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## A Study of Zillah High School's Individualized English Program for the School Year 1969-1979

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**A STUDY OF ZILLAH HIGH SCHOOL'S INDIVIDUALIZED  
ENGLISH PROGRAM FOR THE SCHOOL YEAR 1969-70.**

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**A FIELD STUDY**  
**Presented to**  
**The Graduate Faculty**  
**Central Washington State College**

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**In Partial Fulfillment**  
**of the Requirements for the Degree**  
**Master of Education**

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**by**  
**Seth T. Tweedy**  
**July, 1970**



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James Monosmith, COMMITTEE CHAIRMAN

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Lloyd Gabriel

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Byron L. DeShaw

## ACKNOWLEDGMENTS

I wish to express my sincere appreciation to my committee members, Dr. James Monosmith, chairman, Dr. Lloyd Gabriel, and Dr. Byron DeShaw. Appreciation is also extended to Mr. Ray Fenchel and Mr. DeWitt MaAbce, English instructors, and to the students at Zillah High School.

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## RATIONALE FOR CHANGE

A customary complaint of people in all walks of life is, "Why can't Johnny write or read?" Businesses and colleges point to the problem of communication skills. Elizabeth Kaplan (8) in A High School Graduate's Reflections On Secondary Education, states that the curriculum from the students point of view requires a definite amount of suspicion and disbelief by each student. "Teachers whose age and background sets him apart from most of the students." Students today are not faced with an authoritarian figure at home, but this figure of authority exists in the teacher.

A student must be motivated and given a chance to express himself without fear of some form of repercussions. Robert Cliphant (16) suggests that students have a great need for expression, a need for relevance, and a strong need for recognition. These needs must be satisfied in a real way to the student, not as a fictitious reward system used in the schools. A teacher must initiate and sustain a process of expression by all students. Leban, Ryan, Squire (10) indicate that in order to help students shape and order their expressions, we must stop the use of a closed body of content as used in most classes and shift to an open inquiry system. The learning process is improved by motivation and involvement of the student, and proper organization and relationship of the material to student experiences. Knowledge is dynamic and modification is necessary as the learner participates with

his changing environment.

Tuckman (20) states six conditions necessary to evaluate a curriculum:

1. Curriculum be definite in terms of student educational needs.
2. Majority of student occupational goals require less than a Bachelors Degree.
3. The psychological structure and educational experiences of students must be considered.
4. Learning of concrete must precede learning of abstract.
5. Controlling sequence of material, and locating each student in proper place within the sequence.
6. Learning through interaction with his environment.

Thus the curriculum must be vocationalized, developed and analyzed regularly on the basis of behavioral objectives. The student may learn through the process of participation.

Tuckman (20) defines educational goals into three areas: occupational, civic or citizenship, and personal or social. Occupational involves the skills and individual needs, with a competency required to maintain a job which is meaningful to the individual. Is citizenship taught best by protest or conformity? Characteristics of personal or self concept must be adequate for the individual, his ego development sufficient, and he must relate to individuals on a personal and interpersonal basis. Lesson plans must be exchanged for experimental units-- student-centered and ungraded.

## DATA

## Zillah High School

Enrollment approximately 193 students in grades nine through twelve.

Faculty members: Principal and seventeen teachers, this includes Junior High and High School teachers.

General policies:

The school operates on a seven-period day.

Open-campus for students with emphasis upon attendance in class and student responsibility.

We want each student to identify himself, and understand himself, and we encourage him to seek council from any teacher.

Six credits of English are required for graduation; students must sign up for one period per day.

Faculty members are encouraged to review and change teaching methods.

Zillah is a member of a vocational cooperative with Granger, Toppenish, Wapato, and White Swan. Students are to be bussed to neighboring schools.

Zillah and Granger are cooperating on small classes by eliminating one class and bussing students. This gives the two schools a chance to offer another course.

Thirty-eight credits are required for graduation.

Professional help may be obtained from Yakima County Intermediate School District or from the Toppenish Migrant Center.

CURRICULUM CHANGES

Within the structure of our current educational system an innovative idea was initiated cooperatively between the English teachers and the Principal. This idea began to shape into its present form during the school year 1968-69. It was the majority opinion that some kind of instructional improvement was necessary. Dodge (1) believes that English as taught in our secondary schools is unappealing, stuffy, impersonal, unrealistic, and made to fit into some pre-conceived idea. Diagramming of sentences does not make a good writer but does make a good diagrammer. Brown (2) indicates that English programs are not well disciplined to allow the student satisfactory achievement. The compositions written are far too infrequent, poorly planned, and fail to develop acceptable writing skills.

Neeths (6) indicates that in order to be effective, literature must operate in the area of feeling to the individual. This can come about by dramatizing and experiencing this feeling. Through experiencing these feelings, one integrates as an individual, and teachers in the process of learning with students make them feel like important people. Educational goals for literature may be as follows: to appreciate literature; to learn something about yourself and what you might be; to gain insights into an experience with values; to become aware of humanness in individuals, the things we have in common, and the beauty and significance of everyday living.

A series of meetings were held with teachers from first grade through the high school. The purpose was to explain what each indivi-



dual tried to accomplish in English at each step for students at each grade level. This gave a glimpse of what a student was exposed to by the time he graduated from high school. It was found that the grammar skills were broken into segments through the school system, and the sequence was partially acquired. Grammar had little if any meaning to the student. Boredom existed with many students due to methods, rote learning, and little connection to the students' lives, except that it was a requirement that was constantly repeated in each grade. Why?

Motivation is necessary for learning. Grades to some students are a motivating force, and the secondary level teachers felt grade elimination with individual evaluation might be the answer.

Are grades necessary in the state of Washington? It was acquired in writing that grades were not necessary to enter college. All colleges in the state except Yakima Valley College, would accept students on College Prediction Test scores, and, if necessary, written recommendations from their teachers. It was also obtained that changes are acceptable to the State Department of Education and the Northwest Association for Accreditation of Schools.

After considerable study, observation, and discussion, it was agreed to use a multi-media, semi-contract, ungraded program for literature and grammar at the high school. It was then taken to the school board for their approval and to secure finances to accomplish this venture. The English teachers were given two weeks during the summer of 1969 to work and develop units and order materials.

The word "phase," as used herein, means equivalent to a semester of work. Performance to the instructor's satisfaction is the final criteria for the completion of each phase. A student is asked to repeat an exercise until accepted by the instructor. Each repeated exercise and the instructor's notes on the original exercise must be attached.

A student has the option to start anywhere in each phase he chooses. Within each phase a student, with his instructor, may work out another program which meets the student's particular needs. The emphasis is upon what the student needs to communicate satisfactorily. These phase outlines are used as guides, but the skills a student needs is determined by the student and his instructor. If a student is proficient and uses in his daily work certain skills satisfactorily, he is counseled into another challenging and beneficial area. This criteria is useful to the student, and it does serve to improve his knowledge or ability to communicate ideas effectively.

The question is often asked--Should a school change gradually into a new program or one class at a time? There are many answers, but each school must decide its priorities. In a school with approximately 200 students, it becomes necessary to change completely because of such things as scheduling, teachers, etc. It also depends upon the status of change within the school system. At Zillah, students and the community are gradually becoming accustomed to change. In the school year 1968-69, we went to a revolving schedule and gradually an open campus for all students.

In most schools scheduling students to prevent class conflicts is difficult. This program eliminated most of the student class conflicts. Individualized programs do require more classroom space. A student selects his English period anytime during the day, classes are mixed, and no attempt is made to separate freshmen, sophomores, juniors, or seniors.

A very important feature of this program is that it requires the teacher to counsel and guide students. A teacher must understand himself in a new role as counselor, organizer, and helper of students.

An important lesson acquired in the last year and a half for the administrator is to always inform, work with, and ask for student assistance. This improves student morale and gains valuable information for the administrator. It helps maintain by the students' accord a constant feedback to the administrator. Students are encouraged to discuss openly curriculum, activities, etc. A school must maintain student support of the curriculum for student efficiency in acquiring knowledge. Therefore, the principal's office must be open for student discussion at all times.

## EVALUATION

Evaluation this first year was completely subjective, with teachers evaluating the program in relationship to what they considered normal progress for students. Students stated thoughts at special interviews and general statements by students were recorded throughout the school year. Retention and proper use of communicative skills are the true answers one must seek in future evaluations.

To change a complete program in a school takes a constant flow of information from students to understand why the change is necessary and the advantages of the program. It is very difficult to communicate to all students its true value. About the time most students understand the program, one is confronted by parents who don't understand why a new program is necessary. Again the administrator must sell himself, the school philosophy, and the advantages of the new program to their children.

## FEEDBACK COMMENTS FROM STUDENTS

1. Some students must have specific assignments, specific due dates, and specific time arrangements. What they are saying is some students are not ready for self-discipline. Because of this statement, some students lost the privilege of going to class as they felt it necessary. Instead, all students attend a class at a specific time each day, and those students who can discipline themselves by performing ahead of schedule in units have the privilege of attending as they

see necessary.

2. Some students said that the rooms were becoming too noisy. Conversations were limited to certain areas in the room.

3. Units were too long--students could not see an end to their assignments. This was realized quickly, but it was difficult to change units immediately. Future units will be shorter in length so the student will receive a quicker reward for his accomplishment.

4. Many of the books selected were not interesting to students. In the selection of new books, seniors were asked to indicate their interests and the instructor made the final selection.

5. Why write summaries? This remark came from students whose programs did not have real meaning and value to them. Early counseling helps this student.

6. Why is education necessary and what is it?

7. What are the purposes in education?

Questions six and seven tell us something about our communication and understanding of students. A student with this type of question needs some form of guidance and counseling. Instructors feel that an individualized program returns guidance to the teacher. Mr. Feucht, counselor and grammar teacher at Eillah High School, indicates that he has accomplished more effective guidance this year under this program than in other years as a counselor.

8. Some students indicated that instructors would review their program with them and continue adding new assignments. This is a difficult problem and must be handled in accordance with student-

teacher rapport and the student's ability. It is easy for us as teachers to see that another review would be beneficial for that student, but by the same token we may overdue his work, and he sees it as extra work assignments. This is an area where a teacher must skillfully delay a response and evaluate the student's progress, his problems, and the teacher's expectations of that student. We must continue the student's interest and visualize the ultimate goal in communications for that student.

9. Wait for help and your turn to meet with the instructor.

This was a matter of teachers' organizing their time and the effective use of a teacher-aide.

These are real problems in the program, but by changing and understanding individual differences, the results can make a difference to the student, making his program meaningful without changing the ultimate goal.

Evaluation in this program cannot be accomplished in terms of grades or passed or failed, as no student fails. A student obtains a credit at the completion of each phase, whenever completed. Evaluation, as student ability to utilize skills in communications in day-to-day work, in all classes is essential. In the school year 1970-71 it is hoped to obtain the full support of all teachers in handling written assignments by students. A student will receive two grades for each assignment, the original grade and an "A" grade for accurately correcting the assignment and handing both papers back to the instructor. This would make the English program useful to the student.

In evaluating this program, it is no better than the interest and enthusiasm of its instructors, willingness to change methods, practices, and spend extra time in organizing the work necessary to accomplish its goals. Teachers reported feeling very insecure at times in the new program, but as they adjusted to a new way of instruction, teaching became a new challenge.

ADVANTAGES IN TOTAL SCHOOL SETTING

1. General student morale improved all year. This is, of course, only one factor in improved morale.
2. Students read more books than before the program was initiated.
3. Student-teacher relationships improved.
4. Students indicated that for the first time they had a feeling that the school organization cared about the concerns of the students.
5. Discipline problems in the English department disappeared.
6. Instructors found themselves in a new role with students. Students asking other classes for changes.
7. Students tend to rely on themselves more.
8. Cheating by students diminished.
9. Student interest level in school increased.
10. Competition was in performance.
11. Student attitudes changed.

General curriculum changes, instructor interest, and student leadership combined to obtain the above results.

PROBLEMS ASSOCIATED WITH INDIVIDUAL STUDY

1. Eligibility rules are tied to grades, something new must come forth.
2. Honor roll can no longer be recognized, a new method of recognizing student achievement must be found.



**3. Student transfers:**

A student coming into our ungraded English program meets with the instructors and they determine a package adjusted to the time of the semester the student enters.

When a student transfers out, an evaluation or judgment of his ability with an estimated grade and credit is attached to his transcript. Sometimes a written statement is necessary.

4. Some students are unable to cope with self-discipline. What is the most efficient way to encourage and develop self-discipline and a self-image?

5. A few students are continuous skippers; this problem is present.

6. In an open campus, absenteeism is due to a variety of reasons:

- a. Teaching methods used in a classroom
- b. Personality conflicts
- c. Interest teacher shows to students and the subject
- d. Motivation of the student
- e. Time of day class is scheduled
- f. Student's outside interest and wage earning ability
- g. Activities and class interruptions scheduled during the day.

7. More individual packages in all areas are needed.

8. A way needs to be found of utilizing student aides in the program.

TEACHER EVALUATIONS

This program was instituted at Zillah High School in the fall of 1969. At the conclusion of one year of this program, some remarks can be made with some accuracy. More time is needed, however, to draw any better conclusive evidence.

The program was set up on semester equivalent basis. A package of dittsed work was designed which was equivalent to the work covered in one semester. Before the credit could be given for the semester's unit, the work must be completed satisfactorily to the instructor's standards.

Separate packages for grammar and literature were devised. Every student is required to complete six semesters of work in English in order to graduate. Good students are encouraged to take more than the required amount. They would receive credit for all extra work completed. An honors credit can be earned by seniors or those who have met the four year requirement.

Observations made on this program proved to be valuable. From these observations I noted some very encouraging results. The freshmen were probably the most difficult to encourage to work hard. On their own they seemed to have difficulty getting down to work. As we moved up the years, however, the students seemed more capable of working on their own. Some students caught on quickly and went right to work on the program. Others took more time. Some never really got going; these were the students who were usually defeated in school

prior to this program. Some of these defeated students did take hold and went to work. It is impossible to know whether this student might have achieved as much under the traditional program. We did not have a control group to make a comparison.

Some of the students who caught on to the program quickly finished more than the required two semester's work. One girl (Not an exceptional girl) completed the semester's work in less than a quarter of the year.

The new program presented some problems both for the teacher and the student. Both student and teacher had difficulty adjusting to the new program. The teacher had to learn to go to the student individually when he sensed the student to be having difficulty. In time, however, the teacher and the student began to feel more comfortable in this type of relationship. The rapport between the student and teacher seemed much better toward the end of the year.

In summary, I feel that the program was a success because of the development of the teacher-student relationship, the freedom for the sincere student to work ahead of the rest of the classmates, and the amount of actual individualized learning that took place. Retention is a definite goal of the whole education process. Next fall will really tell us much about the program. We will be able to measure the amount of retention of each student. This is done by the use of diagnostic tests. Another interesting factor of this program is that some students are working during the summer on their programs.

Raymond E. Feucht

Instructor

In the fall of 1969 Zillah High School entered a new individual study program in the English department. It was to be an ungraded program with credit being given only on completion of the course of study. The schedule was arranged so that every student enrolled in the literature course would have forty-five minutes class period, but students from all four classes might be in the room at the same time, each following the course of reading for that class. Down through the year approximately one hundred thirty students were enrolled in the literature program. Four or five dropped out of school leaving about one hundred twenty-five who would be expected to finish the course of study. Over one hundred students completed the program, and of those failing to finish more than half were within a week or two of being complete.

The record for this first year compares favorably with the former classroom situation where there would be probably four failures during the year, and thirty or more D grades, a grade indicating that a student was largely being carried along with the momentum of the class and doing barely a minimum amount of work. This year there were no D grades, every student completing the course gaining an equivalent of a C or possibly B grade. No student could hide in anonymity within the class, but each student read at least four complete books, at least four plays, quite a large number of fiction and nonfiction selections, and an imposing number of poems. In addition, there were quite a number of LP records listened to, quite a number of filmstrips looked at and a number of the Humanities films shown.

One of the advantages of this program, in my opinion, has been the availability of materials of a wide variety. No student had to stick to a single text. In addition, there were a number of options a student might take in following his course of study. All this made for greater flexibility and variety. Probably the greatest single advantage of this program in our school is the opportunity of individual help and counsel the teacher has. Over and over through the year I have been reminded while talking with a student about a poem or a play or a novel of the difference between the one-to-one response and the classroom response. It is easy for a student in a class situation to say "I don't know" to a question; but in the personal conference there is no escape from coming to grips with the question. One of my personal satisfactions this year has been the personal contact with so many of the students in the course.

Another advantage of this individual program is that it enables a motivated student to advance at his own rate, and at the same time enables the slower reader to be free of the pressure of; the student who is going quite a bit faster. Still another advantage is that the student gets involved in reading for enjoyment and information instead of being merely reading for a daily assignment.

The program poses a liability, possibly, for the student who is not personally motivated to discipline himself to push through with the study. For the D student who has to have the push of the whole class to move him along, there is a day of reckoning as he finds that no one is pushing him: he must make it on his own, not get through automat-

ically when the semester ends. This disadvantage does not, however, inhere in the system itself, but may be overcome with more personal attention from the teacher to structure such a student to a more strict curriculum of study and use of time.

I believe the greatest problem that has developed this first year is the tendency on the part of a student who goes much beyond a semester to slow down and not try to finish the course and then go to the next phase of his work. Instead, he slows down and takes almost the entire year to take a course that should not take him more than eighteen or twenty weeks. In this way, his entire program is slowed up resulting in his taking in one year that ought to be done in a semester or nearly so. The solution to this problem is first, to lighten the load so that an average student with good steady application can complete the program within a semester, and second, to keep closer tab on these students' rate of progress and if necessary structure them with daily and or weekly assignments until they are able to move ahead on their own initiative.

This first year has shown also, I believe, that the freshmen and to some extent the sophomores need to be more structured in their courses than do the upper classmen. For this reason I am revising their courses to become somewhat more specific in assignments and objectives. By the same token courses for juniors and seniors offer wider range and freer choice of materials and subject matter.

In summary I should say that I am pleased with the success of the individualized study and would not want to go back to the class struct-

ured program. I realize there are weaknesses in the new program, but these weaknesses are a challenge to be overcome rather than a cause for abandonment of the program. I believe the students for the most part like this way of covering literature better than the old.

DeWitt NoAbce

Instructor

### SUMMARY

As reported by teachers, students, and administration the individualized program is to a large degree successful in its first year. We realize that many inconsistencies exist and a continuous re-evaluation and constant change is necessary.

The major advantages are that most students like the independence it offers, cheating in school has reduced in occurrence, and student attitudes have improved.

Items which must be overcome are mainly to find a new method of recognizing the outstanding performance ability of students, to strive to find ways of motivating students, and to create a desire for education in those few students who feel no emotion for school and to improve their self-images.

The last six weeks of school students began to really function under the program; somehow, change takes a considerable amount of time to become effective.

### RECOMMENDATIONS

Any school can individualize, according to how the teaching staff rate their priorities. (1) Are the teachers concerned about student performance to the point they are willing to spend more time, and take upon a new role as a teacher? (2) Change is a slow process and students must be accustomed to something new. (3) Communication with students and community must precede any expected change. (4) Reasons



for change must be real. (5) Develop a school philosophy upon what the community wants and needs with expected performance of all students.

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**APPENDIX A GRAMMAR**

**OUTLINE****PLAIN ENGLISH WORKBOOK by McCormick-Mathers Publishing Co., Inc.**

1. Workbook must be worked on in the classroom.
2. The workbook must remain in the room.
3. Any time a unit test is taken, the teacher must be notified beforehand.
4. Students are encouraged to work independently. Questions on the matter should be directed to the teacher.
5. Students are free to work on any part of the phase at any time.
6. The workbook must be completed in order of succession.
7. Any unit may be exempted if a high enough grade is obtained on the survey test and inventory test.
8. When through with a section or unit, you must not work on the next section until you have satisfactorily passed the inventory test.
9. You will be required to set a completion date with the teacher on any unit, section, or project.

**BOOK REPORTS**

1. Book reports must be given in groups or no less than two students.
2. The books you choose to read are up to you, but you are encouraged to read in certain areas of interest or with a purpose in mind.

**PAPERS**

1. Papers must be in ink or typed with the rough drafts attached.
2. Daily grammar assignments may be in pencil.
3. Papers will be evaluated, recorded, returned, and filed for future reference.

**RECORDS**

1. Records will be kept in file boxes and available to the student.
2. A separate record will be kept by the teacher.
3. A progress report and evaluation sheet will be sent home at grading time.

\* A student must complete all required work satisfactorily in order to be able to do honors work.

PHASE I REQUIREMENTS

1. Plain English Workbook 9, McCormick-Hathers Co.
2. Our English Language - (3rd Course) - American Book Co.  
Chapters 19 and 21.
3. Four library books (oral reports). Books must be brought in when reports are given.
4. Ten papers (in ink or typed) with originals attached.

Including the following:

- A. a topic outline
- B. a sentence outline
- C. a paper with a preface, body, and concluding paragraph
- D. a summary of a magazine article with article clipped and attached.

• EXTRA WORK FOR HONORS CREDIT MAY BE ARRANGED WITH THE TEACHER.

THE PROJECTS MAY INVOLVE

1. Written reports
2. Extra book reports
3. A research paper

PHASE I COMPOSITION ASSIGNMENTS

1. Write a descriptive essay about your own observations of nature in the evening. Use the following descriptive words and underline them in the paper: verdant, captivating, rustic, dilapidated, dormant, gregarious, immaculate, inundate, lucid, luscious, magnificent, palatable, robust, savory, succulent, vigilant, euphonic, corpulent, ecstasy, flamboyant, scintillating.
2. Write a paper in which you remove an article from an old magazine, and summarize it. Submit the article and summary, clipped together.
3. Write a paper of five paragraphs. In the first paragraph introduce the topic--that is, define the topic. Then in the body of the paper, explain or elaborate on the topic. Then conclude in the fifth and last paragraph by attempting to prove your topic with evidence of solution.
4. Write a 600 to 700 word paper on some aspect of modern space travel. In front of the body of the paper, attach a one-page topic outline. The headings and subheadings of the outline should correspond to each of the paragraphs in the paper. No sentences may be permitted in a topic outline--only phrases and words. Only the first word of each topic is capitalized.
5. Write a paper 500 to 600 words in length in which you describe an emotion or a mood. For example: Describe an atmosphere to haunt the most ghost resistant person; describe the feeling of taking a train or airplane ride; describe the feelings one might experience upon being chased by an insane killer down a dark alley.
6. In 400 to 500 words describe the sights, sounds, smells, tastes, and sensations you had once experienced as a child.
7. Write a short story of two to four pages in which you tell of a man with the affliction of catalepsy, of a girl who is the only white student in an all Negro school, or of a boy who is not allowed to play football for his high school because of low grades.
8. Describe in a 500 to 600 word paper what the world of the future will be like.
9. Write a 600 to 700 word paper describing your trip to a planet not known by the mapmakers of the universe. Study about the planets and universe and try to be as factual as possible.
10. Write a 500 to 600 word paper on a topic of your own choosing.



**PHASE II REQUIREMENTS**

1. Plain English Workbook 10, by McCormick-Mathers Co.
2. Warriner's English Workshop - Grade 10  
Chapter 15, Pp. 226-233.
3. Vocational and college study
4. Five oral book reports
5. Fifteen papers (in ink or typed) with originals attached

• EXTRA WORK FOR HONORS CREDIT MAY BE ARRANGED WITH THE TEACHER.

**PHASE II VOCATIONAL AND COLLEGE STUDY****VOCATIONAL**

1. Choose three occupations, look them up in the Encyclopedia of Careers and the Guide to Career Information in the library and summarize the information.
2. Clip a job offer from the Classified Ads part of a newspaper and write a letter of application for the job. Turn in the clipping with the letter.
3. List all the job opportunities available to you in Zillah and the surrounding area. Indicate with an asterisk those jobs you are qualified for. Indicate with an X those jobs at which you would prefer to work.

**COLLEGE**

1. Choose three college majors and define each.
  - A. Look up information on these majors in Mapping Your Education in the library and list the requirements for the freshman year.
  - B. In Mapping Your Education pick out five colleges and summarize the information given there.
  - C. Write a letter of application to two of the five colleges.
2. Locate a scholarship (National or local) and write a letter of application and fill out any other required information.
3. List the scholarships available to 1970 high school graduates along with the place of application. List as many scholarships as you can find.

PHASE II COMPOSITION ASSIGNMENTS

1. Write a descriptive essay about a stream trickling down a mountain-side using the following descriptive vocabulary words (underline the words in your paper): indolent, placid, terrestrial, effervescent, taciturn, turgid, vascillating, grotesque, benevolent, capacious, pallid, insipid, mellifluous, ineffable, pungent, precipitous, benign, viscid, aesthetic, burnished, sibilant, obscure, audible.
2. Remove an article from an old magazine, summarize the article, and clip them together, turn in both the article and the summary.
3. Write a paper of seven paragraphs. In the first paragraph, introduce the topic--that is, define the topic. Then write five paragraphs of the body of the paper--that is, an explanation or elaboration of the topic. Then conclude with the seventh paragraph which tells what your paper has attempted to prove.
4. Write a 600 word paper on some aspect of the college campus conflicts. Give your opinion in the last paragraph as to the cause or causes and or possible solution. Make a sentence outline to be attached to this paper. All headings and subheadings must be complete sentences. This outline headings and subheadings should correspond with the paragraphs in the paper.
5. Write a 500 to 600 word paper describing the smells, sights, sounds, the tastes and sensations of bacon frying over an early morning campfire.
6. Write a 500 to 600 word paper describing a mood or emotion. For example: Describe the feelings you have walking down a lonely road in the country at night; describe fishing on a warm summer afternoon; or describe the feelings and frenzy at a conflagration.
7. Write a short story of two to four pages in which you tell of a day lost in a mountainous range; of a wild horse caught out in a thunder storm; or a cub bear whose mother is gone.
8. Describe in 500 to 600 words what your feelings would be if you were banished from the United States and transported to Red China or the Soviet Union. What problems might you encounter? What differences in the people might you observe?
9. Write a 400 to 500 word paper about a late, time-saving invention. Tell of some time-saving device or invention you have devised and explain how it might work.

10. Write a 500 to 600 word short story describing the problems one might encounter if the electricity were cut off for one year. Indicate the changes which would take place in your home and in your home town.
11. Write a humorous essay from 500 to 600 words about one of the following topics: "My vacation in the Sahara Desert," "The Day I taught the first grade," or "The Night I got caught in the clothes chute."
12. Write a 500 to 600 word paper describing how the early pioneers lived and made a living.
13. Write a 400 to 500 word paper which describes what personal qualities the true American should possess.
14. Write a 400 to 500 word paper explaining the term happiness.
15. Write a 500 to 600 word paper on a topic of your own choosing.

PHASE III REQUIREMENTS

1. Plain English Workbook 11, by McGraw-Hill Co.
2. Warriner's English Workshop--Grade 12  
Chapter 10, Pp. 211-262.
3. Our English Language--Fourth Course  
Chapter 9  
Dittos
4. Six oral book reports
5. Twenty papers

\* HONORS WORK MAY BE ARRANGED WITH THE TEACHER.

PHASE III COMPOSITION ASSIGNMENTS

1. Write a paragraph in which you use the following descriptive words to describe an incident or situation: noggin, gravel, sham, leathe, surly, brusque, vulpine, chauvinistic, lacerate, stolid, villainous, assail, abeced, garrulous, satiable, relinquish. Underline the words in your paper.
2. Write three related paragraphs using the following three topic sentences. One to introduce each paragraph. (1) "I managed after much difficulty to get close to the blaze." (2) "The fire was raging out of control." (3) "After the fire trucks had gone, I hurried home to develop the pictures."
3. Write a 500 to 600 word paper on dope addiction giving three different quotes and three different sources. Make a topic outline and a title page. The paper should be arranged in the following manner: (1) Title Page (2) Topic Outline (3) Body--with three quotes (4) Footnote Page, and (5) Reference Page--with three sources listed.
4. Write a paper in which you clip an editorial from a newspaper and then write your opinion to the editor's topic. 400 to 500 words. Clip the editorial to the paper.
5. Write a 500 to 600 word paper describing the sights, sounds, smells, tastes, and sensations you would experience at a carnival.
6. Write a 500 to 600 word paper describing a bank hold-up as if you were actually there.
7. Write a 400 to 500 word paper commenting on any T.V. commercials you have seen lately. Tell your attitude toward them, determine the appeal they have to the viewer, and determine the fallacy or illogic of these commercials.
8. Write a 500 to 600 word paper discussing the differences between youth today and youth of a generation ago. Opineate.
9. Write a 500 to 600 word evaluation of the educational system at Killah High School. Do not make a personal attack on any member of the faculty or any illogical or untrue criticism. In other words, do not discuss your feelings but concentrate on facts.
10. Write a 500 to 600 word paper pointing out the advantages and disadvantages of living in Killah, Washington.
11. Write a 500 to 600 word paper taking either the affirmative or negative stand on the issue: 16 year olds should be allowed to

vote. Give facts to substantiate your point of view. Give evidence.

12. Write a 500 to 600 word paper taking the affirmative or negative stand on the proposition: Teenagers should legally be allowed to drink alcoholic beverages. Give facts to support your position.
13. Write a short story of two to four pages in which a young girl fails to come home from work one evening. One third of the paper should be dialogue.
14. Write a 500 to 600 word paper on two or three new scientific discoveries. Include a one page sentence outline attached to the front of the paper.
15. Describe in 500 to 600 words what it would be like to be caught out alone on a windy night with a storm approaching and no chance to make it to your home.
16. Write a humorous essay of 500 to 600 words on one of the following topics: "The time I was invited to a banquet at King Arthur's court," "My meeting with Snow White and her Seven Dwarves," "My job of setting the time on London's Big Ben."
17. Write a 400 to 500 word paper on an artist painting a picture on canvas with a person planning his future goals.
18. Clip a job offer from a classified ad section of a newspaper. Write a one page letter to the employer or organization in application for the job. List your past work experiences, years of education, and hobbies. Tell why you want the job. List three personal references, ask what the job pays, and request an interview.
19. Write a 500 to 600 word paper on a topic of your own choosing.
20. Write a research paper on a topic of your own choosing. The paper must contain the following: (1) Title Page (2) Topic Outline (3) Body--with ten to fifteen quotes (4) Note Page (substitute for footnotes) and (5) Bibliography. This paper should be six to ten typed pages. Refer to Harriner's English Workshop, Ch. 10, Pp. 251-262. Note cards and rough draft must be turned in with the finished paper.

PHASE IV REQUIREMENTS

1. Plain English Workbook 12, by McCormick-Mathers Co.
2. Dittoes 1 through 12. Review exercises in grammar
3. Modern Grammar and Composition--Book 2  
Chapter 5, part 2.
4. Description -- ditto 13
5. Critical Essay -- ditto 14
6. Argument and persuasion -- ditto 15
7. Style Imitation -- ditto 16
8. Our English Language 12  
Chapter 17
9. Narration -- ditto 17
10. Our English Language 12  
Chapter 29
11. Twenty-five papers (in ink or typed) with originals attached
12. Seven oral book reports

\* HONORS WORK MAY BE ARRANGED WITH THE TEACHER.



PHASE IV COMPOSITION ASSIGNMENTS

1. Ditto 7 Warriner's Advanced Composition pp. 127-128. "Suggestions for Writing" (Do one of these.)
2. Ditto 8 Warriner's p. 290. (Do one of these.)
3. Ditto 9 Warriner's p. 249 (One)
4. Ditto 10 Warriner's p. 401 (Do number 2.)
5. Ditto 11 Warriner's p. 463 (Do any one of these.)
6. Write a descriptive essay about the scenic beauty of our country, state, or county using the following descriptive words: amicable, imbus, azure, paragon, conical, bucolic, nostalgic, serene, capious, errant, verdure, resplendent, ostentatious, resonant, superfluous, prominent, opalescence, portentous, squalid, obfuscate, mellifluous, saturnine, insipid, obese, embellish. Underline the words in your paper.
7. Write a 600 to 700 word paper on capital punishment giving four quotes and four sources--one quote from each source. Properly footnote and annotate. The paper should be arranged in the following order: (1) Title Page (2) Topic Outline (3) Body--with four quotes (4) Footnotes at the bottom of the pages (5) Bibliography in proper order.
8. Write a 500 to 600 word paper describing the sights, sounds, smells, tastes, and sensations one might experience on a walk along a country road in the spring.
9. Write a critical essay about our so-called civilized world. 500 to 600 words.
10. Write a 500 to 600 word essay in defense of teenagers. They are sometimes looked upon and spoken of as irresponsible, lazy, corrupt, and lacking consideration for others.
11. Write a 500 to 600 word humorous essay about one of the following: "The evils of dieting," "My first day at summer camp," "The day I went water skiing with my motor cycle boots on," "My pet alligator."
12. Write a short story three to six pages with one third dialogue about a secret agent assigned to work in Peru to detect the sale of stolen priceless treasure.

13. Write a 500 to 600 word paper taking the negative or affirmative stand on the following issue: Policeman should not be allowed to carry weapons.
14. Remove an editorial from a newspaper and oppose or criticize the editor's views. Attempt to do this with supporting evidence. Turn in the paper and the editorial clipped together.
15. Write a 500 to 600 word paper explaining what happens during an eclipse of the sun and of the moon. Also tell how the planets are related to the earth in distance and size. Describe the function of the electronic telescope.
16. Research the Salem witch trials and write a 600 to 700 word paper describing the beliefs of the people living there at that time.
17. Write a 500 to 600 word paper on ESP (Extrasensory Perception). Give five quotes from five different sources. Arrange the paper as follows: (1) Title Page (2) Topic Outline (3) Body—with five quotes and footnoted (4) Bibliography.
18. Write a 500 to 600 word paper describing the sights, sounds, smells, tastes, and sensations of a large city.
19. Write a 400 to 500 word paper comparing our minds and bodies to an automobile.
20. Write a 500 to 600 word humorous essay on one of the following topics: "Shopping for clothes," "Training to be a circus performer," "Geese on the Yakima River," "Barbecuing steaks at our backyard social."
21. Write a 400 to 500 word paper on friendship.
22. Write a 400 to 500 word paper on "Cooperation versus Competition."
23. Make up a fable about a little boy or girl who lives in the mountains. The fable should show the value of honesty, courtesy, unselfishness, or the love of the simple life. Length should be 300 to 400 words.
24. Write a short story three to five pages with no dialogue about an old sailor who lived down by the sea in an old shack.
25. Write a 500 to 600 word paper on a topic of your own choosing.

**APPENDIX B      LITERATURE**

PHASE I LITERATURE**Objectives of ninth grade literature:**

1. To provide a varied approach to the study of literature to permit individual selection of material.
2. To encourage the selection of goals by each student.
3. To encourage the enjoyment of reading by providing a wide selection of high quality literary selections.
4. To provide opportunity for more individualized assistance and understanding between instructor and pupil.
5. To provide ways of translating themes and ideas gained from reading to patterns of life and thought for students today.

**Types of literature to be studied:**

1. Short stories
2. Non-fiction
3. Poetry, Drama, the Epic
4. Novels

**Basic aims for each type:**

1. The Short Story
  - A. To study the form and technique of the short story.
  - B. To read a variety of short stories.
  - C. To analyze, interpret ideas, and themes found in stories and to record this analysis and evaluation in a variety of ways.
2. Non-fiction
  - A. To become acquainted with some of the forms and techniques of various kinds of non-fiction.
  - B. To learn about and read a number of selections of this kind of literature.
  - C. To record main ideas, themes, and meanings of the selections and their application to life today.
3. Poetry, Drama, the Epic
  - A. To read poems, plays, and parts of epics.
  - B. To learn about different kinds of poetry and what messages the poets are giving us.
  - C. To record or evaluate ideas gained from reading poetry, drama, and the epic.
4. The Novel
  - A. To read selected novels and evaluate them by means of oral reports to the teacher.

## The Method of the Course

1. Students are free to choose the type of literature they wish to start studying, and to arrange the study of the various types to suit their own needs.
2. Students must set a target date for completing each division of their study and record this on forms supplied and kept by the instructor. This will help the student to make systematic progress toward the completion of the course study.
3. Some assignments will be supplied by the teacher, but the student is urged to set his own goals of learning and the way of evaluating and recording the results of his study. Some possible ways are as follows:
  - A. The seminar: oral discussion in groups
  - B. Framing questions of your own
  - C. Summary of main ideas
  - D. Interpretive reading of choice passages on tape
  - E. Critical evaluation: analyze style, structure, discovering main ideas
  - F. Discovering the techniques in creating mood, humor, and suspense
  - G. Comparing and/or contrasting concepts found in two or more selections
  - H. Preparation for presentation to a school or group audience on evaluation of the life and writings of an author or evaluation of a period or type of literature.

## Materials and Sources:

Adventures in Reading, Vols. 1-5, Bowman & Potell, paperback, laureate edition. Harcourt & Brace.

Adventures in Appreciation, Vols. 1-5, Bowman & Potell, paperback, laureate edition. Harcourt & Brace.

Spectrum 1, 2, lit, lang, & comp. Gline Williams, Deacon. Grim & Co.

A Book of Non-fiction 1, 2: Perspectives in Literature. Harcourt & Brace.

Worlds to Explore. Bartly & Lovell, American Book Co.

Introduction to Literature. Edward J. Gordon, Grim Co.

Understanding Literature. Edward J. Gordon, Grim Co.

Types of Literature. Edward J. Gordon, Grim Co.

The Study of Literature. Edward J. Gordon, Grim Co.

Lit. For Today: Companion Series. Christ & Potell.

Lit. in Living: Companion Series. Harcourt & Brace.

## Basic Requirements

1. **The Short Story**
  - A. Read 20 short stories.
  - B. Write a paper defining and describing the form and structure of the short story including a description of the meaning of the various terms related to the short story.
  - C. Brief summaries of short stories read following this form:
    - Title of Story
    - Author
    - Detailed Plot Statement
    - Basic theme or application to life.
  - D. A paper or tape recording of your evaluation of the short story as a form of literature, its interest for you, its ability to show what life is like.
  - E. Honors
    1. Read an additional ten stories and report on them.
    2. Write an original short story
      - a. preparing an outline of:
        - (1) purpose and aim to be achieved
        - (2) plot structure
      - b. the completed short story: length 2,000 words
2. **Non-fiction**
  - A. From the text Adv. in Reading, Vol. 2, paperback, Harcourt & Brace select:
    - 4 articles and essays
    - 4 biographical sketches
 The Thematic Unit
    - Read and do as directed in the selections:
      - "Thinking it Over"
      - "Looking at the Structure"
      - "Pen and Paper"
  - B. Honors
    1. Select articles, essays, and biographical sketches and true narratives from the texts:
      - Adventures for Today
      - Adventures in Living
      - Types of Literature
      - Understanding Literature
 Choose ten selections, read and do as directed at the close of each.
3. **Poetry**
  - A. Text: Adv. in Reading, Vol. 3
    - Read the section on poetry pp. 1-31.
    - Answer questions on four poems from each group.
  - B. Worlds to Explore. American Book Co.

Read at least three poems from each of the nine divisions.  
Do the work connected with each poem.

- C. Adventures in Living. New Companion Series. Harcourt & Brace  
Read 20 of the 24 poems and follow directions for analysis.

#### 4. Drama and the Epic

##### A. The Epic

Read selections from the Odessey by Homer.

Text: Adv. in Reading, Vol. 3

- B. Read "The Trojan War" in Understanding Literature.

The Iliad

The Trojan Women

The Aeneid Book 2

The Trojan Horse

Thetis & Calypso

- C. The King Arthur Legend from Adv. in Appreciation, Vol. 2.

Read and answer questions at the end of each selection.

##### B. Drama

1. Text: Adventures in Reading, Vol. 3.

Read the section on Drama pp. 85-196.

Answer questions as found at the end of first two plays and at ends of acts in Romeo & Juliet.

2. (or) Understanding Literature. Oial, pp. 597-707.

Read the section on drama and answer questions at end of each play. Write a brief paper on Keys to understanding drama.

#### 5. The Novel

Read the following novels:

- A. Great Expectations, Dickens. Adv. in Reading, Vol. 3.

- B. Ivanhoe, Sir Walter Scott. Adv. in Reading, Vol. 5.

- C. The Big Wave, Pearl S. Buck. Adv. for Today.

- D. The Pearl, John Steinbeck. Understanding Literature.

Make oral reports to the teacher.

- E. Honors: Additional novels as mutually agreed upon.

PHASE II LITERATURE**R. Non-Fiction**

1. A knowledge of the main forms of non-fiction and characteristics of each. (See A Book of Non-Fiction 1, 2: Perspectives in Literature, Harcourt & Brace, paperback)  
Adventures in Appreciation, Vol. 2, Harcourt & Brace, paperback  
Adventures in Modern Literature, Frasier & Lazarus, Harcourt & Brace  
Adventures in American Literature, Mercury Ed., Inglis & Gahlmann, Harcourt & Brace
2. A written summary of nonfiction as to its chief forms and characteristics of each.
3. Read twenty-five selections of nonfiction.  
See Adventures in Appreciation, Vol. 2  
A Book of Nonfiction, 1 and 2  
Adventures in Modern Living  
The World of Modern Horizons  
Articles and essays found in current magazines.
4. For proof of reading submit
  - a. Report to include Title of selection, book, where found, main idea, and conclusion of the selection.
  - b. A written analysis of one selection showing
    1. The plan, step by step, of the author in developing the selection (an outline of the material).
    2. The author's style by listing figures of speech that you thought were striking, and examples of humor.
    3. Hours.

**G. Poetry**

1. Choose one of the following books for a text in poetry:  
Adventures in Appreciation, Vol. 3  
Understanding Literature, Gordon  
Types of Literature, Gordon  
The Study of Literature, Gordon
2. Adventures in Appreciation, Vol. 3
  - a. Read the entire section on poetry.
  - b. Show the difference between prose and poetry.
  - c. Describe the major types of poetry, divisions within each type, and titles of poems which provide an example of each kind.
  - d. Explain terms such as rhyme, simile, metaphor, with examples of each.



- e. Answer the questions about the poem "Danny Deever."
- f. Tell what the author means in the phrase "the eyes of the poet." page 28, 29.
- g. In the section "Looking at People" answer the questions about the poem "Lee" by Benet.
- h. From the section "Looking at Nature" answer the question about Lowell's poem "What is So Rare as a Day in June."
- i. In the section "Looking at Life" what does climbing the birches mean to Robert Frost. What is meant by Haiku?
- j. From each section: "The Heart of the Poet," "The Imagination of the Poet," "The Mind of the Poet"—choose a sample poem in each and show how the poem expresses the heart, the imagination, and the mind of the poet respectively.
- k. Answer questions 1 through h at the close of the section on John Massfield.
- l. Answer the questions at the close of the selections by Phyllis Koffman.
- m. Answer the questions at the close of the section on Kahlil Gibran.
- n. Write from memory facts about any of these poets that you can remember.

### 3. Understanding Literature

- a. Pay close attention to the discussion of that poetry which is in the introduction.
- b. Note that the poems are chosen to fit into a number of themes or clues to understanding; be familiar with the meaning of each of these: Connotation and context, imagery, comparison: the simile  
comparison: personification  
comparison: the metaphor  
rhythm and rhyme, tones.
- c. Choose at least two poems under each of the above headings and answer the questions about it.
- d. Study the three themes as they were developed in the closing part of the unit. Words - Time - Death
- e. Choose one poem from each of the three themes and answer the questions about it.
- f. Join with a few other students in a seminar with the instructor to discuss the poetry section.
- g. Pass a final examination given to you by the teacher.

### 4. Types of Literature, Edward Gordon, Ginn & Co. (More advanced students)

- a. Read the poem "Crystal Moment" and answer the three main questions suggested on page 470.
  1. What is the experience being described?
  2. How is the poem put together?
  3. What does the experience mean?

- b. How does the author use the terms, abstract and concrete to discuss the meaning of images in poems?
- c. Read the ten poems illustrating images. Be sure to read the introductions to the poems. Write answers to one question of each set following each poem.
- d. Read the explanation of figurative language. What is meant by figurative language? How does the poet's use of it differ from its use in ordinary language of everyday speaking?
- e. Read the sixteen poems in this section.
- f. Explain the meaning of the term personification and illustrate its meaning from a poem.
- g. Describe what is meant by metaphor. What metaphors are used in the poem "Prayers of Steel?" What do they mean?
- h. Discuss how the poem "The Coach of Life" is an extended metaphor.
- i. From the poem "Tenement Rooms Chicago," list at least six words the poet must have chosen for their connotative meaning.
- j. From the explanation on page 494, explain symbols and their use in poetry.
- k. From the eight poems in the section illustrating symbolism explain:
1. What does the brook symbolize in the poem about the circus?
  2. What might the circus symbolize in the poem about the circus?
- l. Read the three fables on pp. 499, 500, 501, 502, and answer the questions on page 502.
- m. In the poem "A Kind of Good-Bye," answer the questions below the poem.
- n. Read the two versions of the poem "In Waste Places." Note the changes made in the original. How do they strengthen the emotional effect?
- o. Read the discussion of rhythm and meter found on p. 506, 504, 605. Describe and illustrate the kinds of meter.
- p. What does Kipling say happens in the last two stanzas of his poem "The Benefactors?"
- q. Read the poem "They Have Yearns" by Carl Sandburg. Answer the first two questions at the close.
- r. Read the two poems "Song" and "O What is That Sound." Answer questions about rhythm.
- s. How is sound achieved in poetry? Read discussion on p. 523.
- t. Read the poem "The Mountain Whippoorwill." Answer questions 1, 2, 4, 6.
- u. Read the poem by Ogden Nash "Very Like a Whale." Answer question 2 at the end.
- v. Read "Renaissance" and answer the questions at the end.

Homers: From this book read the narrative poem from Idylls of the King entitled "Gareth and Lynette."

D. Drama

1. Adventures in Appreciation, Vol 3

- a. Read the play "The Miracle Worker," and answer the questions at the end.
- b. Read the play "Julius Caesar" by Shakespeare; read the introduction to the play on pp. 183-188. Answer the questions at the end of the play.
- c. View the filmstrip "Julius Caesar."
- d. Listen to the tape "The Shakespearean Plot." Summarize main ideas.
- e. Participate in seminar discussions of "Julius Caesar."

2. Types of Literature, Gordon, Gian & Co.

- a. Read the introduction to drama on pp. 149-150.
- b. Read "The Winslow Boy" and either "Trifles" or "The Devil and Daniel Webster." Answer the questions at the end of the plays you read.
- c. Read "Julius Caesar" by Shakespeare beginning with the introduction on p. 609.
- d. Before reading "Julius Caesar" view the filmstrip on the play (check with librarian).
- e. Listen to the tape "The Shakespearean Plot" (check at office.) Summarize the ideas.
- f. Answer questions on Julius Caesar.
- g. Participate in seminar discussions of "Julius Caesar."

3. Adventures for Today, Christ, Potell, Harcourt & Brace

- a. Read the six plays found in the book, together with explanations of the drama that are included with the plays.
- b. Answer the questions on "Pharmacist's Mate," "A Shipment of Hate Fate," "Flight into Danger."
- c. From another text secure a copy of Shakespeare's play "Julius Caesar." Read this play; summarize the action in each act.
- d. View the filmstrip on Julius Caesar before reading the play (check in library).
- e. Also, listen to the tape "The Shakespearean Plot" (see office).
- f. Participate in a seminar on Julius Caesar.

4. The World of Endless Horizons, American Book Co.

- a. Read the discussions about the drama and play.
- b. Read the plays in the book. Summarize the action in each and state what the high point of tension is in each.
- c. View the filmstrip "Julius Caesar" (see the librarian).
- d. Listen to the tape "The Shakespearean Plot" (check in office.)

- e. Read the play "Julius Caesar." Summarize the action of each act. Pick out what you feel is the turning point. What is the point of highest emotion or points, if more than one?
- f. Participate in a seminar on the play "Julius Caesar."

## E. Novels

### 1. Required reading.

- a. Silas Marner by George Eliot. See Adventures in Appreciation, Vol. 4.
  - 1. Read the introduction to the novel and the writer.
  - 2. Read the novel.
  - 3. Answer the questions in the discussion sections at the end of the novel. Make an oral book report to the teacher. Bring the book with you.
- b. A Tale of Two Cities by Charles Dickens. See Adventures in Appreciation, Vol. 5.
  - 1. Read the introduction and the discussion of the author.
  - 2. Read the novel.
  - 3. Write out answers to important questions in each discussion section at the end of the novel.
  - 4. Make an oral book report to the teacher using your answers as a basis for report. Bring the book with you for the report.
- c. The Pearl by John Steinbeck. See Adventures in Living or Understanding Literature.
  - 1. Begin your reading on p. 465 and read the novel. Then answer the questions at the end of the novel.
  - 2. Bring these questions answered with you to an oral report of the book to the teacher.

### 2. Select another novel.

- a. From the literature books.
- b. From the list on p. 143 of Adventures in Appreciation, Vol. 4.
- c. From the library on approval of the teacher.
- d. Read the novel and make an oral report to the teacher bringing the book with you.

### 3. Honors: Read further novel or novels as you may desire.

PHASE III AMERICAN LITERATURE

## Major objectives of this study:

1. To provide a varied approach to the study of American Literature.
2. To encourage individual selection of goals in the study of this literature.
3. To provide materials of a wide assortment and depth to enable the student to pursue in-depth reading of topics of special interest.
4. To provide opportunities for a student-instructor relationship on a person-to-person basis, to enable the instructor to be more of a resource person, and the student to select individual goals and methods.
5. To provide ways for the student to translate information and concepts gained from study into thought patterns of his own, enabling him to apply these ideas to his own system of values.

## APPROACHES TO THE STUDY OF AMERICAN LITERATURE

- I. The Types of literature approach
  - A. The short story
  - B. Non-fiction
  - C. American Poets
  - D. American Drama
  - E. American Novel
- II. The Period approach
  - A. Colonial and National
  - B. American Romantic Movement
  - C. Civil War and Expansion
  - D. The Twentieth Century

### III. The Author approach

- A. Early American writers
  1. Jonathan Edwards
  2. Benjamin Franklin
  
- B. Early novelists and short story writers
  1. Washington Irving
  2. Edgar Allan Poe
  3. James Fenimore Cooper
  4. Nathaniel Hawthorne
  5. Herman Melville
  6. Richard Henry Dana (honors program)
  
- C. New England Poets
  1. Henry Wadsworth Longfellow
  2. James Russell Lowell
  3. Oliver Wendell Holmes
  4. John Greenleaf Whittier
  5. William Cullen Bryant
  
- D. Two transcendentalists
  1. Ralph Waldo Emerson
  2. Henry David Thoreau
  
- E. Writers of the Civil War Period
  1. Walt Whitman
  2. Sidney Lanier
  3. Abraham Lincoln
  4. Four southern writers (honors program)
  
- F. Western Humorists and Local Colorists
  1. Mark Twain
  2. Bret Harte
  3. Four humorists: Smith, Langstreet, Brown, Shaw.  
(honors)
  
- G. Realists in American Literature
  1. Sarah Orne Jewett
  2. Mary K. Wilkins Freeman
  3. Jack London
  4. Stephen Crane
  5. Emily Dickenson
  6. Hamlin Garland
  7. Frank Harris, Ole Halvaag (honors)
  
- H. Modern American Poetry  
(selections to be made from among a number of writers)

- I. Modern Prose Writers  
(selections to be made from among a number of novelists and short story writers)

IV. The Study-Guide approach

(This involves reading of selections of American literature and filling in a workbook. In addition, this approach would involve a reading of novels, and would also allow the student to branch out into special reading areas of interest to him.)

EVALUATION AND RECORD KEEPING

- A. Each student must select the approach he wishes to follow and sign a contract.
- B. Each student must, with the instructor, select his own goals of study.
- C. In the breakdown into the various divisions of the course, the student should, with the teacher, choose a target date within which he feels he can complete the work of that unit. This date will be recorded by the teacher; also the date on which the work is actually finished.
- D. The teacher will evaluate the performance of the student at the completion of each division of the study; the student may not continue the program until he has satisfactorily completed each unit.
- E. The student may normally take up the study of the units in the order he prefers. This would be especially applicable to the Types-of-literature approach. The other approaches follow more of a sequential pattern.
- F. In addition to the reading and writing involved in the study the student is expected to view films, filmstrips, listen to tapes and records, and record on tapes as these may apply.
- G. Possible types of assignments.  
Note: It is especially desirable for the student to suggest assignments and ways of recording his results of study, so that these will reflect creative and meaningful evaluations to the student. Let us think together of stimulating and profitable types of assignments.
  1. Answering questions prepared by the teacher and/or study guides in the texts and study guides.
  2. Questions framed by the student as though he were the teacher preparing study guides for other students.
  3. The seminary oral discussions.
  4. Oral book reports.

5. Summarizing selections for main ideas.
6. Interpretive reading of choice passages, recording on tape.
7. Original short stories, essays, narration, etc.
8. Tracing themes and concepts through several writers or literary selections.
9. Comparing and/or contrasting writers' styles, themes, in the date or different periods of literature.
10. Analysis of the techniques of composition: creation of mood, etc.
11. Prepare for presentation to a school audience or class an evaluation of (a) a work of literature, (b) a writer, (c) a period of literature, (d) a type of literature, etc.



## TYPE-OF LITERATURE APPROACH

### A. The Short Story

#### 1. Purposes

- a. To read a wide assortment of short stories written by American authors.
- b. To understand the short story as a type of writing by knowing general characteristics of the type and terms such as plot, theme, characterization, setting, climax, point of view, etc.
- c. To know something about the author.
- d. To be able to translate the theme of a short story into terms of our own philosophy of life.

#### 2. Assignments

- a. Basic requirement:  
Read twenty short stories  
Select a method(s) for reporting and evaluating your reading.
- b. Honors: Read an additional ten stories and report on your reading.

#### 3. Materials

- a. Any of the anthologies of American literature.
- b. Short story collections by American authors in the library.

### B. Non-Fiction

#### 1. Kinds

- a. Biography and autobiography
- b. Essay and article
- c. Adventure, travel, exploration, true narrative

#### 2. Materials

- a. Anthologies of American writers in the classroom
- b. Biographies, travel, histories, adventure, etc., as found in the school library.

(Books read under the non-fiction heading may also apply toward the novels program.)

#### 3. Assignments

- a. Study the form and technique of the writing of various types of non-fiction: essay, article, biographical sketch and prepare a synopsis of the technique of non-fiction.
- b. Read fifteen articles and/or essays written by American authors: Select some method for reporting and evaluating these selections.

- c. Select one book-length title and read for oral report to the teacher: Confer with teacher about choice.

## C. American Poetry

### 1. Purposes

- a. To become acquainted with the form and technique of poetry in various forms: ballad, lyric, sonnet, blank verse, free verse, meter, feet, etc.
- b. To become acquainted with major American poets; their period, type, themes.
- c. To become acquainted with some of the great and well-known poems of our American heritage.

### 2. Assignments

- a. Study American poetry and poets by periods, following an anthology in its presentation of poems and poets of each period of our history.
- b. Select, with the help of the teacher, ten or twelve American poets; read accounts of their lives and writings, some of their poems; and analyze their poems for form and content.
- c. Honors: Select an epic poem by an American author to read and report orally. Select one or more poets to study in depth (confer with teacher about a project).

### 3. Materials

- a. Anthologies of American literature
- b. Library sources
- c. For the study of poetry
  - American Literary Survey (4 Vols.) paperbacks (Stern & Cross)
  - The Romantic Movement in American Writing, paperback, Odyssey Press
  - American Literature: Barron's Essentials (4 Vols.) paperback
  - Adventures in Values, Harcourt Brace
  - Writing About Poetry, aspects of English, paperback
  - Five Modern American Poets, aspects of English, paperback
  - Form and Value in Modern Poetry, Blackmar, paperback

## D. American Drama

### 1. Aims

- a. To become acquainted with the more prominent American dramatists and read more fully in this type of literature than is normally possible in the anthologies.
- b. To know the main terminology of drama, and the structure of the play.

## 2. Assignments

- a. View the films in the Humanities series having to do with drama and the American play, Our Town.
- b. To read several short plays.
- c. To read these major American plays:
  - "Our Town" by Thornton Wilder
  - "The Glass Menagerie" by Tennessee Williams
  - "The Hairy Ape"
  - "Strange Interlude"
  - "Mourning Becomes Electra"
  - "Death of a Salesman"
 (For additional titles see bibliographies at end of drama sections in various anthologies.)
- d. To report orally either to the teacher or in a seminar.

## K. The American Novel

### 1. Purpose:

To provide the student an opportunity to read widely in the American novel to become acquainted with some of the outstanding books by American authors.

### 2. Approved list of American novels

James Fenimore Cooper: The Leatherstocking series (5 novels)  
any 1

Nathaniel Hawthorne: The Scarlet Letter

Herman Melville: Moby Dick, Billy Budd, Typee

Mark Twain: Huckleberry Finn, and others

Mitchell: Gone with the Wind

London: The Call of the Wild

Stephen Crane: The Red Badge of Courage

Hemingway: The Old Man and the Sea, and others

John Steinbeck: The Pearl, The Red Pony, Grapes of Wrath

Ole Rolvaag: Giants in the Earth

J. Arthur Dobie: Across the Wide Missouri

William Faulkner: The Sound and the Fury, Light in August, and others

### Other writers:

Willa Cather, Edith Wharton, Theodore Dreiser, William Dean Howells, Hamlin Garland, Sinclair Lewis, Frank Norris, Upton Sinclair, and others.

See the instructor for a choice other than those listed.

### 3. Assignments

- a. Read an analysis of the novel to be found in the study material or in an anthology.
- b. Read four novels for the basic requirement.
- c. Read as many additional novels as desired for honors credit.
- d. Make an oral report to the teacher; bring the book with you.

## THE PERIOD APPROACH

### Aim of the approach:

The purpose of the study of American literature through periods is to gain a perspective of American literature as it developed over the years of our national history and through the various emphases of our cultural history.

The student may elect in the honors program to go into greater depth of study of any period or phase of writing that may prove of special interest to him.

### I. Colonial and National Period

#### A. Colonizing Period and colonial life

##### 1. Writers

Captain John Smith  
 William Bradford  
 John Winthrop  
 Roger Williams  
 Anne Bradstreet  
 Edward Taylor  
 William Byrd  
 Sarah Kemble Knight  
 Jonathan Edwards  
 The Mathers (grandfather, father, son)  
 Michael Wigglesworth  
 John Woolman  
 Samuel Sewall

##### 2. Choose six writers, read excerpts from their writings.

##### 3. Suggested assignments for reporting results of reading

- a. Compare Edward's sermon "Sinners in the Hands of an Angry God" with what you know about modern sermons.
- b. Describe Edward Taylor's use of the "Conceit" in his poetry.
- c. Compare Anne Bradstreet with Michael Wigglesworth as a religious poet.
- d. How does Wigglesworth justify the election of some persons to salvation and others to damnation? (See his poem "The Day of Doom.")
- e. Give examples of hardships and of faith from the writings of Winthrop and William Bradford.
- f. What insight into colonial life do we get from the reading of William Byrd and Sarah Kemble Knight?

(Other methods of evaluating your reading could be developed.)

## B. Revolutionary and Early National Period

### 1. Writers

Benjamin Franklin  
 Thomas Paine  
 Thomas Jefferson  
 The Federalist (Hamilton & Madison)  
 Phillip Freneau  
 Francis Hopkinson  
 Patrick Henry

### 2. Assignments

- a. Read summaries of the lives of Franklin, Paine, Jefferson (others if desired); summarize in your own words.
- b. Read from Franklin's autobiography, also of political writings.
- c. Read one selection at least from the other writers.
- d. In a seminar or in conjunction with one or two other students discuss the contribution of each of these writers to the formation of our national government or to the winning of the Revolutionary War. (See the instructor for a time.)

## C. Honors degree program

Read summaries of the lives of the "Connecticut Wits": John Trumbull, Timothy Dwight, Joel Barlow; and read selections from their writings to get a sample of their humor.

Read a book dealing with this period in American literature. See an anthology for a bibliography of titles. Read "The Contrast," the first American play, by Royall Tyler.

## II. The American Romantic Period

### A. Literary divisions of this period

#### 1. Irving and Poe--short stories, sketches,

Irving--short stories

The Sketch Book  
 The Legend of Sleepy Hollow  
 Tales of the Alhambra  
 The Conquest of Granada  
 A Tour of the Prairies  
 Captain Bonneville  
 Deidrick's History of New York

Poe

short stories  
 poems  
 criticism

2. **Early Novelists**  
Cooper  
Melville  
Hawthorne  
Dana
3. **The New England "Aristocrats" or "Brahmins"**  
Longfellow  
Lowell  
Holmes
4. **Poets of nature and rural life**  
William Cullen Bryant  
John Greenleaf Whittier
5. **Transcendentalists**  
Emerson  
Thoreau  
Bronson  
Channing

#### B. Assignments:

1. From one or more sources read an explanation of romanticism and summarize it in your own words.
2. Prepare an outline of the main writers of this period to include:
  - a. Biographical sketch
  - b. Kinds of writing done
  - c. List of main writings
3. Record on tape alone or with one or two other students a summary of the writers of this period, and an analysis of contributions of each writer to American literature.
4. Read a story by Irving (Rip Van Winkle; "Ichabod;" "The Devil and Tom Walker")  
Read excerpts about "The Sketch Book, The Legend of Sleepy Hollow, Deidrich Knickerbocker's History of New York"
5. Read 3 or 4 of Poe's stories  
Read the following poems:  
"Annabel Lee"  
"To Helen"  
"The Bells"  
"The Raven"  
Answer any one question you find at the close of these poems in the anthologies.

## 6. Cooper, Melville, Hawthorne

You may wish to choose a novel from these authors to read.

## Hawthorne

Read one of the following stories (or others of your choice)

- "Young Goodman Brown"
- "My Kinsman, Major Molineux"
- "The Ambitious Guest"
- "Dr. Heidegger's Experiment"
- "The Minister's Black Veil"
- "Ethan Brand"

State the problem of the story you read.

Write a paragraph describing the lessons or teachings of the story.

Discuss your conclusions with the teacher.

## 7. Longfellow            See the anthologies, also the library.

Read examples of his

- a. Narrative (story) poems
- b. Poems that teach a lesson
- c. Poems with themes about the sea
- d. Poems for children

Answer the questions you find at the close of any one of the poems you read.

Homers: Read one of the following epic poems by Longfellow

- "Evangeline"
- "The Courtship of Miles Standish"
- "Hiawatha"

## 8. James Russell Lowell

- a. Read "The Vision of Sir Launfal"

Analyze these symbols: To what do they refer?

the leper, the knight, the water and crust of bread  
summer and winter

What is a moral lesson taught by the poem?

- b. Read "A Fable for Critics"

1. What is the plan of the poem?

2. How does the author describe Emerson, Poe, Whittier, himself?

- c. Read one selection from the "Bigelow Papers"

("The courtin'")

List several examples of the "Tunkee Idiom"

## 9. Oliver Wendell Holmes

- a. What is meant by the statement that Holmes was an "occasional" poet?
- b. List an example of this kind of poem.
- c. Find an example of humor in his poetry.
- d. What was the message he received from the life cycle of the nautilus in the poem "The Chambered Nautilus?"
- e. **Honors:**  
Read a selection from The Autocrat at the Breakfast Table.  
Read the poem "The Deacon's Masterpiece."  
Discuss how he could be making fun of puritanism in this poem.

## 10. Poets of nature and rural life

## a. William Cullen Bryant

1. Read "To a Waterfowl" "The Fringed Gentian"  
State the lesson he receives from the bird and the flower.
2. Read "Thanatopsis"  
What is significant about Bryant's composition of the poem? How does he describe man's sepulcher?

## b. John Greenleaf Whittier

1. Read the following poems: "Skipper Ireson's Ride," "The Eternal Goodness," "Ichabod," "The Barefoot Boy," "Snowbound"
2. Answer the following questions:  
What is the story in "Skipper Ireson's Ride?"  
What contrasts does Whittier draw between his own beliefs and those of the Calvinists in the poem "The Eternal Goodness?"  
About whom is the poem "Ichabod" written?  
From your reading of "Snowbound" describe in your own words (a) the storm, (b) how the family spent the time, (c) how they were restored to contact with the outside world.

## 11. Transcendentalists

## a. Ralph Waldo Emerson

From one of the anthologies of American literature, read a discussion of Emerson's main ideas.  
Read the selections from his writings the book contains, and answer questions for any of the selections that you choose as being representative of this writer.

## b. Henry David Thoreau

1. Read an account a summary of Thoreau's life.
2. Read from his Walden and/or A Week on the Concord and Merrimack Rivers, and write an evaluation of his attitude toward the simple life and nature.



## 12. Civil War and Expansion

## a. Topics for study

1. The Civil War itself
2. Literature of the war
3. Walt Whitman
4. Westward Expansion  
Stories of Travel and Exploration
5. Mark Twain
6. Bret Harte
7. Western Humorists
  - a. Augustus Baldwin Langstreet
  - b. Henry Wheeler Shaw
  - c. Charles Farrar Brown
8. Folk Tales
9. Realists
  - a. Hamlin Garland
  - b. Frank Norris
  - c. Upton Sinclair
  - d. Sarah Orne Jewett
  - e. Mary E. Wilkins Freeman

## 13. The Twentieth Century

## a. Poets

1. Emily Dickinson
2. Robert Frost
3. Carl Sandburg
4. Vachel Lindsay
5. Edgar Lee Masters
6. Edwin Arlington Robinson
7. Edna St. Vincent Millay
8. Sara Teasdale
9. Stephen Vincent Benet
10. James Walden Johnson
11. Amy Lowell
12. L. L. Cummings
13. Archibald MacLeish
14. Ogden Nash
15. Phyllis McGinley
16. Franklin P. Adams and others

## b. Twentieth Century Prose

1. Playwrights
  - a. Eugene O'Neill, The Hairy Ape, In the Zone
  - b. Thornton Wilder, Our Town
  - c. Susan Glaspell, Trifles
  - d. A. A. Milne, The Ugly Duckling
  - e. Paul Gallico, The Snow Goose
  - f. Tennessee Williams, The Glass Menagerie

## PHASE III AMERICAN POETRY

### I. Colonial Poets

Ann Bradstreet  
 Michael Wigglesworth  
 Edward Taylor (greatest)

Read at least one selection from each poet.  
 Explain Taylor's use of the "conceit" or extended metaphor.  
 Explain how Wigglesworth justifies God's election of some to life,  
 others to death.

### II. Poets of the Revolution

- A. Francis Hopkinson  
 Read his poem "Battle of the Hogs." How does he give heart to  
 the revolutionary patriots with this poem?
- B. Phillip Freneau  
 Read poems of Freneau that deal with the following themes:  
     love of nature  
     appreciation of the Indian  
     denunciation of the false in life, his realism.  
 Explain how the poem you read describes each theme above.

### III. Poets of America's First Great Flowering of Literature

- A. Early Romantic poets.  
 William Cullen Bryant  
 Read at least the following:  
     1. "To A Waterfowl"  
     2. "The Fringed Gentian"  
     3. "Thanatopsis"  
 State the main message expressed in each poem.  
 Note what the book says about the author's life.
- B. Edgar Allan Poe  
 Note the biographical sketch on Poe.  
 1. Read several of his poems including  
     "To Helen"  
     "The Raven"  
     "Annabel Lee"  
     "The Bells"  
 2. Answer the following questions:  
     a. What does the poet say he draws from Helen?  
     b. What does he mean by "The glory that was Greece and  
     the grandeur that was Rome?"

- c. Find and write down examples of alliteration and internal rhyme in the poem "The Raven."
- d. What is the refrain in this poem? How does it vary both in wording and in speaker?
- e. What is the simple story of the poem?
- f. What is the story of Annabel Lee?
- g. What is the symbolism of the sea in the poem?
- h. Find and write down examples of words that go along with the four types of bells in the poem "The Bells."

C. John Greenleaf Whittier

1. Read the following poems, or from the following list four.  
 "Hand Miller" "Barefoot Boy" "The Eternal Goodness"  
 "Skipper Iveson's Ride" "Massachusetts to Virginia"  
 "Snowbound"
2. Answer the following questions:
  - a. What kind of tolerance and charities does Whittier express in the poem "The Eternal Goodness"?
  - b. What is the message or story of the poem "Hand Miller"?
  - c. What is the story or plan of the poem "Snowbound"?
  - d. How would the poem "Massachusetts to Virginia" arouse feelings against slavery? This is a good sample of Whittier's abolition poetry.

D. Ralph Waldo Emerson

1. Read and give the meaning of each of the following poems:  
 "The Concord Hymn"  
 "The Rhodora"  
 "Compensation"  
 "Give All to Love"  
 "Voluntaries III"

E. Three poets of the Gentle Tradition, (The Aristocrats) or (Brahmins)

1. Henry Wadsworth Longfellow
  - a. Read:
    - "A Psalm of Life" What is the message?
    - "The Children's Hour" How does it show Longfellow's love of children?
    - "The Wreck of the Hesperus" "The Skeleton in Armor"  
 What is the story of these sea poems?
    - "Span to the Night" How does the poem show release from care?
2. For extra credit read excerpts from  
 "Evangeline," "Hawthorne," or "The Courtship of Miles Standish."
3. James Russell Lowell
  - a. Read from Higginson Papers, either the Recruiting Sergeant or "The Courtin."

Write down examples of the Yankee idiom which Lowell has preserved. What cause is he supporting in the poem about the recruiting officer?

b. Read "A Fable for Critics"

Describe how he develops his poem? What its plan is, and what his estimate is of one or two writers?

Read "The Vision of Sir Launfal"

What is the story of the poem? What is its composition plan?

What is a main lesson to be drawn from it?

4. Oliver Wendell Holmes

a. What is meant by the statement that "Holmes was an occasional poet"?

b. Read "Old Ironsides" What is the secret of the poem's power to rouse public opinion?

c. Read "The Chambered Nautilus" What is the message Holmes says he receives?

d. Read samples of Holmes' humorous poems such as "My Aunt" "The Last Leaf" "The Height of the Ridiculous" etc.

F. Poets of Mid-Century America

1. Walt Whitman

Read "When Lilacs Last in the Dooryard Bloomed" Explain how the poem is a tribute to Lincoln.

Read "Beat, Drum, Beat" "The Wounddresser" and other poems. What are each of these two poems about? How does Whitman make the poem "The Wounddresser" vivid?

Read excerpts from "Leaves of Grass" Explain how this poem is a good expression of free verse.

Whitman wanted to be known as the poet of democracy; how does the poem "Leaves of Grass" or "Song of Myself" express some of his democratic ideas? Or, list one or two ideas that he uses to express democracy.

2. Sidney Lanier

Read "Song of the Chatahoochee" Of what is the river a symbol? Of life? In what ways does it represent life?

3. Emily Dickinson

Read a dozen of her poems and note the strong punch line at the end.

IV. Twentieth Century Poets

A. Edwin Arlington Robinson

Read several of his poems, perhaps the following:

"Bewick Fizzler"

"Miniver Cheevy"

"Richard Cory"

"Mr. Flood's Party"

Give at least one pen portrait that you find in these poems.  
How are these poems of disillusionment?

- B. Amy Lowell  
Read "Patterns" Amy Lowell was a leader in the school of poetry known as "The Imagists" What is the pattern she draws in this poem?
- C. Edna St. Vincent Millay  
Read "God's World"  
"Lament"  
"The Spring and the Fall"  
Explain how Miss Millay shows here her love of nature and also her awareness of life's problems.  
Read "Renaissance" What is the death and rebirth in this poem?
- D. Vachel Lindsay  
Read "General William Booth Enters into Heaven"  
"Abraham Lincoln Walks at Midnight"  
Why are the musical instruments helpful in getting across the message of the poem?  
How does Lindsay show his appreciation of Lincoln?
- E. Robert Frost  
Read "Mending Wall" What attitude does Frost have toward the statement "Good fences make good neighbors"?  
Read "Death of the Hired Man" How does Frost show the human touch in this poem? Do you agree that the use of blank verse aids in the telling of the story?  
Read "Stopping by Woods on a Snowy Evening" What is the deeper meaning of the poem?  
Read "Birches" What aspiration is symbolized by climbing the birches?
- F. Edgar Lee Masters  
Check in the notes about the Spoon River Anthology. What is it?  
Read one or more selections from his Spoon River Anthology. How do the comments by the persons about their lives differ from what might be written on their tombstones?
- G. Stephen Vincent Benet  
Read "The Mountain Whippoorwill" As you read this poem adjust your rhythm to that of the square dance rhythm, to see how well the poem fits it. Who wins the fiddling contest?
- H. Carl Sandburg  
Read "Chicago" What is his attitude toward this city?  
Read "Prayers of Steel" What two things does he pray to become? Why?

**I. Recent modern poetry**

Read one poem from each of these poets. List the poem you read, and the main idea:

Sara Pound

T. S. Eliot

Wallace Stevens

Archibald MacLeish

E. E. Cummings

Marianne Moore

## PHASE IV ENGLISH LITERATURE

### A. Purposes of the study from English literature.

1. To provide the student with a background of understanding of the development of the English language.
2. To provide the student a knowledge of English literature as a basis for a better understanding of American literature.
3. To provide the student an opportunity to gain a general perspective of the range of English literature, while providing at the same time, opportunity for more detailed reading in areas of special interest.
4. To provide the student with a choice of approaches for the study of English literature.
5. To provide students an opportunity to seek out and work toward their own goals in the study of English literature.
6. To provide opportunity for individual study, for closer student-instructor cooperation in meeting the needs and working toward the goals the student discovers.

### B. Possible approaches to the study of English literature

1. The traditional approach: The study of English literature by its periods of development from Anglo-Saxon times to the present.
2. The Authors' Approach: The selection of twenty (or more) representative British authors, and a study of their lives and writings.
3. The Topic-Theme Approach: The study of English literature through a study of topics and themes that are significant for their importance in English literature.

### C. Partial list of materials.

1. A History of the English Language, Haugh
2. The English Language: A Brief History, Aspects of English paperback
3. Major British Writers, G. B. Harrington, gen. ed., Harcourt & Brace
4. England in Literature, Robert C. Pooley, gen. ed., Scott Foresman
5. English Literature, Edward J. Gordon, Ginn and Co.
6. The Norton Anthology of English Literature, Vols. I, II
7. Adventures in Verse, Kincheloe and Cook, Harcourt & Brace
8. Adventures in English Literature, Vols. I-4, paperbacks
9. The World and Our English Heritage, Baily & Lovell, American Book Co.
10. The Bible for Students of Literature and Art, G. B. Harrison, Doubleday
11. Literature I, II, The Oregon Curriculum

#### D. Methods of Evaluating and Reporting

1. Each student is asked to look over the possible approaches to the study of English literature, to choose one approach, and to sign a contract to pursue this study.
2. Each student must then study the outline of his chosen method of study and choose goals for himself within the broad framework. If he desires to study in an area not included in the outline, he should confer with the instructor about it.
3. Each student must, with the instructor, set a target date for his expected completion of each section of his study; this date will be recorded and also the date of actual completion of that part of the course.
4. Progress in the course will be marked, not by grades, but by satisfactory completion of that part of the study. The aim is not to study to get grades, but to study to satisfy our curiosity and desire to know more about this field.
5. Specific assignments may be made by the teacher, but it is important for the student to help formulate assignments and methods of finalizing his study that will be of special meaning to him. Some of these methods might be:
  - a. Answering prepared questions by the teacher and by the authors of the various study books.
  - b. Preparation of questions by the student as if he were the teacher, picking out the points of importance to be emphasized.
  - c. The seminar and oral discussion.
  - d. Oral book reports to the teacher.
  - e. Collaboration of two or three students in analyzing a writer, a work, or a period.
  - f. Interpretive reading and recording on tape of choice passages.
  - g. Summarizing ideas and concepts in brief essays and reports.
  - h. Student writing of poetry, short stories, plays, essays.
  - i. Analysis of the form, technique, terminology of different types of writing: poetry, short story, play, narrative, etc.
  - j. Tracing a theme through several works.
  - k. Comparing and/or contrasting basic concepts of life in several literary works.
  - l. Presentation to a school or class audience by two or three students an evaluation of a writer, a work, a period.
  - m. Reviewing films, filmstrips, tapes, records, as they may be available and applicable.

What can you add to the list?



### THE AUTHOR APPROACH

The authors approach to English literature provides a general perspective through the study of outstanding writers and their works.

G. B. Harrison, general editor of a recent book Major British Writers, (Harcourt & Brace) lists twenty writers and goes into a study of their works.

Chaucer	Swift	Coleridge	Browning
Shakespeare	Pope	Byron	Shaw
Bacon	Johnson	Shelley	Conrad
Donne	Bosworth	Keats	Yeats
Milton	Wordsworth	Tennyson	Eliot

Other writers that might be added to the list are:

Daniel DeFoe, Journal and Swiss Family Robinson

John Bunyan, Pilgrim's Progress

Oliver Goldsmith, "The Vicar of Wakefield" She Stoops to Conquer

Robert Burns, Poet of Scotland

Matthew Arnold, Poet, essayist

Sir Walter Scott, Novelist

Charles Dickens, Novelist

Robert Louis Stevenson, novelist

Thomas Hardy, Novelist

Charlotte and Emily Bronte, Novelists

Plan of this study:

Read at some length the twenty writers listed as major writers, and prepare reports on their lives, their contributions to the field of literature, and the importance of their writing through an analysis of the main ideas. Confer with teacher for detailed schedule of study.

**THE TRADITIONAL APPROACH**  
**Study by Periods**

**I. The Anglo-Saxon Period**

- A. The geographic background
- B. Early invasions
- C. Language development
- D. Old English Poetry
- E. Old English Prose
- F. Special interest: Beowulf

The student will be expected to study and read within each of these topics and show his general grasp of the subjects either by methods of reporting which he chooses or by completing assignments which the teacher may give him.

**II. Medieval England**

- A. The Norman Conquest
- B. The development of medieval English
- C. Popular Ballads and Lyrics
- D. Of special interest:  
 Sir Gawain and the Green Knight  
 Piers Plowman  
 Everyman--perhaps first play  
 Sir Thomas Malory--King Arthur legends  
 Book of Domesday--land record of William the Conqueror
- E. Outstanding literary achievement of this period  
 Geoffrey Chaucer and The Canterbury Tales

**III. The Elizabethan Age (Sixteenth century, sometimes called the Renaissance) (c 1485-1700)**

- A. Development of English into modern English
- B. Views of Man and Society
  - 1. Sir Thomas More
  - 2. Sir Thomas More
  - 3. Richard Hooker

- C. Poetry of this period
  1. Sir Thomas Wyatt the Elder
  2. Henry Howard, Earl of Surrey

- D. Outstanding writers
  1. Sir Philip Sidney
  2. Edmund Spenser
  3. Ben Jonson
  4. Francis Bacon
  5. Christopher Marlowe

E. Sixteenth century lyric poetry

F. William Shakespeare and his plays

#### IV. The Seventeenth Century

- A. Literary Background of this period
  1. English translations of the Bible
  2. The Cavalier Poets
  3. John Donne, the worlding and the divine
  4. John Bunyan, Pilgrim's Progress
  5. John Milton
  6. John Dryden
  7. Samuel Pepys

B. Outstanding literature of the period: Milton's Paradise Lost,  
Paradise Regained, Samson Agonistes.

#### V. The Eighteenth Century

- A. Political developments
  1. Civil War
  2. The Puritan commonwealth
  3. The restoration

- B. Writers of the period
  1. Sir Richard Steele and Joseph Addison      The Spectator
  2. Daniel DeFoe
  3. Jonathan Swift
  4. Alexander Pope
  5. Samuel Johnson
  6. James Boswell
  7. Oliver Goldsmith

#### VI. The Romantic Period

- A. The beginnings of the Romantic Revolt
  1. Thomas Gray
  2. William Cowper

3. William Blake
4. Robert Burns

- B. The Romantic period in full flower
  1. The people and their times: causes of romantic movement in literature
    - a. William Wordsworth
    - b. Samuel Coleridge
    - c. Charles Lamb
    - d. Sir Walter Scott
    - e. George Gordon, Lord Byron
    - f. Percy Bysshe Shelley
    - g. John Keats

## VII. The Victorian Period

- A. The People and their times
- B. Literature of the period
  1. Thomas Babington Macaulay
  2. Thomas Carlyle
  3. Thomas Henry Huxley
  4. John Henry Newman
  5. Alfred Lord Tennyson
  6. Matthew Arnold
  7. Robert and Elizabeth Browning
  8. Dante Gabriel Rossetti, Christian Rossetti
  9. Edward Fitzgerald
- C. Later Victorians
  1. George Meredith
  2. Lewis Carroll
  3. Gerald Manley Hopkins
  4. Rudyard Kipling
  5. A. E. Housman
- D. The development of the Novel
  1. Charles Dickens
  2. Thomas Hardy
  3. Joseph Conrad
  4. William Makepeace Thackeray
  5. Robert Louis Stevenson
  6. Jane Austen
  7. Charlotte Bronte
  8. Emily Bronte
  9. Virginia Woolf

**VIII. The Twentieth Century**

- A. The short story**
- B. Poetry**
- C. Nonfiction**
- D. Drama**

**Note:** In the following approach the student will find it helpful to choose a good anthology as a basic text for study, and look into other works for names and topics not developed in the one he may be following. These anthologies will also provide questions and assignments of various kinds on the selections within the text.

## STUDY BY TYPES APPROACH

## I. Fiction

## A. Analysis of fiction (critique)

Source: Prose and Criticism, McCallum, Harcourt & Brace

Readings: "The Nature of Literature" pp. 612-613

"The Literature of Knowledge and the Literature of Power" pp. 618-619

"Fiction" pp. 620-625

Assignment: Read and outline or summarize the main ideas in the above readings.

B. Fiction assignments: Read twenty-five selections of short fiction that are new to you (British authors). Summarize these selections.

C. Honors: Read ten stories chosen from world literature and/or theme literature.

Suggested Sources: Adventures in World Literature, Adventures in Values

## II. Nonfiction

## A. General background and analysis

1. Read the section on "nonfiction" in the book Prose and Criticism, pp. 752-779. Summarize your reading.

2. From the book A Book of Nonfiction 1, read

"The Familiar Essay" pp. 5, 6

"The Expository Essay" p. 79

"The True Narrative" p. 133

"The Introduction" at the beginning of the book

Briefly summarize the ideas found there.

## B. Nonfiction reading

Read twenty-five selections of nonfiction not previously read, use only British authors.

The student should endeavor to cover a range of English nonfiction writing, drawing some from several periods of English literature.

Suggested Sources: Adventures in English Literature, paperback Vol 4; Prose and Criticism; The English Tradition: Nonfiction; England in Literature, section on nonfiction; Adventures in Values, "Nonfiction prose"

- C. Honors: Read an additional ten selections of nonfiction, or, one full-length book.

### III. The Novel

#### A. General Discussion and Analysis

From the book, English Literature (Ginn and Co.), read:  
 "The English Novel" and "The Range of the Novel" pp. 656-  
 675

Read the discussion of the novel found in Prose and Criticism  
 pp. 711-712 for a brief analysis of several British novelists.  
 (See Adventures in English Literature, Classic ed. pp 430-436.)

#### B. Readings:

Read in addition five of the standard classics of English literature and make oral reports.

- C. Honors: Read three additional novels by British authors.

**PHASE IV ENGLISH LITERATURE--POETRY**

Do assignments in the following outline.

**I. Anglo-Saxon Period.**

Read "The Seafarer" (including introductory notes) Answer questions about the poem.

Read Beowulf excerpts as openly found in an English anthology.

Answer representative questions on the poem.

Read and outline or itemize the main characteristics of Anglo-Saxon poetry. Copy lines from poems that illustrate these characteristics.

**II. Medieval English Poetry.**

1. Read three ballads of this period and answer questions relating to each.

2. Read discussions and explanations of the Scottish and English folk ballad and the characteristics of meter and form. List them.

3. Read a resume of the life of Geoffrey Chaucer.

4. Read the Prologue to "The Canterbury Tales" and at least two of the tales. Briefly summarize the plan of the "Canterbury Tales" and of the two tales you read.

**III. The Elizabethan Period or the Renaissance**

Read the following selections from King James Bible: Psalm 19, Proverbs, chapter 3, Job, chapter 8.

Read at least one selection from each of the following writers and either summarize the meaning of the poem or answer questions about it:

Sir Philip Sidney, Christopher Marlowe, Ben Jonson, Edmund Spenser, Sir Walter Raleigh.

Read several of Shakespeare's sonnets and a couple of his soliloquies. Show how the Shakespearean sonnet form differs from the Italian or Petrarchan form in rhyme scheme, stanza arrangement. (Look up in a glossary to be sure you know what a sonnet is and its form.)

**IV. The Seventeenth Century**

1. Read a number of the poems by John Donne.

2. Read a discussion of Donne's poetic style and write down from his poems illustrations of his brusque and straightforward style, the metaphysical conceit, and his use of paradox.

3. Read a sketch of Donne's life.

4. Read at least one poem from each of the following Cavalier poets: George Wither, Edmund Waller, Sir John Suckling, Robert Herrick, Richard Lovelace, Andrew Marvell.

Summarize the main ideas of Cavalier lyric poetry.

5. Read from the writings of John Milton

a. One of his sonnets

b. Either "L'Allegre or Il Penseroso. State the idea of each.

c. Read the introduction to "Paradise Lost" State the theme of the poem, the chief characters. Read excerpts from the poem.



6. Read excerpts from Alexander Pope in either "The Rape of the Lock" "Essay on Criticism" "Essay on Man."  
Answer a representative question on the selection you read.
7. Read excerpts from Oliver Goldsmith's "The Deserted Village."  
Answer questions on the selection.

#### V. The Eighteenth Century

1. Read "Elegy Written in a Country Churchyard" by Thomas Gray.  
Answer the questions on it.
2. Read a number of Robert Burns poems. What is their major theme? What marks of Scottish dialect do you find?
3. Read from William Blake "The Lamb" and "The Tyger". Answer the questions on each of these poems.

#### VI. The Romantic Age.

1. Read several poems by William Wordsworth. Answer on question.
2. Find out and note why Wordsworth is credited with the beginning of the Romantic period.
3. Read the poem "Rhyme of the Ancient Mariner" by Coleridge.  
Answer questions which bring out the meaning of the poem.
4. Read a sketch of the life of George Gordon (Lord Byron). Read one or two lyrics. Read "The Prisoner of Chillon." Answer questions on it. Read excerpts from either "Childe Harold's Pilgrimage" or "Don Juan."
5. Read two poems each from Percy Bysshe Shelley ("To a Skylark" "Ode to the West Wind"), John Keats ("Ode on a Grecian Urn" "Ode to a Nightingale")

#### VII. The Victorian Poets

1. Read a sketch of the life of Alfred Lord Tennyson. Read three or four of his poems including excerpts from "In Memoriam" and "The Lady of Shalott" and "Crossing the Bar" Answer one question on each of the four poems.
2. Read several poems by Robert Browning including "My Last Duchess" What is the satire in the poem?
3. Read several of Elizabeth Browning's sonnets. Note the beauty and depth of love she expresses.
4. Read the poem by Matthew Arnold "Dover Beach" Explain the reference to "the sea of faith." To what extent is the poem pessimistic? Is there any optimism in it? What?

#### VIII. The Twentieth Century

1. Read at least one poem from each of the following authors:  
Rudyard Kipling, A. E. Housman, William Butler Yeats, T. S. Eliot, Stephen Spenser, Dylan Thomas, Robert Brooke, Wilfred Owen, John Betjeman, W. H. Auden.  
Answer one question on each.