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Correlation of the language arts with other subject matter areas, in particular, three units in Guide to Growing Up

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BOSTON UNIVERSITY

GRADUATE SCHOOL

Thesis

CORRELATION OF THE LANGUAGE ARTS WITH OTHER SUBJECT
MATTER AREAS, IN PARTICULAR, THREE UNITS IN
GUIDE TO GROWING UP

by

CIAIRE LOUISE SLATTERY
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copy 1

Approved

by

First Reader. *M. Agrella Gunn*

Associate Professor of Education

Second Reader. *Roy O. Billett*

Professor of Education

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CHAPTER I

INTRODUCTION

Statement of the Problem

Purpose.-- The purpose of this paper is two-fold: to indicate opportunities for growth in power of communication when the Language Arts are taught in relation to other subject matter areas; and to present an objective analysis of data obtained from the try-out of three units in the basal reader, Guide to Growing Up¹, in order to show the possibilities for correlation of Language Arts with a specific core course.

The Language Arts have always been used to enrich other subject matter courses but this use has often been more incidental than deliberate. Efficiency in communication should not, however, be regarded as an English department objective but as an institutional objective. All teachers of all subjects should be to some extent teachers of communication. They cause pupils to employ reading, writing, speaking and listening and as a result must assume some responsibility for their quality. In all subject matter areas the Language Arts provide the media through which the student learns and expresses that learning. A core course designed to help pupils explore their personal needs and find worthwhile ways of fulfilling them, though organized differently, is still subject matter. Language, therefore, is basic to it.

Such a general discussion remains pure theory, however, until practical application of its suggestions is made. In this paper, therefore, correlation of Language Arts and a specific core course,

¹Roy O. Billett and J. Wendell Yeo, Guide to Growing Up. Edwards Brothers, Incorporated, Boston, 1949.

Guide to Growing Up, will be illustrated. The values of the Core Course contribute to the study of the Language Arts and the Language Arts in turn enrich and reinforce the activities in the Core Course.

Selection of the Problem

Source and Justification.-- Reports such as the study, A Correlated Curriculum in English,¹ indicate that correlation is being successfully practiced. Nevertheless, the process is not an easy one for it makes heavy demands on teacher time, teacher initiative, teacher patience and teacher intelligence. Correlation causes one to be critical of one's self, one's material and one's method of teaching, calling for more skillful organization of materials, a better understanding of pupils, broader supervision of instruction and new criteria for evaluation of pupil achievement and progress. The teaching of English, therefore, should be essential in any process of correlation; for without English skillfully applied to all activity we cannot have a correlated curriculum. Any program designed as a core course must be investigated as to its use of the Language Arts.

Six units from the reader Guide to Growing Up were tried out in various schools previous to publication of the Manual to determine whether or not revision is necessary. As stated by the authors, "a major strategy of the course is in the provisions made to enable the pupil to discover how this course and each of his other courses can help him achieve his present goals and set up new ones."² One of these

¹National Council of Teachers of English, Ruth Mary Weeks, Chairman, A Correlated Curriculum. D. Appleton-Century Company, Inc., New York 1936.

²Billett and Yeo, Guide to Growing Up, page iii.

courses is necessarily English and must, therefore, influence and be influenced by the activities in the Core Course. When we study English, we study a tool by which all knowledge is communicated; it becomes, therefore, the pivot and binding element in any curricular experiment. Whether the subject investigated is life adjustment, practical arts, social studies, or any other interest we must read and listen and speak and write about it. Relation of the Language Arts with another field may be slight; they may be combined directly with another subject being dominated and used by it, or they may be but a part in the unification of all study. Regardless of organization, however, language is the basic medium through which the student learns and expresses what he learns. Any course, therefore, which claims to give added meaning to all courses carried by the pupil and to all other activities in which he is engaging in school and out should be investigated from the standpoint of its use of the Language Arts. By establishing, with specific references to experiences and activities, the direct correlation of Language Arts with a particular core course the value of correlation in one particular case may be determined and assumptions made as to the value of further extensive correlation.

Guide to Growing Up is a core program designed to have carry-over values into all subject fields. Therefore, by examining the results of the experiences and activities in the try-out of three of its units, the need and opportunities for growth in power of communication may be noted in detail and suggestions made for further correlation.

Scope

In this paper correlation of Language Arts and life adjustment will be illustrated by specific references to the first three units in Guide to Growing Up: "You and Your Future", "Comparing Yourself with People" and "Finding Out Your Heredity as You Grow". They have been taught as follows:

1. Winthrop Junior High School, Winthrop, Massachusetts;
grade nine, approximately 57 pupils
2. South Junior High School, Quincy, Massachusetts;
grade nine, approximately 17 pupils
3. Quincy Point Junior High School, Quincy, Massachusetts;
grade nine, approximately 20 pupils
4. Central Junior High School, Quincy, Massachusetts;
grade nine, approximately 20 pupils
5. North Quincy High School, Quincy, Massachusetts;
grade eight, approximately 31 pupils
6. University High School, Normal, Illinois;
grade ten, approximately 54 pupils

Three grade levels, eight, nine and ten are included and approximately two hundred pupils and six teachers have answered inquiry forms on each of the three units. Interest, reading difficulty and value of the activities and experiences included will be analyzed according to the teacher and pupil reports. The exercises and activities contained in each unit will be discussed in detail with specific reference to the possibilities for correlation with the Language Arts.

Solution of the Problem

A survey of professional opinion concerning the opportunities for growth in power of communication when the Language Arts are taught in relation to other subject areas will illustrate the importance of correlation and serve as background for this specific study.

These specific units of work were analyzed as follows: two instruments, questionnaires, constructed by the authors of the Core Course to determine the reactions of pupils and teachers were analyzed. Each pupil filled out a two-page report; each teacher, a five-page report. The data obtained were tabulated and information evaluated and interpreted according to relationship to the Language Arts. Comments favorable and unfavorable, by teacher and pupil were tabulated. Recommendations and suggestions on the various activities and exercises were made to show the possibilities for greater correlation of the Language Arts with this specific core course.

It is hoped that as a result of this study the place of the Language Arts in enriching and reinforcing other areas of learning may be more clearly pointed out and assume new meaning.

CHAPTER II

CORRELATION AND THE LANGUAGE ARTS

"The purpose of education is to give students an understanding of life and the character, information, and skill needed to meet its problems. Without such an understanding no man can apply the best learned skills appropriately."¹ To fulfill this purpose it is necessary to survey life noting what experiences most people have and what desirable ones they miss. The curriculum builders must then select the best possible kinds of experience and distribute them throughout the entire range of the curriculum.

Some kinds of experiences cannot, of course, be brought directly into the school and some, such as grief and injustice should be eliminated entirely. But such undesirable experiences though not actually encountered in the classroom can be introduced to the student through literature. For it is only by meeting situations, directly or indirectly, modifying conditions and adapting themselves to the unchangeable that boys and girls will learn to live in a dynamic and evolving world. The entire school curriculum in which each department participates is necessary to bring about such an experience program.

¹ National Council of Teachers of English, A Correlated Curriculum, page 1.

In many schools students study English, history, algebra and science as distinct and separate subjects having little or no formal connection with one another. This does not mean, however, that no actual correlation takes place. Educators realize that artificial barriers among the various subject matter fields must be broken down before the students can visualize each of his studies as a related part in the whole of life. Meaningful relationships have always been desirable and superior teachers have always enriched their subjects by drawing from the vast wealth of knowledge outside their own particular field. Not nearly enough of these individual programs of correlation were carried on, however; nor are these sufficient today.

Many programs under diverse names were started in an attempt to effect the desired educational synthesis. Among these attempts was the formal program of correlation. In its favor eminent professional men raised their voices arguing that certain aspects of modern life made it increasingly urgent that the correlated curriculum or some type of fused or integrated course be adopted. These aspects, set forth in greater detail in A Correlated Curriculum,¹ may be summarized in the four reasons following.

We have increasingly directed our attention toward specialization in one field. Often the specialist deals with very little outside his one particular range of activity. If, therefore, we are to view life

1

Ibid., page 2.

as a whole, we must do so while in school. Once we begin to earn our living our vision is generally centered on one small part of life.

The growing restlessness of our ever-shifting population is another reason for instituting the correlated curriculum. Children of families constantly moving from place to place because of business demands seldom get a clear picture of life but see only a series of scattered impressions. It is vital that they see a complete, understandable picture and this may be brought about only through the unifying medium of the school.

The noise, confusion and annoyances of urban life are other major reasons for the institution of the correlated curriculum. We are beset on all sides by distractions which should not be carried over into school life. In school we should see clearly and learn the simple, obvious and definite, something to counterbalance the confusion surrounding us.

The indifference of the majority of our citizens toward politics and their inability to plan intelligently for the whole of life through politics is another reason arguing for correlated education. Through correlated education we can reanimate politics by the conviction that life is a logical whole for which cooperative planning can be profitably undertaken.

Through a correlated curriculum, then, we should be able to adequately picture the world in which we live. Through its "many sided materials, its multiform activities, and its opportunity for constant cooperation between students and teachers in the posing of problems

and the planning of activities, ... (the correlated curriculum) most fully utilizes all of the student's abilities and most powerfully guides him in self-mastery of social intelligence."¹ As it is so clearly expressed in An Experience Curriculum in English² "a school program centering upon pupils' dynamic experiences of work and play, of joy and sorrow, will put an end to the dissociation of the practical from the theoretical elements of personality and prevent the splitting up of intellectual life into mutually repellant fragments." In such a way it will provide the opportunity to see and live life as a whole. Finally a correlated curriculum most successfully trains not for mere adjustment to life as it is but for building a new and better world.

Types of Correlation

Educators aware of this need for an educational synthesis have attempted to meet it. To their attempts the terms integration, fusion and correlation have been variously applied. In all, the purpose is the same but distinctions may be made in degree and method. According to An Experience Curriculum in English³ they may be defined as follows:

Integration is the unification of all study. It comes about for the most part, not through conscious combining of different subjects but through the initiation of vital activities which reach out into various fields and absorb subject content as the roots of a tree absorb food from the soil -- without regard to fences on the surface.

¹ Ibid, page 4.

² National Council of Teachers of English, W. Wilbur Hatfield, Chairman, An Experience Curriculum in English. D. Appleton-Century Company, Incorporated, New York, 1935, Page 14.

³ Ibid, page 10.

Fusion designates the combination of two subjects, usually under the same instructor or instructors; supposedly the partners are equal, but usually one dominates the other.

Correlation may be so slight as casual attention to related materials in other subjects.... (It) becomes a bit more intense when it is planned in advance to make the materials of one subject interpret the problems or topics of another.

In this paper the term correlation will be used because it has the greatest currency and may perhaps suggest to more people the idea of making clear to students the relation between the various subjects of instruction and their place in the total scheme of life.

Correlation in English

Correlation in English is no new untried experiment. For years English teachers have been making correlations between English and other subjects of instruction. Such correlations have been mainly incidental, but they suggest the value and possibility of correlation on a larger and more deliberate scale and for the purpose not only of increasing the interest and effectiveness of English instruction but also of widening the students' mastery of life, for his obligations to society become a sacred trust. "Perhaps no subject, not even the social subjects, affords such opportunities as does English. For without the ability to read with understanding, to write and speak clearly, to think logically and to listen attentively and critically, no one can take his place in a democratic state."¹ English teachers

¹ Dorothy Dakin, How to Teach High School English. D. C. Heath and Company, Boston, 1947, Page 22.

responsible for teaching these basic skills in communication, recognize that their work underlies that of all other departments.

Angela Broening,¹ when speaking of the correlation of English and other school subjects, points out that the strongest motive for mastering English is its application in getting, articulating and sharing experiences of intrinsic interest to the learner at his present level of maturity. For when that which is taught in English is applied to the assignments the student has to do anyway in his other subjects he gets practice in the skill and mastery of the knowledge. Teachers in other subjects should study the grade attainments set up in the English course and attempt to hold pupils responsible for putting into use what the teachers of English have taught. In return, teachers of other subjects call to the attention of teachers of English serious weaknesses of individual pupils and the opportunities in their subject field for creative writing, for preparation of source papers and for socialized discussion.

In any effective program of correlation of the Language Arts with other subjects individual attention is given to reading, writing, speaking and listening. We have a definite responsibility to teach the practical use of books not only in English but science, mathematics, history and all other fields. This is not a correlation of subject matter; it is the correlation of method in securing subject matter. In order to do this a number of reading techniques are taught such as

¹ National Council of Teachers of English, Angela M. Broening, Chairman, Conducting Experiences in English. D. Appleton-Century Company, Incorporated, New York, 1949, Page 269.

"summarizing, outlining, answering questions by teacher or class, recognizing and being able to state the central idea of the piece being read, discovery of details, developing the main idea, recognizing key words, skimming, following directions, applying one's own experience and knowledge as a means of interpretation or in order to form an opinion, finding answers to questions, reviewing systematically, and preparing a précis."¹

Reading also includes literature and the bringing of literature and other studies into closer relationship. Reading experiences should be encouraged from the beginning of any program and be as wide and pleasant as possible. Teachers rather than condemning the pupil's choice or imposing their own choices upon him could suggest better books of the type the individual is interested in and gradually guide him into a liking for the higher types of literature. In this way teachers begin to help their students share experiences intelligently, satisfy and stimulate emotions, find material for reflection, develop a philosophy of life and experience aesthetic delight.

In writing, content and form are correlated. English teachers teach the skills and techniques of written composition aiming always toward the development of the ability in the student of expressing his ideas with clarity and some degree of effectiveness. All other teachers knowing what is being taught in English classes can, in turn, continue to develop the desired writing skills and techniques in the

¹ Dakin, op. cit., page 419.

pupils under their direction. "If pupils are to develop the ability to write, all writing must be looked upon as an exercise in the art of writing. It is certainly the responsibility of English teachers to teach the elements of written composition, and it is most certainly the responsibility of all other teachers to see that the elements are applied."¹

In speaking we are again attempting to help the pupil express his ideas with clarity and with some degree of effectiveness. Here, however, we are concerned with the spoken word and effectiveness is enlarged to include delivery: correct posture and clear, accurate, forceful speech. Good oral expression cannot be achieved merely by saying that it is necessary to acquire it. There must be drill on such aspects as clear articulation, correct pronunciation, concise, intelligent statements. Teachers of other subjects could be informed as to steps and content covered in English classes. Through their agreement in maintaining these same standards in their classes, pupils would realize that good speech was a condition of school life, not only of English. Teachers likewise would recognize that speech in any activity could always provide practice in effective oral English.

Listening is concerned with getting the essential idea of the discussion, lecture, formal debate, newscast or any other form of oral communication. Note-taking, outlining, summarizing and discussions

¹
Mark A. Neville, "English as a Positive Factor in Correlation," The English Journal. 32:47, January, 1938, page 47.

based upon what the pupil has heard in connection with his class work will make him conscious of the value of listening carefully and critically. It would be advantageous, therefore, for all teachers to come to an agreement as to the methods to be used in note-taking, outlining, and summarizing in order to facilitate the manner in which the listening is recorded.

When all teachers come to common agreement and are willing to make effective what they propose, correlation is successful. "When pupils know that all teachers are insisting upon the application of fundamentals, and have the ability to teach those fundamentals when that teaching is necessary, correlation will be successful."¹

Objectives of the Language Arts in
Any Program

Toward what objectives are we directing this program of correlation? The National Council of Teachers of English in Commission on the English Curriculum² defines the objectives of English instruction in terms of the major purposes of education; namely, (1) the cultivation of wholesome personal living, (2) the development of social sensitivity and effective participation in group life, and (3) preparation for vocational competence. The Commission believes that English instruction can make a unique contribution to these general aims and

¹ Ibid, page 47.

² National Council of Teachers of English, Commission on the English Curriculum, Communication Number 7. Chicago, Illinois.

should be directed toward them. Any program designed for the correlation of the Language Arts with other studies must be built around these objectives of English instruction. Some of these objectives we have already mentioned generally but for purposes of clarification and emphasis they are summarized:¹

1. Mental and Emotional Stability.

English and Speech classes (by themselves or in integration with the total school program) should help students grow in effective personality and social adjustment through consideration of their own problems in speech, writing or other activities.

They should acquaint students through literature with characters of their own age who face choices and challenges like their own.

They should satisfy the students' need for varied emotional experience through conversation and discussion, through informative and imaginative writing based upon their own experiences and those of others, and through the reading of literature....

They should give the student refreshment of mind and spirit through appreciation of aesthetic values in, and personal enjoyment of literature, radio, motion picture, dramatics, or imaginative writing.

2. Dynamic and Worthwhile Allegiances through Heightened Moral Perception and a Personal Sense of Values.

Through literature young people have access to the spiritual experience of the race. The schools have... opportunity to present literature in such a way as to develop a personal sense of values and to promote dynamic and worthwhile allegiances to ideas and ideals, to friends, home, church, and community, and to the principles of democracy in the United States and throughout the world.

3. Growing Intellectual Capacities and Curiosity.

The Language Arts should extend the interests of young people... Matters of cultural import are of particular concern as well as those of social and political unrest... Ability to think clearly and to attack problems intelligently is imperative if students are to carry on life in a democracy... Examples should be drawn from all kinds

¹ Ibid.

of materials such as radio programs, advertising, speeches, newspapers and magazines, plays, fiction, essays, motion pictures and the like.

4. Increasingly Effective Use of Language for Daily Communication.

Communication is a two-way process... The Language Arts assume leadership in improving the mechanical skills of speaking, writing, reading and listening... In addition, the department of English must lead in organizing the entire school for attack upon the problems of communication basic to learning in all subjects of study and in relationship to every activity of the school.

5. Habitual and Intelligent of Mass Modes of Communication.

Newspapers and magazines, radio and television, theatre and film, public forums and public speeches exert a powerful influence upon modern life. Young people...should understand the nature, powers, and control of these agencies,...survey their offerings and be capable of choosing the good..develop the habit of using these media...for personal enjoyment...and for keeping informed concerning personal and public problems of local, national, and world import.

6. Growing Personal Interests and Enjoyment.

The Language Arts have a responsibility for increasing the range and persistence of the Student's interest and for sharpening his observation and quickening his perceptions through literature and imaginative writing.

7. Effective Habits of Work.

The Language Arts are contributing to habits of work which are the common concern of all subjects of study... Students should learn how to use...libraries...develop skill in note-taking...use of the voice...should learn how to work in committees...sharing responsibilities and evaluating the outcomes of the group work.

8. Social Sensitivity and Effective Participation in the Group Life.

Through reading and literature, imaginative writing, group experience, listening and discussion, the Language Arts should give students an understanding of human nature and of the roots of human behavior...of the problems of intra-group life... It is important also that they bring about appreciation and understanding of the cultures of other nations...

9. Faith in and Allegiance to the Basic Values of a Democratic Society.

They should study the principles of free and effective communication as basic to the democratic way of life, learning respect for the opinions of others and for their right to express them, and developing faith in pooled intelligence through grappling with the processes of associative thinking.

10. Vocational Efficiency

Young people should gain increased knowledge of the vocational opportunities open to them...should have brought to their attention evidence of the primary importance in business success of simple, clear expression and of courtesy in approach to patrons, associates, and those in authority.

The place of English in the total program is obvious. It must provide the communication, reading, writing, speaking, and listening necessary to the conduct of all activities. "They (the pupils) all need help in realizing optimum goals of growth, in solving personal problems, help in discovering their potentialities."¹ By teaching them to conduct social activities and by indirect (vicarious) experiences where direct experiences are impossible or undesirable we may forestall failure and "extend the educational progress...helping the student to develop a sense of self-direction and self-evaluation."²

¹ Vernelia A. Crawford, "Vocational Guidance in the English Class," The English Journal, 25:398, September, 1946, page 398.

² Ibid., page 398.

CHAPTER III

ACTUAL CORRELATION OF THE LANGUAGE ARTS WITH GUIDE TO GROWING UP PUPILS' REPORTS

Introduction

"Increasingly it is being recognized that the common personal problems of boys and girls should constitute a body of educational content basic to all other content in the school offering."¹ Guide to Growing Up has been written, therefore, in order to help boys and girls to identify their real personal problems and to give systematic and competent help to them in making the kinds of adjustments, choices, and plans necessary in life. Three basic functions of this proposed course are identified as self-appraisal, motivation, and integration.

By self-appraisal the authors mean that "all boys and girls should be helped to achieve a realistic understanding of themselves as individuals who are both alike and different from all other persons."² Motivation is concerned with the idea that "boys and girls do best the things they want to do and are capable of doing."³ For integration, provisions have been made "to enable the pupil to

¹ Roy O. Billett and J. Wendell Yeo. Teacher's Manual, Boston: Edwards Brothers, Incorporated, 1949, page 1.

² Ibid., page ii.

³ Ibid., page iii.

discover how this course and each of his other courses can help him achieve his present goals and to set up new ones."¹

With this last function this paper is chiefly concerned. Yet before any adequate discussion of the correlation of the Language Arts with this core course may be given, the success of the text in this try-out edition should be determined through an analysis of pupil and teacher reports. A child who has no interest in what he is doing or the materials he is using will derive little value from his work and make little attempt to relate it to other subjects. If, however, he actively enjoys what he is doing and the materials he is using, we may expect at least some value to be derived from his work and as a result, an attempt, even though unconscious, to make use of what he has learned in other areas. The difficulty of the reading material and the types of exercises and activities the pupil is working with also contribute to his success or failure.

Interest

As has been reported earlier in this paper each student filled in a two-page report upon the completion of each unit in Guide to Growing Up, telling whether he found the text interesting and useful and how he thought it could be made more useful and interesting to junior-high-school pupils. The question of interest was proposed.

¹Ibid., page iii.

The pupils were asked to compare the reading materials in the basal reader with the reading materials in most of their other school books and indicate whether they found these units: (a) Much more interesting, (b) More interesting, (c) Just about as interesting, (d) Less interesting, or (e) Much less interesting.

The answers to this question for the first three units are indicated in Tables 1, 2, and 3.

Table 1. Pupil Comparisons, from the Standpoint of Interest, of Reading Materials in Chapters I, II, and III, of Guide to Growing Up, and Reading Materials in Their Other School Books.

BOYS

School	Grade	Percentage Reporting Reading Materials in <u>Guide to Growing Up</u>				
		Much More Inter- esting	More Inter- esting	Just About As Inter- esting	Less Inter- esting	Much Less Inter- esting
Winthrop Jr. High School	9					
South Jr. High Quincy	9	$\frac{1}{2}\%$	6%	4%	4%	1%
Central Jr. High Quincy	9		7%	7%	$\frac{1}{2}\%$	1%
North Quincy High School	8	9%	10%	2%		
University High Illinois	10	3%	17%	14%	5%	2%
Quincy Point Jr. High	9	$\frac{1}{2}\%$	3%	3%	$\frac{1}{2}\%$	
TOTALS		13%	43%	30%	10%	3%

Table 2. Pupil Comparisons, from the Standpoint of Interest, of Reading Materials in Chapters I, II, and III, of Guide to Growing Up, and Reading Materials in Their Other School Books.

GIRLS

School	Grade	Percentage Reporting Reading Materials in <u>Guide to Growing Up</u>				
		Much More Inter-esting	More Inter-esting	Just About As Inter-esting	Less Inter-esting	Much Less Inter-esting
Winthrop Jr. High School	9	11%	15%	17%	2%	
South Jr. High Quincy	9	$\frac{1}{8}\%$	6%	2%	1%	
Central Jr. High Quincy	9	2%	4%	1%	1%	$\frac{1}{2}\%$
North Quincy High School	8	4%	6%	2%		
University High Illinois	10	$\frac{1}{2}\%$	5%	4%	2%	2%
Quincy Point Jr. High	9	2%	5%	3%	1%	$\frac{1}{2}\%$
TOTALS		20%	41%	28%	7%	3%

Tables 1 and 2, given above, are interpreted as follows: Out of a total of 181 answers by boys, 13 per cent found the three units much more interesting; 43 per cent, more interesting; 30 per cent, just about as interesting; 10 per cent, less interesting; and 3 per cent, much less interesting. Only 1 per cent of the boys failed to respond. A total of 56 per cent, therefore, found the materials in these three units more interesting than reading materials in their other school

books. Only 13 per cent found them less interesting.

Out of a total of 384 answers by girls on this same question, 20 per cent found the materials in Chapters I, II, and III of Guide to Growing Up much more interesting; 41 per cent, more interesting; 28 per cent, just about as interesting; 7 per cent, less interesting; and 5 per cent, much less interesting. Again only 1 per cent failed to make any response. Of the girls, therefore, a total of 61 per cent found the materials in the text more interesting than those in their other school books and only 10 per cent found them less interesting.

Table 3. Pupil Comparisons, from the Standpoint of Interest, of Reading Materials in Chapters I, II, and III, of Guide to Growing Up, and Reading Materials in Their Other School Books.

BOYS AND GIRLS

	Percentage Reporting Reading Materials in <u>Guide to Growing Up</u>				
	Much More Inter- esting	More Inter- esting	Just About As Inter- esting	Less Inter- esting	Much Less Inter- esting
Boys and Girls	18%	41%	29%	8%	3%

In Table 3 is shown the results for both boys and girls. Of a total of 565 responses from the point of view of interest of reading materials in the first three chapters, 18 per cent found them much more interesting; 41 per cent, more interesting; 29 per cent, just about as interesting; 8 per cent, less interesting; and 3 per cent, much less interesting. With 59 per cent of the pupils stating that the materials are more interesting and a total of 88 per cent finding

them as interesting as reading materials in their other books, it will be valuable to discover existing sources of, and point out, new opportunities for the correlation of the Language Arts with these three units.

Reading Difficulty

Even though materials may be interesting, they may be too difficult to be adequately understood and applied to new situations. The second question on the pupil inquiry form asked the student to indicate his opinion of the difficulty of Chapters I, II, and III. Degree of difficulty was indicated as follows: (a) Some of chapter so difficult could not understand it, even with the help of the teacher; (b) Could understand all of the chapter but needed considerable help from the teacher; (c) Found some of chapter too easy--already knew all about it; and (d) Found the chapter just about right so far as reading difficulty is concerned.

The answers to this question are indicated in Tables 4, 5, and 6.

Table 4. Pupil Comparisons, from the Standpoint of Reading Difficulty, of Chapters I, II, and III of Guide to Growing Up.

BOYS

School	Grade	Percentage Reporting Difficulty of Material in <u>Guide to Growing Up</u>			
		So Difficult Could Not Understand	Understand All - With Much Help	Some of Chapter Too Easy	Chapter Just About Right
Winthrop Jr. High School	9				
South Jr. High Quincy	9	1%	4%		11%

Table 4. (continued)

School	Grade	Percentage Reporting Difficulty of Material in <u>Guide to Growing Up</u>			
		So Difficult Could Not Understand	Understand All - With Much Help	Some of Chapter Too Easy	Chapter Just About Right
Central Jr. High Quincy	9	$\frac{1}{2}\%$		3%	11%
North Quincy High School	8	$\frac{1}{2}\%$	3%		19%
University High Illinois	10	2%	6%	3%	30%
Quincy Point Jr. High	9	3%	3%		3%
TOTALS		6%	16%	6%	73%

Table 5. Pupil Comparisons, from the Standpoint of Reading Difficulty, of Chapters I, II, and III of Guide to Growing Up.GIRLS

School	Grade	Percentage Reporting Difficulty of Material in <u>Guide to Growing Up</u>			
		So Difficult Could Not Understand	Understand All - With Much Help	Some of Chapter Too Easy	Chapter Just About Right
Wintrop Jr. High School	9	2%	23%	1%	31%
South Jr. High Quincy	9	$\frac{1}{2}\%$	2%	$\frac{1}{2}\%$	7%
Central Jr. High Quincy	9		$\frac{1}{2}\%$		8%
North Quincy High School	8	$\frac{1}{2}\%$	3%		9%

Table 5. (continued)

School	Grade	Percentage Reporting Difficulty of Material in <u>Guide to Growing Up</u>			
		So Difficult Could Not Understand	Understand All - With Much Help	Some of Chapter Too Easy	Chapter Just About Right
University High Illinois	10		4%	1%	10%
Quincy Point Jr. High	9	4%	8%		5%
TOTALS		3%	39%	2%	70%

Tables 4 and 5 are interpreted as follows: Out of a total of 181 boys, 6 per cent found the chapters too difficult, 16 per cent could understand all but needed considerable help from the teacher, 6 per cent found some of the chapters too easy, and 73 per cent asserted that the chapters were just about right as far as reading difficulty was concerned.

Of the 384 girls, 3 per cent found the chapters too difficult, 39 per cent declared they could understand all with much help from the teacher, 2 per cent thought the chapters were too easy, and 70 per cent thought the chapters were just about right. It is well to note here that many of the girls checked both (b) and (d) items which indicates that though they thought the chapters were just about right as far as reading difficulty was concerned, they also recognized the need for help from the teacher.

Table 6. Pupil Comparisons, from the Standpoint of Reading Difficulty, of Chapters I, II, and III of Guide to Growing Up.

BOYS AND GIRLS

	Percentage Reporting Difficulty of Material in <u>Guide to Growing Up</u>			
	So Difficult Could Not Understand	Understand All - With Much Help	Some of Chapter Too Easy	Chapter Just About Right
Boys and Girls	4%	32%	3%	71%

In Table 6 it is shown that of the 565 comments by both boys and girls, 4 per cent thought the chapters too difficult as far as reading was concerned, 32 per cent could understand all with considerable help from the teacher, 3 per cent thought the materials too easy, and 71 per cent found the chapter just about right.

We may, therefore, discount any great influence as far as reading difficulty is concerned in adverse responses to the questions and activities included in each of the chapters.

Questions and Activities

Before considering the role the Language Arts could and did play in each of these three chapters, the pupils' attitudes towards those exercises which they were asked to do will be pointed out. If the pupils found certain activities worthless, it would be well to note the type of these activities in order to revise them or remove them. If, on the other hand, the activities proved worth doing, it would be well to analyze them and try to develop others based on them which

would, consequently, be worth doing. The pupils, therefore, were asked to check whether they found the questions and activities: (a) Very much worth doing, (b) Not worth doing, or (c) Indicate any other response they wished to make to this question. Their answers are given in Tables 7, 8, and 9, which follow.

Table 7. Pupil Comparisons on the Value of the Questions and Activities in Chapters I, II, and III of Guide to Growing Up.

BOYS

School	Grade	Percentage Reporting on the Value of the Questions and Activities in <u>Guide to Growing Up</u>		
		Most Questions and Activities Very Much Worth Doing	Most Questions and Activities Not Worth Doing	Other
Winthrop Jr. High School	9			
South Jr. High Quincy	9	12%	2%	2%
Central Jr. High Quincy	9	8%	3%	4%
North Quincy High School	8	14%		2%
University High Illinois	10	15%	4%	5%
Quincy Point Jr. High	9	15%	$\frac{1}{2}\%$	$\frac{1}{2}\%$
TOTALS		64%	9%	13%

Table 8. Pupil Comparisons on the Value of the Questions and Activities in Chapters I, II, and III of Guide to Growing Up.

GIRLS

		Percentage Reporting on the Value of the Questions and Activities in <u>Guide to Growing Up</u>		
School	Grade	Most Questions and Activities Very Much Worth Doing	Most Questions and Activities <u>Not</u> Worth Doing	Other
Winthrop Jr. High School	9	40%	1%	2%
South Jr. High Quincy	9	7%		2%
Central Jr. High Quincy	9	5%	2%	2%
North Quincy High School	8	9%	$\frac{1}{2}$ %	1%
University High Illinois	10	9%	1%	2%
Quincy Point Jr. High	9	14%	1%	$\frac{1}{2}$ %
TOTALS		84%	5%	8%

Table 9. Pupil Comparisons on the Value of the Questions and Activities in Chapters I, II, and III of Guide to Growing Up.

BOYS AND GIRLS

		Percentage Reporting on the Value of the Questions and Activities in <u>Guide to Growing Up</u>		
		Most Questions and Activities Very Much Worth Doing	Most Questions and Activities <u>Not</u> Worth Doing	Other
Boys and Girls		78%	7%	9%

As shown in the preceding tables, 181 boys answered this particular question; 64 per cent declared the questions and activities very much worth doing, 9 per cent asserted they were not worth doing, and 13 per cent who had checked "Other" thought some were and some were not worth doing.

Three hundred eighty-four girls answered this question; 84 per cent found the questions and activities very much worth doing, 5 per cent were not in favor of them, and 8 per cent thought some were and some were not worth doing. Thus 78 per cent of the boys and girls found the questions and activities very much worth doing and only 7 per cent declared they were not worth doing. By inference, therefore, the activities and questions had a high degree of interest to appeal to over three-fourths of the boys and girls using them.

In what specific ways did the Language Arts (reading, writing, speaking, and listening) contribute to the success of, and interest in the three chapters? Each chapter will be considered separately. Those specific questions and activities in each which pupils found most worth answering or doing will be indicated as well as those which were not considered to be of great importance. Pupil comments will be quoted to illustrate in what ways the various teachers made the chapters more interesting and to point out what the pupils did themselves which they felt was most worth doing.

UNIT I

"You and Your Future" is based on the authors' premise that "boys and girls in their teens should study seriously their own personal abilities and traits, hereditary and acquired. Each should consider seriously what his present abilities and traits mean, (1) with regard to the work at which he may later try to make a living, and (2) with regard to the kind of person which he would like to be when he is grown up".¹ In connection with this unit there are four detailed activities and twenty-four suggested questions and activities. The activities are : (1) Early Signs of Future Success or the What and Who questions; (2) What Do You Think?; (3) First Steps in Self-Improvement; and (4) A Personal Inventory. The first is the identification of famous people through a brief biography; the second, the choosing of an occupation for a certain briefly described boy or girl; the third, lists some essential facts about occupational adjustment; and the fourth lists examples of plus and minus traits to be used in a personal inventory.

Pupil comments on Chapter I illustrate the extensive use of reading, writing, speaking and listening.

Several teachers constructed additional study guides which for some students made the unit more interesting and more understandable. B'nai B'rith Occupational Charts were used in Winthrop to add interest.

¹ Billett and Yeo, Teacher's Manual, page 1.

A personal notebook and a vocabulary list were begun and many biographies were read. Wrote one girl, "I enjoyed doing the 'What and Who' section. It was a challenge to see what I could do without any help from my family, friends, or librarian, but just from books." This pupil, as well as others, was discovering the wealth of information books hold, information which was of help to her in her own individual problems. Another girl wrote, "Miss ---- gave us many books to read with the lives of many of the 'What and Who's' I have learned a great deal from these."

The Dictionary of Occupational Titles¹ was also made use of necessitating instruction in the use of dictionaries in general.

In South Junior High School, Quincy, various other aspects of the Language Arts were put into practice. For example:

Miss ---- allowed us to prepare our oral reports in play form, or as radio programs, etc. She let us run the class ourselves and we were allowed to carry on oral discussion between pupils without her interference.

Here in actual practice is one of the suggested desirable outcomes and experiences in the Language Arts²--the development of the individual through group work. Through this type of informal group work parliamentary practice and skills for participation in group life are taught. Co-operative group undertakings often lead to a deeper

¹ Dictionary of Occupational Titles. Washington: United States Government Printing Office, 1939.

² National Council of Teachers of English, Commission of the English Curriculum, pages 3 - 4.

understanding of many problems, in this particular project, the problems of a future for which necessary choices must now be made.

Another pupil stated: "We had several skits put on by two or three pupils in answer to the study questions and activities. These were worth doing because they were fun and broke up the monotony of dull reports."

A frank statement, one which many teachers have tried to dodge for years. Many reports are dull but yet they continue to be "required."

I enjoyed the debates, in particular. The work was not drudgery, but interesting and lots of fun.

Talking orally is much more interesting, educational, and informative, in my opinion, because we can express ourselves much better and say what we mean, than what we can do in writing. - We hit the right combination of oral and written work in unit one.

How accurately the "opinion" of a ninth grade boy expresses the convictions of many English teachers. Communication is a two-way process. It involves social and psychological adjustments as well as effective use of language. It should, therefore, be taught in all situations. Mechanical skills as well as other skills including the ability to persuade, to explain clearly, to make reports, to plan in groups, to defend a point of view, to engage in group discussion, to conduct meetings, to interview others--all must be introduced to the boys and girls and encouragement given for their frequent and extensive use. Teachers of English have long assumed leadership in communication and should continue to do so. But all other teachers should teach and emphasize the essentials of communication. Other comments by the pupils stressed the importance of

effective communication.

Four of us put on several activities as radio programs which gave us a lot of fun, the class and teacher seemed to like it too and we got right to the point which made it worthwhile.

Here we have an example of oral communication as expressed by a ninth-grade girl. A further statement, though not grammatically correct, also expresses this favorable attitude toward oral communication.

We done oral work which is more enjoyable then to read ourselves.

Discussions, too, received much favorable comment. It would appear that junior-high-school boys and girls welcome opportunities for the exchange of ideas, thoughts, and opinions.

Discussion of what kind of jobs certain people were qualified for. I have better idea of what I'm qualified for.

We made descriptions of people we know and had a discussion like on page 5. This helped us to find out how we compare with others.

In discussion of successful handicapped people the name of Harold Russell was brought up. We discussed his recent book, "Victory in My Hands," and decided to write him a letter asking if he could possibly come to North.

We wrote our own case histories. We held many class discussions and on activity 18 we changed it around so that we told changes in our classmates rather than ourselves.

He [the teacher] discussed everything fully with us and also branched off into other things that helped me to understand the chapter better.

Through the medium of discussion these young people were able to extend their interests. They became acquainted with the views and ideas of their fellow classmates, with the plans of others for future

vocations, with individual talents, dreams, and hopes. Through discussion also these boys and girls learned to organize their thoughts so as to present them intelligently and effectively.

Many other comments were included on what the teacher did and what the pupils enjoyed doing in connection with this first unit which have a direct relationship to reading, writing, speaking, and listening. They deserve to be read carefully and their possibilities examined in full.

Writing the occupations of children who were very good in doing something.

The teacher had us tell what occupations would we think best for page 5.

Talking about "What and Who."

Let pupils put on plays. Let a pupil be chairman.

Explained topic more clearly and helped anyone individually if they needed it.

Wrote down our acquired, inherited, minus and plus traits.

Made flash cards of assets and liabilities.

Made up original "What and Who's!" Enjoyed other "What and Who's."

We were given a chance to draw as well as write to express our ideas.

She had special books about people who were successful in the room for us to read.

Wrote a paper on the occupation which I hoped to enter. It helped me find out what more I needed to know about the occupation I chose. It helped me become more interested in the occupations.

Read autobiographies outside class and wrote an autobiography.

These comments are concerned mainly with the four detailed

activities previously described.

Concerning the twenty-four questions and activities at the end of the first chapter, the pupils were asked which were most worth answering and which would be just as well left out of the book.

Table 10. Pupil Comparisons from the Standpoint of Value of the Exercises and Activities in Guide to Growing Up.

UNIT I

Numbers of Exercises and Activities	Percentages Reporting on the Exercises and Activities in <u>Guide to Growing Up</u>	
	Most Worth Doing	Could Be Left Out
1	16%	40%
2	45%	4%
3	44%	8%
4	40%	9%
5	46%	4%
6	45%	6%
7	43%	6%
8	31%	15%
9	37%	16%
10	37%	14%
11	27%	21%
12	34%	10%
13	26%	19%
14	25%	15%
15	27%	22%
16	35%	20%
17	34%	16%
18	35%	13%

Table 10. (continued)

Numbers of Exercises and Activities	Percentages Reporting on the Exercises and Activities in <u>Guide to Growing Up</u> .	
	Most Worth Doing	Could Be Left Out
19	20%	24%
20	22%	21%
21	24%	16%
22	25%	12%
23	8%	44%
24	37%	7%

Table 10 above shows the percentages for both. It will be significant to note the types considered most worthwhile and the least worth doing.

As shown in Table 10, items 5, 6, 2, 3, and 7 received the highest number of percentages of favorable responses. These exercises¹ are as follows:

5. Should a person ever choose a life work which he thinks he will find unpleasant?
6. Can a person be successful as a worker and not as a person? As a person and not as a worker?
2. Can a person be outstandingly successful in some undesirable way?
3. Do all boys and girls of your age show signs of what they are going to be when they are grown up?
7. Is hard work essential for success?

¹
Billett and Yeo, Guide to Growing Up, page 10.

Numbers 23, 1, 19, 15, and 20 received the highest number of percentages that were unfavorable. They¹ are:

23. Use the unabridged dictionary and find out what "tall" once meant.
1. How many of the biographies in the classroom library have you read? How many of the biographies, in the list which the teacher has posted on the bulletin board, have you read?
19. A lecturer has an excellent speech on the subject "The Advantage of a Handicap." Prepare a two-minute talk in which you outline the main idea you think he would try to get across.
15. About how many boys and girls out of a hundred should prepare for the professions? Give facts to support your answer. The census will help. Also consider whether the professions are overcrowded or in need of more members.
20. Find out from your mathematics teacher whether you can do addition, subtraction, multiplication, and division as well as you should, and, if not, what you can do about it.

Although no positive conclusions can be reached merely through a comparison of these two groups of questions, we can point out some interesting facts. The first group is composed of exercises calling for no undue exertion on the part of the student. The answers can more or less be guessed at. But they are fairly personal items also and, as such, have great appeal.

The second group is more objective and calls for definite, detailed information: the reading of biographies, the preparation of a two-minute talk, a paper requiring extensive research and consultation with a teacher on another subject. When similar activities were introduced indirectly as seen in the preceding selection of comments, they

¹ Billett and Yeo, Guide to Growing Up, page 10.

were willingly, even eagerly attended to but when presented as a required activity, they were not well received. We may suggest, therefore, that the various aspects of communication be a natural, normal part of each class period and not segregated and presented as difficult, time-consuming assignments.

UNIT II

"Comparing Yourself With Other People" is the second chapter in Guide to Growing Up. "People have a multitude of traits and abilities and differ sometimes greatly in how much they have of each trait or ability. To become the greatest possible success, both as a person and as a worker, each person needs to know what his important traits and abilities are, and how he compares with other people in each."¹ In order to encourage boys and girls to find out what their individual traits and abilities are, five detailed projects were constructed. The first illustrates the various uses of tables, straight-line scales and graphs in comparing oneself with others; the second gives examples comparing pupils in four different kinds of activities; the third discusses word meanings, specifically the meanings of short, below average, average, above average and tall as applied to many cases; the fourth compares better ways of self-appraisal; and the fifth, what it means to be "tall" enough. At first glance it would seem that this unit was closely correlated solely with mathematics even as Unit I was most closely correlated with the Language Arts. Such close correlation with mathematics is of course present for as has already been

¹ Billett and Yeo, Teacher's Manual, page 11.

stated, each of the units in this course is designed to have carry-over values with each of the other courses in the curriculum. But even here the correlation is not confined to the mathematics course but finds full and adequate expression in the Language Arts. The extent to which reading, writing, speaking, and listening have been used in presenting this chapter is easily seen in but a few samples from the comments of two hundred boys and girls describing both teacher and pupil participation in this particular chapter.

I and three other members made a notebook, which represented tall and short people, and gave short stories about each. They were worth doing as they helped to make clearer the facts about this.

...gave us a chance to give oral discussions and we also had project work.

We had a lot of discussion of different people and their traits which I thought was interesting.

The class had a lot of discussions and they were worth doing because we saw how we compared to other people.

We brought in illustrations of comparisons in size, color, age, etc. [These were mounted alternately on bulletin boards with appropriate captions]

These are but a few instances of the use of the Language Arts in this program. Many others, generally associated with the English class only, were incorporated by the teachers and pupils in their work.

The simple paragraph instead of being formally taught as an isolated part of English composition was used freely and easily in the many reports and papers. Nor was it an arduous task to prepare this composition but rather an expected, normal occurrence.

I thought up a name of a person and I wrote a paragraph or two that made that person good in one or two traits of ability then the class had a discussion on that person.

I gave a report on self-control and courtesy. I found it worth doing because it made me know a lot more.

I gave a report on traits and abilities of radio personalities. It think it was worth doing because it was interesting to find out what they were tall in.

In this chapter, too, the boys and girls are introduced to a very simple type of research.

We (4 of us) carried on an extensive panel discussion as a result of complete investigation on Question 3 on page 29. We learned much and the question seemed to come up scores of times in other periods. Because of my experience I was able to quote psychology books and you on the topic! It did me a lot of good.

Checking back on our ancestors. Finding out where we inherited our desirable and undesirable traits.

This in turn led to panel discussions which received high commendation from the majority of those reporting on this unit. For example:

Miss --- let us work in committees and plan programs to present to the class.

The committee work was worth doing because we worked together.

An assignment on the Questions and Activities was given to each one of us and discussed like a panel.

I think the Panel discussion was worth doing because when there's a whole group you understand things much better.

We had a panel discussion and Radio Program and also discussed during class.

I was in the panel, and I think it was worth doing because the class seemed to understand better.

I was chairman of a panel-discussing question and activities at the end of the chapter.

Other activities which have normally been associated mainly with

the English class were also used to clarify the ideas and practices set forth in this chapter and were received well by those participating in them.

Our committee made the different kinds of graphs. They were for a different division to see whether they were tall or short. And in between, one of the committees gave a little skit and I think that it showed that you have to have average or over appearance to get a job.

We had ... individual reports over the microphone.

As an actual example of what this chapter accomplished in the case of at least one individual, we have the following comment:

I talked to a man about receiving a job this summer. We discussed the abilities I had and whether he thought I could do the job. He placed my name on file and said he would notify me later.

This student made use not only of that which she had learned from the printed text but also the arts of speaking and listening while consulting a future employer.

Her work with this unit brought to her attention the importance in business success of simple clear expression and of courtesy in approach to employers, fellow-workers, and those in authority. By actually seeking a position she put into practice her knowledge of these things and profited from her actual experience.

In this chapter, also, a series of twenty questions and activities was included.

Table 11. Pupil Comparisons from the Standpoint of Value of the Exercises and Activities in Guide to Growing Up.

UNIT II

Numbers of Exercises and Activities	Percentages Reporting on the Exercises and Activities in <u>Guide to Growing Up</u> .	
	Most Worth Doing	Could Be Left Out
1	27%	28%
2	57%	10%
3	32%	25%
4	22%	28%
5	31%	23%
6	34%	19%
7	18%	31%
8	37%	15%
9	48%	12%
10	51%	8%
11	38%	18%
12	36%	18%
13	17%	29%
14	23%	25%
15	24%	24%
16	43%	19%
17	40%	22%
18	38%	22%
19	36%	24%
20	40%	25%

As shown in the accompanying Table 11, the five questions which received the greatest number of favorable votes were 2, 10, 9, 16, and

20. These questions¹ are as follows:

2. Make a list of ten occupations. For each occupation, name one trait or ability which one must possess in order to succeed in the occupation. Must one be tall in the trait in order to succeed?
10. Explain how you would be helped in choosing an occupation if you knew the important traits and abilities in which you are short, below average, average, above average, or tall. Would you be helped similarly in choosing an avocation or hobby?
9. Name five desirable traits. Show that being very short in each of these desirable traits is the same as possessing an undesirable trait.
16. Name at least three historical characters who were unusually successful. State in what way they were successful. Name the traits and abilities in which each was very tall. Were any of these not tall in anything, but just lucky?
20. Boy: I can quit smoking whenever I want to.
Friend: Then why don't you quit?
Boy: I don't want to.
Could anyone be an industrious person if he wanted to be? A courteous person? A fine musician? An electrical engineer?

Numbers 7, 13, 4, 1, and 14 were the questions which received the highest percentages of unfavorable comments. They are:

7. Bring to class at least one graph or table which you find in any of your reading (except Chapter II), which makes it possible for you to compare one person with other persons in any trait or ability.
13. Someone has said, "Comparisons are odious." What did he mean?
4. Do you know anyone who is tall in every important respect? Explain.

¹Billett and Yeo, Guide to Growing Up, page 29.

1. Have you heard of the expression "A big frog in a little puddle? Explain it, in terms of Chapter II of Guide to Growing Up. Do you know any other expressions that mean the same thing? Did the great Samuel Johnson mean the same thing when he said: "The superiority of some men is merely local. They are great men because their associates are little."

14. From any of your teachers get a set of scores on any objective test which has been given to pupils in Grade 7, 8, or 9. Make a straight-line scale from these scores and bring the scale to class. Put in the tally marks as in Figure 3 of Chapter II.

Here again our investigation of these questions can only lead to opinion and suggestion and not to absolute facts. Yet in these questions, as in those of the first chapter, it is apparent that when the pupil can pluck from his own imagination and common sense the answers to a question, he usually expresses a liking for it. That question, however, for which he is called upon to solve with difficulty or look for information outside his own text is often done with reluctance. Yet during the course of this particular chapter he has done these things many times and enjoyed doing them. When indirectly proposed, therefore, they appeal; when required, they sometimes incur dislike.

It would be well then to construct questions and activities calling for the use of imagination and thought in their answering. The more factual exercises could be introduced indirectly during the course of daily work.

UNIT III

In logical sequence we have as the title of the third chapter in Guide to Growing Up, "Finding Out Your Heredity as You Grow Up." In the general statement of this unit the authors say that "your heredity is your resemblance to your parents and some of your ancestors. Assuming no mutations have occurred, your heredity is the sum of your possibilities for growth and development, physically, mentally, and emotionally."¹

In this chapter we have but three major divisions: first, "A Chip off the Old Block;" second, "The Carriers of Heredity," and third, "Like Your Ancestors and Different." As may be inferred from the titles of both the chapter and its divisions, much technical phraseology is employed and there is high correlation between this chapter and science. The role of the Language Arts in this particular unit, however, should not be overlooked. The vocabulary problem must first be attacked before any intelligent reading can be done. Various words and phrases such as centrosomes, particles of chromatin, nuclear membrane, and cytoplasm need to be investigated and explained. This naturally involves dictionary work and spelling, to name but two activities that are commonly associated mainly with the English class. To show the various other activities making use of reading, writing, speaking, and listening that are also connected with this unit, it is necessary only to present a few of the comments made by the 165 boys and girls reporting on this unit.

¹ L. Billett and Yeo, Teacher's Manual, page 20.

Discussion at home to find out my ancestors. I think it important because I never knew who my ancestors were. It was just more knowledge on my part.

We discussed the questions at the end.

Writing and drawing pictures on how we are alike and how we are not. It helped me to understand the unit more fully.

We have reading periods in which we read about various occupations.

During class the teacher allowed us to have reading periods when the pupils could read up on occupations and oral composition topics.

The English teacher very often has to assume the responsibility for teaching the use of the library. If the resources of the library are not pointed out in other classes, this teaching will remain theory and soon be forgotten because of the lack of practical application. In such a course as Guide to Growing Up, however, the use of the library is stressed and in the following comments we gain some idea of the extent to which the facilities of the libraries both in and out of school were used in connection with this third chapter.

Our teacher ... went to the library and got books on heredity. She read us examples of heredity. She arranged exhibits and bulletin board displays.

I obtained much information on mutations in the public library.

Miss --- let us look up certain topics on heredity, if we liked and give an oral talk. While I was working on a topic I learned things about heredity that I didn't know anything about.

I wrote a report on Hemophilia. I never even heard of this disease until Miss --- let us give oral talks on any report we wanted to.

I went to the library and took a book out on heredity. It came in very handy for it told me many things which I was a little mixed up on. There was a part about the carriers of heredity, cell division and other interesting stories.

As may be expected from an investigation of the content of this unit, the vocabulary was new and difficult for most of the boys and girls. Yet this difficulty was met in ways which proved neither burdensome nor boring. Several students even included their vocabulary studies as part of their enjoyable activities.

Looked up the extra words and activities. That was worth doing as most of the words I didn't know or understand before I looked them up.

I made a booklet or dictionary telling the meanings of the words we studied in this unit. It was activity 2 on the study guide. It was very interesting to do and I learned a lot by doing it.

I made a dictionary explaining the meanings of various terms used in the unit which I enjoyed doing because it was an enjoyable way of further understanding heredity.

The Commission on the English Curriculum¹ has listed as one of the desirable outcomes and experiences in the Language Arts the habitual and intelligent use of mass modes of communication. It may be argued that the teacher has sufficient to present to her pupils in this chapter without trying to include material found in current magazines and newspapers. Yet newspapers, magazines, radio, television, the theater and movies exert a powerful influence upon modern life. Boys and girls should be taught how to use them, how to dis-

¹ National Council of the Teachers of English, Commission on the English Curriculum, page 2.

tinguish between the true and the partly true, how to recognize propaganda and, of course, how to add to their own fund of knowledge through that of others. Nor was this phase of communication overlooked by the teachers of this unit. We have numerous comments by the pupils illustrating the use to which these mass modes of communication were put.

She [the teacher] read us an article about heredity out of Science Illustrated.

We read several articles on the subject heredity, and pupils brought pictures of our families in and we compared their traits and ours.

Put chart on board entitled "Nature or Nurture". We brought in articles to put under the titles.

Finding newspaper clippings for our bulletin board was also a lot of fun doing.

Saw a television show, Kierren's Kalaidiscope, about cell division,--was interesting as well as helpful.

Two things which Miss ---- did for us in this unit which was very interesting and useful to me were the Coronet movie Choosing Your Occupation and the Bulletin Board display.

Communication Number 7¹ of the National Council of the Teachers of English also lists as desirable the study of the "principles of free and effective communication as basic to the democratic way of life, learning respect for the opinions of others and for their right to express them and developing faith in pooled intelligence through grappling with the processes of associative thinking." These needs were met in part in this chapter by having outside speakers, articles read from outside sources and even through discussions at home.

¹
National Council of the Teachers of English, Commission on the English Curriculum, page 4.

Miss ---- helped pupils by encouraging them to talk it over with the family. The classes also saw films and had panel discussions.

Some of us also asked our Grandparents what our ancestors were; this made them very happy because they love to talk about their families.

We had the opportunity to visit the high school on Career Day. Each of us picked a subject that we were interested in and it was fully explained to us.

Asked speakers to come. We had reports and discussed chapters fully in class.

Our teacher read many articles of heredity from books.

In a smaller way, this need for recognizing and judging the opinions and views of others was met through panels, debates, skits, and the like. According to the comments on these particular activities, it was pleasant and profitable to seek out the ideas of classmates.

I took part in a panel discussion. Asked by parents about my ancestors. The panel allowed us to tell what we think about the activities.

She [the teacher] let us have arguments, debates, and round table discussions.

We had a very interesting round table discussion.

She [the teacher] made this unit quite interesting by discussion and letting the pupils state their views.

Some of the activities such as the panels and debates promoted feelings of responsibility and gave impetus to the development of clear expression and effective personality.

We had committee work which was very interesting. I was personally a chairman of one of the committees.

We did come committee work which was a lot of fun.

In other minor ways we see the use of reading, writing, speaking, and listening to clarify, enlarge upon, and draw interest to this problem of heredity. Reports and oral talks were prominent among these.

We had our classmates give reports on hygiene and on different parts of heredity.

I brought in special reports on the cell and all its parts which told the class more about cells.

The oral talks helped me to understand better the meaning of heredity and what this can do to your vocational life.

In this chapter as in the preceding two there was a marked preference among the activities and exercises concluding the unit as illustrated in Table 12.

Table 12. Pupil Comparisons from the Standpoint of Value of the Exercises and Activities in Guide to Growing Up.

UNIT III

Numbers of Exercises and Activities	Percentages Reporting on the Exercises and Activities in <u>Guide to Growing Up</u> .	
	Most Worth Doing	Could Be Left Out
1	51%	10%
2	37%	18%
3	48%	7%
4	49%	14%
5	35%	15%
6	36%	17%
7	35%	18%
8	41%	11%
9	24%	21%
10	36%	12%
11	29%	16%
12	33%	16%
13	33%	14%
14	22%	24%
15	24%	20%
16	53%	16%
17	53%	10%
18	24%	17%

Table 12. (continued)

Numbers of Exercises and Activities	Percentages Reporting on the Exercises and Activities in <u>Guide to Growing Up</u> .	
	Most Worth Doing	Could Be Left Out
19	42%	10%
20	48%	7%
21	47%	7%
22	33%	9%
23	24%	13%
24	29%	7%
25	21%	16%

The exercises receiving the highest percentages of favorable comments were 16, 17, 1, 3, and 20. They¹ are as follows:

16. Do you believe that any of the following hereditary traits necessarily affects any person's success and happiness?
 - a. Color of eyes.
 - b. Texture of hair.
 - c. Shape and size of mouth.
 - d. Shape and size of nose.
 - e. Shape of forehead.
 - f. Body build

17. On what physical structures do you think each of the following aptitudes mainly depends?
 - a. Academic aptitude?
 - b. Musical aptitude?
 - c. Artistic aptitude?

¹
Billett and Yeo, Guide to Growing Up, pages 39-40.

- d. Mechanical aptitude?
 - e. Social aptitude?
1. What does the word ancestor mean?
 3. What does the word heredity mean?
 20. How many occupations can you name which require an unusually high quality of
 - a. Sight?
 - b. Hearing?
 - c. Taste?
 - d. Touch?
 - e. Perception of heat?
 - f. Perception of cold?

Those¹ receiving the highest percentages of **unfavorable** comments were numbers 14, 9, 15, 7, and 2 and are as follows:

14. Do you think you could name a specific mental ability which was inherited? (Example: ability to read, to walk, or to use a dictionary?)
9. Do you think most people sooner or later find out their heredity?
15. Do you think you could name a specific emotional reaction which was inherited? (Example: shouting when losing an argument, or laughing when pleased, or the little child hiding his face when he is embarrassed.)
7. What are the main steps in cell division?
2. Who are your ancestors?

Here we have a definite example of the specific, exact question. The majority of the preferred exercises are highly detailed and can be answered easily without any of the difficulties of wondering where to begin, what is most important, and the like.

¹

Billett and Yeo, Guide to Growing Up, pages 39-40.

The second set of questions present an entirely different problem. They are decidedly more difficult and require prolonged effort. Furthermore, all schools except Winthrop High School, Massachusetts, were limited for time. In Winthrop four periods a week were devoted to the work in Guide to Growing Up; in the other schools, from one to three periods were used. It will be pointed out in the following chapter that five periods a week are needed for adequate presentation of the material in these units.

It would be difficult in such a short time, therefore, to arouse interest in such exercises and give the needed help to those desiring to work with them.

CHAPTER IV

ACTUAL CORRELATION OF THE LANGUAGE ARTS WITH GUIDE TO GROWING UP -- TEACHERS' REPORTS

INTRODUCTION

The preceding chapter was concerned with the pupils response to Guide to Growing Up and indicated instances of actual correlation with the Language Arts. However, any extensive correlation must be planned and guided by the teacher. It will, therefore, be enlightening to investigate the comments and criticisms of the various teachers who presented each of these three try-out units and determine how much actual correlation was begun or carried out during the teaching of the units.

Obviously the time devoted to each unit and the learning rate of the class would affect the amount of correlation possible. These factors, therefore, will be considered individually for each unit.

UNIT I

As previously stated, each teacher working with Guide to Growing Up filled out a five-page evaluation report on each unit. Eight teachers' reports were received for Unit One, three from University High School, Normal, Illinois, and one from each of the other schools listed on page 4.

Table 13: — Group Comparisons Showing Grade Level, Learning Rate and Time Given to Each Unit.

Unit One

Classes	Grade	Learning Rate	Time in Months and Weeks	No. of Periods Per Week
Winthrop Group I	9	Slow	Sept. 30-Nov. 4	4
Winthrop Group II	9	Average	Sept. 30-Nov. 4	4
South Jr. High	9	Fast	Oct. 10-Nov. 21	1
Central Jr. High	9	Fast	Oct. 10-Dec. 12	2
No. Quincy High	8	Fast	Oct. 17-Jan. 11	2
University High Group I	10	Fast	Sept. 19-Oct. 6	3
University High Group II	10	Average	Feb. 6-Mar. 17	3
University High Group III	10	Average	Jan. 31-Mar. 16	3
Quincy Point	9	Heterogeneous	Oct. 26-Jan. 25	1

As shown in Table 13, the learning rate of the nine groups concerned (two groups in Winthrop were taught by the same teacher) varied considerably with one slow group, three average groups, four fast groups and one heterogeneous group. The time ranged from one month to three months and from one period a week to four periods a week. The material in the text is such that four or five periods a week could be devoted to it profitably as shown by the comments of teachers who were able to spend the amount of time on it. That one or two periods is insufficient is indicated by this statement of a teacher from Quincy Point High School.

"Although I fully appreciate the experimental nature of the work as I am carrying it on -- adhering closely to the Manual -- I feel extremely discouraged because of the lack of continuity experienced by a single weekly meeting."

To the other questions on the first half of the report for Unit One the answers were, on the whole, favorable. Fifty per cent of the teachers reported that their pupils seemed to read this chapter with about the same amount of interest which they have shown in reading materials in other courses; fifty per cent reported their pupils as showing definitely more interest than they have previously shown in reading materials. No teacher felt that the chapter presented the pupils with undesirable vocabulary difficulties and only one felt that undesirable sentence-structure difficulties were present. No teacher thought this chapter verbose, redundant or repetitious. All teachers reported favorable responses by the pupil and three reported some un-

favorable ones.

All of these comments were particularly informative. For example:

"This worked in well with our reading in English. We have to read a biography."

"I wish I had a copy of this all my very own."

The teacher at Central Junior High School, Quincy, reports that "comments were generally directed toward questions at end of chapter which they favored because it gave them opportunity for good lively arguments. Questions number four brought forth an excellent debate; question number seventeen was handled with a clever radio program -- both the ideas of the pupils."

From South Junior High School, Quincy, Massachusetts it was reported that "they (the pupils) enjoyed our class discussions concerning the future occupations for junior high school students and thought it worthwhile."

The majority of unfavorable comments was concerned with the lack of illustrations and the difficulty of recognizing such figures as Helen Wills, O. Henry and Kate Douglas Wiggin in the "What and Who" section. Further recommendations included making the biographical sketches in "What Do You Think" more definite and the inclusion of a few descriptions that might lend themselves to service jobs such as hairdresser, bus driver, etc.

The second half of the teacher's report based on the Teacher's Manual gives instances of actual correlation with reading, writing, speaking and listening, and in setting up their own objectives, all

of the teachers found helpful the general statement of the unit, the delimitation, and the list of probable indirect and incidental learning products. Two added other objectives; all used the suggestions in the Manual for introducing the unit. Three prepared supplementary study-and-activity guides for the pupils.

In making use of the Additional Activities for Enrichment and Individual Differences one teacher at North Quincy High School, Quincy, Massachusetts prepared an activity sheet for her class using expressions and ideas contained in Chapter I.

Extensive use was made of the library in connection with this unit for many biographies were read in full and some in part at least. For example, at Central Junior High School, Quincy, Massachusetts, the teacher condensed a story on Henry Ford, "The Best Known Man in the World" from Boys Who Made Good by Archer Wallace. Then the pupils picked out the characteristics which made him successful. After giving examples of people successful locally, further characteristics were added. Then some time was spend in the library reading biographies. From this reading the pupils added to their lists of characteristics. The teacher here said that the suggested talks in the unit "lent themselves to excellent dramatizations or radio programs which got the point across far better than just a talk would have." In conclusion, she stated that as the unit developed there seemed to be a growth in maturity and ability to voice opinions, weigh pros and cons and allow others' opinions to be accepted. A further suggestion was made in this report that the work be started at the beginning of the

school year for then the biographical work could be correlated with English work and a more complete job be done than was possible at this time.

From Winthrop, Massachusetts, the comment was received that "there are so many opportunities for writing personal opinions that the girls soon showed marked improvement in expressing themselves." Here, also, vocabulary lists and personal notebooks were kept.

In the report from South Junior High School, Quincy, Massachusetts, there were further references to library work. Here it was used to introduce the unit itself.

"A week before introducing the unit, I (the teacher) posted the jackets of about fifty biographies to be found in our school library. Included were books about many of the persons mentioned in 'What and Who.' A check with the librarian showed that twenty-five of my one hundred ninth graders borrowed a biography during the two weeks the jackets were posted. At the second lesson several boys and girls presented 'What and Who?' based on their reading."

Even the suggestions in the Manual for evaluating pupil growth or achievement found expression in certain phases of communication.

Stated one teacher:

"I did not use number 2, the blanks to be completed on the 8 boys and girls, because after experimentation in one class, we found oral discussion of more value and interest. This discussion provided some of the liveliest moments of the unit as boys and girls defended or challenged choices, and gave excellent opportunity for evaluating pupil growth."

From Illinois came further proof of the possibility of a high degree of correlation with the Language Arts. Here the pupils not

only read the biographies available but each wrote an autobiography. Magazines and newspapers were investigated for articles on poise and jobs and extensive use was made of the Dictionary of Occupational Titles.

The preceding discussion illustrates the important role of communication in the teaching of this unit. Reading, writing, speaking and listening have been used to reinforce and enrich the content and enable the students to look upon this problem of themselves and their futures with keen insight and understanding.

Through this unit, stressing as it does biography and the vocational world, one of the main outcomes and experiences in the Language Arts as expressed in Communication Number 7 is met. This bulletin states that "young people should gain increased knowledge of the vocational opportunities open to them through the reading of biography, through writing and talking about the vocational world... They should gather from such experience a knowledge of the training and personal qualities necessary to success in different vocations."¹

UNIT II

Importance of the Language Arts is not limited to one unit. Their influence, their actual need, is present in all. In connection with the second chapter seven teachers' reports were received, one teacher having again taught two groups separated because of a difference in learning rate. Here also there was a wide variety in learning rates and time given to this unit as seen in Table 14.

¹National Council of Teachers of English, Commission on The English Curriculum, page 4.

Table 14: - Group Comparisons Showing Grade Level, Learning Rate and Time Given to Each Unit.

UNIT TWO

Classes	Grade	Learning Rate	Time in Months and Weeks	No. Of Periods Per Week
Winthrop Group I	9	Slow	Nov.14 - Dec.20	4
Winthrop Group II	9	Average	Nov.14 - Dec.20	4
Central Jr. High	9	Fast	Dec.14 - Mar.1	2
No. Quincy High	8	Fast	Jan.16 - Feb.15	2
University High I	10	Fast	Oct.10 - Nov.2	3
University High II	10	Heterogeneous	Mar.20 - Mar.30	2
University High III	10	Average	Mar.18 - Mar.31	3
Quincy Point	9	Heterogeneous	Feb.8 - Mar.15	1

There were one slow group, three fast groups, two average groups and two heterogeneous groups. The time given this chapter ranged from approximately two weeks to two months and from one period a week to four periods a week.

Of the seven teachers reporting five said their pupils read the chapter with definitely more interest than they have previously shown in reading materials and two declared that about the same amount of interest which their pupils have shown in reading materials in other courses was present. All but two teachers reported favorable comments and three, unfavorable pupil comments. None of the teachers felt that this second chapter presented the pupils with undesirable vocabulary difficulties and only one mentioned any undesirable sentence-structure difficulties. Nor did any teacher feel that the chapter suffered from verbosity, redundancy or repetitiousness.

It is obvious that such a chapter, "Comparing Yourself With Other People," which makes use of scales, graphs, frequency distributions and the like would have a high degree of correlation with mathematics. However, this did not offset the possibilities of correlations with Language Arts.

It was suggested in the Teacher's Manual that this second unit be introduced through a discussion of Swift's Gulliver's Travels and the many interesting comparisons between the inhabitants of Lilliput and Brobdingnag and ourselves. This suggestion was followed by several of the teachers who commented as follows:

"Asked how many had read Gulliver's Travels. Since some 60 per cent had read it, that was a natural stepping-stone to a class discussion of the story. Emphasized the meaning of scales and comparisons as the discussion progressed and then began Chapter Two."

Consequently, at the very beginning of the chapter literature was used as a springboard to an understanding of mathematical terms and

subject matter.

One teacher felt that the present generation was not sufficiently familiar with Gulliver's Travels to use it as an introduction to this unit. Therefore, in its place she "substituted the following 'at home' assignment: Look for pictures in magazines, draw illustration of your own, find and read articles which might be compared as to SIZE, COLOR, AGE, TASTE, SMELL, etc.

Here are indirect teaching of semantics and the use of magazines and newspapers.

The question of vocabulary, of word meaning, very naturally came up in connection with this unit. Such words and phrases as straight-line scale, base, average, normal distribution, statistician, called for definition and correct usage. This problem was met in a variety of ways through spelling lists, vocabulary studies and word notebooks. One teacher went into the study of words by having several devices constructed through which the meaning of a word could be completely changed by the addition or subtraction of one or more words. For example:

"We created original scales. The trait 'honesty' was printed on a red heart. Leading toward it was an arrow threaded on a string: it could be moved back and forth to stop at the headings: Always, Almost Always, Sometimes, Seldom, Never. Another scale was devised using a dry cell and four Christmas tree lights sockets. Attached was a list of traits which one might rate himself on. One light was considered Always, another Almost Always, and others Seldom and Never."

In another school pupils made up tests of approximately 25 general questions in other subject matter fields such as English. The results

of these tests were then graphed. Interest here would run high for not only would practice be given in the construction of graphs, but boys and girls would be answering English questions devised by their own classmates.

Nor was oral communication neglected in this chapter. It would appear that in comparison with Unit I there would be less opportunity for talks, panel discussions and general oral activity. But such was not the case. One teacher reported as follows:

"From time to time...students volunteered to give the class a discussion on any one occupation. These talks included some of the following points concerning the occupation in question:

1. Education, training and/or experience needed
2. Compensation and salary
3. Desirable personality traits
4. Possibility of advancement
5. Future of the field -- how crowded
6. Fluctuation of the vocation -- seasonal, cyclical, etc."

In another school the following was set forth:

"This unit really stirred up interest and encouraged research...college texts were used (and well-used) when no material at their own level was available. Several of the panels proceeded with very scholarly results. We made a wire recording of the one (#3) involving the most research."

The dramatic element was also made use of during the presentation of this unit. The teacher at Quincy Point Junior High School suggested that Richmond's, Career Plays for Young People be used by every counselor. It would be useful and would add variety, interest, group work and opportunity for advancement in poise, expression and articulation --

¹ Samuel S. Richmond, Career Plays for Young People. Boston: Plays Incorporated.

assets in every class, in every profession.

One teacher wondered how useful a sheet might be that was directed to the subject teacher whose work is related to the particular chapter being studied. She suggested that after personal contact is made it would be helpful to leave a sheet which itemized the correlation sought. The subject teacher would then have a printed guide to refer to without constantly checking back with the guidance teacher.

UNIT III

"Finding Out Your Heredity As You Grow Up," Chapter III is a natural outgrowth of the first two chapters "You and Your Future" and "Comparing Yourself With Other People." Ancestry, inherited traits and capacities, the nature of aptitudes, the carriers of heredity and, of course, the importance of heredity are studied. As may be inferred it contains difficult subject matter which should be clearly and carefully taught so as to increase the pupils' awareness of their own heredity and the role heredity plays in the lives of all.

Of the seven groups studying this chapter, one was slow, one average, three heterogeneous and two fast.

Table 15: - Group Comparisons Showing Grade Level, Learning Rate and Time Given to Each Unit.

UNIT THREE

Classes	Grade	Learning Rate	Time in Months and Weeks	No. of Periods Per Week
Winthrop I	9	Slow	Jan.4 - Feb.11	2

Table 15 (Continued)

Classes	Grade	Learning Rate	Time in Months and Weeks	No. of Periods
Winthrop II	9	Average	Jan. 4 - Feb. 11	2
So. Junior High	9	Heterogeneous	Feb. 6 - Apr. 3	1
Central Jr.	9	Fast	Mar. 8 - Apr. 10	2
No. Quincy	8	Fast	Feb. 27 - Apr. 5	2
University High	10	Heterogeneous	Nov. 3 - Nov. 21	3
Quincy Point	9	Heterogeneous	May 1 - May 31	1

As shown in Table 15 above, the time given to this third unit ranged from approximately three weeks to two months and from one period a week to three periods a week. Six teachers evaluated this unit. Four reported that their pupils read the chapter with definitely more interest than they have previously shown in reading materials and two asserted that their students read the chapter with about the same amount of interest which they have shown in reading materials in other courses. All teachers reported favorable pupil comments and four, unfavorable comments which were almost exclusively concerned with the difficulty of the vocabulary. Two teachers also commented on the

on the difficult vocabulary but only one thought any undesirable sentence-structure was present. Not one of the six teachers felt that the chapter suffered from verbosity, redundancy or repetitiousness.

During the presentation of this unit the science teacher was naturally called upon for help concerning the technical vocabulary involved and the process of cell division and growth. But the carry-over values of the third chapter do not stop here. In South Junior High School only one period a week was given to this work but in one division the work was correlated directly with English. The teacher here had also used some of the assignments in Unit I in the English class and made use of these previous assignments to introduce the new unit.

"The divisions were beginning to write their autobiographies as an assignment in English. As the first chapter was to cover the topic of ancestors, it proved an excellent opportunity to introduce Unit III. As an assignment for both English and group conference, pupils were to complete, as far as possible, the tables on pages 41 and 42."

The work in the heredity chapter was further correlated with English in South Junior High School in the following ways:

"One group presented a 'radio' round-table discussion with 'experts' commenting on heredity and its importance and how people can find out about their heredity.

"For review, one class had a quiz program."

In order to meet the demands of the questions and activities concluding the chapter, pupils had to search their science texts and library books and in that way gained practical experience in research, in the habit of finding what is needed and discarding the irrelevant

and useless.

In those schools where correlation with the English class was neither definite nor even attempted, communication still played a vital part in the teaching of this unit. In several schools individual pupil participation was stressed and oral talks were given extra credit. Lengthy class discussions were carried on and several assignments requiring the discriminating use of magazines and newspapers were required.

"Pupils found magazine and newspaper articles on heredity very easily."

"Many of the children showed much interest in the new information concerning heredity, and several brought in newspaper clippings, magazine articles, and books containing references to heredity."

The Teacher's Manual lists several topics for three or four minute talks to be given by the pupils to the class. These topics brought forth the following comments:

"Pupils were most interested in talks (Genes and chromosomes, the function of the cytoplasm, types of blood, etc.) and many other talks were added.

"Talks which were of necessity fairly technical showed whether they had true understanding."

"We did have a special report on types of blood and the studies being carried on concerning the effects of atomic bomb rays. Several articles were brought in from current magazines and papers."

"Students gave talks on:

1. The function of genes
2. Hemophilia
3. Dominant and recessive traits."

The vocabulary problem which was mentioned by both teachers and

pupils was met in various ways. In Winthrop a vocabulary list was begun when the first chapter was introduced. It was, therefore, a fairly easy procedure to add on to the list as each chapter was taken up. In Central Junior High School, Quincy, Massachusetts, another approach was used. Each of the boys and girls made an illustrated chart or booklet showing meanings of words. Some of the words included were heredity, ancestors, generation, aptitude, ability, cell membrane, cytoplasm, cell nucleus, centrosomes, chromatin and mutation.

Of necessity much of the work introduced in this course, Guide to Growing Up, was pursued in greater detail in one or more of the other courses carried by the pupil. Unit I was closely associated with the English class; Unit II, the mathematics class, and Unit III, the science class. Nevertheless, it is easily seen through the numerous comments by both teachers and pupils that the Language Arts have given deeper meaning, greater understanding and heightened interest to each of the three units. They have been used for purposes of motivation and evaluation and have served to enrich and reinforce all subject matter courses.

These two chapters have been devoted to instances of actual correlation of the Language Arts with the first three chapters in Guide to Growing Up, as seen through the pupils' and teachers' reports. It remains now to point out the possibilities for further correlation.

CHAPTER V
POSSIBILITIES FOR CORRELATION OF THE LANGUAGE ARTS
WITH GUIDE TO GROWING UP

"Correlation is a complicated problem of readjustment and compromise, of division of subject-matter and abandonment of subjects...We cannot cling either to our accustomed subject-matter, or our accustomed course divisions, or our accustomed methods."¹ At the center of any correlation program, though, "stands English with its keys to knowledge, to verbal mastery of experience, to inner release and to power over men."²

In the preceding chapters the role of the Language Arts in one core course has been illustrated. In the majority of schools there was no actual attempt to relate the first three units in Guide to Growing Up with the English class, yet the many activities carried on in the course of the work are often associated mainly with English. In those groups in which definite attempts were made towards correlation, the teacher experienced little or no difficulty in finding work suitable for her English classes.

As pointed out in the teacher and pupil comments, there was a high degree of correlation between reading, writing, speaking and listening and this Core Course. There are, however, further possibilities for correlation which will be discussed from the viewpoints of reading; communication, including speaking and writing, and creative expression,

¹National Council of Teachers of English, A Correlated Curriculum. op. cit., page 287.

²Ibid., 283.

which though essentially communication will be considered separately here.

Correlation and Reading

Reading is a tool, a skill employed only as a part of and for the sake of some larger activity. It should, therefore, be taught and practiced in school not in isolation but as a part of study or the enjoyment of literature. Instruction in reading should be regarded as part of the work in such subject-matter fields as geography, history, science and literature, whether these are studied separately or correlated through general projects. There is a distinction between work reading and recreational reading. Work reading is distinctly a tool activity; it is always a part of some other activity and cannot be normally experienced in isolation. It is in this work reading that the so-called fundamental skills of reading are initiated and practiced until they no longer occupy the focus of attention. The teacher attempts to establish in the student such habits and mind-sets for different reading situations that his intellectual life will proceed economically and efficiently.

In the junior high school we are concerned mainly with discursive reading, informational and reflective; problem readings; reading for report, and reference reading.¹ In Chapters I, II, and III of Guide to Growing Up informational reading, guided largely by curiosity, and reflective reading, the desire not merely to get the facts but to understand or comprehend, are necessarily used. But further use can be made of problem reading, reading for report and reference reading. In

¹Ibid., pages 101-106.

the exercises and activities concluding each of the chapters specific information is required and a number of "thought" questions proposed. Pupils, therefore, learn to single out essential items in their reading; discover specific information connected with efficient ways of doing any definite piece of work, and especially in Unit I, increase understanding of one's chosen field of work by using books on any particular vocation or vocations a student may be considering.

This work type reading may be further strengthened by assigning the various talks and reports suggested in each unit. Pupils then learn how to gather materials for a paper, consult encyclopedias, card catalogues and the Reader's Guide. They learn the art of skimming, to determine main points in articles, to weigh the value of differing accounts of any particular event. They learn also through the reference reading connected with such assignments to secure the different kinds of information found in dictionaries, to use bibliographies, indexes, tables of contents and similar reference aids and to find materials located in the local or school library.

Recreational reading, on the other hand, seeks entertainment; it is done for present satisfaction. The teacher's procedure is not the same as in the work type reading. It may seem that in the first three units of Guide to Growing Up reading of this type would be at a minimum. But such need not be the case.

In Chapter I pupils are introduced to biography and autobiography. True, this introduction is connected with a definite assignment--to learn about vocations and answer questions on certain famous people. But with this initial purpose, the desire to read such books for

entertainment and pleasure could be fostered. This would be particularly true when boys and girls are reading about vocations they like.

In Chapter II specific information is required, yet pupils can gain satisfaction from reading and comprehending what they read in their mathematics books after being introduced to certain subject matter in this course. Furthermore, by making use of what they have read in connection with Chapter I in answering the questions and activities concluding Chapter II, they become aware of the necessity for applying previously gained knowledge in new situations.

Chapter III encourages more of the work-type reading inasmuch as it requires scientific definite knowledge. Yet those of a scientific turn of mind (as many indicated in their reports) could certainly be encouraged to read more widely from books on biology, chemistry and the various magazines devoted to scientific literature.

In each of these three chapters the teacher, by regarding literature as a human experience in which boys and girls are allowed to choose books within their emotional and intellectual maturity, can encourage them to explore books for self-revelation, self-expression, self-improvement and self-realization.

Correlation and Communication

"The exchange of ideas and information is the very life blood of society. The art of communication must therefore occupy a prominent place in any modern curriculum."¹

¹Ibid., page 133.

Communication is not solely concerned with language. It includes social contacts, adjustments, control of the body and voice, knowledge of and skill in the use of subject-matter and language forms. It is obvious, therefore, that it needs to be continually practiced and the teaching of its use not limited to the English classroom. Teachers distinguishing between language for writing and language for speaking should know how to teach, to some extent, bodily control and voice improvement and be able to guide students in using these tools. For communication can be mastered only through experience in actual, normal situations. Practice in speaking and writing should arise directly from real communication and issue promptly in further communication.

Teachers further the mastery of the art of communication by making pupils conscious of a present worthy occasion for communication; letting pupils attempt to meet situations by speaking and writing; giving advice and assistance as pupils prepare and write reports, themes, etc.; helping pupils realize that the excellence of their work must be measured in terms of the effect of their efforts upon their audience; introducing specific practice in a skill which the pupils realize the worth of but which they have not mastered, and finally, noting growth, chiefly by comparing success on this and previous similar occasions.¹

Does Guide to Growing Up provide opportunities for effective communication? In both the pupils' and teachers' manuals ample suggestions and activities concerned with communication are present. In the third and fourth chapters of this paper are to be found many

¹Ibid., pages 135-136.

specific references to situations using speaking and writing. Pupils are asked to comment on various questions, to hold discussions, and to present debates. Teachers have reported the introduction, voluntarily, by the boys and girls of radio programs, plays, television shows and the like on the matter in these first three chapters. Informal arguments and the formal debate are excellent devices for the teaching not only of communication but also of reading, both work-type and recreational.

The oral exercises suggested in Guide to Growing Up should be extensively used for oral communication develops skill in dealing with voice and bodily control and in handling attitudes, emotions and the intangible responses which make up the situations in which language must be used.

In such a core course speaking and writing would not naturally be separated and the specific skills in each taught as they would be taught in the English class. But this is not disadvantageous, for we should neither completely divorce speaking from writing nor treat either of them as an end to be served by the other. Both should be vitally related to the needs of life. Guide to Growing Up offers numerous opportunities for this exercise of communication and for drawing the attention of pupils to this presence or lack of successful communication when they are comparing themselves with others and determining their traits and abilities.

Correlation and Creative Expression

As previously stated, creative expression is included in the term communication but for the purpose of this paper it has been separated from purely utilitarian and social communication. Creative expression exists primarily for its own sake and proceeds from experience which is recognized as possessing intrinsic rather than practical value. Expression becomes increasingly creative as the emphasis is placed upon the interpretation of the writer's own experience.

In order, therefore, for a student to express creatively he must develop the capacity to value experience for its own sake and not for some utilitarian end or practical consideration. By-products of these attempts at creative self expression are the enlargement of pupils' vocabularies and command of sentence patterns.

By stimulating creative expression the teacher helps pupils recognize the value of their own experience, amplifies the range of their experience, encourages more discriminating observation, aids them to fit words to the details of experience and helps pupils discover suitable forms for the transfer of experience to others.

In view of the preceding discussion we may state that Guide to Growing Up offers virtually unlimited opportunities for creative expression. It encourages observation of people and the sharing of such observation with others and attempts to develop an interest in one's sense reactions to the objective world. It teaches awareness of significant detail peculiar to occupation and emphasizes such detail in communicating the impression to others.

It develops imagination by requesting pupils to invent circumstances to illustrate proverbs; teaching boys and girls to see resemblances in unlikely places and communicate impressions to others in imaginative comparisons, and by showing them how to discover and communicate an imaginative interest in words.

It stimulates reflection through exercises requiring the interpretation of actions of people and the discovery and revelation of laws and life. The communication of ideas to others also fosters reflection as does the sharing of opinions with others.

Conclusion

"Correlation, integration, fusion and synthesis are lines along which vital curricular experiment is moving...materials for correlative experiment are abundant...(and) they can be developed into teachable courses...(of) high interest to the students involved."¹ However, only experiment on a wide scale can demonstrate whether a curriculum planned in advance on a correlative basis will be successful and valuable.

In this paper we have been concerned with the correlation of the Language Arts with other subject areas, and in particular three units in Guide to Growing Up. It has been shown that there are virtually unlimited opportunities for growth in the power of communication when the English Arts are taught in relation to other subject matter areas. Specifically, the possibilities for correlation of the Language Arts with a core course have been established through an objective analysis of data obtained from the results of the try-out of three units in this Core Course.

¹Ibid., page 283.

That this correlation was and is valuable has been shown through the numerous pupil and teacher comments quoted previously in this paper. Two of these comments, given briefly here, are representative of the others. One stated that the opportunities for writing were so numerous that pupils showed marked improvement in expression; the other declared that as the work in the units progressed, there appeared to be growth in maturity and ability to voice opinions, weigh pros and cons, and allow others' opinions to be accepted.

Thus it has been shown that the Language Arts are vastly enriched by correlation and courses with which reading, writing, speaking and listening are correlated are in turn strengthened and made fuller.

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APPENDIX

Pupil's Report on Unit Number _____ of

Guide to Growing Up

Title of Unit? _____

Name of Your School? _____

Name of Your Teacher? _____

What grade are you in? Grade _____

Boy or girl? Underline: Boy Girl

A. Concerning the chapter in the basal reader:

1. In comparison with the reading materials in most of my other school books, I found this chapter (check one)

- () a. Much more interesting
- () b. More interesting
- () c. Just about as interesting
- () d. Less interesting
- () e. Much less interesting

2. Check each of the following statements which are true for you personally:

- () a. I found some of the chapter so difficult I could not understand it, even with the help of the teacher
- () b. I was able to understand all of the chapter, but needed considerable help from the teacher
- () c. I found some of the chapter too easy--I already knew all about it
- () d. I found the chapter just about right so far as reading difficulty is concerned

3. If you checked 2-a, above, will you give the numbers of the pages where you found the materials which were too difficult?

Page numbers? _____

4. If you checked 2-c, above, will you give the numbers of the pages where you found the materials too easy?

Page numbers? _____

5. Did you read the questions and activities at the end of the chapter? Encircle: Yes No
6. If "yes" to 5, please check each of the following statements which are true for you personally:
- () a. Most of the questions and activities seemed very much worth doing
- () b. Most of the questions and activities seemed not worth doing
- () c. Other (you state it)
7. Give the numbers of the questions and activities which you found most worth answering or doing.

Numbers? _____

8. Give the numbers of the questions and activities which you think would be just as well left out of the revised book.

Numbers? _____

B. Other things about the unit:

1. Tell one or two things which the teacher did to make this unit more interesting and useful to you.
2. Tell about one or more things which you did in connection with this unit, that you felt were most worth doing. Tell why you think they were worth doing.

3. Did the pupils volunteer comments unfavorable to the chapter?
Encircle: Yes No

If "yes" can you give briefly the gist of their comments?

4. Did you personally feel that the chapter presented the pupils with undesirable vocabulary difficulties? Encircle: Yes No

If "yes" please underline in blue pencil the words which caused the pupils the most trouble. (For this purpose use your copy of the basal reader Guide to Growing Up).

5. Did you personally feel that the chapter presented the pupils with undesirable sentence-structure difficulties?
Encircle: Yes No

If "yes" will you refer us to examples of such sentences? Do this in code. For example, 7:19 could be used to mean the seventh sentence on page 19; and so on.

6. Did you personally feel that the chapter should have contained materials which it did not contain? Encircle: Yes No

If "yes" will you indicate briefly the points or topics which should have been included?

7. Did you personally feel that the chapter was defective in any of the following respects: (check)

- () a. Verbose--using many more words than are necessary to express the thoughts
- () b. Redundant--many sentences that unnecessarily repeat thoughts already expressed
- () c. Repetitious--dealing with material already familiar to all or most of the pupils

8. If you have checked any items in 7, above, will you mark with green pencil passages which illustrate the defects referred to?

9. Have you any other comments which may help us in revising the chapter for this unit?

B. Concerning the teacher's manual:

1. In setting up your objectives for the unit did you find helpful the general statement of the unit, the delimitation, and the list of probable indirect and incidental learning products? Encircle: Yes No

Comment?

2. Did you add any important objectives? Encircle: Yes No

If "yes", please list the additions.

3. Did you use any of the suggestions in the manual for introducing the unit? Encircle: Yes No

Please comment briefly on your procedure in introducing the unit.

4. Did you prepare a supplementary study-and-activity guide for the pupils? Encircle: Yes No

If "yes" please attach a copy.

5. What use were you able to make of the Additional Activities for Enrichment and Individual Differences?

6. Did you or the pupils suggest valuable additional activities not in the basal reader or manual? Encircle: Yes No

If "yes" please list such suggestions. Use back of page if necessary.

7. Did you administer an objective test in connection with this unit? Encircle: Yes No

If "yes"

a. Please attach a copy

b. Comment briefly on the help received from the objective test items in the manual

8. Please comment briefly on the value of the other suggestions in the manual for evaluating pupil growth or achievement.

9. Did you discover and use any valuable teaching aids (reading materials, audio-visual aids, or other) not mentioned in the basal reader or manual? Encircle: Yes No

If "yes" please list the most valuable items.

10. Have you any further suggestions for making the manual more useful to the teacher?

