.
   (a) Avoid crowding the lines.
   (b) Show difference between small letters and capitals.
   (c) Carefully and simply dot i's and t's.
3. Observe proper form in margins etc.
4. Use capitals properly in theme titles.
5. Show properly where one sentence ends and another begins.
6. Unite fragments of sentences with proper assertion.
   Phrases and subordinate clauses, if used alone, carry only incomplete meaning.
7. Properly cancel incorrect expressions.
   Do not erase. Draw a horizontal line through whatever is to be omitted.
8. Spell twenty-four of any twenty-five words in the spelling lesson.
   No spelling lesson should contain more than ten words.
   A test should not contain more than twenty-five words.
9. Learn and put into practice the four most helpful spelling rules.
   (a) Words of one syllable, ending in a single consonant preceded by a vowel do double the final consonant before a suffix beginning with a vowel.
      up, upper
      in, inner
      hid, hidden
(b) Words ending in silent e drop the e when adding a suffix beginning with a vowel, but retain the e when adding a suffix beginning with a consonant.

hope, hoping, hopeless
fame, famous
write, writing, writer.

(c) When ei and ie are pronounced ee, i comes before e except after c.

ceiling
receive
believe

(d) Words ending in y preceded by a consonant, change y to i and add es to form the plural of nouns and the third person singular of verbs. Words ending in y preceded by a vowel simply add s.

sky, skies
lady, ladies
day, days
try, tries

10. Write our common compound words solid.

within
nowhere
nevertheless
baseball

11. Use the apostrophe correctly to show the possessive case of nouns, and refrain from using the apostrophe in the possessive of personal pronouns.

12. Point out the subject and the predicate in any ordinary sentence.

13. Observe the common rules of punctuation.

(a) The period should be used after declarative and imperative sentences; question mark after direct questions; the exclamation mark after emotional exclaiming.

(b) The comma is used to set off yes, no and all vocatives, including mild interjections; to separate words, phrases, and clauses used as coordinate items in a series; and to set off appositives, parenthetical expressions, and successive items of an address.

14. Habitually use capitals where needed, and refrain from using them where not needed.

15. Observe the ordinary rules of syntax.

(a) A pronoun subject of a sentence is in the nominative case.
(b) A pronoun after a form of the verb (to be) is in the nominative case.
(c) A pronoun object of a verb or a preposition is in the Objective case.
(d) A pronoun agrees with its antecedent in gender, number, and person.
(e) A verb agrees with its subject in person and number.

16. Regularly punctuate and paragraph conversation properly.

Give particular stress to the proper punctuation of quotations.

17. Eliminate the false use of abbreviations.

18. Write a business letter, perfect so far as form is concerned.

Emphasize letters written from individuals to individuals as to firms. Follow the form in every detail.
19. Enlarge the vocabulary.
20. Elementary study of the sentence.
21. Use paragraphs of moderate but sufficient length.

B. Oral.

1. Instruct on how to breathe and use the voice.
2. Stand before the class in good position and look at his classmates while he talks.
3. Show by his voice that a sentence ends and begins.
4. Pronounce words correctly and distinctly.
5. Know how to determine pronunciation by means of the dictionary.
6. Definitely increase his vocabulary.
7. Make rapid strides wherever necessary in eliminating vulgarisms.
8. Observe the ordinary rules of syntax.

   (a) Cases of pronouns.
       It is I. It was he. This is for her and me.
   (b) Agreement with antecedent.
       Each of the students is to provide his own books.
   (c) Agreement of verb with subject.
       Neither of the plans is desirable.

9. Use correctly the principle parts of go, see, do, come, sit, set, lie, lay, eat.
10. Maintain a courteous attitude in conversation and discussion.
11. Read aloud acceptably his written compositions.
12. Omit all the unnecessary connectives.
13. Use complete sentences.

Theme Topics.

1. Incidents in the Life of My Dog.
3. Cats I have Known and Loved.
4. My Bicycle and I.
5. Haunts of My Childhood.
6. From the Hilltop.
7. Three Books that I Like.
11. Trails That I Love to Follow.
15. The Crucial Moment in the Game.
17. The Attic in the Old Homestead.
18. The View From Our Piazza.
19. Making Fudge.
20. A Comfortable Room.
21. Mother's Frequent Caller.
22. My Summer Home.
23. The Ford Car.
24. Fishing for Trout.
26. The Temptation.
27. Lost.
28. The Week That Mother was Away.
29. My Vegetable Garden.
30. Father's Moods.
31. A Puncture.
32. My Canary's Tragic End.
33. A Clam Bake.
34. Bird Neighbors.
35. Habits of Bugs I Have Studied.
36. Caught in the Fog.
37. What I did For the War.
38. Parlor Games.
39. A Midnight Fright.
40. Castles I have Built in the Air.
Sample Theme A Grade

A thing that Might Happen.

It was the twelfth of February, Lincoln's Birthday. As usual the school celebrated that holiday by going to the Auditorium and having recitations. I was chosen to recite the Gettysburg Address. Everything went along smoothly until it came my turn to recite.

This being my first public speaking I was stage-struck and a lump that seemed as big as my fist came into my throat. When my name was called, I tried to walk up to the platform as firmly as I could, saying over and over again these words which were the hardest for me to memorize, It is rather for us the living to be here dedicated, etc."

Of course, as fate would have it, when I came to these words my memory went blank. What could I do? The audience was getting impatient. Suddenly as if from a clear sky someone in the audience who must have sympathized with me shouted out, "It is rather for us, etc" The whole school was then in an uproar.

But were it not for the unknown person, I should still be standing on the platform today, thinking of what came next.

Sample Theme B Grade

"My Accident With a rusty Fire Engine."

"Dorothy! How many times have I got to tell you to keep off of that fence," exclaimed mother!

"Alright," I answered sullenly, "and climbed down from the wire fence which separated our yard from Smiths!"

As soon as mother's back was turned I was on the fence again, and this must have been the fortieth time that she had told me to get down.

I watched mother as she returned to her house-hold-duties and
waited for a good chance to get on the fence again.

This wire fence seemed like an old friend to me when I was a child because with my weight on one side it would sway back and forth almost touching the ground, giving one a fine ride.

After waiting patiently for five minutes I climbed the fence and was having a fine time when suddenly one end of the fence gave way, and I tumbled into the next yard, on a rusty fire engine, the toy of the boy next door.

When I awoke I found a piece of white plaster adorning my forehead and right there and then I decided that wheeling my doll carriage was much better than swinging on a wire fence as I carried the scar all through my earlier childhood.

**Sample Theme C Grade**

Befriended by a Stranger.

Four miles from home and not a cent in her pocket. A month before Alice had been looking at books in one of the large stores in Boston. She handed the girl at the counter one. The girl said "95 cents Miss." Alice went to take the change from her pocketbook when she discovered it was gone.

"What shall I do?" she exclaimed. The sales girl asked her where she had been a minute before. Alice told her that she was at the stationery counter. They looked around the counter hoping for the best. At last Alice, who was unsuccessfully trying to keep from crying asked many questions between her low sobs, such as "What shall I do?" "How am I to get home?" etc.

The sales girl told her to go to the office and ask if a pocket book had been returned. She went to the office and the answer to her question made her hopeful. But when the office girl showed her the bag that had been found she was greatly disappointed. This bag was an
old brown shabby one and her's was a bright shine new black one, with a large mirror in the front of it. She felt more sorry at the loss the pocketbook than she did at the loss of the money. On the way down stairs in the elevator the girl that was running it asked Alice what the matter was. Alice's eyes were red & one could see that she had been crying. Alice told the girl the whole story as she was the only one in the elevator. The girl was surprised that Alice was not given her car fare in the office. She offered Alice some money. At first she would not take it but later thought better of it & and excepted the money as she could not walk home. She thanked the elevator girl & and took her address. As soon as she reached home she sent the money to the girl.
General Purpose.

Few subjects of the High School Curriculum offer so many possibilities for creating lasting life influences as literature, and yet in few subjects has the teaching been so hit-or-miss. One cause rests in the bewildering variety and extent of subject matter. Another more serious cause is the indefinite conception of aims in the teaching of literature and lack of adapting methods to obtain these aims.

According to the report of the national Joint Committee on Reorganization of English in Secondary Schools "It is the purpose of every English teacher to quicken the spirit and kindle the imagination of his pupils, open to them the potential significance of life, and develop habits of weighing and judging human conduct and of turning to books for entertainment, and instruction, and inspiration as the hours of leisure may permit." We will, thru literature, provide pupils with lasting ideals of life and conduct and acquaint them with what is fine and true in men and women. We wish to enrich the imaginative and emotional life of the student, to provide a contact with human experiences, to increase the student's reading of good books, to raise the level of enjoyment in reading, to give a knowledge of a few of the greatest authors' lives and works and to develop a habit of weighing the thought content of passages.

Methods in Teaching Literature.

(1) We emphasize reading by wholes in the literature course. The old, close, analytical treatment of literary masterpieces is not to be imposed upon our pupils. We aim to have the students appreciate and understand the entire meaning and value of a piece of work, but such line-by-line study ruins our purpose.

(2) More attention should undoubtedly be given to reading aloud in the High School literature class. The teachers should not hesitate to read to the class the best passages from the selections read, as an
aid to the pupils in catching the author's thought. We desire a
personal reaction on the part of the pupils by the way of opinions on what
they have read. This work is often organized on the plan of the so-
called "socialized recitation." Work of this kind should be very care-
fully organized by the teacher. Each recitation should have a definite
purpose, thoroughly understood by the pupils, and should be kept well
in hand by the teacher through carefully worded questions, in order to
prevent a mere recital of facts.

(3) Memorizing of rare passages which appeal to the students,
and are selected almost solely by them, should comprise an important part
of the literature work in the High School.

(4) Selection of the literary pieces to be studied in the course
should follow as far as possible the teacher's own enthusiasms. McMurray
says: "Only those who show taste and enthusiasm for a choice piece of
literature can teach it with success. Appeal not merely to intellect
and reason but to emotion and higher aesthetic judgements, to moral
and religious sentiment in ideal representation."

(5) In the field of outside reading the really practical work
in literary appreciation is done. At least one day a week may be devoted
to report and class suggestion on outside reading. A book club as a form
of class organization is suggested. Let the requirements be at a minimum,
but by direction, guidance and stimulation of interest set the actual
amount of work done on a high plane. Students are at liberty to report
anything they read and enjoy. The teacher may make note of choices,
sometimes read two contrasting selections to the class and in this way
cultivate good judgment and appreciation of the best on the part of the
student.

(6) "Systematic instruction in the proper use of libraries and
books should constitute a part of the required work in literature
during the first three years of the High School course. If there is a
trained librarian, the instruction should be given by her, either in
the library, or in the classroom followed by visits to the library.
The work should be followed up by the English teacher with the assign-
ment of appropriate problems in the use of the library."

(7) Motivation and the Project method are valuable aids in the
teaching of literature. The Dramatic Club, library clubs and pageants
all are means of providing the pupils with live projects which carry
them outside the classroom. Making collections of poems on special sub-
jects is a worthwhile piece of motivation. One can do nothing which
makes a more lasting impression, than that which has a motive behind
it, an end sought. The live interest of the student is involved. This
is what we want our course to do -- furnish motives for further car-
rying on of the literature work in the school. Problems must always be re-
lated to the aims of the course in literature and not merely to be inclu-
ded because they are projects. Dramatizing is valuable, when not too in-
volved and when the material dramatized has a worthwhile significance.
It should not, however, be too frequent.
Outline for Freshman Year.

In choosing from this list for class study the teacher should remember that the work in literature constitutes only one-half of the course in English, and should resist the temptation to permit it to encroach upon the time which should be devoted to composition. A minimum number of selections to be read in each of the various groups has been designated. Selections from American literature have been included in terms of some definite attainment which it gives in the way of fulfilling the aims of the literature course. In some schools it might be permissible to have reading of additional selections from the supplementary list without taking time which belongs to composition work.

Titles from which Selection for Class Study may be made:

1. Narrative poems - at least five.

<table>
<thead>
<tr>
<th>Tennyson</th>
<th>Enoch Arden</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arnold</td>
<td>Sohrab and Rustum</td>
</tr>
<tr>
<td>Byron</td>
<td>The Prisoner of Chillon</td>
</tr>
<tr>
<td>Cowper</td>
<td>John Gilpin's Ride</td>
</tr>
<tr>
<td>Macaulay</td>
<td>Lays of Ancient Rome</td>
</tr>
<tr>
<td>Browning</td>
<td>Herve Riel</td>
</tr>
<tr>
<td>Kipling</td>
<td>Incident of the French Camp</td>
</tr>
<tr>
<td>Rossetti</td>
<td>The Ballad of East and West</td>
</tr>
<tr>
<td>Whittier</td>
<td>The White Ship</td>
</tr>
</tbody>
</table>

or a longer narrative poem - read one:

<table>
<thead>
<tr>
<th>Scott</th>
<th>Lady of the Lake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scott</td>
<td>Marmion</td>
</tr>
</tbody>
</table>

2. Lyric Poems and Ballads - at least five:

<table>
<thead>
<tr>
<th>Anonymous</th>
<th>Robin Hood and Little John</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tennyson</td>
<td>Charge of the Light Brigade</td>
</tr>
<tr>
<td>Whitman</td>
<td>My Captain</td>
</tr>
<tr>
<td>Scott</td>
<td>Lochinvar</td>
</tr>
<tr>
<td>Burns</td>
<td>A Man's a Man for A' That</td>
</tr>
<tr>
<td>Southey</td>
<td>The Inchoape Rock</td>
</tr>
<tr>
<td>Whittier</td>
<td>Barbara Frietchie</td>
</tr>
<tr>
<td>Holmes</td>
<td>The Chambered Nautilus</td>
</tr>
<tr>
<td>Emerson</td>
<td>Concord Hymn</td>
</tr>
<tr>
<td>Lowell</td>
<td>The First Snowfall</td>
</tr>
<tr>
<td>Campbell</td>
<td>Lord Ullin's Daughter</td>
</tr>
<tr>
<td>Longfellow</td>
<td>The Wreck of the Hesperus</td>
</tr>
<tr>
<td>Masefield</td>
<td>Spanish Waters</td>
</tr>
</tbody>
</table>

3. Short Stories and Sketches - at least five:

<table>
<thead>
<tr>
<th>Irving</th>
<th>Christmas Sketches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardy</td>
<td>The Three Strangers</td>
</tr>
</tbody>
</table>
Brown         O. Henry
Davis         Dickens
Dickens       Poe
Hale          Brown

Farmer Eli's Vacation
The Chaparral Prince
Gallegher
A Christmas Carol
The Gold Bug
A Man Without a Country
Ivanhoes (This novel read in place of short stories)

Supplementary Lists:

1. Novel and Short Stories:
   R.L. Stevenson       Treasure Island
   C. Dickens           Cricket on the Hearth
   J.M. Ewing           Jackanapes and Other Tales
   J. London            Tales of the Fish Patrol
   H. Vandyke           The Blue Flower
   L. Masefield         Martin Hyde

2. Short Stories:
   C. Dickens           A Christmas Carol
   L.M. Alcott          An Old-Fashioned Girl
   E. Atkinson          Grayfriars Bobbie
   R. Kipling           Captains Courageous
   Sir W. Scott         The Talisman
   J. London            Call of the Wild

3. Poetry
   H. Vandyke           New Year's Eve
   R. Burns              Tam O'Shanter
   H.W. Longfellow       The Building of the Ship
   R.L. Stevenson        Ticonderoga
   A. Tennyson           Dora
   J.G. Whittier         Snow-Bound

4. Heroes, Myths, Legends, and Adventures:
   J. Burroughs         Camping and Tramping with Roosevelt
   F.C. Bostock         Training of Wild Animals
   F.T. Bullen          Cruise of the Cachalot
   N. Duncan            Dr. Grenfell's Parish
   A. French            Heroes of Iceland
   S.I. Clemens         Life on the Mississippi

5. Biography
   F.H. Burnett         One I Knew Best of All
   E. M. Beacon         Boys' Drake
   Carpenter           Joan of Arc
   W.L. Goss            Boys' Life of Grant
   H. Keller            Story of My Life
   M.B. Parkway         Heroes of Today

Note: This list is made merely to show the general nature of the books to be read outside of class work. It will be widened and added to under each heading, as the teacher sees fit.
The Role of the English Teacher

The English teacher should be one of the most forward-looking of our modern educators. She should be a person of culture and refinement, capable of entering fully and deeply into the lives and works of great authors, and possessing a good command of the English language. The English teacher needs as a background for her work a wealth of wide and varying experience. A person of stimulating and enthusiastic personality and vigor will go further in making the English course a vital, living thing in the lives of the students. She should be thoughtful and sympathetic towards pupils' difficulties and ever ready to give constructive suggestions. The English teacher needs to keep always beside her a keen interest and professional attitude towards what is going on in the world of educators, and also in the technique of her own subject. She should subscribe to an educational journal and a journal of her subject, such as the "Educational Review" and the "English Journal," and she should join the "National Association of English Teachers."
Summary.

Throughout this thesis I have attempted to outline a method of procedure which will be helpful in the teaching of English in the High School. I began by setting up my educational objectives and relating my subject directly to them. Then by gathering the opinions of experts and by analyzing and comparing courses of study, I finally reached a conclusion as to what subject matter I wished to place in my own course and what methods I thought best to employ in teaching this subject matter most effectively. I finished by giving a few short statements regarding what the English teacher herself should be. I have attempted to approach the matter scientifically, yet with common sense at my elbow. Too much science is complexing. We want simplicity and definiteness in our course-making today. I have tried to include a reasonable amount of both in this treatise.
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